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**THE LACK OF USING SPECIALIZED LANGUAGE PROBLEM BY  
MASTER 1 STUDENTS AT IBN KHALDOUN UNIVERSITY**

**A Dissertation Submitted in Partial Fulfilment of the Requirements for  
Master Degree in Didactics**

**Submitted by the Students**

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## *Dedication*

*I dedicate this work with all my love to my parents,  
to my grandfather Mohamed and grandmother Henia,  
to my brothers and sisters and to all my beloved ones.*

*Nor elhouda*

## *Dedication*

*I dedicate this work to my parents who raised me, gave me all  
what they have and have always been by my side.*

*To my sisters, my brother, my nephews, my lovely nieces and to my  
friends Leila and Nina.*

*I love you all*

*Fella*

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## **List of Abbreviations**

EAP: English for Academic Purposes

EBP: English for Business Purposes

EFL: English as a Foreign Language

EGAP: English for General Academic Purposes

ELT: English Language Teaching

EPP: English for Professional Purposes

ESAP: English for Specific Academic Purposes

ESP: English for Specific Purposes

EVP: English for Vocational Purposes

IELTS: International English Language Testing System

NA: Needs Analysis

NESB: Non-English Speaking Background

SL: Specialized Language

TOEFL: Test of English as a Foreign Language

## **Abstract**

Specialized Language (SL) is of great importance in linguistics, since it is related to specific fields. However, Master 1 students very often do not use the specialized language of their field of study in their academic writings. The aim of this study is to unveil the possible reasons behind this problem and seeks to find solutions in order to overcome this issue. In addition, it aims to raise both teachers and students' awareness of the importance of SL. In order to confirm the research hypothesis, a method of investigation is set. It is based on a quantitative and qualitative approach in which two instruments are used to get both teachers and students responses. The findings show that students face many writing difficulties, among which the lack of using terminology related to their field of study is highly encountered.

**Keywords:** Specialized language, writing problems, terminology.

# **General Introduction**

## **General introduction**

It is important for students to know how to use the four skills of English language. Furthermore, the writing skill is effective for them, for it is the way to transmit the knowledge they have both in exams or when writing academically. Thus, Students' duty is to learn how to master this skill in order to use it effectively. In the other hand, Master 1 students have another responsibility to be taken into consideration, which is the use of Specialized Language appropriately.

### **Topic:**

English for Specific Purposes (ESP) is a wide field under which different branches are included, one of these branches is English for Academic Purposes (EAP) which is meant for research and study. It focuses on developing specific academic skills, among which the academic writing skill is importantly taken into consideration.

This research is conducted in the field of English for specific purposes (ESP), because it examines the lack of using specialized language by Master 1 students while writing; since the use of the appropriate terminology is considered as one of the contributing factors to write an effective academic written composition, and one of the factors which determines one's competence in their field.

### **Motivation:**

The incentive behind this research is to examine one of the major writing problems which Master 1 students unconsciously are not aware of; and unveil the possible reasons behind them.

### **Theme:**

This research tends to investigate the problems that Master 1 face while writing. Most of Master 1 students commit a lot of writing-related errors, such as, grammatical errors, spelling errors, and most importantly the lack

of using technical words or terminology related to their fields of study. In this study we focus on one problem that most of Master 1 students encounter unconsciously which is the bad manipulation of specialized language in writing.

Master 1 students are purposely chosen for this investigation because the Master phase indicates the specialty in which one can continue his/her study and research. Thus, during this phase students must be well prepared about their fields. Moreover, they must be aware of the details that construct their specialty field.

**Observation:**

During our whole period of study at university, teachers have always been complaining about most students' bad writing. They have been extremely insisting on developing this skill. The problem is that students' writing skill remains at the same level; even their grades are unsatisfactory because of problems related to their writing skill. Furthermore, students don't make any efforts to improve their writings which remain a serious problem, Master 1 students, therefore, are much more concerned with this task, since they are specialists in their fields.

**Research Question:**

Writing is considered as a productive skill since it is the way used in transmitting a message by means of writing. This skill is as important as the other three skills of learning English, for they are all overlapping. However, a great number of students encounter difficulties to provide a well written composition. These difficulties are not only related to their bad manipulation of grammar, spelling, sentence construction, etc, but also to their inability to provide accurate terminological units related to their specialized field.

In this research we intend to ask the following questions:

- 1) What are the possible reasons behind students' poor command of specialty terminology in writing?

- 2) What solutions can be suggested to overcome this students' problem?

**Hypotheses:**

The following hypotheses are tentative answers to the above questions:

- a) Most of Master 1 students have bad command of specialty terminology.
- b) Students do not very often read literary works related to their field of speciality.
- c) Students do not differentiate between specialized language and common language?

In case of confirming these hypotheses, the reason behind students' poor command of English terminology in writing can be known; consequently solutions can be easily provided.

**Methodology :**

**The current research paper follows a quantitative/qualitative approach;** To collect data two quantitative and qualitative methods are used; first an interview is being conducted with Master1 teachers at Ibn Khaldoun university to get more information about the problem dealt with in this study, and to look for the reasons behind this problem. Second, A written questionnaire is designed to investigate to which extent students are familiar with and the reasons behind the poor repertoire related to Specialized Language.

**Process:**

This research includes a general introduction, three chapters and a general conclusion.

The general introduction: the general introduction highlights different element like the context, the problem, the aim and the significance of the study.

Chapter one is the review of literature, at this stage we intend to define some concepts like; English for Specific Purposes (ESP), its characteristics, types and we highlight its importance. In addition, we mention the differences and similarities between ESP and EAP. Then, we give an overview about ESP syllabus. Finally, we define the ESP course, we mention the elements of an effective ESP classroom in addition to ESP teacher's role and ESP student's duty.

Chapter two is the methodology chapter devoted to the field work where data collection and data analysis are given.

Chapter three discusses the final results of the investigation.

The general conclusion summarises what have been stated in the body of this research paper, and it suggests further research.

# **Chapter One**

**English for Specific Purposes**



## **Introduction**

English for Specific Purposes (ESP) is a prominent linguistic phenomenon, which brought different approaches and methodologies into the field of applied linguistics. It is concerned with people in specific fields and specialties.

