

Chapter One

Introduction

1-1 Background:

“The end of the second world war in 1945 heralded 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 demand for an international language. For various reasons, most notably the economic power of the United States in the post war world, the role fell to English”. (Hutchinson and Waters, (1987:6-9). The effect was to create whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international technology and commerce. (Hutchinson and Waters, (1987).

1-2 Statement of the problem:

This study is concerned with searching of the role of lexical items in enhancing ESP reading skills on medicine, with special reference to the EAP (English for academic purposes), to university students.

The study intends to analyze, identify and classify basic problems in understanding lexical items of medicine. It will search the basic problems encounter ESP students in capability of reading comprehension.

1-3 Objectives of the research:

This study tries to facilitate the learning of ESP courses. It aims to assist students to know how to improve their lexical items in medicine. In addition to that, the researcher wants to clarify the best way of reading comprehension of ESP.

1-4The significance of the research:

The research will be necessary to both teachers of English language and teachers of medicine at university level. It will be also significant to the syllabus designers, the researcher and the students. It finds solution for the difficulties that face

Teachers in teaching English in general and students in understanding ESP comprehension in particular. This study will contribute to the efforts of improving student's vocabulary in medicine.

1-5The question of the research:

- (1) To what extent can lexical knowledge improve ESP in medicine?
- (2) To what extent does knowing ESP help students of medicine in enhancing reading skills?
- (3) To what extent is ESP syllabuses of medicine included Vocabulary relevant?

1-6 Hypothesis of the research:

1. Lexical items can help learners to improve ESP in medicine.
2. ESP vocabulary can assist students of medicine in promoting reading abilities.
3. ESP syllabuses of medicine included vocabulary relevant.

1-7The limits of the research:

There are many various are kinds of EnglishLanguge that are taught to non-specialists, this study deals with the type of English which is generally called ESP (English for specific purposes). The study will focus on the role of lexical items in promoting ESP reading abilities. In medicine due to limitation of time and resources, the study will be narrowed to cover first year students on at Omdurman Islamic university.

1-8The research methodology:

The method of this research is descriptive and analytical. The tools of collecting data will include students testing. The data collected will be statistically analyzed and critically discussed.

Chapter Two

Literature Review and Previous Studies

2-1 Introduction:

The dream of educating every student of ESP Vocabulary and reading. Therefore, this chapter consists of three parts: The first one deal with review of some literature related to definition of ESP, type of ESP and need analysis. The second part deals with vocabulary in ESP and reading skills. The third part consists of previous studies which were carried out by some researchers.

2-2 The concept of ESP:

English for specific purposes (ESP) refers to the teaching and learning of English as second or foreign language where the goal of the learners is to use English in a particular domain. The teaching of English for specific purpose, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology t his has now expanded to include other areas such as English for academic purposes (ESP),English for occupational purposes (EOP).English for vocational purposes(EVP),English for medical purposes(EMP) ,English for business purposes (EBP), English for legal purposes(ELP),and English for socioculture purposes(ESCP).
(Belcher (2009:1).

There are four main notions of ESP in the literature:

Hutchinson and waters (1987:19) claim that” ESP should be perceived an approach rather than product”. They explain that student needs are under stood as the reasons for which student s

are learning English and as they vary their learning purposes will be different too.

2.3 Absolute and variable characteristics of ESP:

Mamoun , M(2009) stated that:

Ten years later, theorists Dudley-Evans and St .John (1998:80) modified ‘Stevens’ original definition of ESP to form their own. Let us begin with Stevens’. He defined ESP by identifying its absolute and variable characteristics. Stevens’ (1988, p.1-2) definition makes a distinction between four absolute and two variable characteristics

2.3.1 Absolute characteristics:

ESP consists of English language teaching (principles) which is:

- Designed to meet specified needs of the learner.
- Related in content (i.e. in its themes and topics) to particular, occupations and activities.
- Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc... and analysis of this discourse.
- In contrast with General English.

2.3.2 Variable characteristics:

ESP may be, but is not necessarily:

*Restricted to the language skills to be learned (e.g. reading only).

*Not taught according to any pre-ordained methodology.

2.4. Types of ESP

Mamoun , M(2009) stated that:

David Carter (1993:4-5) identifies three types of ESP:

English as a restricted language.

