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Master

Didactics of foreign Languages

The teacher's Role in Increasing Teaching Vocabulary to ESP Learners.

Case study:the second year Public Health of Nurse at the National Institution of Higher Paramedical Training of Mostaganem.

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Dedications

This dissertation is dedicated to:

My parents who pray for me to reach my goal

To my brothers and sisters for their support

Special dedication goes to my supervisor who was very helpful and presented any time

To all my teachers in the department of English

To my friend Hafsa for her support and understanding

To all my past and present classmates and every one helped me.

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Abstract

Vocabulary is an important skill in any language and a vital aspect of learning a foreign language. That is why teachers should be aware of the strategies used in order to help students. The research aims at examining the role of the teacher in increasing teaching vocabulary in English for specific purposes (ESP) learners by using different strategies. In addition, Public Health of Nurse (PHN) was chosen as a sample to do this research at the National Institution of Higher Paramedical Training of Mostaganem (NIHPTM). The research requires gathering data from primary as (books) and secondary sources like (dissertation) so as to arrive with complete analysis of the role of teacher in teaching vocabulary. Moreover, the require data was collected by teacher's interview and students questionnaire (qualitative and quantitative). The second year PHN was chosen during the academic year 2019-2020. Furthermore, the resulting finding from the data collection in this research shows that teachers improve their role when differentiate in the strategies used in teaching vocabulary. The hypotheses are confirmed after gathering information and analyse it. Besides, the main points that this research focuses on are the role of teachers to increase teaching vocabulary and the role of the institution to help them in doing their role appropriately.

Keywords: vocabulary; English for Specific Purposes; Public Health of Nurse; National Institution of Higher Paramedical Training of Mostaganem.

List of Acronyms

ESP: English for Specific purposes

ELT: English Language Teaching

FI: Formal Institution

NIHPTM: National Institution of Higher Paramedical Training of Mostaganem

PHM: Public Health of mid-wife

PHN: Public Health of Nurse

RM: Radiology Manipulator

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General Introduction

It has been apparent for some time that a little attention has been given to the need of the students and the teachers of English as a foreign language. English has for aspects and skills that should be known by the learners. However, this research focuses on one of the aspect is known as 'vocabulary'.

It is suggested that vocabulary is a fundamental and important, especially in English for specific purposes. Learners need to know types of vocabulary, which words are worth focusing and so on, in order to operate an advanced level in English. In this regard, it is useful for both teachers and learners to become aware of this aspect.

Students in Algeria, study English for seven years: four years in middle school and three years in secondary school. However during their learning, they do not consider vocabulary as a major subject. They integrated with the lessons such as listening, speaking and so on. These lessons do not focus on the totally of vocabulary. In order to help students learn new words in more interesting and effective way as well as memorize it, it should be taught alone and give it more time.

However, students feel bored from learning vocabulary with traditional and fixed strategies. They feel that they waste their time. Besides, students face some problems in learning vocabulary because they are tired from the old methods used in the teaching vocabulary. In addition, teaching vocabulary has been written for all teachers of English who want to develop their classroom skills. The key of developing skills is the answer of the question "what can teacher do to help". It is very crucial for teachers to find new strategies to help students remember new words in more interactive manner.

It is believed that most learners will not engage in an interaction by themselves unless the teacher starts first. They need to able to understand and use technical vocabulary in their field. As a nurse, I had observed that most of the nurses (males and females) face a lot of problems in English language in their specific field. It is suggested that teachers taught them general English but they need it in a specific way with specific terminology. So that this problem motivates me to know the role of the teacher in this case since he is ESP practitioner, course designer, provider, researcher and evaluator.

The aim of this study is to make an analysis about the role of English for specific purposes (ESP) teachers in the National Institution of Higher Paramedical Training of Mostaganem (NIHPTM), especially the specialty of Public Health of Nurse (PHN), and also to know if they teach general or specific English. Another issue on which the research is raised is to investigate if the teachers use different strategies or new ones when teaching vocabulary, and if they teach them specific terminology which has a relation with the field of learners.

Accordingly, the main issues of this research are that PHN do not have opportunity to use English outside, even the PHN who work. That is why teachers should create appropriate strategies for students to acquire vocabulary. These strategies help teacher to increase the level of the students. They allow being involved, motivated, and more interacted.

General Introduction

The main questions that will be tackled in this research are:

- What are the problems that the teachers face in teaching vocabulary?
- What are the strategies used in teaching vocabulary?

The research questions lead to put the following hypotheses:

- There are a lot of problems that can the teacher face in teaching vocabulary; learners do not practice English very well as French. He faces problems also in teaching technical words that relate to specific field like PHN.
- There are many strategies that can increase teaching vocabulary in ESP learners such as: guessing from the context, monolingual dictionary, analyzing part of speech, using translation and so on.

The research methodology contains a relevant data from primary and secondary sources, in order to analyze and arrive at the role of the teacher. In addition, this study analyses also the teaching of English in paramedical institution. In order to confirm the hypothesis and answer the research questions, the mixed method is used. Moreover, a questionnaire and an interview are the instruments used in the present research. These instruments intend to collect information about the teacher's role in using strategies to teach vocabulary.

This research consists of three chapters; the first chapter is the theoretical part, it contains theoretical background concerning vocabulary. First of all, it starts with the definition of vocabulary according to scholars. Secondly, it contains of lexis' definition. Thirdly, it deals with the types and the importance of vocabulary. Then, it talks about ESP as teaching method. Finally, it tackles the different strategies used by teachers in teaching vocabulary.

Chapter two, deals with the methodology that is used in this research. It focuses on the data collection in order to gathered information from the questionnaires and the interview instruments. Then, it talks about the analysis, and the description that are used in this study so as to attempt to the results.

Lastly, chapter three aims to give the result and the finding in which this part tackles the analysis of the students' questionnaire and the teacher's interview, and also the discussion of these tools. At the end of the chapter, it gives the suggestion and the recommendation.

Introduction

Teaching and learning a new language cannot be separated from vocabulary. Learning vocabulary is a must for the student, each learner has to learn a series of some technical words that have a relation to his field. It is very needed for his career. Van Naerssen, 1997 argues that knowledge of the vocabulary of a subject area helps learners understand better their area of study. Experienced teachers of English in general and ESP teachers in particular know very well the importance of vocabulary, teaching vocabulary has been taken into consideration for all the teachers of English who wish to improve their knowledge. The fact is to create a new mass of students wanting to learn English because it is the key of technology and commerce and not for the pleasure or prestige of knowledge. In order to develop and help student to learn vocabulary, it is necessary for the teacher to give a little attention to different strategies so that the students could learn different words they needed without help. This chapter focuses on the different definitions of vocabulary, the types of vocabulary, and the meaning of lexis. Moreover, it deals also with importance of vocabulary in addition to some techniques and strategies which can help teachers and guide them in teaching vocabulary and also add learners to remember it. Before looking at specific techniques and strategies, it is better first to define what vocabulary means.