This chapter is devoted to give some particular details about ESP starting by defining ESP besides setting out its characteristics. Then, clarifying its importance and the objective of learning ESP. In addition, this chapter list the different types of ESP with an explanation and examples illustration of each type, and it points out the importance of English for Academic Purposes (EAP) since it is the main topic of the research. Furthermore, this chapter reviews what distinctions and similarities could be between ESP and EAP. Finally, this chapter touches upon ESP syllabus in English as a Foreign Language (EFL) with demonstrating what an ESP course is, the Elements of an Effective ESP Classroom, ESP Teacher's Role and ESP Student Duty.

### **1.1. English for Specific Purposes (ESP) in Language**

From early 1960s English for Specific Purposes (ESP) has known a wide growth to become one of the most prominent fields in EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP and in the number of ESP courses offered to overseas students in English speaking countries.

ESP is a subset of English as a second or foreign language; it refers to the teaching of a specific genre of mainly scientific or technical English for students with specific goals, careers or fields of study. Mackay & Mountford (1978: 2) highlight that « ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose. » That's to say, ESP is defined to meet the needs of the learners in order to enable them to read and comprehend texts written in English related to their field of specialty, and to use English accordingly as well. Furthermore, ESP is a goal-directed approach to language teaching which typically functioned to help the

learners develop the competencies needed to perform in a specific discipline, profession or workplace.

## **1.2. Characteristics of ESP in the Different Specializations**

ESP is a well-known and distinctive activity in English Language Teaching (ELT) with some specific characteristics, which are mainly divided into two according to Dudley-Evans (1997):

### **a. Absolute Characteristics**

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

### **b. Variable Characteristics**

1. ESP may be related to or designed for specific discipline.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institutions or in professional work situation. It could, however, be for learners at Secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

The division of ESP into absolute and variable characteristics is very helpful to know what is and is not ESP. From the characteristics mentioned above we can understand that ESP has developed its own methodology and its research draws from various disciplines.

### **1.3. The Importance of ESP in English as a Foreign Language**

Knowing the English language in general is vital to all the people around the world, since English is the dominating language in all the fields. Hence, knowing ESP is important as well.

ESP is meant to teach the English related to each field or science particularly, i.e. in ESP there's a variation of English ; business English, tourism English, medicine English, etc. The ability of one's knowing the vocabulary related to each field particularly is important, it enables him/her to have the command of a specific field.

In addition, English in ESP is taught inductively, i.e. it is taught to be used in real situations, it is not meant to be theoretical but rather practical in real daily situations.

The importance of ESP can also lie in taking learners needs into account, J. D. Brown (2016, p. 5) emphasises "if there is no needs analysis, there is no ESP." and this what differs ESP from EGP. Therefore, needs analysis is necessary in ESP course design. Hutchinson & Waters (1987:54) state that "...if we have to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis, since it is the awareness of a target situation – a definable need to communicate in English- that distinguishes the ESP learner from the learner of General English."

What is written above leads us to give a definition to the word needs, which means the requirements that the students must have in order to communicate effectively in the target situation. Any ESP course designer or ESP teacher must take into consideration the two main types of needs; target needs and learning needs.

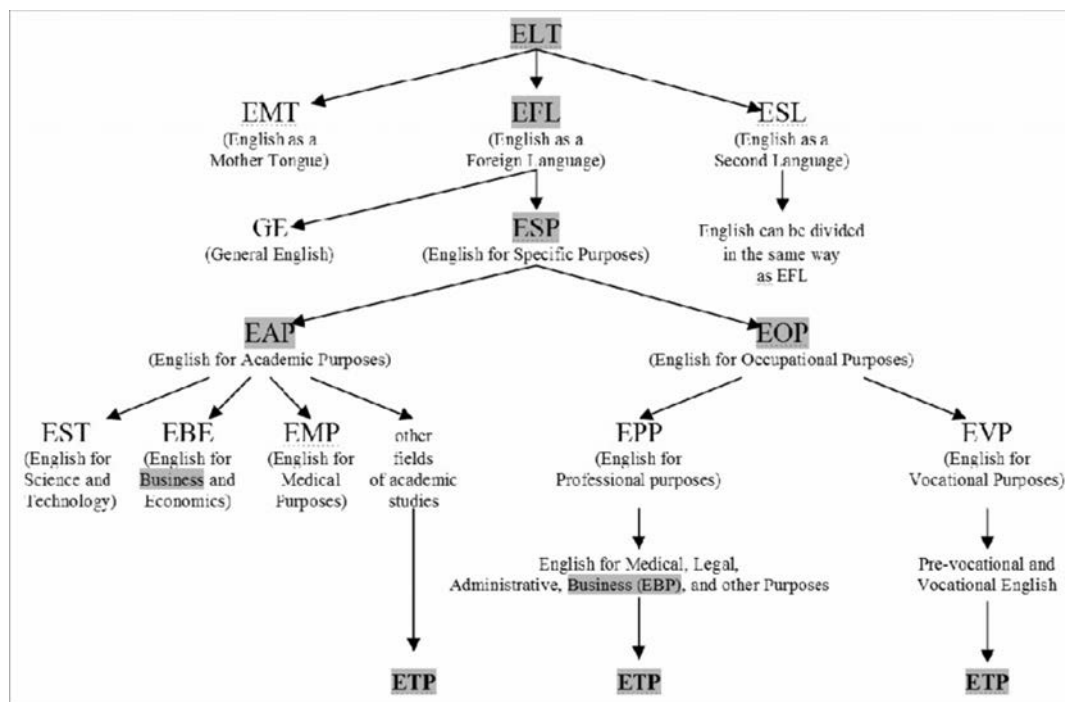
#### **1.3.1. Objective of Learning ESP**

The term English for specific purposes explains very well what possibly the objective of ESP can be. ESP is designed for students in specific fields and specializations, it aims mainly to prepare them to read and comprehend their own field materials in English without any or at least little difficulty by demonstrating how the language is used in the target

setting. In addition, ESP aims to help the learners be more competent in their fields of specialty by paving the way for them through introducing what to do with the language and the needed skills "this orientation can be categorized as a proficiency objective, according to Stern's classification (1992)" (Basturkmen, 2006:135). Another objective of ESP can be represented in learners' ability to communicate efficiently and effectively in target situations. Moreover, many specializations are derived under the field of ESP, some of them are concerned with occupations and professions, in other words English then is needed practically, ESP in this level aims to help the workers and the students of a specific specialization to perform confidently and effectively and make them ready in terms of equipping them by the appropriate linguistic demands of their field.