English for Academic and Occupational Purposes.

English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly 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 that the repertoire required by the controller is strictly limited and can be accurately determined situation ally, 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 (pp. 4-5).

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters,(1987:16), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST

branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987:16) do note that there is not a clear-cut distinction between EAP and EOP: "· people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. I contend that EAP and EOP are different in terms of focus on Cummins' (1979) notions of cognitive academic proficiency versus basic interpersonal skills. This is examined in further detail below.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus

on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

2.5 .Characteristics of ESP Courses:

The characteristics of ESP courses identified by Carter (1983) are discussed here. He states that there are three features common to ESP courses:

- a) authentic material
- b) purpose-related orientation
- c) Self-direction.

If we revisit Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible. Closer examination of ESP materials will follow; suffice it to say at this juncture that use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation for Employment in the Health Sciences, a large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest. The students were encouraged to conduct research using a variety of different resources, including the Internet. Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter (1983) cites student

simulation of a conference, involving the preparation of papers, reading, note taking, and writing.

Finally, self-direction is characteristic of ESP courses in that the “point of including self-direction ... is that ESP is concerned with turning learners into users” (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strateg

2.6 The relationship between ESP and EGP:

Differences between ESP and EGP (Dudley-Evans):

- meet specific needs
- It serves a particular discipline
- Intermediate/advanced level (authentic materials are easily feasible)
- (Carter) “turning learners into users” “self-directed” learning

-ESP stems from GE, it’s “[...] an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson 1997).

Widows (1983) accounts for distinctive features of ESP and EGP; among them these are important ones:

EGP	ESP
The focus is often on education.	The focus is on training.
As the future English needs of the students are impossible to predict, course content is more difficult to select.	As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but note not 'easy' in itself).
Due to the above point, it is important for the content in the syllabus to have a high surrender value.	Therefore, an EVP syllabus need only have a high surrender value linguistic content in terms of the English foreseen to be most relevant to the vocational context. The aim may only be to create a restricted English competence...

2.7 The role of ESP learner:

“When we are going to talk about learners in ESP. we have two important concepts which are motivation and age. They are very

important items to be considered when we design the ESP curriculum”. (Hani, 2013:17) When we are developing the ESP curriculum we have to consider the needs of the learners not only the organizations or in situations' requirements. Robinson (1980). In ESP classes we can find different ages and different level of motivation. Most learners in ESP are adult, so they have their own dreams and goals to be achieved in learning language. They are highly motivated and have academic and professional background

Knowles (1990) adult learner in ESP are Tending to success in learning specific language in specific atmosphere because they are aware of their need and have a great sense of perspective and ability to judge based on their experience.(Hani,2013:17)

2.8. Motivation in ESP

2.8.1 Motivation concept:

(Said, 2015.pa 2) states that” the word motivation is derived from the Latin” mover” which means to, move. It refers to psychological forces which move people bring them into action and keep them going. It is the force that pushes us to do some things”.

2.8.2 The role of motivation on enhancing students learning process:

Fazio, H(2014:33) stated that “The learners in ESP are capable of proceeding in their learning progressively due to the fact that they deal with specialism. That they have chosen to study”. For 16-18 year old, Harding (2007:8) suggests “**the suitability of** work in ESP because they might not know much about their subject specialism”. This is the point where the introductory use of ESP can find its place in teaching. Students will read texts that are available in English only, in order to get to know about their specialism. She proceeded to characterize the ESP learner in terms of extrinsic motivation:

“The ESP learner has a further purpose. He or she is beyond the language itself.”(ibid).

2.9 The concept of need analysis

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors

(Munby, 1978) needs analysis for developing EAP tests is emphasized by Flusher (1999), McDonough (1984), and Carol (1980, cited in Fulcher, 1999)

According to Iwai *et al.* (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

Bindley (1989) and Berwick (1989) offer definitions of different types of needs and accounts of various problems and limitations in making use of this concept, including ways in which we might usefully distinguish between needs identified by analysts and those expressed or experienced by learners. In his state-of-the-art article, West (1994) gives a thorough overview of needs analysis in language teaching, including its history, theoretical basis, approaches to needs analysis, etc.

2.10 Vocabulary in ESP:

2.10.1 What is the vocabulary?

Morass,(2001:1)claims that traditionally, the teaching of vocabulary above elementary level appeared in reading or sometimes listening text. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practices of other language skills, which has been proved not enough to ensure vocabulary expansion.