1.1 Definition of Vocabulary

Vocabulary can be defined in various ways .It is a set of familiar words within a person's language. It is one of the largest challenges in learning a foreign language. One definition suggested by M.L.Clouston (2013) is that vocabulary is the words of language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Another definition suggested by Brown (1995) claims that vocabulary refers to a list or set of words that individual speakers of language might use. It is a word that describes a given language, and it is used to communicate in oral and print language. Furthermore, Penny (1991) argues that vocabulary can be defined, approximately, as the words we teach in the foreign language. However, in Oxford Dictionary (online version 2016), vocabulary is defined as the body of words used in particular sphere and as the total number of words that make up a language. The above definitions are mostly similar to the ones provided by the scholars Linse and Nunan (2005) stress that "vocabulary is the collection of words that an individual knows."

1.2 Definition of Lexis

Lexis is one essential component of language, it involves a higher level of development in the four basic communication skills, and lexicology is the study of lexis. The term lexis has been used interchangeably to mean vocabulary. So how do scholars define lexis? According to Richard Nordquist (2019), lexis is a term in linguistics referring to the vocabulary of a language. Barcroft, Sunderman, and Schmitt (2011) argued that the term lexis, from the ancient Greek for “word”, refers to all the words in a language, the entire vocabulary of a language. Plato and Aristotle spoke of lexis in terms of how the words of a language can be used effectively. (p.571). Lexis is the analytical level of a language that has a relation with vocabulary it is also a complete group of all words in a language. Likewise, Jackson and Amvela (2010) suggest that vocabulary and lexis are synonymous. This idea is supported by Larsen-Freeman and Decarrico (2010, p. 18), they said “...not only syntax and morphology but also phonetics, phonology, semantics, and lexis (that is, vocabulary)”. On the other hand, there are some people who relate vocabulary to words and meaning. Lexis, by contrast, is not only associated with words but includes other layers of lexical knowledge. Shen (2008) presented “vocabulary is an all-or nothing relationship”.

1.3 Types of Vocabulary

Elfreida and Michael(2005) argue that vocabulary is generically the knowledge of words meaning, however, the most important point that makes this definition complicated is the fact that words come into two forms in minimum: receptive and productive.

1.3.1 Receptive Vocabulary

Receptive vocabulary or passive vocabulary are words whose meanings are known during receptive skills of language learning. They are numerous and easier than productive vocabulary. Nation defines receptive vocabulary as that “perceiving the form of a word while listening or reading and retrieving its meaning” Nation (p.24.25).It is all words that the students understand them when they occur in the context or something that can help students to obtain the meaning of the words. They may only need to know a few distinctive features of a form of an item. The receptive skill generally gets more practice. Waring (1997) found that receptive skill takes less time for learning. It contains two skills:

1.3.1.1 Reading

This type is concerned to all the words that the learners can recognize when reading. This is the largest type of vocabulary.

1.3.1.2 Listening

It is all the words that learners can recognize when listening to speech.

1.3.2 Productive Vocabulary

Productive vocabulary: it is called also active vocabulary, are words used in productive skills of language learning. According to Nation, productive vocabulary is defined as “wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form”. It is concerned with the stock of words that the person uses in his speech or writing, which means that he can pronounce and write it correctly. It is more difficult and precise because it requires extra learning of new spoken and written output patterns (Crow, 1986).

1.3.2.1 Speaking

It is the words that people produce and utilize in speech.

1.3.2.2 Writing

It is words that are used in different forms of writing from formal like essay to informal as words used in social media.

Pikulski and Templeton (2004, p.2) stated that vocabulary refers to the collection of listening and speaking vocabulary while literate vocabulary refers relatively to the combination of reading and writing vocabulary.

The crucial factor for making a distinction between receptive and productive vocabulary is that they are not a knowledge continuum but they refer to the motivated and unmotivated vocabulary. In addition, more time and repeated efforts is needed to learn vocabulary for speaking and writing than for listening and reading in order to push the learner being able to say a word with correct pronunciation including stress, write it with correct spelling, use it correctly in an original sentence and so on.

1.4 The Importance of Learning Vocabulary

Teaching vocabulary is dominant in a language, it is very crucial for the student to comprehend text, contribute effectively and successfully, communicate with peoples from other countries, accessing English-written websites or applications on the internet, write a sentence correctly, reading journal in English, etc. Hu and Schmitt also hold the opinion that the amount of familiar and unfamiliar vocabulary is one of the most significant elements in discerning the complication of a text". Ur (1996.p.60) stated that "vocabulary is one of important things to bright in learning a foreign language because it will be impossible to speak up without variety of words. Hirsh (2003) and Sedita (2005) argued that when student does not understand at least 90 % of the words in a text, they do not adequately understand what they read". According to National Institute of Child Health and Human Development (NICHD, 2000), each student can acquire from 3 to 5 words in a day, and they obtain 2,000 to 3,500 new words in one year as well as they know the meaning of approximately 50,000 words by the time they graduate from high school. False (2004, p.2) points out that "however with poor vocabulary communication is constraint considerably, you can get by without grammar; you cannot get by without vocabulary", nothing can be conveyed without vocabulary on the contrary of grammar. The learners who know grammar rules and they have poor vocabulary will face a lot of obstacles and problems in communication with native speakers. Any student may be judged by others based on his/her vocabulary. It plays a very significant role in the four skills; Nation (1994) agreed that "a reach vocabulary makes the skills of listening, speaking, reading, and writing easier to perform". There are other scholars who contribute to raise and prove the importance of vocabulary, Krashen holds the opinion that there are great causes for devoting consideration to vocabulary; it appears to be a proper indicator of language ability because learners regularly make use of dictionary rather than a grammar book.

Teachers should give more attention on adding student in increasing their vocabulary since teaching a foreign language is dependent on vocabulary and it is the most essential process of the learners' progress. Dellar H and Hocking D state that "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!"

1.5 ESP as Teaching Method

A broader definition of ESP comes from Hutchinson and Waters. They defined ESP as an approach of language teaching in which all decisions as to content and method are based on the learners' reasons for learning (Hutchinson and Waters, 1987). The word "specific" in ESP has different interpretation according to some scholars like (Hutchinson and Waters (1987), (Dudley-Evans and St John (1998), Smoak (2003). In 1960's, it meant a list of technical vocabulary of any field or profession. However, in 1980's up to now it has concerned to learners' needs. ESP instruction at university level is a common and compulsory subject, particularly for the more-science oriented university degrees. The methodology of ESP teaching conforms to the same model of the language teaching process which means that there are some basic teaching activities: encouraging the intention of the learners to learn, shaping the input, handling the learning strategies, and raising practice and use. Goals and motivation are the most important elements that the learners need; they have to be taken into consideration. Moreover, the principle of English for Specific Purposes (ESP) is "tell me what you need English for and I will tell you the English that you need". This idea recommends that ESP is an approach to language teaching which is oriented to the fulfillment of learners' needs. The ultimate aim of such an approach to teaching ESP is to help learners become competent members of a specific professional discourse community (Skulstad, 1999, p.286).