#### **1.4. Types of ESP**

The teaching of English for Specific Purposes has been considered as a separate activity within English language teaching (ELT). Under the Umbrella of ESP there are officially two sub-divisions ; English for Academic Purposes and English for Occupational Purposes under which some branches can be classified as well. The following tree diagram of ELT can show how ESP is divided:



**Figure 1: Tree diagram: ELT and assumptions about the place of ETP(s) within ESP.**

## English for Occupational Purposes

EOP is considered as activity-oriented, people who learn EOP generally need it for vocational purposes where English can be part of their daily job. Kennedy and Bolitho (1984:4) state that: "EOP is taught in a situation in which learners need to use English as part of their work or profession." EOP then covers situations in which learners are studying English for work related reasons.

The demand of English for Occupational Purposes has come out of the demand of universal employees, EOP courses are based on an analysis of their specific communicative needs in their work. The courses help learners develop vocabulary and the communication skills necessary for specific jobs or work tasks. In other words, EOP learners are already experts in their fields and they need English communication skills as a tool in their work.

The learners' need to communicate effectively in authentic work-related contexts is the reason behind the emersion of EOP, new language instructions have been designed to cater the learners perform well in their field practically and in real situations.

EOP is commonly divided into two main branches, English for Vocational Purposes (EVP) and English for Professional Purposes (EPP).

**a. English for Vocational Purposes (EVP)**

English for Vocational Purposes refers simply to learning English which is relevant to the learners' vocation, "the role of English as a medium of vocational communication helps students understand their vocational content, build and develop their vocational knowledge and skills, communicate their vocational expertise and perform specialist tasks, and develop their disciplinary language," (Widodo, 2016, p.280). EVP courses provide students with the essential vocabulary that they need in their jobs, and contain topics that reflect the latest developments in the field making it immediately relevant to students' needs.

**b. English for Professional Purposes (EPP)**

English for Professional Purposes is quite identical to English for Vocational Purposes, EPP enables students to refine written and verbal communication skills that they need. In EPP courses students learn basic concepts of grammar and social practice as they focus on the most practical skills for workplace and public communication, by knowing professional English they can even know how to make phone calls, write reports, engage during meetings, etc... EPP students are able to speak about the area of their expertise.

**1.4.1.1. Examples of EOP**

As it is described above, English for Occupational Purposes is meant for people who need English in their jobs. So the following are two examples of two occupations that English for occupational purposes is addressed for :

- **Business English**

Business English or English for Business Purposes (EBP) helps students improve their Business English language skills by developing their vocabulary and English communication skills in the context of business. EBP courses aim to prepare students to

work in a cross-cultural business setting with the ability of expressing oneself and work professionally and exchanging experiences.

- **English for Nursing**

English for nursing is designed to improve the communication skills and specialist English language knowledge of healthcare professionals, it helps healthcare staff to work effectively by covering core areas of nursing such as patient admission, taking medical specimens, etc... English for nursing courses give the opportunity to the workers in the field to do authentic tasks and activities related to everyday nursing scenarios such as discussing with patients in pain.

#### **1.4.2. English for Academic Purposes**

English for Academic Purposes (EAP) refers to teaching language instructions associated with practice that learners need for academic study. EAP courses may focus on students' general English levels so that they can enroll in an English medium university, Maggie Charles and Diane Picorari declares : "In order to be able to read academic texts, it is necessary to know a great deal of general vocabulary as well. This demonstrates that the distinction between academic and general vocabulary is about tendencies; it is not absolute" (p. 11). This leads to distinguish between English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP), the difference between EGAP and ESAP is in terms of needs and materials, i.e. EGAP is meant for undergraduate students, who are more interested in developing their study skills and academic practices, it is meant for all EAP students with a range of academic sources not those of specific interest to the learners. Whereas, ESAP is meant for students in specific disciplines, it is concerned with their needs in a particular academic field, e.g : Students of law or engineering.

An EAP program focuses mainly on skills required to perform appropriately in an academic English medium, it also takes into consideration some linguistic demands of a particular area of study

e.g : Business English. EAP instructions tend to teach as most of language teaching; vocabulary, grammar and the four skills (Listening, reading, writing and speaking –including pronunciation-)

#### **1.4.1.2. Study of the four skills**

The four skills are considered as the basic elements in English language teaching as well as teaching EAP. Undoubtedly, students need to learn the four skills in order to perform effectively in their study. So, how are the four skills being taught in EAP?

##### **➤ Listening**

What is meant by academic listening is absolutely not listening to daily conversations, but rather, it is an important skill that students need to improve. When attending lectures students need to apply the listening skill academically, i.e. in addition to listening to the professor expounding the lecture, students need to be effective in taking notes that will help them later. It is necessary to identify the topic covered in the lecture, with the ability to evaluate the information by identifying which parts are important to jot down, students also need to capture the relationship between the ideas presented in the lecture and elicit some supporting ideas.

##### **➤ Reading**

Reading academically is totally different from reading for pleasure, students need to go beyond merely reading and highlighting the text, they need to be effective in critical reading as well as making connections between what they read and what they have already experienced. In addition, they need to have the ability to analyze the text and understand and evaluate the arguments.

##### **➤ Writing**

Academic writing is not limited only to sentences which are grammatically correct, but, it is a skill through which the students need to use other academic elements like critical thinking. By developing this skill students become able to express the greater complexity of their thoughts logically and clearly.

##### **➤ Speaking**



Academic speaking is as important as the other language skills, it is quite similar to the writing skills in terms of being explicit, by learning academic speaking students become able to do better presentations in class and be more confident in formal communications and seminars. Academic speaking has further benefits on students, which can be embodied in having better chances of success during job placement terms.

#### **1.4.1.3. The Importance of EAP**

For many years English has become the language of the world, it has been and still is a dominant language of all the fields across the world. Teaching the English language has also known a remarkable development, many approaches and specializations have been adopted in ELT.

