مجلة التربوي

مجلة علمية محكمة تصدر عن

كلية التربية الخمس

جامعة المرقب

العدد السادس

يناير 2015م

هيئة التحرير

رئيس هيئة التحرير

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بحوث العدد

- الأعذار الشرعية للمرأة وأثرها في تطبيق الحدود "بحث فقهي مقارن".
- اللوحات التشبيهية التمثيلية الممتدة في الشعر الجاهلي "لوحة الحيوان عند امرئ القيس بن جبلة السكوني أنموذجا".
- الأساس الإيقاعي لعروض الخليل بن أحمد الفراهيدي.
- Libyan Bank Perceeptions towards Islamic Finance .
- Lack of Experience in Teaching English For Specific Purposes(ESP) in Some Vocational Training Centres 3rd Year Classes in Misurata   .

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الافتتاحية

إن الثقافة المجتمعية رافد من روافد بناء الأمة ورقيها الاجتماعي والحضاري، والأمم لا تقاس بمدى جبروتها وتكبرها وإنما تقاس بمدى ثقافة أبنائها، فالثقافة وكما يعرفها بعض أهل الاختصاص" هي الحصيلة الفكرية من أدب وعلم وفن وفلسفة وغير ذلك مما يعبر عن إنجاز الإنسان في مراحل تطورية، يتداولها أو يتعلمها الأفراد بشتّى الوسائل المختلفة للاتصال، فتزداد بالتجارب الجديدة وتتحسر في فترات التدهور والانحطاط" .

والثقافة نتاج عقول الأمة وهي أعظم راسم لهويتها، ومحدد لبناء مستقبلها، وتتمايز الأمم بتمايز الثقافات بينها، وينعكس تغاير ثقافتها عن غيرها على تمايز وجودها بين الأمم، والثقافة ليست سلعة تباع وإنما قيم وأخلاق ومبادئ يعيشها أفراد المجتمع وتتعكس على أبنائه، ومن هذا المنطلق نقول: إن الثقافة التزام، فالفرد يتحرك من مبادئ ثابتة، ويستند دائماً على إطار مرجعية ثابتة، فيُرجع جميع القضايا والمشاكل التي تعترضه، ومن خلالها تتميز لديه المتشابهات، ويعرف الصواب من الخطأ.

ولكي يصبح أبناء الأمة على درجة من الثقافة فلا بد أن تكون قراءاتهم منذ البداية موجهة بما يتناسب مع تكوينهم الفكري الأساسي المتوافق مع التكوين الفكري الاجتماعي، حتى يستشعر معنى وأهمية كونه مسلماً، وكونه عربيًا، فلا يتأثر بالثقافات الوافدة الغريبة على المجتمع الإسلامي .

هيئة التحرير

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

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Abstract

Mainly the study aimed at investigating and enhancing the awareness of the teachers who are involved in teaching ESP (English for Specific Purposes) at Vocational Institutes in Misurata. Besides, it investigates the problems that hinder the teaching of ESP.

Research findings revealed that because of lack of experience and awareness of ESP teaching, these teachers deal with the text book as a General English (GE) not as an ESP course.

The subject of the study was the Third Year Classes in Misurata Vocational Institutes where fifteen (15) teachers subjected to a classroom observation.

1. Introduction

This research deals with the teaching of English for Specific Purposes (ESP) in the Third Year Classes of Vocational Training Institutes in Misurata. The textbook used for the Third Year in vocational training institutes is based on ESP, or to put it more clearly, it is based on English for Occupational Purposes (EOP). ESP has traditionally been

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

divided into two main areas: English for Academic Purposes
(EAP), and English for Occupational Purposes (EOP).

The problem is that teachers of English, who deal with the
vocational training textbook used in the third year in Misurata,
teach it as general English (GE), not as an ESP English
Course. Thus, this issue has been chosen to be the theme of
the study.

This research attempts to find out the problem or problems
that hinder the teaching of ESP courses as suggested by the
ESP experts, such as Hutchinson, Waters, Dudley-Evans,
John, and Jordan. It also attempts to draw the teachers'
attention to the importance of using the techniques included in
the English text-book of the Third Class in Vocational
Training Institutes in Misurata.

It is hypothesized that language teachers, in Misurata
Institutes, do not teach the textbook as an ESP course. It is
hypothesized that they do not know how to teach all the
aspects of the language, such as vocabulary, grammar, and the
four skills (related to ESP), properly. This shortcoming in
language teaching will undoubtedly lead to bad results.