In addition, teaching English at the level of university for non-English department such as paramedical science is still based on the need of the ability of reading specialized texts which focus on basic vocabulary and grammar. Nowadays, English has become the language of technology, commerce, and research. Furthermore, in Algeria, the demand for English language teaching (ELT) has been increasing both in private sectors and in formal institution (FI) such as those in state and private universities, especially the science sectors who need to have a sufficient command in English in order to write a report, reading scientific books and so on.

1.6. Strategies in Teaching Vocabulary

Both teachers and students agree that vocabulary is one of the most discussed parts of teaching and learning a foreign language. However, the problem is that how can the teacher teach students, especially the primary level, in order to gain satisfying results. He must handle and select the adequate strategies for students which can be the best solution to fulfill their needs. There are many strategies that should be followed in the classroom, these strategies

help students understand, use, and remember a new word. Brown (2007, p.132) described strategies as “those specific attacks that we make on a given problem that very considerably within each individual». Moreover, Chamot (2005, p.112) defines strategies as procedures that facilitate a learning task”. Teaching a word should be done through a systematic approach and using different strategies can help student become better independent word-learners (Baumann, Edwards, Boland, Olejnik, and Kame’enui, 2003; Blockouricz and Fishen, 2000; Graves, 2006; NICHD, 2000). These are three steps for teaching a word:

➤ **Identifying the Potential List of Words to Be Taught**

From three to five words should be taught in one lesson. Armbruster and colleagues (2001) provide several reasons for focusing on only a few words on a time, the main reason is that students are able to understand most of the text without knowing all of the words and they need independent practice using some strategies.

➤ **Determine Which of These Words to Teach**

This step help teacher making a decision about which word should be taught if the word is too difficult. For example, expository text may be dealt with technical academic words. It is important for teachers to preview the text prior to teaching. There are some criteria that can help teacher make a decision about which words should be taught (PREL, 2008):

- The word is too difficult to understand without any background knowledge.
- Word is critical to comprehending the text.
- The word is likely to be found in future reading.
- The contexts clues do not help with understand the meaning of the word.

➤ **Plan How to Teach the Word Using Specific Strategies:**

Teacher must plan to teach them by using these four strategies:

Strategy 1: Provide a Student-Friendly Definition

Use everyday language to help student understand the meaning of a word. Teachers need to be specific, they need to elaborate, and they need to connect the definition to students’ existing knowledge. Descriptive explanations enable students to more easily understand the concept (Beck, et al., 2002; Graves, 2006; PREL, 2008). The way of conveying meaning depends on the type of words. Visual presentation can be used if they want to present something concrete such as verb like ‘ascending’, noun such as ‘a nurse’ or adjective as ‘tall’. Various visual aids can be used at presentation; picture, drawing, real objects, video extracts,

acting out and miming. The other important way of presenting vocabulary is verbal presentation. Teacher can use word relations such as antonyms (slim-fat), synonyms (drink coffee-have coffee), lexical sets in another word semantic mapping (the word 'anemia' is the Centre and you can join a lot of symptoms of anemia to the superordinate such as 'dizziness', 'anorexia', 'nausea', 'pale', 'hemolysis', 'tachycardia' and so on.).

Cohen (1998) states that "strategies can be very different in nature, ranging from planning the organization of one's learning". When teacher are presenting new words they usually use different memory strategies such as creating mental linkages (grouping, associating, placing a new words, representing sound in memory) and employing actions (using physical response or sensations) and using mechanical techniques. Teachers presenting new vocabulary are supposed to take the various learner types into consideration. It is not enough to present a new word in one way with one technique but several different techniques must be used so that the meaning of the word can be grasped by different learner types such as visual, auditive, kinesthetic learners.

Strategy 2: Use the Word in Context and Give Contextual Information

This strategy is based on how the words are being used in context. This involves the use of word parts, context clues, and dictionaries to determine the meaning of unknown words. When student need to know the meaning of any word they directly use dictionary, they frequently select the incorrect definition, but when they see the word in the context they can connect to the appropriate meaning. (Armbruster, et al, 2001). So in this case, teacher ask student to look for a word in the text, read the sentence, and then discuss as a class how to determine its meaning.

- **Word Parts:** it is concerned the different parts of a word (word stem, root word, affixes, etc.). Morphology can be defined as "the structure of words in a language or the study of word formation" (PREL, 2008, p. 41). Morpheme is the smallest part of the word that carries meaning. When readers assemble the part of word, they are better able to construct meaning of an entire word (Baumann, et al, 2010). For example, in the word 'aphasia' there are two morphemes: a and phasia. A means "the loss or the absence" and phasia means "the language skill". Therefore, by assembling the meaning from the morphemes, the word 'aphasia' means "loss of language skill". Morphemes are better known as word parts-root word or base words and affixes (prefix and suffix). The base or root word carries the main meaning in many sophisticated and academic words. For

instance, the root word 'graph' means "writing or printing" when student understand this. Similar to other strategies, teacher asks students to read the sentence containing unknown word. Before looking in the dictionary, think and guess the meaning of the word based on the clues in and around the word. Explain that many words have several meaning and then read all of the dictionary's definitions for that word. Furthermore, decide which definition makes sense within the context of the text being read, but if the meaning is still unknown, provide further discussion about the context and look at word parts. Teaching of these word parts gives student an important strategy for learning new word. (Teaching Vocabulary Explicitly by Susan Hanson and Jenifer F. M Padua, p.19, 20). Which means that when students come cross a word and they do not know its meaning, they should follow these steps to help them determine the meaning

- Read the text and sentences around the word to see if there are clues to its meaning
- Look for the root word, prefix and suffix to get the meaning

In this case, when students put the meaning of the root and any prefix or suffix to gather, they can be able to build the meaning of the word.

Strategy 3: Provide Multiple Exposures:

It is important to give students frequent opportunities to hear the meaning of words and to expose students to multiple context in which the word can develop a deeper understanding of the word and how it is used flexibly (NICHD, 2000). Examples can include pictures, sentences using the words in different contexts, and more.

Strategy 4: Offer Opportunities for Active Involvement:

Students are more likely to solidify their understanding of words when the teacher allows them to process the information through one or two quick activities or games (Beck, et al., 2002). Students are asked to discover the meaning of a word. This technique is more suitable especially for advanced students because it helps student presupposes some knowledge of language. In this case, teacher should not forget that constant revision of the same vocabulary is necessary and it should not be rejected. After the teacher has realized the four strategies (providing student-friendly definitions, using the words in context, providing multiple exposures, and offering opportunities for active involvement), it is time for students to read the text such as scientific texts. Each day, teachers must create opportunities for students to read continuous text without interruptions (Susan Hanson and Jenifer F.M. Padua, p.17).

Understanding the meaning of a word is only the first step in learning it, it does not need more time. After each step (providing student-friendly definitions, using the word in context, providing multiple exposures, and offering opportunities for active involvement. The teacher provides time for students to process the information. They write a personal definition of the word, they make a sketch of what the word means to them to help them remember the word, and finally, they write a sentence.

