

Sudan University of Science & Technology

College of Graduate Studies

College of languages-English Department

**Investigating of ESP Vocabulary
Difficulties Encountered by EFL Learners**

تقصي الصعوبات التي تواجه دارسي مفردات اللغة الانجليزية لغة أجنبية
لاغراض خاصة

A Thesis submitted to College of languages in Partial Fulfillment of The
Requirements for the Degree of M.A in English language (linguistics).

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الآية

بسم الله الرحمن الرحيم

(وَاتَّقُوا اللَّهَ وَيُعَلِّمُكُمُ اللَّهُ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ^{٢٨})

(البقرة: 282)

صدق الله العظيم

Dedication

The researcher dedicates this research to his:

Parents,

Wife,

Sons and daughters,

Brothers and sisters,

Students.

Acknowledgements

The researcher would like to express his gratitude to his supervisor Dr. Mohammed Etayeb for his great help; without it the study cannot be conducted. The researcher would like also to express his special thanks to Dr. Abdulla Yassin and ustaz Abderahman Mohmedeen. I would like also to thank all my colleagues, and the English teachers, for their kind help and valuable advice. And great thanks are also to ustaz Ayman Elsadig for his great help in printing this research.

ENGLISH ABSTRACT

This research attempts to investigate the ESP vocabulary problems which face the EFL learners in their study and to facilitate the learning of ESP courses. The study also investigates the actual difficulty which faces the ESP teachers in the teaching process. To investigate these difficulties, the researcher assumes that firstly, the ESP specialized vocabulary may create some problems to EFL learners. Secondly, the ESP courses may solve these difficulties, and thirdly, these difficulties of the specialized vocabulary affect student`s progress. The researcher uses the descriptive analytical method, statistical package for social science (SPSS), and the data of this study will be collected through teachers' questionnaire.

To confirm or to reject these hypotheses, the researcher uses a teachers' questionnaire in three universities: Sudan University of Science and Technology, Omdurman Islamic University and Elahfad University in Khartoum State which represent all universities in Sudan. The study arrived at: the fact that ESP specialized vocabulary creates some problems to EFL learners, the ESP courses do not meet students' needs, and these difficulties affect the students' progress. The study also arrived at that the ESP teachers need more training.

According to what was mentioned above, The ESP teachers should teach the ESP vocabulary in context rather than teaching it in separate lists. To cope with ESP vocabulary, there are many recommendations:

1. ESP teachers should corporate with the subject teachers in designing courses and selecting materials.
2. ESP courses should concentrate on ESP vocabulary in order to enhance the subject.
3. It would be better to increase the teaching hours of ESP courses.

4. The objectives of ESP courses should be clear for both students and teachers.
5. To help the students to comprehend the ESP courses, it is important to give them pre-courses in English language learning.
6. It is very important to give some activities and ESP tasks inside the class.
7. The universities should provide the ESP teachers with regular training.
8. ESP courses should be revised from time to time.
9. It is better to construct a system to evaluate the performance of ESP teachers.

مستخلص البحث

تهدف هذه الدراسة لتقصي صعوبات مفردات اللغة الانجليزية لاغراض محددة" خاصة "وتلك المشاكل التي تواجه الطلاب مستخدمى اللغة الانجليزية كلغة اجنبية. ولتقصي هذه الصعوبات قام الباحث بافتراض ثلاث فرضيات : الفرضية الاولى تقول ان تلك المفردات الخاصة تخلق بعض الصعوبات لمستخدمى اللغة الانجليزية كلغة اجنبية. الفرضية الثانية تقول ان مقررات اللغة الانجليزية لاغراض خاصة يمكن ان تحل المشكلة . اما الفرضية الثالثة فتقول ان هذه الصعوبات تعيق تقدم الطلاب فى الدراسة. استخدم الباحث المنهج الوصفى والحزم الاحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات . تتكون عينة الدراسة من ثلاثين معلما يدرسون مقررات اللغة الانجليزية لاغراض خاصة.

لقبول اورفض هذه الفرضيات استخدم الباحث استبيان للاستاذة الذين يدرسون مقررات اللغة الانجليزية لاغراض خاصة فى ثلاث جامعات سودانية هى: جامعة السودان للعلوم والتكنولوجيا ، جامعة ام درمان الاسلامية وجامعة الاحفاد . وقد خلصت الدراسة الى ان المفردات الخاصة تشكل بعض الصعوبات لدارسى اللغة الانجليزية كلغة اجنبية وان المقررات التي تدرس فى الجامعات لا تلبي تلك الاحتياجات. كذلك امتد الامر الى انه توجد بعض الصعوبات التي تواجه الطلاب خاصة التعامل مع تلك المفردات من حيث الاستخدام او الفهم .عليه وبعد التحليل والمناقشة توصلت الدراسة الى الاتي : من المفيد ان تدرس المفردات الخاصة فى شكل نص بدلا من تدريسها فى قائمة مفردات منفصلة. كذلك لابد من تطوير ومراجعة مقررات اللغة الانجليزية لاغراض خاصة لتقابل احتياجات الطلاب الخاصة.

وللتعامل مع مفردات اللغة الانجليزية لاغراض خاصة هناك عدة توصيات:

- 1- يجب ان يتعاون مدرس المادة مع مدرس اللغة الانجليزية لاغراض خاصة فى تصميم المقررات واختيار المواد.
- 2- مقررات اللغة الانجليزية لاغراض خاصة يجب ان تركز على المفردات لاغراض خاصة لتوصيل المادة وسهولة فهمها.
- 3- من المفيد زيادة ساعات مقررات اللغة الانجليزية لاغراض خاصة.
- 4- اهداف مقررات اللغة الانجليزية لاغراض خاصة يجب ان تكون واضحة ومحددة.
- 5- من المفيد اعطاء الطلاب مقررات او تدريبات تمهيدية قبل بداية الدراسة.
- 6- من المفيد اعطاء الطلاب بعض النشاطات والتدريبات داخل حجرة الدراسة.
- 7- على الجامعات تزويد الاساتذة بالتدريبات اللازمة.
- 8- مقررات اللغة الانجليزية لاغراض خاصة يجب ان تراجع من وقت لآخر.
- 9- من المفيد انشاء نظام لتقييم اداء الاساتذة.