2. The Procedures of the Study

To accomplish the goal of this study, a classroom observation
will be conducted, and consequently, the findings of the
classroom observation will be presented and analysed.
According to the results that are obtained from the study,
some recommendations are given in the last chapter.

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

3. Literature Review

Like other majors of study in our educational system, English
Textbooks used in Libya have been changed in the past fifteen
years in order to cope with the changes taking place all over
the world. The programme of teaching English in our schools
and vocational training institutes has been changed in an
attempt to make the prescribed syllabus of English cope with
the rapid changes that happened in technology and economics.
The students of Vocational Institutes start studying English
from the First Year till the Third Year which is the subject of
this study, after they have started studying English at the
Seventh, Eight, and Ninth Classes of the basic education
stage. The new English textbooks of the Vocational Training
Institutes have been prescribed as ESP courses. During these
three years, learners learn different professional topics. Each
English textbook used in the Vocational Training Institutes is
accompanied by teacher's book and class cassettes to be
introduced for the students.   In addition, workbooks are
designed to give learners more exercises for practices support
the textbooks. Since this study aims at evaluating the teaching
of the ESP at the Third Year of Vocational Institutes in
Misurata, the focus will be on the material used at this stage as
follows: The textbook comprises a Course Book, a Workbook,
a Teacher's Book, and a Class Cassette. The textbooks used
here are designed to take (100) hours of study in total
throughout the whole school year. The Course book is divided
into twelve units. Each unit is divided into six lessons as
follows:

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

a. Lesson One and Two, Reading and Vocabulary. The textbook contains many activities, before reading activities as pair or group work activities for discussion about the text, which is carefully selected to meet the purposes of the lesson. Here learners are encouraged to use the titles and pictures, *while you read*, like answering some questions and saying whether the given sentences are true or false. After reading, they do some activities like adding extra information about the lesson and doing some practice in groups.

b. Lesson Three, listening. Here, the course book contains many activities such as introducing the lesson, *while you listen*, like choosing the correct picture among three pictures and inferring some information.

c. Lesson Four, Speaking. In this lesson, the course book focuses on playing some games in pairs and talking about differences in life style in group work.

d. Lesson Five, Grammar. Here, the course book contains many passages to be used in teaching the grammatical points such as distinguishing the adjectives and adverbs from the context, identifying the kinds of tenses and so on.

e. Lesson Six, Writing. For this skill, the course book contains many pictures and texts in pairs and adds additional information, making notes and describing the pictures.
The Workbook is designed to be used along with the course book. It contains practical material and space for the students to write. It has, on average, ten different exercises per presentation Unit. (cf. Philips, T. and A. 1999: 4-9).

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

4. Data Analysis

In this chapter, the focus will be on the data collected from the classroom observation (see page: 4 of this work). The classroom observation is carried out to see if the teachers of English of the Third Year Classes in the Vocational Institutes in Misurata who are the subject of the study, teach the textbook as an ESP course. Besides, the observation aims to see whether the activities prescribed in the textbook of the Third Year Classes of the Vocational Institutes in Misurata are practiced in the classes, or not; mainly the writing, speaking, and listening activities, as they are always neglected by the teachers.

4.1. Classroom Observation

The classroom observation was the only tool used in this research for collecting data about the kind of techniques and activities adopted by the teachers who were involved in teaching ESP in the Third Year in Misurata Vocational Training Institutes. The aim of the observation was to have a close look at the kind of teaching methodology the teachers are using and to find out how they deal with the textbook during the teaching process.

The observation took place in ten Vocational Training Institutes with fifteen teachers who were university graduates all of whom were Libyans (sex males and nine females). The observation was carried on for nearly two months, from the 22nd of March to the 20th of May 2012. Each teacher was observed for three periods (each period lasting for 45 minutes).

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
Vocational Training Centres 3rd Year Classes in Misurata   العدد 6

Classroom observation is considered as one of the reliable
tools in data collection that supports researchers during
evaluating teachers' performance inside classroom. Stern
(1996: 493) states that knowing what is going on inside the
classroom is to understand how well language teaching is
taking place. As mentioned earlier, the textbook syllabus of
English used in Misurata Vocational Institutes is based upon
ESP, and it is to be taught according to the communicative
approach. This can be concluded from the way the items of
each unit are presented. Thus, the checklist items used in the
classroom observation were taken in the same order as they
were introduced in the Third Year Textbook. They are as
follows: Reading, vocabulary, listening, speaking, grammar,
and writing.