Each student's vocabulary record is added to his or her Vocabulary Notebook, which serves as a repository of all the words the student has been taught. Student can be asked to make as many words as they can through combining different parts of root. Teacher can use word map and word circle. There are other scholars like Jeremy Harmer who gives a huge attention to vocabulary and the techniques of teaching vocabulary. According to him "teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too" (Jeremy Harmer, 1991, p. 159). It means that the teacher should know the characteristics of his/her students in order to be able to select the suitable techniques and strategies which make students enjoy and motivate in the classroom as well as to increase their vocabulary.

1.7 Conclusion

By the end of this chapter, it is mentioned that vocabulary is a crucial aspect of foreign language. Good command of English, as well as fluency, are acquired by vocabulary building. Otherwise, in teaching new vocabulary, teachers should make variation in order to make teaching learning process more interesting. They should also make student realize the distinction between active and passive vocabulary. Besides, it is more useful to teach students techniques that will help them to understand the meaning of word, some ways that can help students work out the meaning of words and remember them in order to become more independent and confident learners. According to Beck, McKeown, and Kucan, (2002); Graves, (2006) "teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning". These are three steps and four strategies for teaching vocabulary. The three steps are as follows: the first step is Identify the potential list of words to be taught. The second is determined which of these words to teach. The third and the last step is plan how to teach the words using the following strategies: providing student-friendly definitions, use the word in context and give contextual information, provide multiple exposures, and offer opportunities for active involvement. These strategies can help student mastering the language.

Introduction

This chapter deals with case study carried out in the paramedical institution. It describes the methodology followed by (teacher interview and students' questionnaire). These methods are used since it is appropriate to depict the situation in which teachers use different strategies to increase teaching vocabulary to ESP learners and it is used as a tool to analyze the obtained data.

2.1. Research Methodology

The method has been determined by the nature of the study, this study will be combination of the qualitative and quantitative approaches. These approaches are included because they are considered as suitable methods to give a clear comprehension. This research involves both teacher and student in the National Institute of Higher Paramedical Training of Mostaganem.

2.2. Data Collection

S M S Kabir (2016, p.202) argues "Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that can enable one to answer stated research questions, test hypotheses, and evaluate outcomes".

Data collection is a crucial element for conducting a research. There are many tools to collect data. However this study is based on two instruments: interview and questionnaire. They will be described in specific way by mentioning the setting and the participants. In this regard, we used both the questionnaire and the interview techniques during this study since they are considered to be the most effective and useful instruments. In order to answer the research question proposed by the present study, both quantitative and qualitative (mixed) measures were taken.

2.2.1. Quantitative method

The quantitative method is used to quantify the problem or data that can be transformed into statistics. It is used to quantify opinions, variables, etc. It generalizes the results from a larger sample population. It is much more structured than qualitative one.

2.2.2. Qualitative method

The qualitative method is used to understanding the reasons, point of view, etc. It helps to develop ideas or hypothesis for potential quantitative one. It deals with the questions why, how and so on.

There are many reasons for using mixed method. First of all, it is regarded as suitable method to give a clear comprehension. Secondly, it is an appropriate within a single investigation. Then, quantitative research attempts to study specific variable, collect, and analyse data which is numerical statistical, and significance of finding and as well as it focuses on precise measurement. Furthermore, there are many closed questions in the research questionnaire some of them are yes/no questions; in this case the quantitative method is needed.

On the other hand, the qualitative method is included, because it studies the whole variable, and the contextual description. Then, the questionnaire contains an open-ended questions and the justification of the questions (why). This type of questions refers to the qualitative method. Moreover, the interview used in this study is also referred to this method.

The data were collected from primary and secondary sources: Interview and questionnaires were used as the primary sources to the study and the secondary sources were documents, books found in the library, on the internet, and previous dissertation.

2.3. The Setting

The setting of this dissertation was the National Institution of Higher Paramedical Training of Mostaganem. This institution is one of the oldest public and the only one in mostaganem. It is created on June 5th, 1973. This institution contains many specialties such as Radiology Manipulator (RM), Public Health Mid wife (PHM), Public Health Nurse (PHN). However, the specialty that I chose in my research is Public Health Nurse (PHN). This research deals with both ESP teachers and students of PHN as a sample population during the academic year 2019/2020. I chose this specialty in order to know what English means for them and to know the role of the teacher towards them, and then take the strategies used by teacher into consideration.

2.4. The Population

2.4.1 Paramedical Teacher of English.

The aim of dealing with ESP teachers is to know if the teachers of ESP in the National Institution of Higher Paramedical Training of Mostaganem use different strategies to increase teaching vocabulary during their course. The sample consists of one ESP teacher at the institution (National Institution of Higher Paramedical Training of Mostaganem “NIHPTM”), because there is only one teacher in this institution who teaches them. He holds the degree of Master Two “Didactics of Foreign Languages). Before he got his diploma in 2016, he had had a diploma in the classical system. He had ten years of experience; Seven years in the secondary school and three years in this institution. He is a temporary teacher in this institution.

2.4.2 PHN Students

The present study takes place at the NIHPTM. The specialty of PHN is chosen. This study comprised 10 nurses students who study in NIHPTM for the year of 2019-2020. There were all females, 19-20 years of age. They were second year students and they had the course of English each Monday at nine-thirty 9:30. To collect more data and confirmed the research , the questionnaire should be included ,but unfortunately this questionnaire was given during the holiday.

2.5. The Instrument

The research instrument used in this study is set of questions for students and interview for teachers. They were two different tools the strategies used to help both students and teachers during teaching learning vocabulary.

2.5.1. Teacher’s Interview

An interview is a conversation for gathering information. It involves an interviewer, who coordinates the process of the conversation, and asks questions (researcher), and an interviewee, who responds to those questions (teacher). The interview can be conducted face to face or by telephone. However, the interview used in this research is conducted over telephone. The purpose of this instrument is to gather the data that is necessary for this research. The interview was carried out during the holiday. It is based on the role of the

teachers in increasing teaching vocabulary to ESP learners. Moreover, the interview discussed also the different strategies that are used during teaching vocabulary.

2.5.1.1. The Aim of Interview

The aim of the interview is to know the way that the teacher chooses to teach vocabulary, and to know if different strategies effect on the learners' motivation. Then, how they can select the suitable materials.

2.5.1.2. The Description of the Teacher's Interview

At the beginning of the interview, he were asked about, their English degree, their English teaching specialty, and the number of years of their English teaching as an ESP teachers and so on these questions were considered to be an opening to the conversation. Moreover, question four was closed question in which the teacher was asked about if he did any training in ESP before he began teaching. Furthermore, question five was concerned the lesson plan. Then, question six is concerned about whether the teacher teaches them specific terminology which has a relation with their field or general English. Concerning question seven, and question eight, the teacher was asked about if he always uses English when he explains the course and which language he uses when he want to translate (Arabic or French).