2.10.2 THE role of vocabulary in ESP

Most second language learners are aware that the acquisition Of Vocabulary is a fundamental and important component in the course of their learning. A good mastery of vocabulary is essential for ESL/ EFL learners, especially for those who are advanced learners of English for specific purposes. Paul Nation describes how learners should deal with specific vocabulary by stating, “It is wise to direct vocabulary learning to more specialized areas when learners have mastered the 2000_3000

Words of general Usefulness in English (Nation, 2001:187).” In order to overcome the challenges of specialized usage of vocabulary, learners need to be taught and /or learn about the different types of vocabulary, its usage and specific strategies that will help them acquire vocabulary.

2.10.3 What are three level of the specialist vocabulary in ESP?

D.Yassen saidthat: there are three levels:

1_Technical vocabulary:-

This refers to words which scarcely occur in other fields. Ex:
auricle, ventricle (biology. heart).

2_ SEM_ technical / sub technical:

This refers to words which are not specific to as specialty but occur in scientific texts/file ex: cycle (bicycle, electricity, engine)

3_ general:-

It refers to words which are used in daily life and which are not included in (1&2).

2.10.4 Medical terminology:

Medical terminology is language that is used to accurately describe the human body and associated components, conditions, processes and procedures in a science-based manner it is to be used in the medical and nursing fields.

2.10.5 How to teach and learn the lexical items through the medicine

(a) Synonyms are different words that have the same or similar meanings-an example of two synonyms are the words such as (rush and hurry), (patient and sick).(Michael (2006:6)

(b)Definition: an explanation of the meaning of a word or phrase, especially in a dictionary, the act of stating the meaning of words and phrases.

Example 1: paraphrase: the same idea of the writer.

Example 2: tissue: collection of specialized cells.

2.11 curriculum and syllabus in ESP

(Shaw, 1977:217) stated that”curriculum include the goals, objectives, content, processes, resources and means of evaluation of all the learning experience planned for pupils both in and out of the school and community through classroom instruction and related programs”.

As for syllabus, Shaw defines it as a statement of the plan for any part of curriculum, excluding the plan for any part of curriculum, excluding the element of curriculum evaluation itself. He concludes that the syllabus should be viewed in the context of an ongoing curriculum development process.

2.11.1 THE content of ESP medical

it, is noticeable that ESP course exist to satisfy a particular educational learners need, their need as a language learner and language users (Hutchinson and water,1987).(Pauline Robinson,1980:1)state that "ESP IS a course focuses on the purpose of learner and the aims at the successful performance of occupational or educational role.

Huda (2010, P.16) stated that “any ESP course functions may differ from another in selection of skills, topic, situation, and also the language. It is likely to have limited duration it is noticeable that, learner needs is key element in any definition of ESP. one of these courses is EMP(English for medical purposes), the EMP course will improve their students' knowledge of sort of English required in the field of human biology, medical science nursing, etc. .Notonly but also will improve language skills (Orica, 2007) EMP course focus on professional activities in English but also is given attention to grammar, vocabulary and pronunciations as required to functional language elements of style and terminology”.

2.12. Reading in ESP

2.12.1 THE concept of reading

Oxford advanced learners, dictionary defines the word" to look at and to understand of written or printed words or symbols".

2.12.2Type of reading

We cannot develop the reading skill of our students without knowing the types of reading. Below are the common types:

2.12.3 Skimming and scanning:

Ibrahim (2007:8) stated that” skimming and scanning, as considered by many specialists, are the two very important skills of reading. Richards, J.etal, (1985.260) define skimming as “type of rapidreading which is used when the reader wants to get the main idea frompassage”. Richard’s (1985:250) define scanning as “a kind of speed reading technique which is used when the reader wants to locate particular piece of information without necessary understanding the rest of text.”