By the enrollment of many non-English speaking background (NESB) students in the UK and other English speaking countries universities and tertiary education, the need to an academic English became a necessity, Anthony (2018, p. 13). "Perhaps the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings." EAP then started to emerge to help students perform well in academic contexts. EAP helps the students to develop their language skills, as well as enriching the vocabulary of their fields (specialized language or terminology related to their field of specialty), Therefore, EAP helps overseas students overcome some linguistic difficulties, and enables them to do better in studying in English and why not in international tests like IELTS and TOEFL, it simply helps students reach their higher education goals. EAP courses are very often pre-sessional courses, i.e. they are taken before the main academic courses start, this tends to prepare students getting used and familiarise themselves with the new environment they apply in.

"EAP, therefore, takes the communicative needs of the learner in an academic context as central, and also uses the most modern methods and techniques available - although some of these may be 5000 years old or more" (Musumeci, 1997). Thus, EAP can be considered as an example of Communicative Language Teaching par excellence.

### **1.5. ESP versus EAP**

ESP is a wide field with a wide range focus, it covers different domains with different purposes and settings; among which EAP is considered, Anthony (2018, p.13) states " Perhaps the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings. "However, EAP is considered by different linguists as a branch of ESP, there are some distinctions between these two fields.

First, ESP learners are commonly interested in learning English that they need in their specific professional or academic lives, i.e. they don't need to learn English for the sake of it. In the other hand, EAP learners are generally current higher education students.

In addition, Xiangfeng Guan (2016) states: " ... EAP is just like general English, it adapts to almost all fields or areas, while ESP and EOP are adaptable only to their particular fields or areas." In EAP English is taught academically, EAP learners study the four skills, grammar and vocabulary, i.e. they study the language that they need for their study. Whereas, ESP is related to specific disciplines.

Furthermore, EAP and ESP are different from each other in terms of the methodologies adopted in each one of them. The methodologies that can be adopted in EAP for example are; inquiry-based methodology, functional methodology, etc... While in ESP different methodologies can be adopted such as; task type, cooperation type, etc...

### **1.6. ESP Syllabus in EFL**

English for specific purposes is a learner-centered approach in teaching English as a second or foreign language, this approach is designed to meet the needs of the learners who need the language in their specific disciplines.

An ESP syllabus is a valuable document which covers specific topics and it is designed to meet the objectives of a course. It first concerns the teacher, and it helps him/her to design courses. Robinson (1991: 34) as cited in Bensafa, Heddami & Lamri (2017) states that an ESP syllabus is "a plan of work and is, thus, essential for the teacher, as a guideline and context of class content."

An ESP syllabus consists of, and takes different elements into account; the syllabus format is all about ; goals and objectives, topics/activities/skills, time, frame, teaching/learning strategies, requirements/expectations and materials. In addition, the ESP syllabus tells almost everything needed to know about how a course will be run. In the other hand, there are different types of syllabi which function differently as well; first, topic syllabus; according to (Jordan: 1997) this kind is based on topics which are selected according to students' specialties ; e.g : Health. Second, structural / situational syllabus, this one focuses on aspects of grammar, then there is skill syllabus, "Skill-based syllabus is organized around the different underlying abilities that are involved in using a language for purposes of such as listening, speaking, reading, writing" (Thakur, 2013).

#### **1.6.1. What is an ESP Course?**

ESP course is a set of classes or study plans on a particular topic, it is based on a syllabus designed before to meet the course objectives. Hutchinson & Waters (1987 : 65) declare : "An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge." Therefore, a course design is the planning and structuring of a course to achieve the needed goals. To design an ESP course different elements and parameters should be taken into consideration namely; needs analysis, the approach or the methodology and the materials. Needs Analysis is the core of a course design, it differentiates ESP course from general English course. The awareness of learners needs helps in establishing the programme required for a specific group of learners, and helps in the other hand the course designers to equip the learners with the knowledge they need in order to perform effectively in a target situation.

#### **1.6.2. What are the Elements of an Effective ESP Classroom?**

An ESP classroom is undoubtedly different from an EGP classroom in terms of needs, materials, and objectives. It is crucial for ESP practitioners to take needs analysis (NA) into consideration, for it is the key to know what the learners exactly need, why they need the

language and how they will use it in the target situation. NA identification also helps in designing the ESP syllabus, whose effectiveness makes the course effective.

Furthermore, materials development is considered important as well, however, it is not an easy task for ESP practitioners to provide teaching materials. Yet, it is important to make the classroom effective. What is meant by materials is not only tools, but they also represent aims, values, time and methods, good materials motivate learners and encourage them ; such as ; interesting books, activities which encourage the learners' thinking capacities, giving the learners the opportunity to use their knowledge and skill, etc

In addition, the teacher and the learner are the two principle sides in an ESP classroom, doing their job appropriately helps in making the classroom more effective.

### **1.6.3. ESP Teacher's Role**

The ESP teacher's role is of great importance, the ESP teacher has multidimensional tasks, he/she is a course designer and material provider, Dudley-Evans and ST John report that "the role of ESP teachers as providers of material, thus, involves choosing suitable published material, adapting material when published material is not suitable or even writing material where nothing suitable exists" (1998 : 15).

In addition, the ESP teacher must create the appropriate invironment for the learner, encourage them and support them to use the target situation language, by promoting the language practice.

Furthermore, the primary role of the ESP teacher is to be a researcher, "Before designing courses or providing materials, they need to do research in order to investigate the genres of texts, language, and skills required by the specific field of study " (Dudley-Evans and ST John 1998). The ESP teacher as a researcher recquires the teacher's own way in investigating all what can make the ESP teaching process easier and more simple.

#### **1.6.4. ESP Student Duty**

Since ESP is a learner-centered approach, the role of the student is as important as the teacher's. The ESP student duty may be represented in different tasks; first, he/she must attend the class with the interest of learning, the more students are focused and the more they benefit from the materials and the teacher's experience and knowledge the more they become successful in their task.

In addition, ESP learners should know for what they learn English, since they have already oriented their education to a specific field, they must know for which purpose they need English.