In addition, in question nine and question ten, the teacher was asked about which skill he focuses on and the strategies used in teaching vocabulary. In addition, question eleven is the most interesting, it was about the effectiveness of using different strategies in order to raise the interest of students in teaching vocabulary. Later, question twelve, teacher was asked if he does not find the suitable materials for his learners in their specialty (paramedical field), he provides his own. Finally, the two final questions (13-14), these questions were concerned about the method that he uses to evaluate their learners and the raison for that, the answer is between three suggestions: to improve learning, to measure their progress, or to make autonomous.

2.5.2. Students' Questionnaire

Questionnaire is a structured written list of questions which are answered by a lot of learners in order to provide information for a report or a survey. It is the main instrument for collecting data in doing a research. The questionnaires are addressed to ESP learners in the NIHPTM.

2.5.2.1. The Aim of Questionnaires

The questionnaire addressed to ESP learners aims to know the different strategies that can help them learning vocabulary with easier way, and they will memorize it. Moreover, they were asked about the problems that they faced during their learning. It should take the need of learners into consideration. Furthermore, students' answers are very important and helpful in order to obtain the exact response of the investigation.

2.5.2.2. The Description of The Students' Questionnaire

The students' questionnaire was written in English and translated to the Arabic language in order to avoid any problem in terms of understanding the English language, but there were some students who took the questionnaire written in English because they have background and they know English language well. It consists thirteen (13) questions classified into three sections and each section has a specific aspect that focus on. The first section is about the general information. The second section is concerned the English language learning.

The third section contains the difficulties in using the language. The four and the last section is about the different activities used. There are different types of questions, closed question and open-ended ones. Closed questions require learners to answer yes or no or by ticking some answers from a set of options. While, open-ended questions are concerned to give a point of view of the learners, and explain why.

➤ Section One: General Information Q1-Q3

This section focuses on gathering the personal information about the learners. They are asked to specify their gender in the first question, and give their age in the second question. Concerning the third question, it was about giving their e-mail.

➤ Section Two: The Use of English Language for Communicative Purpose Q4-Q7

This section is concerned with the English learning. Question four was closed question in which the learners are asked about their attitude toward English if they like, dislike or do not understand. Then, question five was about their level in English and the answer was one of those words; poor, good, and excellent. The question six was about the importance of English language in their studies, and the answer was one or more than one of these following components: to talk with a foreign patient, to help you further your studies in another country, to work in the foreign country, or aid you read a medical report or medical

prescription in English. Later, in question number seven, the closed question was about the number of hours provided for English if it is Sufficient, reasonable or not sufficient.

➤ **Section Three: Difficulties in Using the Language Q8-Q11**

The question number eight was about the problems that the learners face in English teaching, the most important are suggested: difficulty in receptive and productive skills, lack of confidence and vocabulary, grammatical problems, etc. Question nine was selecting the skill that they prefer to base on when learning vocabulary. In question number ten learners are asked about what makes a word difficult for them in their field, is it pronunciation, spelling, meaning, length and complexity, memorization of great number of word. Finally, the last question in this section was about the kind of errors that the learners make in English and the answer is whether pronunciation errors or spelling errors.

➤ **Section Four: Different Activities Used Q12-Q13**

The last section was devoted for the different activities used. In the twelve questions, the learners were asked about the strategies that they want to use in learning ESP vocabulary, and there are many suggestion such as defining word within context, using context clue, word mapping, etc. Finally, question number thirteen, this is the only open-ended question, learners are asked to give the number of words that can learners learn in one lesson.

Conclusion

This chapter has shortly discussed, it was about the methodology adopted during this research. It tackled the setting, the population, and the data collection instruments. There were two instruments; teacher's interview and students' questionnaire, each tool had its description. The combinations of quantitative and qualitative method were taken so that mixed method is included. Because, this study was focused on the statistical data, and specific variable as well as the closed questions that were used in the questionnaire whereas, qualitative research is an integral part of data in which the data can be observed but not measured such as open-ended question. They have been selected in order to obtain the result of this research.

Introduction

In this final chapter, the focus is mainly on the data analysis, the interpretation of the students' questionnaire, and the interview that was provided to the teacher. The results findings were discussed and analyzed. In addition, the questionnaire for this research was distributed to ten students at the National Institution of Higher Paramedical of Mostaganem (NIHPM) because of the confinement; the contact was passed through Facebook. In this case, the majority of students did not answer the questionnaire except ten students. In addition, the interview was passed with one teacher. Both of questionnaire and interview were designed to prove or disprove the hypothesis suggested in the dissertation.

3.1. Result and Findings

This part was concerned to the result found in the information gathered from the students' questionnaire and teacher's interview. Each instrument used will be analyzed and discussed.

3.1.1. The Analysis of Students' Questionnaire

This section is devoted for the analysis of the data collected from the learner's questionnaire. Ten learners had answered the questionnaire. The questions are written in English language without translation because the words used were clear and did not need translation, and all the question were understood except some words were explained to them. The questionnaire consisted of thirteen questions , and each question will be discussed.

❖ Section one: General Information

The result shows that all the participants (students) are female since the whole of the learners ignore to answer to the questions in the Facebook. Their age is between nineteen and twenty years. However, there were some students who gave their e-mail whereas the other neglected maybe because they have not an e-mail.

❖ Section two: The Use of English Language For communicative Purpose

In this section, there are four questions will be tackled.

a) What is your attitude towards English?

The aim of this question is to know the attitude of the learners towards English, the result shows that six students like English. Then, three learners said that they dislike it but there is only one who said that he does not understand it.

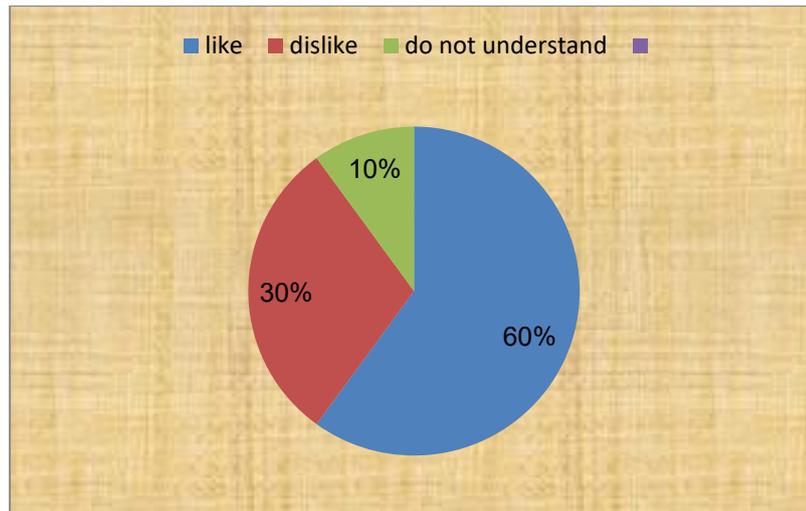


Figure 3.1: Attitude of the Learners toward English

The figure above shows that 60% of students like English language. However, 30% of them dislike it whereas 10% of them find it difficult to understand it. So that, the majority of the learners like English.

b) What is your level in English?