2.12.3 What is reading comprehension?

Reading comprehension refers to the act of thinking and constructing meaning before, during and after reading by integrating information from the writer with the reader's prior knowledge (Sander, 1989:6)

2.12.4 THE Role of Reading of ESP

Marian, (2013:pa2) states that” Many researchers believe that reading is by far the most important of all four skills in a second language, particularly in English as a second or foreign language” (e.g. Carrel, Devine, & Eskey, 1988, Richards & Renandya, 2002). Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves, reading is the main reason why students learn the language. Quite simply, without solid reading proficiency, second language readers cannot compete with their English-speaking counterparts. Oversold and Field (1997) also emphasize that the acquisition of reading skills in a second or foreign language is a priority for millions of learners around the world, and there is a growing demand for both effective reading courses as well as high-quality second Language reading.

Previous studies:

In this part of the work the researcher will present the previous studies conducted in the field of ESP and medicine. The researcher will discuss these studies in terms of how they were conducted, their findings, and the field in which they were carried.

According to Almadani (2005:2) the current situation of ESP at Sudanese universities does not come up with modern method of handling ESP courses .The courses of ESP are set according to the available materials regardless of student s needs . In addition to that need analysis is not practiced at all and ESP courses are mixed up with general English course .Khalil (2005:52) stated that the students are studying English language at tertiary level in Sudan were not usually aware of what they were studying English as university requirement and the course are irrelevant to their fields.

Al sinuous (2005:121) stated that most of the university students are not well motivated to study English as university requirement.

Medicine ESP Studies:

Yousef(quoted in AL Wasilla (2005) carried out research to identify the major factors responsible for the low achievement in English for specific purposes (ESP) in the faculties of medicine in some Sudanese universities. The result revealed the following:

- a)ESP courses are irrelevant to student's The specialization.
- b)ESP teaching in Sudanese universities lack clearly defined objectives.
- c)Most of the ESP teachers are unqualified, and untrained.
- d)The learners of ESP are inadequately motivated and do not take ESP seriously.

EL Wasilla (2005) conducted study investigating on ESP syllabus in faculties of Medicine in Sudanese universities. The analysis of the data obtained showed the following results:

(a) The student's command of the ESP skills was unsatisfactory.

(b) English vocabulary items were not closely related to student's specialization.

(c) The students did not pay much attention to accurate translation of medical terminology, technical passages and notes from Arabic to English and vice versa.

(d) The student's standard when using English in relation to their subject of study was poor.

Huda (2010:60) conducted study investigating on the significance of well-trained instructors of medical English language for specific purposes in Ahead University. In the light of the results, the study has provided some recommendations:

(a) ESP requires change in curriculum and course design, teaching methodologies as well as methods of assessment and evaluation.

(b) Without knowing the learner's needs, the expectations teachers cannot achieve their need.

Mahadi Hamed ,(2014) agrees with the researcher study on this point :

The ESP specialized vocabulary , in fact creates some difficulty to EFL learners .

Mahadi Hamed ,(2014) differs from the research study on these points: the ESP courses at universities do not solve the problems of the ESP specialized vocabulary .

The ESP teachers need more training in order to improve and develop their performance and competence .

Chapter Three

Methodology

3.0 Introduction:

In this chapter, the researcher introduced the subject of the study instrument, validity, reliability and the procedure.

3.1 subject

The participants in this study 30 students who are taking medical English terminology course, as compulsory subject in their first

year at Omdurman Islamic University. The members of this sample were selected randomly.

3.2 Instrument:

This research was conducted using test for data collection.

The data and the information required for the study was obtained by using students test. This test consists of three sections.

3.3 Reliability and validity:

The research assesses the reliability of the research by consulting experts over the designed test for students .Some modifications were made to adjust the test reliability. For the valid itevaluation, the researcher has calculated the Alpha value using (SPSS) and the value of Alpha proved the validity of the tool used

3.4 procedure of data collection:

The test was designed to gain information from the medical students about medical lexical items; copies were prepared and distributed by the researcher to each student.

Chapter Four

Data Analysis and Discussion of Results

4.0 Introduction:

In this chapter, the researcher analyzes the students' test, and each question will be represented in tables. Each table is provided with brief comments that demonstrate its result and charts are also presented to help explaining the results.

4.1 Result of the test:

Analysis of Question (1)

Table (4.1)

Number of Students	Question No.	Frequency of correct answer	Percentage of correct ans.	Frequency of incorrect answer	Percentage of incorrect ans.
30	1	15	50%	15	50%
30	2	14	46.6%	16	53.4%
30	3	22	73.3%	8	26.7%
30	4	15	50%	15	50%
30	5	0	0%	30	100%
Total		66	44%	84	56%

Table () shows the statistical results of the first question in students' test. As it is shown in the table, 15 students get the correct answers out of 30 in the first question with percentage of 50%. This result indicates that half of students succeeded in finding the correct answer while the other half did not.