List of Terms

1. ESP: English for Specific Purposes.
2. EFL: English as a Foreign Language.
3. ELT: English Language Teaching.
4. EAP: English for Academic Purposes.
5. EOP: English for Occupational Purposes.
6. EST: English for Specific Topics.
7. EST: English for Science and Technology.
8. EBE: English for Business and Economics.
9. ESS: English for Social Sciences.
10. SPSS: Statistical Package for Social Sciences.
11. GPE: General Purposes English.
12. EMT: English as a Mother Tongue.
13. ESL: English as a second Language.
14. LT: Language Teaching.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.1 Background :

No doubt English is considered the first language all over the world. That is because of the wide spread of the tools of communication such as radio, television, internet, books, and magazines. So English has become the language of business and technology. By the end of the second world War in 1945, the United States dominated the world by its two forces, technology and commerce which are generated and demanded an international language. So English for specific purposes (ESP) emerged to face the specific needs of people in specific fields such as medicine, agriculture, engineering, trade and business. (Hutchinson and Waters, 1987: 96).

In this research, the researcher thinks that the ESP vocabulary problems are the main problems which face the students who learn English as second language (ESL). Hence, the specialized vocabulary which belongs to Latin can create some difficulties to the (EFL) learners, also the various meanings which exist in dictionary will cause some problems such as how to select appropriate and suitable meaning of any item.

Furthermore, English for specific purposes (ESP) is still new to many students. For that reason the research also aims to explain ESP as a part of English language teaching and to introduce various activities aimed at reading, writing, and vocabulary.

The (ESP) language is not a special language which is different from that in general English. It is rather a matter of relative emphasis on certain elements and aspects of the language to meet the needs of ESP learners in a particular situation such as specialized vocabulary in Accounting , Agriculture, and Medicine. One of the linguistic problems of ESP teachers /learners is how to cope with technical and specialized lexis.

1.2 Statement of the Problems:

The problem of this research could be stated on the fact that the EFL learners are suffering from knowing the meaning and how to deal with some vocabulary which has no direct translation in their own languages. So this difficulty brings many problems concerned with understanding and analyzing this vocabulary in order to be used successfully. Students are also studying most of their subject-matter through English language and that most of the references are only available in English. In addition to, students are required to understand lectures, take notes, extract information from references and to write accurate definitions and terms in their final exams. For all that English for Specific Purposes (ESP) is very important in specific fields.

1.3 Research Questions:

This research attempts to answer the following questions:

- 1- Does the ESP specialized vocabulary create some problems to EFL learners. ?
- 2- Can the ESP courses solve the problems of the specialized vocabulary?
- 3- To what extent does difficulty of specialized vocabulary affect the student's progress in the study?

1.4 Hypotheses:

To investigate the specialized vocabulary problems, there are three assumptions:

- 1- The specialized vocabulary creates some problems to EFL learners.
- 2- The ESP courses solve the problems.
- 3- The specialized vocabulary affects the student's progress.

1.5 Objectives of the Study:

This research aims to:

- 1- Identify, describe, and produce an analysis of the ESP specialized vocabulary.
- 2- Help the EFL learners to overcome the problems of the specialized vocabulary.
- 3- Provide the theoretical framework of ESP specialized vocabulary

1.6 Significance of the Study:

Studying a subject in foreign language can create some problems to anyone. For this reason the research aims to explain, and identify the nature of the ESP specialized vocabulary. So this study is very important, specially for the ESP learners.

1.7 Limits of The Study:

The research is prepared to be done in the fields of the ESP vocabulary for the EFL learners in: Sudan University of Science and Technology, Omdurman Islamic University and Elahfad University in Khartoum State which represent all universities in Sudan. The subjects of this study are the ESP teachers.

1.8 ResearchMethodology:

The researcher will use the descriptive analytical method, and the data of this study will be collected through teachers' questionnaire (30 ESP teachers) and then it will be analyzed and discussed.

CHAPTER TWO

LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction:

This chapter presents a general view of English for specific purposes (ESP). It attempts to build a conceptual background of ESP by giving definitions, outline of ESP theories, types of ESP, features and characteristics of ESP, curriculum and syllabus, the specialized vocabulary, English for Specific Purposes versus General English, the role of ESP teacher, selecting materials and approaches to course design.

2.2 What is ESP:

The definitions of ESP are numerous; the concept is being fluid enough to support numbers of interpretations. ESP is a term that refers to teaching and studying English for a particular career (like law, medicine), or for business in general. There is specific reason for which English is learned. Robinson (1989:398) describes ESP as a type of English language teaching (ELT) and defines it as “goal oriented language learning”. That means the students have specific goal which is going to be attained. However, Hutchinson and Watters (1987:9) consider ESP as “an approach to language teaching in which all decisions as to content and method are based on learners’ reason for learning”. But according to Yassin (2013:1) ESP is “interdisciplinary area of enquiry”. Also Stevens (1980:109) states that “a definition of ESP that is both simple and watertight is not easy to produce”.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of

study, whatever it would be;Accounting, Economics, Computer Science, Agriculture, Medicine or Tourism.

2.3 Historical Background of ESP:

The idea of ESP has been available since 1960s.However, the concept of directing language teaching to specific aims goes back beyond that date (Hutchinson and Watters,1987). After the end of the Second World War in 1945,there was expansion in technology and commerce, so there was a great demand for an international language. For various reasons, the economic power of the United States in the post world war generated a whole new mass of people wanting to learn English not for pleasure but because English became the language of technology. Hutchinson and Watters (1989:6) state “the effect was to create a 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 currencies of technology”. But as English has become the accepted international language of technology and commerce, it creates a new generation of learners who know specifically why they are learning language. Business men and women who wanted to sell their products , doctors who needed to keep up with developments in their fields and a whole range of students whose course of study included textbooks and journals only available in English.

According to Hutchinson and Watters (1987:9), there are three reasons common to the emergence of allESP:

1. The demand of brave new world.
2. A revolution in linguistics.
3. Focus on the learners.

ESP developed at different speeds in different countries (ibid). This development actually has taken place through five stages:

1. The concept of special language: register analysis.
2. Beyond the sentences rhetorical or discourse analysis.
3. Target situation analysis / needs analysis.
4. Skills strategies.
5. A learning-centered approach.

The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface, for example, guessing the meaning of words from context and using visual layout to determine the type of text.