The aim of this question is to know the level of the students in the English language. The answer is between poor, good, and excellent.

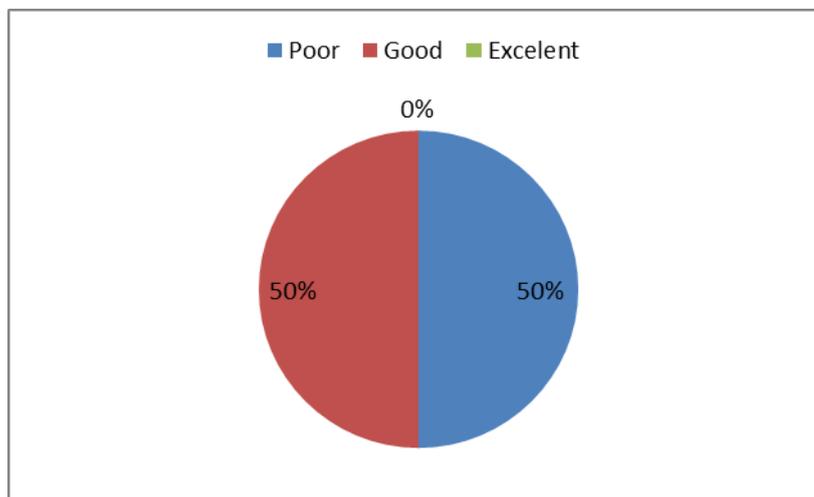


Figure 3.2: The level of students in English

The data shows in the figure above that 50% of the learners said that their level in English is poor, and the other said that they are good but no one said excellent as it is mentioned in the figure below:

c) What is the importance of English language in your studies?

This question takes the interests of the students; five students said that English is important because, it allows them to talk with a foreign patient. Then three students said that it is important since it aids them read a medical report or medical prescription in English. The rest of them chose two answers; they said that English is crucial because, it helps them further their studies in another country, and talk with a foreign patient.

The answer	The number of students	The proportion
➤ To talk with a foreign patient.	5	50%
➤ Aids them read a medical report or medical prescription in English.	3	30%
➤ it helps them further their studies in another country ➤ talk with a foreign patient.	2	20%

Table 1: the importance of English

d) How do you find the number of hours provided for English?

The aim of this question is to know if the number of hours provided for English is enough. In this case, learners choose one of the answer: reasonable, not sufficient, and sufficient.

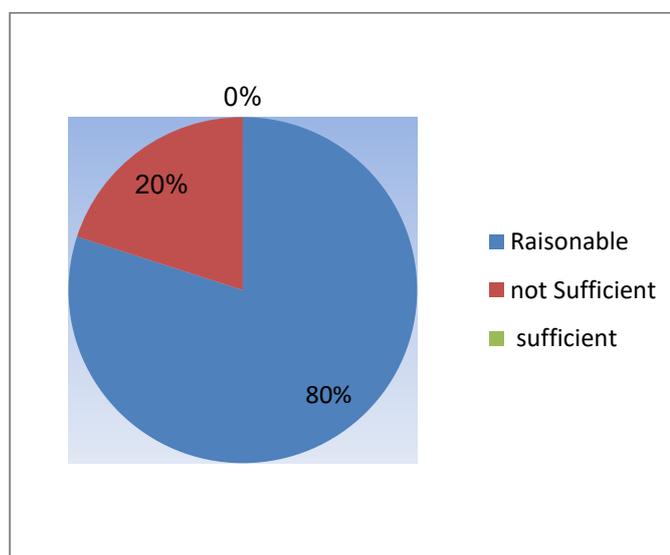


Figure 3.3: the number of hours provided for English

The figure above shows that 80% of students said that the number of hours is reasonable except 20% of them who answer that it is not sufficient. Which means that the whole students see that the number of hours is reasonable.

❖ **Section three: Difficulties in Using Language.**

A. What are the problems that you face in English learning?

This question aims to know the problems that the learners face during their learning English. There are many suggestion, learners chose one or more than one suggestion.

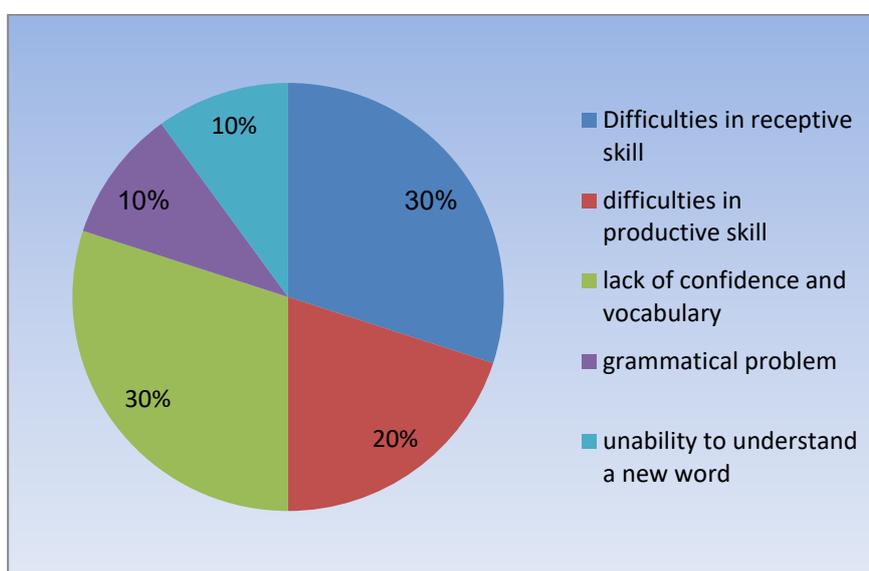


Figure 3.4: Students' Problems in English learning

The figure shows that 30% of the learners said that they had a difficulty in receptive. Then 20% said that they faced problem in productive skill. Moreover, 30% chose two answer, they had lack in confidence and vocabulary. Lastly, 10% of the learner found the problem in grammar and 10% said that the problem is the inability to understand a new word.

B. Which skill(s) do you prefer to base on when learning vocabulary

The aim of this question is to know which skill they preferred to base on when learning vocabulary. There are four skills: speaking, reading, writing, and listening.