Furthermore, ESP courses are designed for adult learners, who have already knowledge and some skills in learning English or other languages. Therefore, ESP learners should know how to use their previous knowledge and skills in order to learn easily and efficiently

#### **Conclusion**

ESP concept, its characteristics and types have been defined by different researchers, thus, this study is dealing with these concepts. This chapter has been undertaken to support this particular issue. It is devoted to define ESP and mention its characteristics, highlight its importance, and shed light on its types by giving examples to illustrate more what each type means. Finally it gives a particular focus to ESP syllabus, ESP course and ESP teachers' and learners' roles. ESP, therefore is an important field in recent applied linguistics.

# **Chapter Two**

## **Data Collection and Analysis**

## **Introduction**

In this chapter, the researcher attempts to highlight the methodology followed in this research project. It describes the samples, the settings, the research instruments and the analysis of the data that have been gathered concerning the writing skill of Master 1 students in the light of specialized language. It also seeks to shed light on the reasons behind the lack of using specialized language by Master 1 students. Furthermore, it tries to provide solutions suggested by both teachers and students to such problem.

### **2.1. The Research Design**

This research has followed a quantitative qualitative study in inquiring the difficulties and obstacles that Ibn Khaldoun University Master1 students face while writing in official exams, with a focus on the problem of specialized language in specific. Moreover, it sheds light on the reasons behind this problem, and tends to find possible solutions.

### **2.2. The Samples**

For this inquiry, quantitative/ qualitative data have been gathered using two means; a questionnaire designed for Master1 students from all specialties, and an interview conducted with teachers from different specialties, who have the experience of teaching Master1. Furthermore, the reason behind selecting Master1 as a case of study is their definitive belonging to specific specialties.

#### **2.2.1. Students**

In order to collect the data that fit the research objectives and test their hypotheses, an on line questionnaire was designed for Master1 students, from different specialties from the department of English, Faculty of Letters and Foreign Languages, University of Tiaret. The questionnaire was published on facebook groups. 24 male and female students have answered the questionnaire.

### **2.2.2. Teachers**

The teachers of English at the University of Tiaret were treated as a population for this study. The sample includes (04) teachers who were selected purposely from the whole population; the selection is based on their experience of teaching Master1 students (the study case of this research) and because they are acquainted with the subject matter.

## **2.3. Description of the Data Collection Tools**

Concerning this investigation, two different instruments are utilized to gather the data. First, the questionnaire contains fifteen questions, with 13 close-ended questions and 2 open-ended questions. On the other hand, the interview

### **2.3.1. The Students' Questionnaire**

The questionnaire is a broadly used instrument for collecting data in which the participants are supposed to answer through crossing the appropriate response or writing a small paragraph if the question is open-ended, it is worthwhile in terms of the massive amount of data that can be gathered in a short time. A questionnaire has been opted for getting data from the research population, it encompasses fifteen questions designed for different purposes. The first one is to know the students attitude toward reading, and wether they practise this skill frequently, especially reading books related to their field of specialty. The second objective is to investigate the difficulties that the students face while writing in official exams in general, and to check their knowledge concerning specialized language in particular and wether they use it or not. The last objective of the questionnaire is to make the students suggest solutions to the problems that the students face while writing in general or writing in specific fields. This questionnaire is divided into three sections, each section treats a particular point related to the issue, as well as aiming to devise reponses from the participants. The first section aims at collecting data concerning the Master1 students attitude toward reading, how they select the books they read and wether or not they read books related to their field of specialty. In addition, it



investigates whether the students find it easy to read books related to their field of specialty.

The second section aims at collecting data concerning the writing skill of Master1 students; the questions of this section touch upon whether the students face difficulties while writing in official exams or when writing academic written compositions, as well as asking them about the kind of difficulties they mostly face, and finally whether the teachers and the students are satisfied with the way the students write in official exams or when writing any academic written composition related to your field of specialty.

The last section targets to assemble information about students' knowledge about specialized language ; what they know about it and how they define it. Moreover, this section aims to go deeper by asking students whether they easily find the appropriate terminology related to their field of specialty while writing academically. The last purpose of this section is to ask the students to provide solutions to the writing difficulties that they encounter.

### **2.3.2. The teachers' interview**

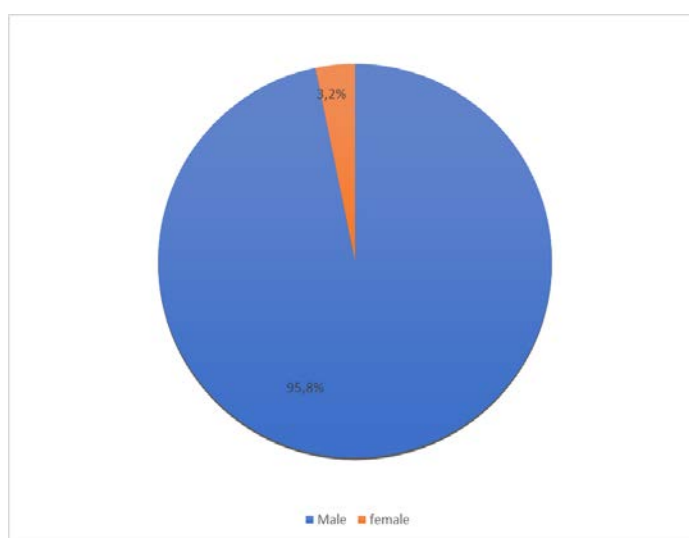
The interview is one of the most common and strategic ways in which the researcher tries to get both the interviewee response and impression. The current interview includes seven questions, each question is oriented to achieve specific targets. To illustrate, the first one is asked to know the specialty of the teacher, the second is about how much the teachers are satisfied with the writing skill of Master1 students, the third question shed light on the writing problems that Master1 often have. The fourth question goes deeply and asks about whether Master1 students use the appropriate terminology related to their field of specialty, as for the fifth question, it is about whether the teachers consider the lack of using specialized language as one of the main problems that Master1 students have. Question number six tries to shed light on the reasons behind the lack of using specialized language, Finally, the last question tends to ask the teachers to suggest solutions to overcome the problem of the lack of using specialized language by Master1 students, since they are more concerned with their specialties.