4.2 The Analysis of the Classroom Observation
This section will deal with the analysis of what was noted in
the classroom during the observation period. In order to make
this study reliable the items in this section have been
organized as they appear in the textbook, reading and
vocabulary, listening comprehension, speaking, and writing.
4.2.1 Reading and Vocabulary
Table (1) below shows the kind of techniques and activities
adopted by teachers of English in the Third Year Classes in
Vocational Training Institutes in Misurata during teaching
reading and vocabulary. The table illustrates how teachers
introduce the text to the learners: Do they ask the students
questions which help them guess the meaning from the
context? Or do they help the students make predictions from

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3ʳᵈ Year Classes in Misurata

the titles and pictures? It also shows if the teachers do silent reading or reading aloud. It also shows any extension work done in the class.

		Yes		No	
		No	%	No	%
Introduces the new text		3	20 %	12	80 %
Helps learners make predictions from the title and pictures		3	20 %	12	80 %
Presents the new vocabulary		3	20 %	12	80 %
Presents parts of speech of the new words		2	13.3 %	13	86.7%
Helps learners to be aware of	technical vocabulary	0	0 %	15	100 %
	semi-technical vocabulary	0	0 %	15	100 %
	non-technical vocabulary	0	0 %	15	100 %
Helps learners to collocate words		0	0 %	15	100 %
Gives learners a chance to do	silent reading	3	20 %	12	80 %
	reading aloud	13	86.7 %	2	13.3%
Introduces long texts as	one unit	15	100 %	0	0 %
	Paragraphs	0	0 %	15	100 %
Prepares comprehension questions to test learners' understanding		6	40 %	9	60

*No = the number of the teachers

Table (1)

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

From Table (1) , one can conclude that twelve of the teachers (80 %) did not introduce the new text to the learners to help them predict what they were going to read about from the title and pictures which were used on the first page of each unit in order to stimulate the discussion and encourage them to make predictions. The same is true (80 %), for the presentation of the new vocabulary. Only three of the teachers (13.3 %) were observed presenting the new vocabulary. Even though, it was noticed that they did not encourage their learners to use the new words in different grammatical structures, to help them recognize the different parts of speech of those words. Consequently, they did not help their learners to be aware of the types of vocabulary: technical, semi-technical, and non-technical vocabulary.

The table also shows that (80 %) of the teachers did not give the learners opportunity to do silent reading. Instead, they gave them the chance to read aloud. This, in turn, shifted the students' attention from comprehension to pronunciation. Logically, this will lead to neglecting some sub-skills in reading such as skimming and scanning, though these are part of the syllabus introduced in the textbook. Also, it was noticed that all teachers (100 %) were presenting the long texts as one unit, and this will lead to many difficulties in understanding the text. As a matter of fact, the learners took passive roles and the class atmosphere became boring, too. What is mentioned above may be the result of many factors, such as teachers' ignorance of the suitable techniques in teaching the reading skill as required, and shortage of the allotted time for teaching English in Third Year of Vocational Training

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

Institutes.

4.2.2 Listening Comprehension

Table (2) shows the techniques used by the teachers of Third Year in Vocational Institutes in teaching listening skill as one of the main skills in the textbook. The purpose of this table is to show how the teachers present the listening comprehension.

		Yes		No	
		N<u>o</u>	%	N<u>o</u>	%
Introduces the text		2	13.3 %	13	86.7 %
Prepares the students to new words		2	13.3 %	13	86.7 %
Plays the cassette	once only	2	13.3 %	13	86.7 %
	several times	2	13.3 %	13	86.7 %
Prepares the learners listening for function		2	13.3 %	13	86.7 %
Prepares learners listening for information		2	13.3 %	13	86.7 %
Focuses on all items presented in the text book		2	13.3 %	13	86.7 %
Follows each listening part with comprehension questions		2	13.3 %	13	86.7 %
Assesses the learners' output of what they have listened to		2	13.3 %	13	86.7 %

*N<u>o</u> = the number of the teachers.

Table (2)

From Table (2), it is clear that the teachers being observed during this period did not focus on this skill. Thirteen teachers

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3ʳᵈ Year Classes in Misurata

did not introduce the text for the learners or prepared them for this item. They omitted all the activities used in teaching listening comprehension completely. Consequently, whereas only two female teachers did so; one can conclude that this skill received less concern from the teachers in comparison with reading skill, for example.