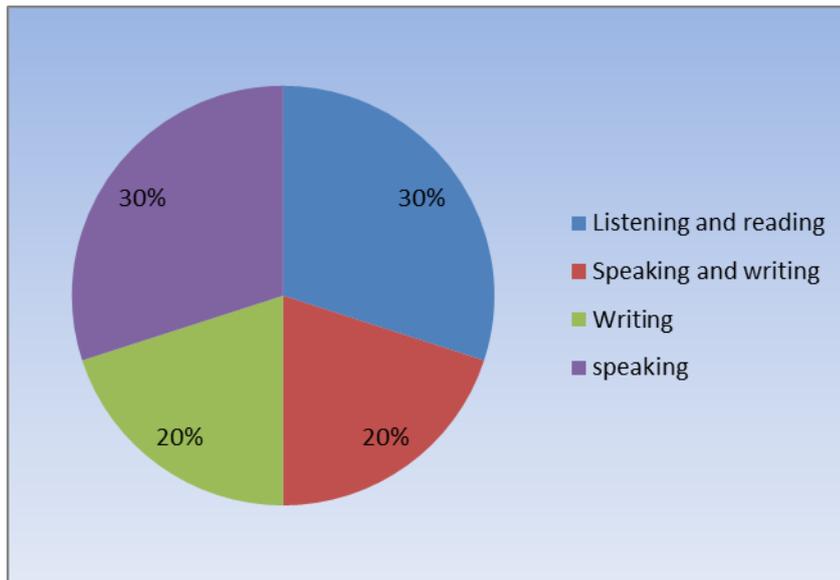


Figure 3.5: The favorite skill in learning vocabulary

The figure above shows that 30% of the students prefer listening and reading because they had a difficulty in these skills. 20% of them preferred speaking and writing since they had a lack on them. Then, 20% of them preferred writing skill because they need it in writing a report in English. Finally, the rest of learners prefer speaking in order to talk with a foreign patient.

C. What makes a word difficult for you in your field?

This question is based on the obstacles that can make a word difficult for the learners. There are some aspects but learners chose just four aspects.

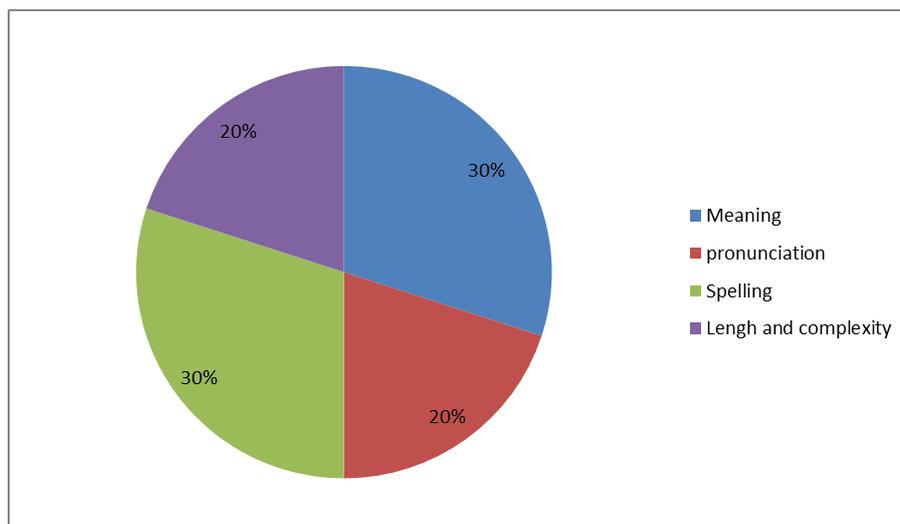


Figure 6: The obstacles that making word difficult for learners

As illustrated in the figure, it contains the answer of students. There were 30% of the students from the whole who chose the answer 'meaning. 20% answered with pronunciation. Then, 30% of the students agree on spelling. The rest of them answered length and complexity. However, none student choose the answer 'memorization of great number of words.

D. What kind of errors do you make in English?

The aim of this question is to know the kind of errors that the learners make in English. There are two types of errors.

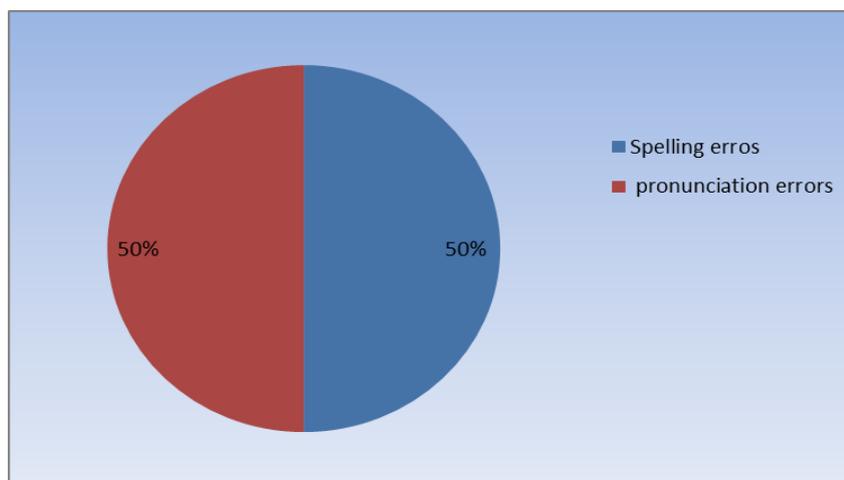


Figure 3.7: The kind of Errors Making in English

The figure below shows that half number of students answered with spelling errors and the others answered with pronunciation errors

❖ Section four: Different Activities Used

I. What are the strategies do you want to use in learning ESP vocabulary?

This question aims to deal with the different strategies used to the learners in learning ESP vocabulary. The table below shows the different answer of students.

Strategies used in learning vocabulary	Number of students	Percentage
<ul style="list-style-type: none"> • Brainstorming activities • Using context clue • Repetition and recycling Word 	2	20%
<ul style="list-style-type: none"> • Defining words within context • Word mapping 	2	20%
<ul style="list-style-type: none"> • Using monolingual dictionary rather than bilingual dictionary • using translation 	3	30%
<ul style="list-style-type: none"> • Taking technology as an essential tool in learning vocabulary • using translation • using pictures and illustration 	3	30%
<ul style="list-style-type: none"> • using virtual medium social media • using records 	0	0%
<ul style="list-style-type: none"> • Others 	0	0%

Table 2: Strategies Used in Learning ESP Vocabulary

II. How many words can you learn in one lesson? Give your opinion.

The purpose of this question is to know the point of view about the number of words that can the learners learn in one session; these following parts are the answers of the question:

- Student A: she said that she can learn 2 words in her field, and she said also that she would like to learn English but it was not an official language and this was an obstruction for her.
- Student B: said that she should learn at least three words and it depends on the strategies used and the difficulty of word.
- Student C: she said that she can learn from three to four words in one session since the teacher is helpful. She based on the technology as the suitable solution.
- Student D: she said that she can learn more than four words and the reason is that she like English and she considers it as an easier language.

On the other hand, the rest of the students did not give their opinions about this question, maybe they did not know or they did not give more important about it.

3.1.2. Teacher's Interview Analysis

This interview based on the data gathered and analyzed from the teacher. It is found that: teacher holds the degree of Master Two "Didactics of Foreign Languages). Before he got his diploma in 2016, he had a diploma in the classical system. He had ten years of experience; Seven years in the secondary school and three years in this institution. He is a temporary teacher in this institution. Then, He did self-training. He said that he plan his ESP course before coming to the classroom. In addition, he teaches them specific terminology which has a relation with the field of PHN. Moreover, He do not use English each time, because there are some students who cannot understand English well. In this case he is obliged to translate into Arabic or French.