In the second sub-question "*what did Harken develop*"?, 14 students get the correct answer with percentage of 46.6% while 16 get the incorrect answers with percentage of 53.4%. Though question's answer can be guessed from the passage, students still find it hard to pick the right answer.

In the third sub-question "*What is the next in the development of the cardiac surgery?*" 22 students get the correct answer with percentage of 73.3% and only 8 get the incorrect answers with percentage of 26.7%. This question is considered the highest one of students' answers unlike the previous one, more than half of the students succeed in picking the right decision.

The fourth question shows students get 15 correct answers with percentage of 50% while the other 15 get the same percentage 50%. Like the first question, students split into typical two halves which the things that indicates the ease of the question.

In the fifth sub-question, no one of the participant succeeds in guessing the correct answer, as the students get 0 correct answers with 0% percentage. This question sums up the students' serious problem.

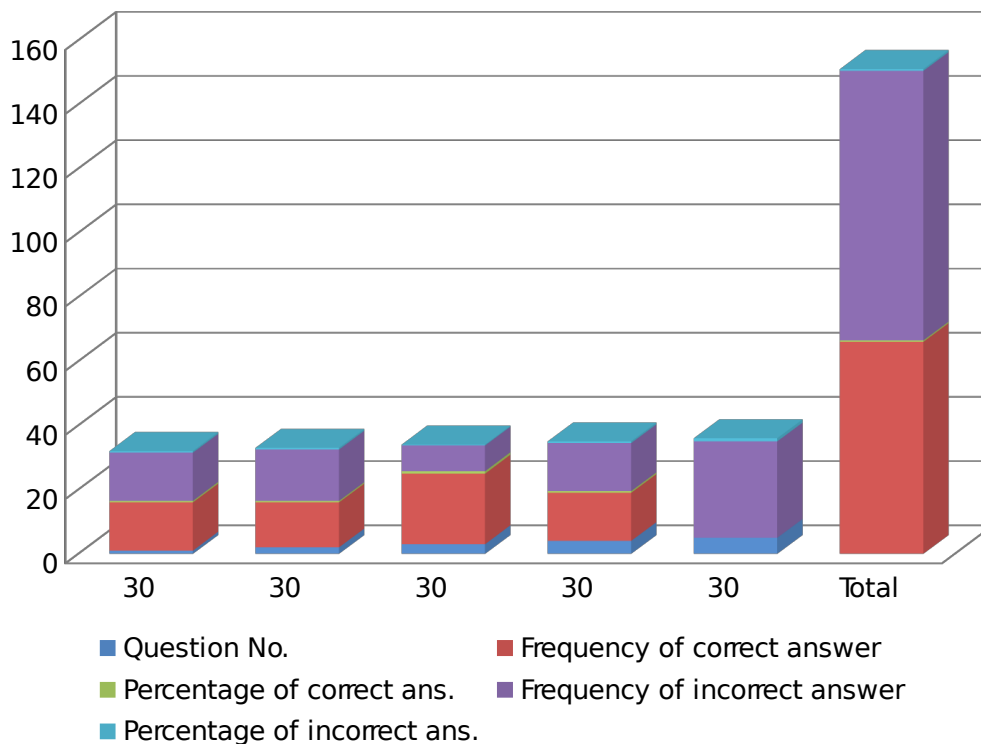


Chart (): question (1) results

Figure (4.1)

Analysis of Question (2):

Table (4.2)

Number of Students	Question No.	Frequency of correct answer	Percentage of correct ans.	Frequency of incorrect answer	Percentage of incorrect ans.
30	1	17	56.6%	13	43.4%
30	2	5	16.6%	25	83.4%
30	3	6	20%	24	80%
30	4	0	0%	30	100%
30	5	1	3.3%	29	96.7%
Total		29	19.4%	121	80.6%

Table (4.2) shows the statistical results of the second question in students' test, students are required to give the proper synonym from the passage and match it with the words in the table. As can be seen in the table, students get 17 frequencies of the correct answer with associated percentage 56.6% while they get 13

incorrect answers with percentage of 43.4%. The researcher notices that most than half of the students picked the right decision when the matter is about familiar words.