## 2.4. Questionnaire Analysis

### Question One : Personal Information about the participants

	Male	Female
Students' number	01	23
Percentage	4.2 %	95.8 %

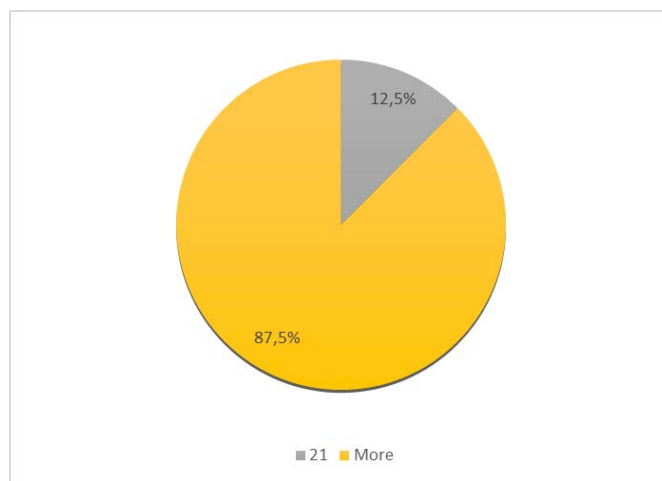
**Table 1: Students Personal Information (sex)**



**Figure 2: Students Personal Information (sex)**

	21	More
Students' number	03	21
Percentage	12.5 %	87.5 %

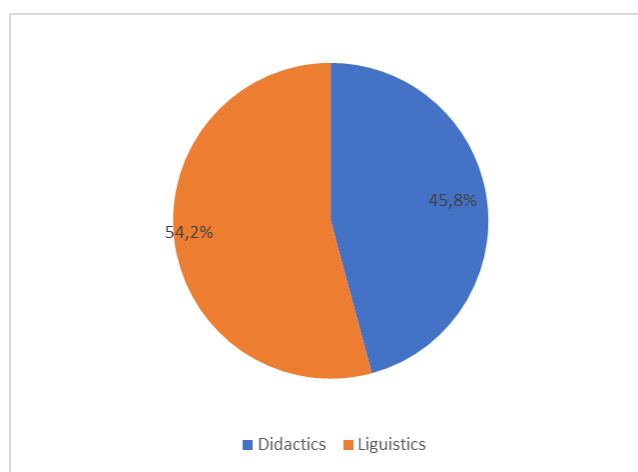
**Table 2: Students Personal Information (age)**



**Figure 3: Students Personal Information (age)**

	Didactics	Linguistics
Students' number	10.99	13.00
Percentage	45.8 %	54.2 %

**Table 3: Students Personal Information ( Specialty)**



**Figure 4: Students Personal Information ( Specialty)**

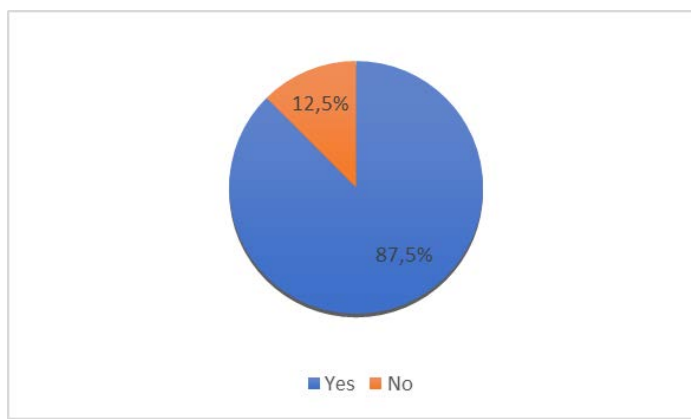
Question one aims to know some personal information about the participants; their sex, age and specialty. Concerning the sex of the participants; only one male has answered the questionnaire, while the females are 23. Three of the participants are 21 years old and the rest (21

participants) are more than 21. As for their specialties, eleven participants belong to Didactics and thirteen belong to Linguistics.

**Question Two: Do you like reading?**

	Yes	No
Students' number	21	03
Percentage	87.5 %	12.5 %

**Table 4: Students' attitude toward reading**



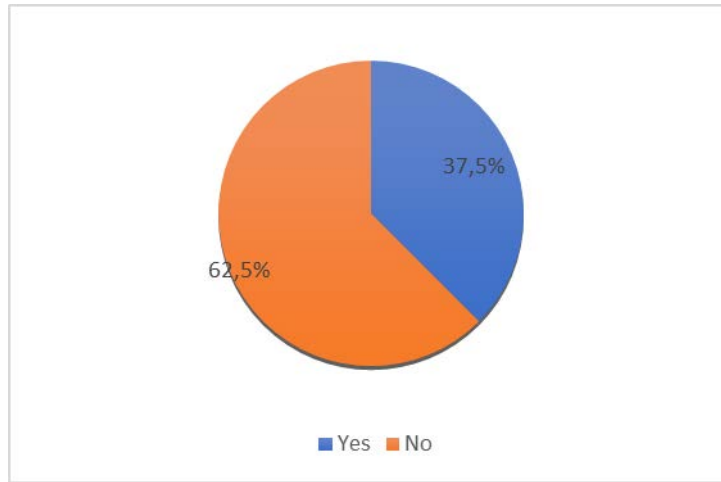
**Figure 5: Students' attitude toward reading**

The aim of this question is to check Master 1 students' attitude toward reading. Statistics show that 87.5 % like reading. Whereas, only 12.5 % don't like this skill. This means that Master1 students have positive attitude toward reading.

**Question Three : Do you read books frequently?**

	Yes	No
Students' number	09	15
Percentage	37.5 %	62.5 %

**Table 5: Students' Reading Practice**



**Figure 6: Students' Reading Practice**

This question investigates whether Master1 students read books frequently. Hence, 37.5 % of the informants claimed that they read books frequently, whereas, 62.5 % answered that they don't. So, the statistics show that most of the students don't practice reading although they like it.