4.2.3. Speaking

Table (3) shows the kinds of activities used by teachers of Class Three in Misurata Vocational Institutes during carrying out the speaking skill techniques. It identifies that only three (20%) of the observed teachers stimulate the learners attention towards the difficult words. It also shows that twelve (80%) of the teachers introduced the new patterns to the learners, encouraged them to interact between each other during the lesson, use group and pair work, let the student participate correctly in the class and discussed all the presented items for the speaking skill.

	Yes		No	
	No	%	No	%
Stimulates the discussion and helping students in difficult words	3	20 %	12	80 %
Introduces the students to the new language patterns	4	26.7 %	11	73.3 %
Encourages students to interact with each other in the class	0	0 %	15	100 %
Uses group work and pair work in the classroom	2	13.3 %	13	86.7 %

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3ʳᵈ Year Classes in Misurata

Gives students a chance to participate in the class	3	20 %	12	80 %
Discusses all the items listed in the speaking skill activities	0	0 %	15	100 %

*N<u>o</u> = the number of the teachers.

Table (3)

From the information presented in Table (3) , one could conclude that the majority of the teachers (80 %) did not have any discussion with the learners to make them aware of the difficult vocabulary. Only (20 %) did that. (73.3 %) of the observed teachers did not introduce the new patterns of the target language for the learners, only (26.7 %) did so. The table also shows that all the teachers (100 %) did not encourage the interaction between the learners during the classes. It is also clear from this table that the largest number of the observed teachers (86.7 %) did not concentrate upon group and pair work. Few teachers (13.3 %) carried out this technique. The majority of the teachers (80 %) ignored the students' participation in the classroom. (100 %) of the teachers did not use all the items presented for the speaking skill in the textbook. In view of what has been mentioned, we can conclude that the teachers of the Third Year neglected most of the main activities and techniques designed for this skill. As a result, it is un-reasonable to expect the learners to use the target language outside the class.

4.2.4. Writing
Despite the importance of writing in language learning and teaching as it is one of the four skills, most teachers did not

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

pay attention to it. This can be realized from Table (4) which shows the techniques that the teachers of English used in teaching writing. It shows that five (33.3%) of them introduce the learners to the convenient techniques of writing a short paragraph, an article or an essay by focusing on the writing mechanism. Also, it shows twenty teachers prepared learners to write reports, informal and formal letters, either by using a model text or supplying them with some ideas by formulating informative questions.

		Yes		No	
		No	%	No	%
Introduces the topic		5	33.3%	10	66.7 %
Presents the components of writing a good paragraph by explaining	how to expand a sentence	3	20 %	12	80 %
	how to expand a paragraph	1	6.7 %	14	93.3 %
	how to write more than one paragraph	0	0 %	15	100 %
Gives learners the opportunity to do peer-correction		0	0 %	15	100 %
Uses the given texts as models to write parallel ones		3	20 %	12	80 %
Gives the student a chance to do a kind of pair or group work		4	26.7%	11	73.3 %

*No = the number of the teachers.

Table (4)

مجلة التربوي

| | Lack of Experience in Teaching English For Specific Purposes(ESP) in Some |
| العدد 6 | Vocational Training Centres 3rd Year Classes in Misurata |

Table (4) shows that over (66 %) of the teachers did not present the title of the writing practice or even help their learners how to write a good paragraph or how to expand either their sentences or paragraphs. Thus, all teachers (100%) did not help the students to write more than a paragraph, an essay, for example. Moreover from this table, one can deduce that all the teachers (100 %) neither carried out any kind of pair or group work among learners, nor encouraged their learners to do peer-correction. It might be fair to say that they did not have any idea about such activities. It was found that (80 %) of the teachers did not use the given texts contained in the textbook as models to help the students write parallel ones. In conclusion, this leads us to say that most of the teachers being observed paid less attention to the writing skill, if not neglecting it completely.

4.2.5. Grammar

Table (5) shows how the teachers of the Third Year of Vocational Training Institutes deal with the last issue of each unit in the textbook (grammar). This table also gives us an idea about the way the teachers presented the new grammatical structure to their learners through the reading text. Besides, it shows whether the teachers used the reading text to help their learners elicit the new language structures from the context, and whether they taught them inductively or deductively. It also shows whether the teachers gave learners the opportunity to practice the new patterns to create their own language.