Furthermore, the skills that he base on are reading and writing. Besides, there are a lot of strategies, he mentioned some of them; using translation, using pictures, mapping. He uses mapping because, he needs in the anatomic module. Additionally, he said that the different strategies raise the interest of students since these strategies allow students to be more motivated and without getting bored, as well as they help teacher to explain better the lesson to the students. He said that he provides his material such as projector and so on if the materials do not exist in the institution. Finally, He evaluates his learners by written evaluation in order to improve learning and to make autonomous.

3.1.3. Discussion of the Result

Based on the data gathered and analyzed from the learners' questionnaire and the teacher's interview, it was found that:

3.1.3.1. Discussion of the Teacher's Interview

The teacher has ten years of experience, he have master two in didactics of foreign languages. He did self-training. He plans his course in order to facilitate teaching. In the classroom, teacher teaches learners a specific terminology, because they need it in future. However, teacher does not unfortunately use English all the time. He uses French and Arabic so as to help learners understand the lesson. Furthermore, teacher focuses on reading and writing skill because he observed that learners have a lack on these skills. Finally, teacher uses

different strategies in order to increase learning, raise the interest of students, and take into consideration the evaluation of the learners.

3.1.3.2. Discussion of the Students' Questionnaire

Learners like English but they are a little bit good on it. They confirm that it is important in their field, because it allows them to talk with a foreigner, to read a report and prescription, and to work in other country. Then, they confirm that the number of hours is reasonable so that the hours are enough to study English. Moreover, learners have the lack in receptive and productive skills, for this reason they prefer to study them. In this case, teacher should base on these skills. Furthermore, there are many aspects that can make a word difficult for the learners; spelling, meaning, and length and complexity. That can be the reason for doing spelling and pronunciation errors. Besides, learners are more interested to the strategies used in learning vocabulary by using translation, technology and so on. Finally, learners give their opinions about the number of words that can learn in one session, it depends on the strategies used by the teachers.

3.2. Suggestions and Recommendations

Based on the data gathered and analyzed from the present research, it is advisable to suggest these recommendations to the ESP teacher who is teaching English as foreign language.

- The teacher should do formal training in order to get more experience.
- The teacher should be trained in order to teach ESP.
- Effective language learning and teaching may be improved after using different strategies.
- The ESP course should be fully analyzed before starting teaching vocabulary.
- All the skills should be tackle teaching vocabulary.
- The teacher should not neglect the use of materials when presenting the course.
- The teacher should use English more than French and Arabic, he should try to explain the word in English by using other strategies if there is no result he can use translation.
- The teacher should bring his own materials in case he did not find in the institution.
- Teaching vocabulary should be tackled every session.
- The teacher should not neglect the process of evaluation because it is the result of his method of teaching.

Conclusion

To conclude, the two instruments used in this present research are questionnaire and interview that were helping to check the role of the teacher in increasing teaching vocabulary. In this chapter, the collected data from the students' questionnaire and the teacher's interview were discussed, interpreted, and analyzed of in order to find the results. The effectiveness of using different strategies in teaching vocabulary was included in the results found, as well as the role of the teacher appears in using new strategies. At the end of the chapter, suggestion and recommendation were included.

Learning vocabulary is an issue that the learners face; it is the basic aspect learning a foreign language. That is why many researchers make a research about the factor that may help in facilitating learning vocabulary. It is very crucial for the teacher to teach students techniques that help them understand the word themselves, some ways that can add students work out the meaning of words and remember them in order to become more independent and confident learners.

Many studies agreed that using different strategies have many effects on vocabulary learning. These strategies can distract the boredom of students. This research was conducted to investigate the role of the ESP teachers in increasing teaching vocabulary. For this purpose, two questions were tackled: what are the problems that the teachers face in teaching vocabulary? what are the strategies used in teaching vocabulary?

The present dissertation consisted of three chapter; chapter one was devoted to the theoretical background about vocabulary and the strategies used in teaching vocabulary. Then, the second chapter dealt with the methodology and the data collection, it gave a description of the instruments that are used for collecting information. Finally, the third chapter which is the last one was about the analysis of the data, study the results found of the data collection with the discussion of students' questionnaire and teacher's interview. In addition, there was suggestion and recommendation at the end of the chapter.

The result findings shows that the role of the ESP teacher appear in using different or new strategies, because these strategies increase the level of the students, allow them to learn more vocabulary, and enjoy in their learning. There are some strategies that were tackled in this research such as: use the word in a context, word parts, offer opportunities for active involvement, identify the potential list of words to be taught and so on. Moreover, the institution should provide materials in order to facilitate the work of the teachers.

To sum up, this research is conducted for all the ESP teachers in any institution who give a little attention in teaching vocabulary.

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Section three: Difficulties in Using Language.

8/What are the problems that you face in English leaching?

-Difficulty in receptive skills (reading and listening)

-Difficulty in productive skills (speaking and writing)

-Lack of confidence

-Grammatical problems

-Lack of vocabulary

- The inability to understand a new word

- Other problems...

9/Which skill(s) do you prefer to base on when learning vocabulary?

Listening

Reading

Writing

speaking

10/ What makes a word difficult for you in your field?

-Pronunciation

-Spelling

-Length and complexity

-Meaning

-Memorization of great number of words

-Others....

11/What kind of errors do you make in English?

-Spelling errors

-Pronunciation errors

Section four: Different Activities Used

12/What are the strategies do you want to use in learning ESP vocabulary?

- Brainstorming activities
- Defining words within context
- Using context clue
- Word mapping
- Repetition and recycling Word
- Analyzing word part and using
- Using monolingual dictionary rather than bilingual dictionary
- Sketching the word
- Taking technology as an essential tool in learning vocabulary
- using pictures and illustration
- using virtual medium social media
- using translation
- using records
- Suggest others strategies.....

13/How many words can you learn in one lesson?

Give your opinion.....

Thank

you

Teachers' interview

1. Qualification:

- master

-magister

-doctorate

2. English teaching specialty.....

3. Experience as an ESP teacher....

4. Did you do any training in ESP before you began teaching?

-yes

-no

If yes : -self training

-formal training

5. Do you plan your ESP learners' course?

-Yes

-no

6. Do you teach them specific terminology which has a relation with their field or general English?

-Yes

-no

7. Do you always use English when you explain the course?

-Yes

-no

8. If no which a language do you use when you want to translate?

-Arabic

- French

9. Which skill(s) do you base on?

-Reading

-writing

-speaking

-listening

10. What are the strategies that you use when teaching vocabulary?

11. Do you think that different strategies raise the interest of students in teaching vocabulary?

-Yes

-No

If yes why?

12. If you do not find the suitable materials for your learners in their specialty (paramedical field), do you provide your own?

-Yes

-no

13. How do you evaluate your learners?

-Oral evaluation

-Written evaluation

14. Why do you evaluate your learners?

-To improve learning

-to measure their progress

-to make autonomous