In the second sub-question of question (2), only 5 students succeed in finding the correct answer and 25 of them fail to pick the right answer with percentage 16.6% and 83.4% respectively. Unlike the previous sub-question, here students find it difficult to guess the synonym of the word '*fatal*'. This result shows how lexicons are most important to students who study the language as (ESP).

The third question is just like its predecessor, as 6 students succeed in finding the proper synonym of the word '*patient*'. It looks very strange for students in medical field do not know the synonym of such familiar word, but the problem lies in that students know only this word without any consideration that it has a synonym.

In the fourth sub-question, no any of the participants succeeds in guessing the correct answer, the incorrect percentage of the answer 100% sums up the problem of the students in lexical items and the necessity of these lexical items in their ESP career.

The fifth sub-question of the second question shows one student gets the correct answer out of 30. The percentage of the correct answer is 3.3% which is the second minimum percentage students can get in a question, while the incorrect percentage is

96.6%. Like the fourth sub-question, students find it difficult to match the synonym of the word ‘*incision*’.

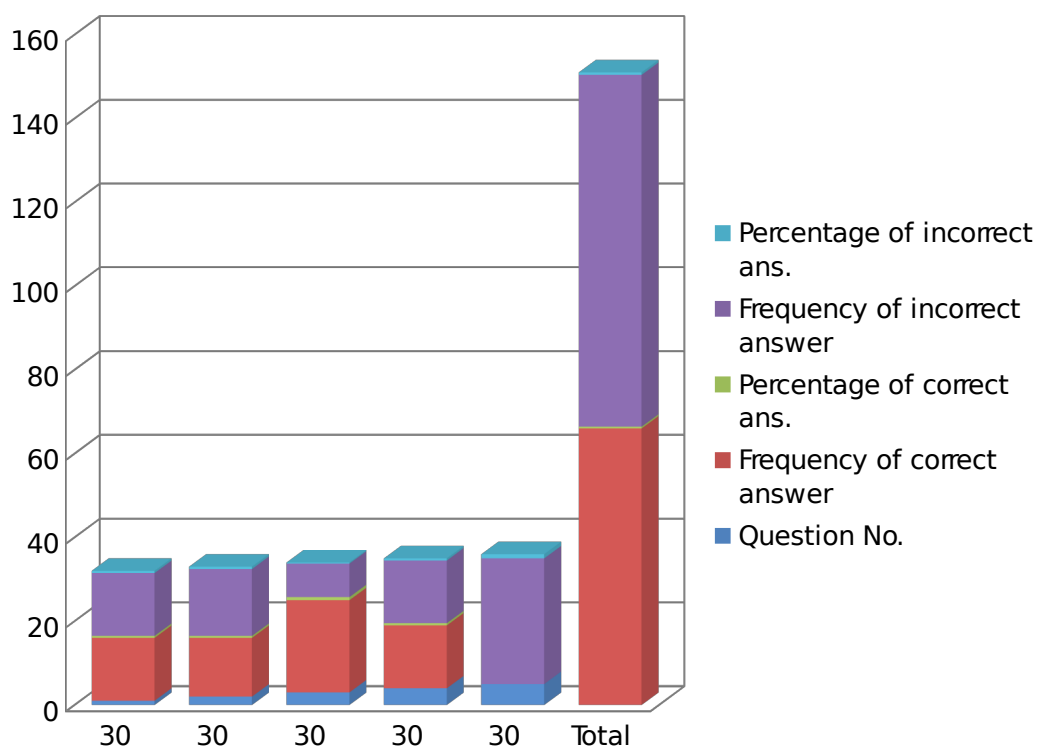


Chart (4.2): question (2) results

Analysis of question (3)

Table(4.3)

Number of Students	Question No.	Frequency of correct answer	Percentage of correct ans.	Frequency of incorrect answer	Percentage of incorrect ans.
30	1	25	83.3%	5	16.7%
30	2	25	83.3%	5	16.7%
30	3	17	56.6%	13	43.4%
30	4	28	93.3%	2	6.7%
30	5	13	43.4%	17	56.6%
Total		108	68%	42	32%

Table (4.3) shows the statistical results of the third question in students' test. In this question, students are asked to match the word from the passage with its suitable meaning in the table. As can be seen in the table, 25 students find the correct answer with the percentage of 83.3% while only 5 students get the incorrect answer with percentage of 16.7%.