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

	Yes		No	
	N**o**	%	N**o**	%
Uses the context to introduce the new grammatical structure	15	100%	0	0 %
Asks guiding questions to help learners elicit the grammatical structure from the context	5	33.3 %	10	66.7%
Uses the target language to explain the new grammatical rules	3	20 %	12	80 %
Follows each grammatical rule with a suitable exercise	3	20 %	12	80 %
Helps learners to create new language	3	20 %	12	80 %

*N**o** = the number of the teachers

Table (5)

From the table above, we can say that all of the teachers in
this study (100 %) focused on the teaching of the grammar
points of the target language through the given exercises,
without giving any extra activities that might help the learners
master the included points. That teachers did not use the texts
contained in the textbook to help their students to deduce the
grammatical rules as they presented the texts, because they
simply cover the grammatical features as such. Therefore, it is
un-reasonable to conceive, as have been observed, that the
teachers gave the learners chance to highlight the new
structures of the target language from the context only.
Furthermore, it was noticed that only (20 %) of the teachers
were using the target language as they explained the
grammatical rules; whereas, (80 %) resorted to the learners'
mother tongue. They dictated the grammatical points in
Arabic sentence by sentence. It is also clear that (80 %) of the

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
Vocational Training Centres 3ʳᵈ Year Classes in Misurata

العدد 6

teachers did not give their learners the opportunity to give extra examples using the target language in the class. They adhered completely to the exercises given in the textbook.

4.3. The Findings of the Study

The classroom observation was the main tool used for data collection in this research. The classroom observation has led to the fact that the English teachers who teach the Third Year of Vocational Training Institutes adopted a method, which is much similar to that of the traditional one used as classroom procedures in their dealing with the prescribed syllabus. The teachers were teaching in manners similar to the way they were taught by those traditional teachers who are adopting the Grammar–Translation Method. The results of the present study can be summarized as follows:

1. The teachers who are the subjects of the study did not start the reading skill by introducing the new topic to their learners. It would be beneficial if they do a kind of warming up through which they prepare the student to the reading text, carry out any kind of discussion, form some questions that are related to the topic, or even simply write the main ideas of the topic on the board. Such activities motivate the learners and encourage them to act more actively in the class until they gain the habit of participation in the class. Besides, such exercises encourage the learners to communicate successfully in the target language. Moreover, the teachers did not give their learners any comments on the new vocabulary, or make their learners be aware of different types of vocabulary which is considered as one of the main goals of ESP courses. The teachers just

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3ʳᵈ Year Classes in Misurata

presented a list of the new words on the board, and then asked the learners to memorize these long vocabulary lists with their equivalents in Arabic. In addition, (80 %) of the teachers also neglected the silent reading, which in turn, led to neglecting the sub-skills activities of reading such as scanning and skimming (see Table 1). It is clear that the majority of the teachers (80 %) read the text aloud with translation of the text into Arabic, and then answered some comprehension questions aloud.

2. The class observation shows that the listening skill is completely ignored by the teachers, although it plays a principle role in language learning. This may be due to the fact that the teachers who were assigned to teach English to these classes were not well-qualified to use the target language perfectly and fluently in the class, and so they resorted to the learners' mother tongue or they dropped the listening activities from the teaching process. As a result, it was found that nearly all teachers (87 %) being observed neglected this skill (see Table 2).

3. Although few teachers (20 %) used the correct activities which encourage the learners to develop their ability to write, Table (4) shows that (93 %) of the teachers did not give any details about the different structures of the target language that would help learners to carry out the writing assignments. Also, the study shows that (100 %) of the teachers did not help learners or supply them with the convenient way of writing. It is also clear that the observed teachers did not use the given texts as models to write parallel or at least paraphrasing these texts, in order to motivate their students.

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
Vocational Training Centres 3rd Year Classes in Misurata

العدد 6

(80 %) of the teachers did not focus on pair and group work techniques in the classroom (see Table 4).

4. In view of what has been said, we can say that the teachers who teach the Third Year Classes in Vocational Institutes in Misurata were not aware of ESP courses, though the given book in these Institutes is based as an ESP course.

5. Conclusion and Recommendations

5.1. Conclusion

The aim of the study was to investigate whether the teachers of the Third Year of Misurata Training Institutes were teaching the prescribed book as an ESP course. It was hypothesized in Chapter One that the teachers who are teaching Third Year Classes of Misurata Vocational Training Institutes had no experience in teaching ESP, so they did not introduce the new syllabus activities presented in the English textbook appropriately.