2.4 The Purpose of the Program:

The purpose of the ESP program comes from the fact that the learner of ESP expresses his /her purpose in learning very clearly, so the concept of purpose in ESP is crucial since all activities are directed towards the achievement of clearly specified utilitarian aims at the end of the course. Robison (1980:6) argues that “the purpose in ESP is generally conceived as successful performance in work in which the language plays an auxiliary role”. The concept of purpose in ESP can be seen as training, in other words, the learner is provided with specific skills and knowledge to be applied in solving problems, which are clearly specified in advance without necessarily knowing the rationale behind these skills.

In this direction, Widowson (1983:6) defines ESP as “an essential training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined purposes, which the ESP course is designed to meet”.

Finally, one can conclude that it is not an easy task to produce a simple definition of ESP, i.e. the very specificity of purposes in ESP shows that what is specific to one group of one language learners at a certain place might not be specific to another group elsewhere.

2.5 Types of ESP:

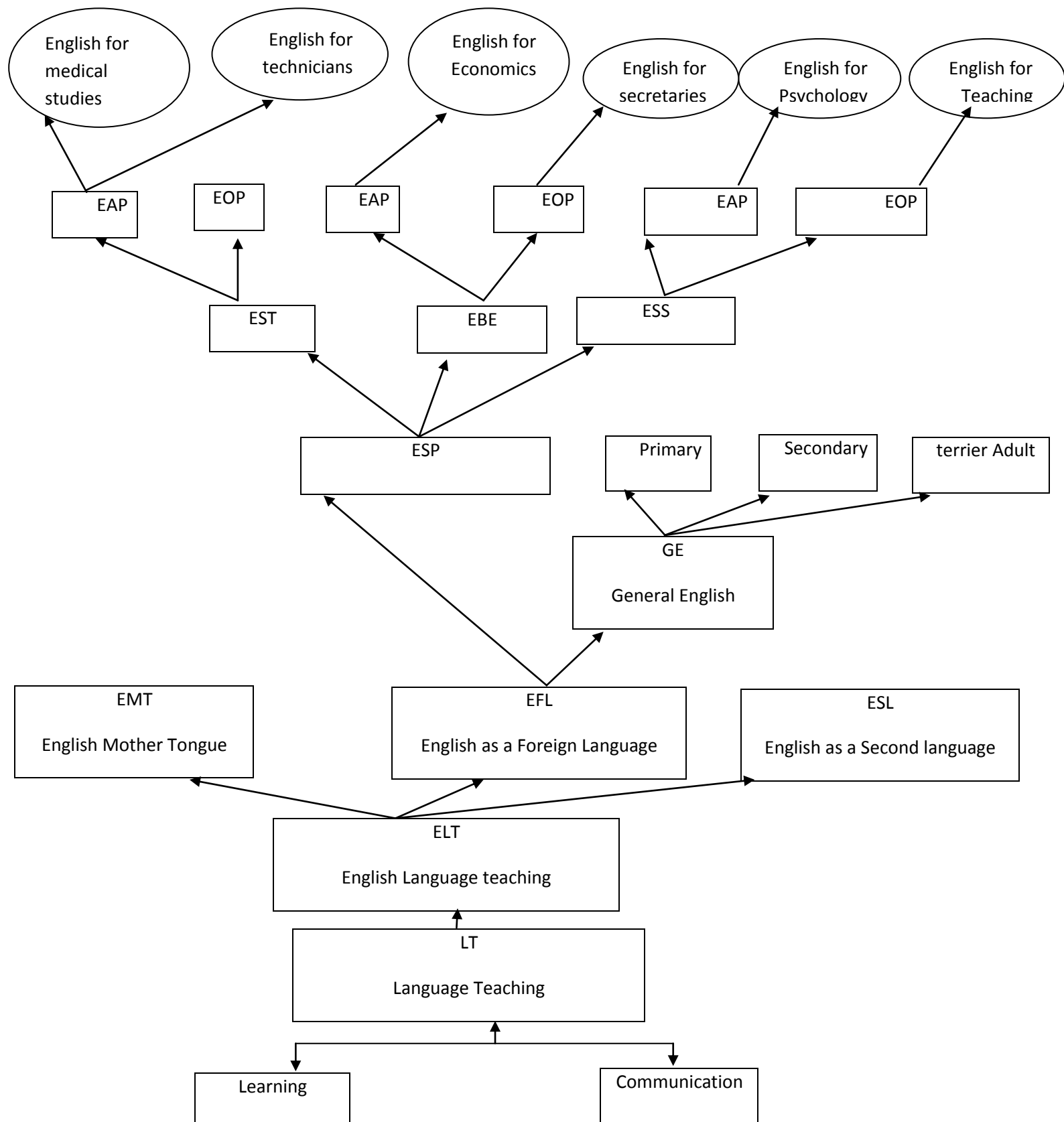
Many scholars seem disagree of the types of ESP as can be shown below. Carter quotes in Gatehouse (2001:7), identifies three types of ESP:

1. English as a restricted language.
2. English for Academic and Occupational Purposes.
3. English for Specific Topics.

The language used by international air traffic controllers and waiters is an example of the restricted language. MacKay and Moundford (1978:4-5) conceive this type of language as a special in the sense that the repertoire required by the air controller, for instance, is strictly limited and can accurately be determined situationally (see figure 1).

Figure 1: Mackay and Mount ford (1978)

Simplified Tree of ELT



Carter as quoted in Gatehouse (2001:8) categorizes EAP and EOP under the same type of ESP. It appears that Carter implies the end purpose of both EAP and EOP is one and same at last “employment”. Although the end purpose is being identical, EAP and EOP are different terms of kind of language focus on the final type of ESP which identified by Carter is English for specific topics. Carter notes that it is only in this type the emphasis shifts from purpose to topic. This type of ESP uniquely concerns with anticipated future English needs, for example students requiring English for postgraduate studies, scientists attending conferences or working in foreign institutions.

He also argues that “this is not a separate type of ESP, rather, it is an integral component comes or program which focus on situational language used target work place settings”.(ibid:6).

Hutchinson and Waters (1987: 16) identify two types which contrast with Carters three types. Their classification is based on whether the learner uses English for academic purposes, or for work and training. It is possible to distinguish ESP courts by the general nature of the learner's specialty. Therefore, three categories are usually identified in this connection:

- 1- English for science and technology (EST).
- 2- English for Business and Economics (EBE).
- 3- English for Social Sciences (ESS).