In the second sub-question, students get 25 correct answers with percentage 83.3% and they get 5 incorrect answers with percentage 16.7%. Like the previous sub-question, students get

high score when they match words against meaning, because explanation or definition gives them a hint about the correct word.

In the third sub-question, students get 17 correct answers with percentage of 56.6% while they get 13 incorrect answers with associated percentage 43.4%. Though the number of students who get the correct answer is reduced, but it is still more than half of the students get the right answer.

In the fourth sub-question of Question (3), students get 28 correct answers with associated percentage 93.3% while only 2 students get the incorrect answer with percentage 6.7%. This sub-question is the most highest scored within the third question.

In the fifth sub-question, 13 students get the correct answers with percentage 43.3% while 17 of them get incorrect answers with percentage 56.7%. This sub-question is the lowest scored one within the third question.

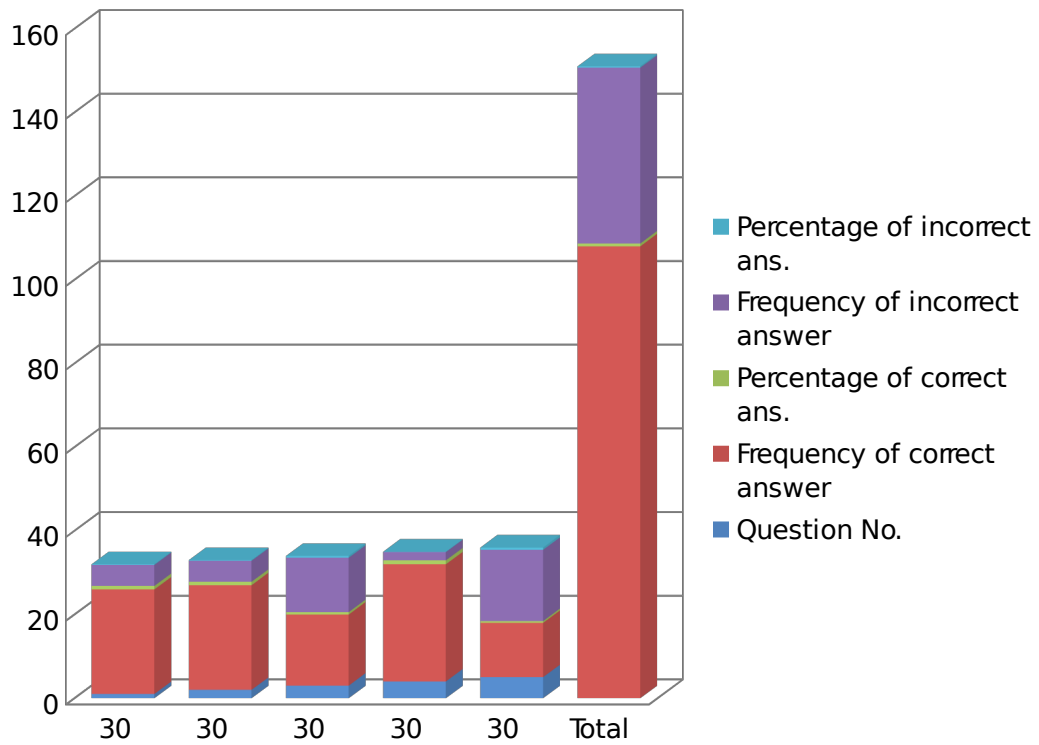


Chart (4.3): question (3) results

4.2 Discussion of hypotheses:

- 1- Lexical items can help learners to improve ESP in medicine.
This hypothesis is tested against the results of the test, and whenever students master lexical items, their ESP is in turn improved and hence their potentials in the field of medicine.
- 2- ESP vocabulary can assist students of medicine in promoting reading abilities.
This hypothesis has been tested and it proved to be correct; for gaining more ESP vocabulary is actually helpful in developing abilities of reading. This vocabulary knowledge enriches students' capabilities in various aspects.
- 3- ESP syllabuses of medicine are included vocabulary relevant.
This hypothesis is test and proved as we can see its indication in the third question.