To investigate this hypothesis, a classroom observation was conducted. The findings obtained from this study show that most of the teachers teaching the English textbook, prescribed for the Third Year in Misurata Vocational Institutes, follow the same procedures in teaching the prescribed course. The adopted procedures are those which are more suitable for General English courses, not ESP ones. This prevented achieving the ultimate goals that the course designers aimed to accomplish through using the new textbook syllabus. It was noticed that the teachers' goal as they teach was just supplying the students with some grammar and vocabulary taken from the reading texts, with their equivalents in the

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
Vocational Training Centres 3rd Year Classes in Misurata

العدد 6

learners' mother tongue. Besides, the listening and speaking skills were excluded by the teachers.

5.2. Recommendations

On the basis of the findings of the present study, the following recommendations are suggested:

1. The teachers should consider that the new prescribed book in the Third Year of Misurata Vocational Institutes is completely different from that being used during the last three decades of the previous century. The new syllabus is based upon the communicative approach for ESP courses. Therefore, the teachers need to put into practice what is being required communicatively.

2. The teachers should utilize the pictures and titles to introduce each new unit or reading text to help the learners predict what the new lesson will be in order to pre-prepare them to the lesson mentally.. This can be carried out by adopting the following items:

   a. In reading comprehension, teachers should introduce the reading text in a convenience way by following the steps according to which each unit is presented '*Before you read*', in order to prepare the learners for what they are about to read.

   b. As they introduce the lesson, teachers should stimulate their learners to read the text silently through: scanning the headings and sub-headings or skimming texts '*While you read*'.

   c. The teachers should deal with the overall meaning through guessing or eliciting from the context. Teaching reading in

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
Vocational Training Centres 3rd Year Classes in Misurata

العدد 6

ESP courses will be based on stating a given purpose application, transferring of information, following up language information, and encouraging the teaching of good reading skills.

d. The teachers need to follow each reading lesson with a general discussion and questions about the topic by either dividing the class into groups, or using the class as a whole to test their learners' understanding '*After you read*'.

3. The new vocabulary should be presented through the context, not in isolation.

4. Teachers should not translate the unfamiliar words, or even the text into the learners' mother tongue. The use of L1 should be used only where it is feasible (to save time, for example).

5. The teachers themselves should be aware of the difference between technical, semi-technical, and non-technical vocabulary as they present a new material or unit.

6. The teachers should not neglect the speaking skill and they should carry out its activities. This skill gives learners the opportunity to communicate in the target language and improves their pronunciation. This may be accomplished by encouraging the students to initiate their intentions through the pair or group work technique, and giving the whole class the opportunity to take part in the class.

7.   Learners should be stimulated to work as independent participants within the group. This will help learners' interaction as speaking monologue.

1.   The teachers need to focus on the micro-skills and teach them gradually, or concentrate on listening for specific

مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

information. This in turn will help the learners extract the meaning from the listening text.

9. Writing activities should be introduced through the modeltext included in the textbook, on the basis of stimulating the learners to write a similar or parallel one, just by doing minor changes on the model one.

a. Teachers should draw their learners' attention to the various stages that any piece of writing goes through.

b. Teachers need to draw the learners' attention to deal with the idea of writing as problem-solving, encouraging the learners to identify a certain problem, and solve it.

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مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
Vocational Training Centres 3rd Year Classes in Misurata

العدد 6

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مجلة التربوي

Lack of Experience in Teaching English For Specific Purposes(ESP) in Some
العدد 6   Vocational Training Centres 3rd Year Classes in Misurata

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الفهرس

مجلة التربوي

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث المكتوب باللغة العربية بملخص باللغة الإنجليزية ، والبحث المكتوب بلغة أجنبية مرخصا باللغة العربية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأوليات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

Information for authors

1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.

2- The research articles or manuscripts should be original, and have not been published previously. Materials that are currently being considered by another journal, or is a part of scientific dissertation are requested not to be submitted.

3- The research article written in Arabic should be accompanied by a summary written in English.

And the research article written in English should also be accompanied by a summary written in Arabic.

4- The research articles should be approved by a linguistic reviewer.

5- All research articles in the journal undergo rigorous peer review based on initial editor screening.

6- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

Attention

1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.

2- The accepted research articles undergo to the policy of the editorial board regarding the priority of publication.

3- The published articles represent only the authors viewpoints.

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