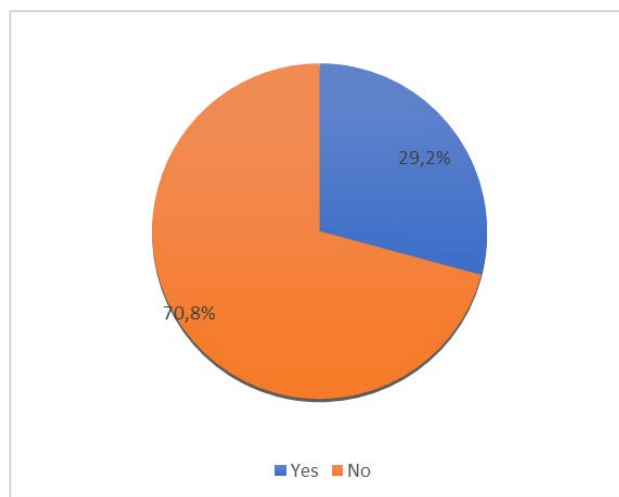
**Question Four: What kind of books do you often read?**

Question number four is an open-ended question where students are asked about the kind of books that they often read. According to the data that have been assembled, most of the students like to read novels, some of them claimed that they like to read short stories, fiction and mythology, and others answered that they like to read self development books, while only one student answered that he/she likes to read books related to linguistics.

**Question Five: Do you often read books related to your field of specialty?**

	Yes	No
Students' number	07	17
Percentage	29.2 %	70.8 %

**Table 6: Reading Books related to Students Master 1 Specialty**



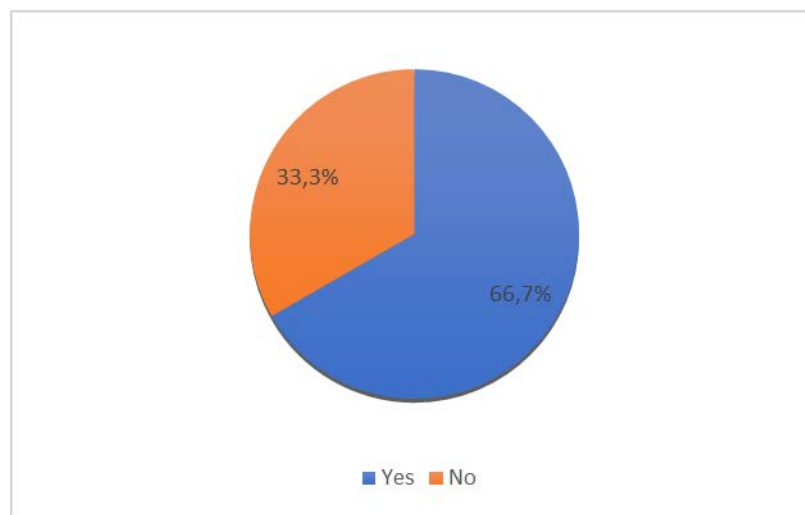
**Figure 7: Reading Books related to Students Master 1 Specialty**

This question is linked to the books related to Master 1 specialty, students are asked whether they read books related to their field of specialty, the statistics show that most of the students don't read books related to their field of specialty, whereas only few of them do. This may indicate that Master 1 students are not interested in reading books related to their field of specialty.

**Question Six: Do you face difficulties while reading books related to your field of specialty?**

	Yes	No
Students' number	16	8
Percentage	66.7 %	33.3 %

**Table 7: Students' Attitude toward Reading Books Related to their Field of Specialty**



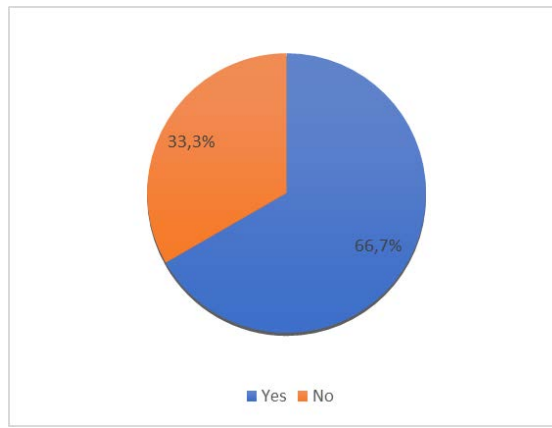
**Figure 8: Students' Attitude toward Reading Books Related to their Field of Specialty**

This question sheds light on whether Master 1 students face difficulties while reading books related to their field of specialty. Most of the students declare that they do face difficulties related to reading books of their specialties with a percentage of 66.7%, while 33.3% of the students don't. This leads to make a connection between this current question and the previous one, students may find difficulties while reading books related to their field of specialty because they are not interested in reading such kind of books.

**Question Seven : Do you face difficulties while writing in official exams ?**

	Yes	No
Students' number	16	08
Percentage	66.7 %	33.3 %

**Table 8: Students' Attitude Toward Writing in Official Exams**



**Figure 9: Students' Attitude Toward Writing in Official Exams**

By this question the questionnaire is switched to focus on the students' writing skill. The students are asked whether they face difficulties while writing in official exams, most of the students declare that they don't have difficulties with a percentage of 66.7 %, while 33.3 % face writing difficulties in official exams. The objective of this question is to know the students' level in academic writing.

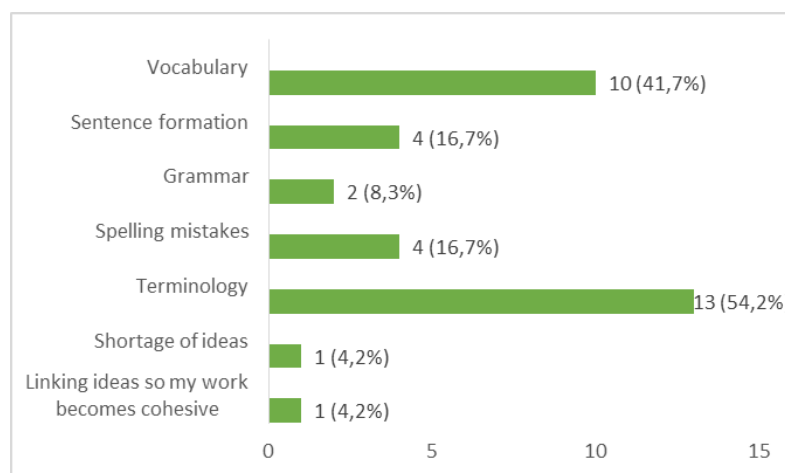
**Question Eight : What difficulties do you mostly face while writing in official exams ? (the students are allowed to choose more than one answer.)**

- **Vocabulary**
- **Sentence formation**
- **Grammar**
- **Spelling mistakes**
- **Terminology**
- **Other**