In this respect two main branches of ESP will be discussed with some more details.

2.5.1 English for Occupational Purposes (EOP) :

English language has become a necessary tool in obtaining a job, getting promoted and performing effectively in the working field. English for occupational purposes had logically come about as a result of the development in the linguistic field. Registers such as English for pilots, English for doctors, English for bank employees are branches of EOP. The main aim of EOP is more general compared to ESP because it does not focus on the specific job disciplines, but on the more general required by the students in order to prepare them for the work.

2.5.2 English for Academic Purposes(EAP):

Recently, there has been a development in English language teaching methods. It is widely understood that the communication- based approaches to language teaching pay attention to learners' problems need English to continue their studies particularly in the field of science and technology. This need for English leads to the emergence of the EAP. According to Flower Dew and Peacock (2001: 8), the teaching of English with specific aim of helping learners to study, conduct research, or teach that language is an international extent scope. This accounts for the large number of ESP activities. Thus EAP is the most growing ESP branch.

2.6 Features and Characteristics of ESP:

The first step towards understanding the identifying and roles of ESP is to view it as a development within the field of ELT as it is considered by Kennedy and Bolitho (1984). But the important thing here is what are the characteristics features of ESP to meet specific needs of the target situation. Yassin (2013 :1) states:

1. ESP is taught as a means to an end for clearly defined aims where English is called upon to play an auxiliary role to enable the language learners to communicate in the target situation. It is an instrumental role.
2. ESP is closely linked with the target specialist of the learner.
3. ESP is based on the learners' needs analysis, i.e. what exactly the learner needs English for. Needs also exist in GPE but they are not accurately specified. So, it is the speciality of the learners' needs which is based on rigorous analysis that distinguishes ESP from GPE.
4. ESP like itself closely with learner centered approach.
5. ESP learners are often adults or near adults.
6. ESP learners often have high motivation (relevance of the course to their communication needs).
7. ESP courses are often taught under pressure of time thus, all arrangements and activities are done with this factor in mind.
8. Accountability is an important feature to ESP. The ESP practitioner is more accountable to the client than GPE teachers. The ultimate aim is the achievement of a specific purpose.
9. Communicating is desirable in GPE but it is a must in ESP.
10. Writing materials to meet the specific purposes become an important component of ESP activities. Much time of ESP teachers is taking in materials writing.
11. Teaching study skills (e.g. reading skills) are more important in ESP.
12. ESP teaching materials are often taken from the learners' specifying (they enhance comprehension and motivation).

The above characteristics and features are not confined to ESP to exclusion of GPE but they are necessary more essential in ESP which may share a lot with EPE.

According to Robinson (1980, 9), "English for special language, i.e. restricted language ... whereas English for specific purposes focuses attention on the purpose of the learner and refers to the whole range of resources". That means ESP has a purposefulness goal.

2.7ESP VersusGPE:

English Specific Purpose (ESP) is different from English as a second language (ESL) or as known as general English. The most important difference lies in the learners and their purposes for learning English .ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform a particular job- related function(Fiorito:2013).

An ESP program is therefore, built on an assessment of purposes and needs the functions for which English is required. So ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting and computer science, to tourism, business and management. ESP focuses, not on English taught as a subject matter, but it focuses on the students` real needs or interests. However, Robison (1989),describes ESP as a type of ELT, and defines it as:"Goal – oriented language learning", that means student have a specific goal that is going to be attained as mentioned before.

The origin of ESP and it`s development is closely linked with learners' interests in various specific disciplines: law English, English for hotel industry, English for agriculture and English for medicine. As

mentioned in this study, students learn English for specific purposes represented by subject matter to gain and develop appropriate knowledge and skill through English, that is why English language is not seen as the main goal in the process of learning, but rather a vehicle for its acquirement (Hutchinson and Watters (1992). Similarly, Robinson (1989: 396) states that "students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject study".

Hutchinson and Watters, (1992,6), state that "learners know specifically why they are learning a language". This is a great advantage on both sides of the process, the group of ESP learners is going to achieve the same goal in the field of studying branch, so, learners' motivation in a form of the same aim enables teachers to meet learners' need and expectation easier. Hutchinson and Watters (1998) emphasize that ESP to be an approach not product. That means language learning, not language use, is highlighted. They draw attention to a "learning centered approach" in which all decisions as to content and method are based on the learners' reason for learning" (ibid).

But what distinguishes between purposes in GPE and purposes in ESP according to Widowson (1983: 6), "ESP is essentially a training operation which seeks to provide learners with restricted competence to enable them to cope with certain clearly defined purposes ... GPE is essentially educational operation which seeks to provide learners with general capability to enable them to cope with undefined purposes in future"

2.8 Curriculum and Syllabus:

Curriculum is wider term as compared with syllabus. Curriculum covers all the activities and arrangements made by the institution throughout the academic year to facilitate the learning and the instructors, whereas syllabus is limited to a particular subject of a particular class. A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Watters (1987: 80) define syllabus by saying that "at its simplest level, a syllabus can be described as statement of what is to be learnt. It reflects language and linguistic performance. However, a syllabus can be seen as a summary of the content to which learners will be exposed.

Yassin (2013: 1-2) asks "What do we mean by syllabus? And he continues: it is a document which says what will (or at least what should) be learnt. Also he divides syllabus into:

1. The evaluation syllabus:

It states what the successful learner will know by the end of the course (ministry of education) - An official study.

2. The organization syllabus:

It states the order in which the content should be learnt. It differs from the evaluation syllabus, in that it carries assumption about the nature of learning and language, what should come first and what comes next: from easy ... to difficult ... to more difficult. Thus, the organization syllabus is an implicit statement about the nature of language and of learning.

3. The material syllabus:

The first person who interprets the syllabus is usually the material writer.

4. The teacher syllabus:

Language is learned through the mediation of a teacher, who can influence the clear intensity and frequency of any item – these will affect the learning.

5. The Classroom Syllabus:

What is planned and what actually happens in the class are two different things. The lesson plan is like the planned route, but it can be affected by all sorts of conditions – along the way. The classroom has its effects on teaching and learning. It generates its own syllabus.