4.3 Summary:

The researcher has analyzed the test's data using qualitative approach in which she analyzes each question against the

whole number of the participants and the frequencies and percentage were provided for each question. The researcher has accompanied each result with demonstrating charts.

Chapter Five

Conclusion, Recommendation and suggestions for further Studies

5.0 Introduction

This chapter presents the summary of all chapters. This chapter consists of two parts: the first one deals with conclusion of this study. The second part deals with finding and recommendation.

5.1 Conclusion:

The main aim of this study was to investigate the role of lexical items in promoting ESP abilities in medicine. The study has been done in the shape of analytical qualitative approach in which the researcher analyzed the performance of the students in choosing lexical items. In a quest to obtain the result, the researcher designed a test for the students with various questions where they can show their abilities in lexicons. The results of the test have given the proof of the existent problem that faces students in lexical items and in the same way it showed how important are these lexical items

.

5.2 Findings:

Based on the obtained results of the test the study has reached the following findings:

- 1- Students have shown how difficulty they face when they deal with lexical items in the field of medicine, as they have shown this serious problem in test's results.
- 2- ESP vocabulary is vital in promoting students' reading abilities in the field of medicine.
- 3- Students need to master the knowledge of the lexical items for further improvement in their career as these lexical items play great role in enhancing their capabilities in the field of medicine.
- 4- The syllabuses of medicine included are vocabulary relevant and students need to shed light on such syllabus and much focus is required.

5.3 Recommendations:

Based on the finding, the researcher provides the following recommendation for further research:

- 1) Students should focus more in mastering lexical items with regard to their field in order to enhance their abilities in vocabulary.
- 2) As the role of lexical items proved to be vital, pre-requisite courses is helpful for students to strength their potentials.
- 3) Students' role is big when they need to solve the problem; they need to work hard in reading, acquiring more vocabulary.
- 4) Teachers also have their own role in guiding students toward the best way in solving such problem and their assessment is of importance.

5.4 Suggestions

- 1- As the study covers the area of lexical items, conducting researches that link between acquiring lexical items and students' potentials in field of medicine is of great importance.
- 2_ Questionnaire for teachers is helpful in further studies in order to look closely at the problem from teachers' point of view.

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Sudan University of science and Technology.

Appendixes

The Student`s Test

Dear Students

The answer of this test will be of the study, and that the information you provide will be treated confidentially and use only for the purposes of the study.

Thanks

Student number: 30

Academic Level: first year

Possibly some of the greatest achievements in medical science have been those made in cardiac surgery. The first successful example was cried out in 1896 by Dir. Ludwig Rehn (Germany), who repaired a stab wound to the right ventricle. Open-heart surgery it dates from the 1950, while bypass operations began in the mid-60s. By the 1980s, two-thirds of those receiving heart transplants survived five years or more. Today, heart surgery is robotized: incision to the heart have been reduced to minimum and patient recovery time is down from six months a few weeks.

One of the first pioneers in the fields of cardiac surgery was Dir. Dwight Harken, and Us army medic serving during world

war 11. Initially, he operated on animals to improve his skills, moving on to soldiers arriving from the European front with bullets lodged in their heart. Dislodging them almost always proved fatal, but Harken developed a technique that enabled him to cut into the wall of a still beating heart and successfully remove it. With time, more and of his patients began to survive, proving it was indeed possible to operate on the human heart.

Closed-heart surgery was the next stage in the development of cardiac surgery. Closed-or-blind-heart surgery meant did not have to be cut open and then closed up again. It was accompanied by passing either a finger or a knife into the mitral valve through an incision in the left atrium in order to remove tissue. Following initial disastrous attempts, Harken, s

Technique was gradually upon, and eventually the producer was made safe. Hospitals the world began using the technique.

Question 2:

Read the following words and then read the paragraph to find their synonyms:

	Word	Synonym
1-	Cardiac	
2-	Fatal	
3-	Patient	
4-	Transplant	
5-	Incision	

Question 3:

Read the sentence that have the following words which underlined in the passage. Then match these words with their meaning give in column

B. (pair work)

Column (A)	Column (B)	Column(C)
A)stab	Slightness	
b)tissue	Wound with pointed tool	
c)ventricle	Passage in vein	
d)mitral valve	Collection of specialized cells	
F)blind	Small cavity	