6. The learner syllabus:

The above mentioned syllabuses are external syllabuses. This syllabus is an internal syllabus. It is what develops in the learners' brains which helps the learner to comprehend and store the later knowledge.

In fact there is not just one syllabus but several and they must all be taken into consideration. It is true to say "I have taught the syllabus and therefore, the students have learnt what is in the syllabus."

Yassin (2013 : 2) adds: Why should we have a syllabus? Here are some reasons:

1. Language is a complex entity. It cannot be learnt in one go. The syllabus provides a practical basis for breaking it down into manageable units.
2. It makes the language learning task appear manageable.
3. A syllabus, particularly an ESP syllabus gives, reassurance for sponsor's investment will be worthwhile.

4. It gives directions to teachers and learners where they are going.
5. It is an implicit statement of views on the nature of language and learning.
6. A syllabus is one way to achieve standardization.
7. It provides a visible basis for testing.

2.8.1 On What Criteria Can a Syllabus be organized?

One of the main purposes of a syllabus is to break down the mass of knowledge to be learnt into a manageable units. Examples of syllabus: topic syllabus, structural, situational, functional, national, discourse.

2.8.2 Suggested Steps for Planning Syllabus:

1. Develop a well- grounded rationale for your course.
2. Decide what you want students to be able to do as a result of taking your course and how their work will be appropriately assessed.
3. Define and delimit course content.
4. Structure your students' active involvement in learning.
5. Identify and develop resources.
6. Compose your syllabus which focuses on student learning .

2.9 The Role of ESP Teacher:

As an ESP teacher, you must play many roles; you may be asked to organize courses, to set learning objectives, to establish positive learning environment in the classroom, and to evaluate student's progress. Hutchinson and Waters (1992: 163) state that "ESP teacher shouldnot become a teacher of the subject matter, but rather an interested student of

the subject matter". But it is difficult to delimit where general English and ESP courses start and end.

The aim of ESP teacher is not only to meet the learners' specific needs in the field of particular discipline, but also to provide satisfying learning background (designing course, setting goals and objectives, selecting materials etc) as it mentioned above. (ibid) see "ESP teacher's role in one of many parts". The other aspect of ESP refers to training ESP teachers as El-teyeb (2011) points out, which is not covered as much, he also states that “it appears that non-job-training is necessary to promote the proficiency of teachers involved in teaching English as a required subject” . So teachers of ESP – according to Hutchinson and Waters (1992:157) have to "orientate themselves to new environment".

Robinson (1976: 75) states "a serious problem for ESP in many parts of the world lies in the provision of an adequate supply of teacher. In most cases the people teaching and administering ESP programmes have themselves received no special training in ESP". So, what about un experience teacher?

A teacher that already has experience in teaching English as a second language (ESL) can exploit his\her background in language teaching. His/her teaching skills can be adapted for the teaching of ESP. Moreover she/he will need to look for content specialists for help in designing appropriate lessons in the subject matter field he/she is teaching (ibid).

Finally one can conclude the role of ESP teacher as follows:

1. Organizing courses.
2. Setting goals and objectives.
3. Creating a learning environment.
4. Evaluating students.

2.10 The Role of Student:

The learners come to ESP class with a specific interest for learning subject knowledge and well – built adult learning strategies. They are in charge of developing English language skills to reflect their native language knowledge and skills (Fiorito: 2013).

People learn languages when they have opportunities to understand and work with language in context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as works with materials which they find interesting and relevant and which they can use in their professional work of further studies. More learners pay attention to the meaning of the language they hear or read, the more they are successful.

The ESP student is particularly well disposed to focus on meaning in the subject matter field. In ESP, English should be presented not as a subject to be learned in isolation from the real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in function that they will need to perform in their fields of specialist or jobs (ibid).

2.11 Approaches to Course Design:

A course is the process by which the raw data about learning needs are interpreted to produce a syllabus, write materials, develop teaching methodology and establish evaluation procedures to measure specified goals.

According to Yassin (2013,6) there are three main types of approaches to ESP course design:

2.11.1 Language Centered Course Design.

This approach aims to draw a direct connection between the analysis of the target situation and content of the ESP course; learners target situation needs \Rightarrow linguistic feature of target situation \Rightarrow creating syllabus \Rightarrow designing materials \Rightarrow establishing evaluation procedures for testing acquisition of syllabus items. Its weakness is that, it neglects the learner's wants/wishes. It is an externally imposed system. Learning by necessity is not systematic. In summary although this approach is logical, learning is not logical process (psychological factors).

2.11.2 Skills – Centered Course Design.

It is based on skills/ require to cope in target situation. Identify target situation analyze skills/strategies write syllabus select text and write exercises establish evaluation procedures which require the use of skills/strategies in syllabus.

This approach presents learning objectives in terms of both performance and competence such as:

- General objectives (performance level).
- Specific objectives (competence level).

2.11.3 Learning – Centered Approach for Course Design.

The learner – centered approach is based on the principle that learning is totally determined by the learner. Learning is an internal process in which the learner is one factor but not the only one.

2.12 Selecting Materials:

Choosing ESP materials determined by the course and underlines contents of the lesson .Good material should help teacher in organizing the course or what is more, it functions as an introduction into the new learning techniques, and supports teacher and learners in the process of learning. Materials are also a kind of teacher reflection. Hutchinson and Watters (1992 : 107) state: "they should truly reflect what you think and feel about the learning process".

Good materials should be based on various interesting texts and activities providing a wide range of skills. Teacher determines which aspect of ESP learning will be focused on, but a piece of material can serve for developing more than one skill e.g. reading, listening, vocabulary etc.(ibid).

Also Graves (1999: 27), states:

"teaching materials are tools that can be figuratively cut up into component pieces and then reimaged to suit the needs, abilities, and interests of the students in the course".

Teachers should be aware of the fact, if the material is suitable not only for a particular discipline and answers given course goals, but also for teachers and learners themselves.

According to Hutchinson and Waters (1992), materials should also function as a link between already learnt and new information.

Concerning the selection of General English materials and ESP materials, some criteria must be matched as well. ESP teacher is responsible for selecting an appropriate text that contributes to students

effectiveness, that means he or she should pay attention to suitable criteria for its choice.

Wallace (1992: 9-1) suggests these main criteria:

1. Adequacy – should be at the appropriate language age level.
2. Motivation – should present content which is interesting and motivating for students work.
3. Sequence – it is important if there is some relation to previous texts, activities, and topics not miss the sense of a lesson.
4. Diversity – should lead to arrange of classroom activities, be vehicle for teaching specific language structures and vocabulary and promote reading strategies.
5. Acceptability – it should accept different cultural customs or taboos.

Selecting an appropriate material regarding the main criteria is an essential phase in organizing each course. It may happen that learners' needs and expectations are not met due to wrong choice of material. Thus Hutchinson and Watters (1992: 107) state: "materials provide stimulus to learning – good materials do not teach = they encourage learners to learn.

2.12 What is Specialized Vocabulary?

To specialize – is to narrow down your focus in your studies or profession, to a specific field such as medicine, agriculture, or accounting. And vocabulary means all the words that a person knows or uses. As for ESP specialized vocabulary and according to Yassin (2013:2), there are three levels:

2.12.1 Technical Vocabulary:

This refers to words which rarely occur in other fields, e.g. photosynthesis (science). They are internationally used. This level of vocabulary is a responsibility of the specialist subject teacher.

In this respect, the ESP teacher can seek the cooperation of the subject teachers.

2.12.2 Semi Technical /sub- technical Vocabulary:

This refers to words which are not specific to specialist but occur in scientific texts /fields (gross profit cash flow ...).

2.12.3 General Vocabulary :

It refers to words which are used in daily life, and which are not included in (1) and (2) which are concerned with ESP teacher.

To cope with ESP specialized vocabulary there are many techniques and strategies:

- 1- Words information (prefixes – root- suffixes).
- 2- Technical abbreviations-(AC Account)
- 3- Symbols & formulatores. (Dr & CR for debit & credit).
- 4- Relationships between words.

In short, ESP specialized vocabulary is very important, specially for a business man who might need to understand effectively with sales conferences or to get necessary information from sales catalogues and so on.

The ESP learners also need to know the linguistic features, discourse, function, structure, and lexis which are commonly used in target situation.

So the expression of "tell me what you need English for, I will tell you the English that you need", becomes the guiding principle of ESP, as Hutchinson and Waters (1992) point out.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.1Introduction:

This chapter focuses on the methodology of the study, highlighting the steps taken in collecting the data, to be specific, it provides a description of the sample on which the analysis is based, the data collection instrument, procedures and the data presentation. It also evaluates the reliability, validity of the data collection instrument and statistical analysis of the data.

3.2Method:

The instrument which is used in the study, is the ESP teachers' questionnaire constructed by the researcher himself in order to investigate his target situation (see appendix 1), after it has been revised by experts. The researcher also used the descriptive analytical method and Statistical Package for Social Science (SPSS) to analyze his data.

3.2.1Population

Table (3.1) below shows the distribution of the target population.

Table (3.1) the target population

University	ESP teachers(subjects)
Sudan University of Science and Technology	15
Omdurman Islamic University	10
Elahfad University	5
Total	30

3.2.2 The Subjects:

The subjects who participated in the study were drawn from three universities, Sudan University of Science and Technology, Omdurman Islamic University, Elahfad University which are all located in Khartoum State represented all universities in Sudan. They were all ESP teachers. The researcher chose a narrow number of the ESP teachers supposed to be aware of the ESP specialized vocabulary problems encountered by EFL learners. The researcher also visited the subjects in their different parts of their works before investigation in order to develop a good relation with them.

3.2.3 The Procedures:

Before administering the questionnaire, the researcher briefly informed the subjects about the purpose of the study, telling them that their information will be treated confidentially, and would not be used for any other purpose.

3.2.4 Data Collection Instrument:

The data collection instrument is a questionnaire of ESP teachers (30 teachers) supposed to be aware of ESP vocabulary problems. It consists of 15 items. See (appendix).

3.3 Validity and Reliability:

To ensure validity and reliability of the tool (questionnaire), the researcher consulted his supervisor and several experts in the field of teaching and statistics, whose opinions helped the researcher to reach the final copy of the questionnaire, so some statements were omitted, other were added or adapted. The researcher also addressed the reliability by comparing the frequency and the percentage of piloting analysis with experiment analysis results of data collection, the similarity was there. Below is the statistic reliability which was gained electronically:

Statistic Reliability is: .9788-.9756=. 212

Probability = .

Parameter Estimates

Estimated common variance = 26.4333

Error variance = 10.5548

True variance = 15.8786

Estimated common inter-item correlation = .6007

Estimated reliability of scale = .9576

Unbiased estimate of reliability = .9788

RELIABILITY ANALYSIS - SCALE (PARALLEL)

Statistics based on inverse matrix for scale PARALLEL
are meaningless and printed as .

N of Cases = 5.0

Item Variances	Mean	Minimum	Maximum	Range	Max/Min	Variance
26.4333	8.5000	69.5000	61.0000	8.1765	248.4595	

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1: Introduction:

This chapter consists of data analysis and discussion through the questionnaire items which consists of 15 statements, the three first ones concerned with the research questions, hypotheses, and the others statements are concerned with the ESP courses.

4.2 Analysis and Discussions:

4.2.1 The ESP Vocabulary:

The analysis and discussion of ESP vocabulary problems run as follows:

Statement 1: The ESP specialized vocabulary can create some difficulties for EFL learners.

Table (4.1): Difficulties of ESP Vocabulary.

	Frequencies	Percentage
Strongly agree	9	30%
Agree	14	46.7%
No opinion	5	16.6%
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100%

In table (4.1), 23 teachers (76.7%) agree with the researcher that the ESP vocabulary creates some problems to EFL learners, while only 2 teachers (6.7%) show disagree.

It is clear that the ESP vocabulary creates some difficulties for EFL learners, to solve this problems students should know how to cope with specialized vocabulary (see chapter two), and it`s better to teach the specialized vocabulary in a context rather than taught in a list.

4.2.2 The ESP Courses May Solve the Problems.

As in table (4.2), the ESP teachers attitude towardsthe courses can be describe as follow:

Statement .2: The ESP courses at university do not solve the problems of specialized vocabulary.

Table (4.2) ESPCoursesat Universities:

	Frequencies	Percentage
Strongly agree	5	16.7%
Agree	10	33.3%
No opinion	7	23.3%
Disagree	6	20%
Strongly disagree	2	6.7%
Total	30	100%

The table (4.2) shows that half of the participants 15 teachers (50%), agree that the ESP courses in university do not solve the problems of specialized vocabulary, while 8 out of 30 teachers show disagree (27%), and 7 teachers (23.3%) have no opinion.

In table (4.2), 15 teachers agree with the researcher that the ESP courses do not solve the difficulty of specialized vocabulary, which means these courses must be developed and revised.

4.2. Effects of ESP:

The ESP courses affect the students since they are studying.

Statement.3: The difficulty of specialized vocabulary affects the student`s progress in the study.

Table:(4.3) Student`s progress

	Frequencies	Percentage
Strongly agree	9	30%
Agree	16	53.3%
No opinion	4	13.3%
Disagree	1	3.3%
Strongly disagree	0	0%
Total	30	100%

The teachers highly appreciated that specialized vocabulary affects the student`s progress in the study and 25 teachers (83.3%), agree with the researcher hypotheses . This means the ESP teachers should be aware of the significant of the ESP vocabulary in ESP courses, and how they cope with these difficulties.

4.2.4 The ESP vocabulary and English Grammar:

Most of the ESP courses concentrate on grammar instead of vocabulary.

Statement .4: the ESP courses concentrate on structure and grammar rather than specialized vocabulary.

Table (4.4) ESP vocabulary and English Grammar:

	Frequencies	Percentage
Strongly agree	5	16.7%
Agree	15	50%
No opinion	5	16.7%
Disagree	5	16.7%
Strongly disagree	0	0%
Total	30	100%

As shown in table (4.4), 20 teachers (66.7%) agree that the ESP courses focus on structure and grammar of the language itself rather than teach specialized vocabulary in target situation, and only 5 teachers (16.7%) disagree to this statement; they believe that the ESP courses should concentrate on vocabulary because it is necessary in this situation.

4.2.5 Teaching Hours:

Teaching hours devoted to ESP courses must be enough.

Statement 5: The teaching hours devoted to ESP courses are not enough for students to learn the ESP courses.

Table :(4.5) ESP Teaching Hours:

	Frequencies	Percentage
Strongly agree	13	43.3%
Agree	9	30%
No opinion	4	13.3%
Disagree	3	10%
Strongly disagree	1	3.3%
Total	30	100%

In table (4.5), 22 teachers (73%) agree that the teaching hours are not enough to comprehend the ESP courses, while 4 teachers (13.3%) disagree. That means the teaching hours should be increased to enable the ESP teachers to complete the ESP courses.

4.2.6 Objectives of ESP courses :

Every course has some objectives to achieve.

Statement 6: The objectives of ESP courses are not clear for the teachers.

Table :(4.6) ESP Objectives:

	Frequencies	Percentage
Strongly agree	2	6.7%
Agree	11	36.7%
No opinion	7	23.3%
Disagree	8	26.7%
Strongly disagree	2	6.7%
Total	30	100%

In this table the reaction of participants is very strong; the percentages are near equal (13teachers against 10), and 7 of them show no opinion to this

topic. So the objectives of ESP courses should be clear and determine by the administration of the college in order to facilitate the teaching process.

4.2.7 Coping with Specialized Vocabulary:

Students learning English but, they are not able to cope with specialized vocabulary.

Statement7: Even some students who already have completed basic courses inEnglish arenot able to cope with specialized vocabulary.

Table :(4.7) Coping with ESP:

	Frequencies	Percentage
Strongly agree	14	46.7%
Agree	10	33.3%
No opinion	2	6.7%
Disagree	3	10%
Strongly disagree	1	3.3%
Total	30	100%

According to this statement 24 teachers (80%) agree to what the researcher suggested before: most of students are not able to cope with specialized vocabulary, even 4 of them (13.3%) disagree to this statement. Generally, students are suffering so much when they want to do a task in a particular subject.

4.2.8 ESP Teachers Training:

Any particular field should have training in order to develop the ways of teaching.

Statement 8: The ESP teachers` need more training.

Table :(4.8) Training

	Frequencies	Percentage
Strongly agree	13	43.3%
Agree	17	56.7%
No opinion	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

In table (4.8), all the participants agree that the ESP teachers need more training, and no one disagrees. Therefore the training is very important for developing the performance of the ESP teachers to do their work properly.

4.2.9 ESP Activities:

Activities inside the class will make the students more confident to do their tasks.

Statement 9: The ESP activities inside the class do not help the students to improve their communicative competence.

Table 4.9ESPActivities insidethe Class:

	Frequencies	Percentage
Strongly agree	7	23.3%
Agree	12	40%
No opinion	3	10%
Disagree	8	26.7%
Strongly disagree	0	0%
Total	30	100%

Through this statement 19 respondents (63.3%) agree that activities inside the class do not help the students to improve their communicative competence, while 8 of them (26.7%) disagree to the statement. This means that the ESP teacher is not interested towards the activities inside the class.

4.2.10 Students' Needs:

The ESP courses in the universities are constructed to meet the students' needs in specific discipline.

Statement10: The ESP courses do not meet the student's needs.

Table (4.10) Students' needs:

	Frequencies	Percentage
Strongly agree	6	20%
Agree	8	26.7%
No opinion	4	13.3%
Disagree	10	33.3%
Strongly disagree	2	6.7%
Total	30	100%

In table (4.10) less than half:14 teachers (47%) show that the ESP courses do not meet the students'needs, and12teachers (40%) disagree to the same statement. However, the ESP courses should prepare to meet the students' needs by analyzing the students' needs according to the target situation.

4.2.11 Revising the Courses:

The ESP courses compose of different materials, which need revising from time to time.

Statement 11: The ESP courses which are taught in universities are not revised and developed regularly.

Table .11 Course Revising:

	Frequencies	Percentage
Strongly agree	10	33.3%
Agree	9	30%
No opinion	5	16.7%
Disagree	5	16.7%
Strongly disagree	1	3.3%
Total	30	100%

In table (4.11) 19teachers (63.3%), agree thatthe ESP courses which are taught in universities are not revised and developed regularly, at the same time only 6 teachers (20%), disagree toward this statement. Therefore, most of these courses remain for long time without revision, whenever, it need revision or not.

4.2.12 Covering of ESP Courses:

The ESP courses contain many units, which need to be covered.

Statement. 12: The contents of ESP courses are not covered properly.

Table :(4.12) contents of ESP courses:

	Frequencies	Percentage
Strongly agree	7	23.3%
Agree	14	46.7%
No opinion	7	23.3
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100%

The attitudes toward this statement are very strong: 21 teachers (70%) show agree; most of ESP teachers agree that the contents of ESP courses are not covered properly during the term. And only 2 teachers (7%) disagree. That means most of the ESP teachers will not cover their courses, and this dangerous issue, because the ESP courses contain many units which represent the objectives of the course.

4.2.13 Objectives of ESP courses:

It is very important for students to know the ESP courses.

Statement.13: The objectives of ESP courses are not clear for the students.

Table:(4.13) Objectives of ESP Courses:

	Frequencies	Percentage
Strongly agree	7	23.3%
Agree	13	43.3%
No opinion	3	10%
Disagree	7	23.3%
Strongly disagree	0	0%
Total	30	100%

Most of the participants, 20 teachers (67%), agree that the objectives of ESP courses are not clearly defined, and 7 teachers (23%) disagree. Thus, these objectives must be clear for students and from beginning.

4.2.14 Developing students academic and profession:

The ESP courses are developing students academically.

Statement.14: The ESP courses do not develop students academically and professionally.

Table:(4.14) Developing StudentsSkills:

	Frequencies	Percentage
Strongly agree	3	10%
Agree	7	23.3%
No opinion	5	16.7%
Disagree	11	36.7%
Strongly disagree	4	13.3%
Total	30	100%

In table (4.14), the participants who agree to the statement are 10 teachers (33.3%). However, 15 teachers (50%) disagree, which means the ESP courses develop students academically and professionally.

4.2.15 Systematic Evaluation:

Many universities are used a system to evaluate the teachers performance.

Statement15: There is no systematic evaluation of the teachers` performance to teach the ESP courses.

Table:(4.15) SystematicEvaluation of the Teachers Performance:

	Frequencies	Percentage
Strongly agree	15	50%
Agree	8	26.6%
No opinion	4	13.3%
Disagree	3	10%
Strongly disagree	0	0%

In this table the teachers give high percentage (76.6%),23 teachers agree that there is no systematic evaluation of the teachers` performance and only 3 teachers disagree, that means the college administration should constructs affixed system to evaluate students performance.

4.3 Discussions of the Research Hypotheses

From above analysis and discussions and according to research questions and hypotheses the researcher arrived at:

1. The ESP specialized vocabulary creates some problems to EFL learners.
- 2 .The ESP courses at universities do not solve the problems of the ESP specialized vocabulary.
3. The difficulties of specialized vocabulary affect the students` progress in the study.
4. The ESP teachers need more training.

CHAPTER FIVE
CONCLUSIONS,
RECOMMENDATIONS, AND
SUGGESTIONS FOR FURTHER
STUDIES

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction:

This chapter presents:

Conclusions, recommendations, and suggestions for further studies.

5.2 Summary and Conclusions:

This study was an attempt to investigate the ESP vocabulary specialized problems which facing the EFL learners in their study and to facilitate the learning of ESP courses. The study also investigated the difficulties facing the ESP teachers in the teaching process through the teaching ESP courses, and finally the researcher arrived at the following finding:

1. The ESP specialized vocabulary, in fact, creates some difficulty to EFL learners.
2. The ESP courses at universities do not solve the problems of the ESP specialized vocabulary.
3. The difficulties of specialized vocabulary affect the student's progress in the study.
4. The ESP teachers need more training in order to improve and develop their performance and competence.

5.3 Recommendations:

After analysis, discussions and conclusions, the researcher would like to propose the following recommendations for improving and enhancing the ESP specialized vocabulary:

1. ESP teachers should teach the ESP vocabulary in context rather than teaching it in separate lists.
2. ESP teachers should cooperate with the subject teachers in designing courses and selecting materials.
3. ESP courses should concentrate on ESP vocabulary in order to enhance the subject.
4. It would be better to increase the teaching hours of ESP courses.
5. The objectives of ESP courses should be clear for both students and teachers.
6. To help the students to comprehend the ESP courses, it is important to give them pre-courses in English language learning.
7. It is very important to give some activities and ESP tasks inside the class.
8. The universities should train the ESP teachers.
9. ESP courses should be revised from time to time.
10. It is better to construct a system to evaluate the performance of ESP teachers.

5.4 Suggestions for Further Studies:

To improve and develop the ESP disciplines many studies may be conducted as follows:

1. Doing some researches of ESP in particular subject such as (medicine/ accounting).
2. Some researches concerning the EFL learners before university level to prepare them for university courses.

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Appendix

Sudan University for Science and Technology

College of Graduates Studies

Dear teachers:

Would you please answer the following questionnaire , because your answers have great interests to this research, and these answers will be treated and used only for the purposes of the study .The study also is submitted in partial fulfillment of the requirements for the degree of(M.A) in English language (linguistics) entitled:

Investigating Difficulties of ESP Vocabulary encountered By EFL Learners.

Submitted by:

MAHDI HAMAD ELBALLA HAMAD

Please, put (V) in the right box which represents your attitude towards each statements.

	Statement	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1)	The ESP specialized vocabulary can create some difficulties for learners.					
2)	The ESP courses at university do not solve the problems of specialized vocabulary .					
3)	The difficulty of specialized vocabulary affects the student's progress in the study.					
4)	Most of the ESP courses concentrate on structure and grammar rather than specialized vocabulary .					
5)	The teaching hours devoted to ESP courses are not enough for students to learn the ESP courses .					
6)	The objectives of ESP courses are not clear for the teachers.					
7)	Even some students who already have completed basic courses in English are not able to cope with specialized vocabulary.					

8)	The ESP teachers need more training .					
9)	The ESP activities inside the class do not help the students to improve their communicative competence .					
10)	The ESP courses do not meet the students' needs .					
11)	The ESP courses which are taught at university are not revised and developed regularly.					
12)	The contents of ESP courses are not covered properly .					
13)	The objectives of ESP courses are not clear for the students .					
14)	The ESP courses do not develop students academically and professionally .					
15)	There is no systematic evaluation of the teachers' performance to teach the ESP courses .					

Thank you for your cooperation.