	Vocabulary	Sentence formation	Grammar	Spelling mistakes	Terminology	Other
Students' number	10	04	02	04	13	02
Percentage	41.7%	16.7%	8.3%	16.7%	54.2%	8.2%



**Table 9:Kinds of Writing Difficulties Committed bu Master 1 Students.**



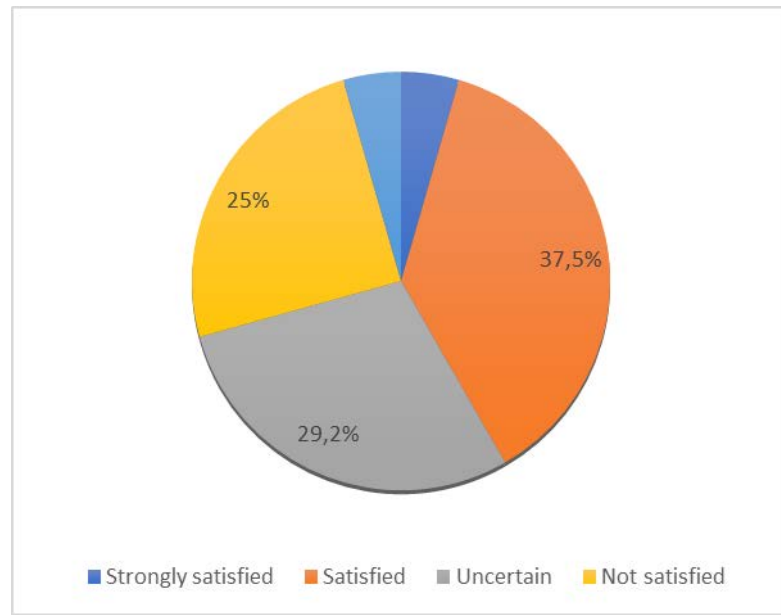
**Figure 10: Kinds of Writing Difficulties Committed bu Master 1 Students.**

This question illustrate the different kinds of writing difficulties that Master 1 students face. The lack of using the appropriate terminology takes the first place of the list with a high percentage of 54.2%, than comes vocabulary with 41.7%, after that sentence formation and spelling mistakes with 16.7% for each, grammar with 8.3% and finally 8.2% of the students have other difficulties such as ; shortage of ideas and the difficulty of linking ideas so that the work becomes coherrent. The statistics of this question indicate that students have many writing problems, some of them can have more than one difficulty. The lack of using the appropriate terminology is considered as the main problem for most of the students.

**Question Nine : Are you often satisfied with the way you write in official exams or when writing any academic written composition related to your field of specialty ?**

	Strongly satisfied	Satisfied	Uncertain	Not satisfied
Students' number	01	09	07	06
Percentage	4.2%	37.5%	29.2%	25%

**Table 10: Students' Reactions on their Academic Writing Skill**



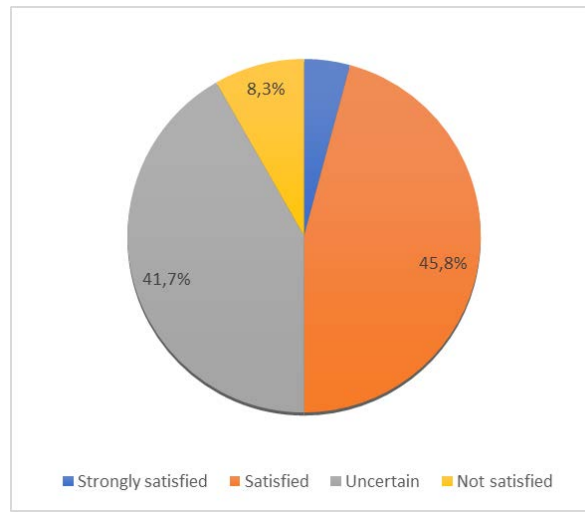
**Figure 11: Students' reactions on their Academic Writing Skill**

The aim of this question is to know whether the students are aware of their level in academic writing, only one student is strongly satisfied, most of the students are satisfied with the percentage of 37.5%, 29.2% are uncertain of their level and 25% are not satisfied, still this is a big percentage. The results show that the students are aware in a way or another of their level in academic writing.

**Question Ten: Do you feel like your teachers are satisfied with the way you write in official exams or when writing any academic written composition related to your field of specialty ?**

	Strongly satisfied	Satisfied	Uncertain	Not satisfied
Students' number	01	11	10	02
percentage	4.2%	45.8%	41.7%	8.3%

**Table 11: Teachers' Reaction on Students' Academic Writing Skill.**



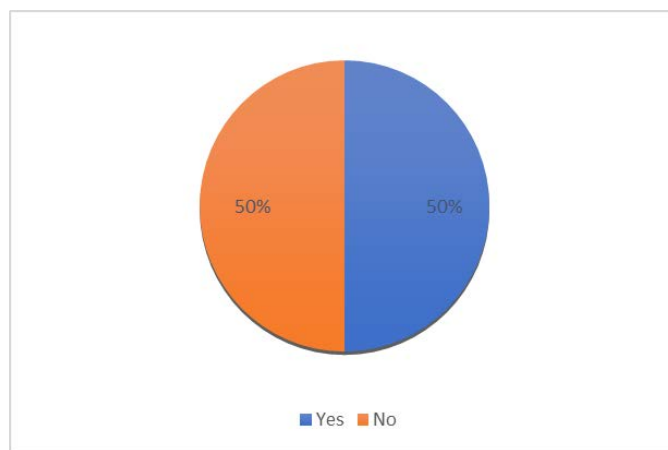
**Figure 12: Teachers' Reaction on Students' Academic Writing Skill.**

Depending on the data have been assembled, most of students declare that their teachers are satisfied with their academic writing skill with 45.8%, some of them are uncertain of their teachers' reaction with 41.7% and only 8.3% are not satisfied. This shows a positive attitude of the teachers toward their students academic writing level, which indicates that the students may have a good writing skill.

**Question Eleven: Do you often receive positive feedback from your teachers concerning your writing skill ?**

	Yes	No
Students' number	12	12
Percentage	50%	50%

**Table 12:Teacher's Feedback on Students' Writing Skill.**



**Figure 13: Teacher's Feedback on Students' Writing Skill.**

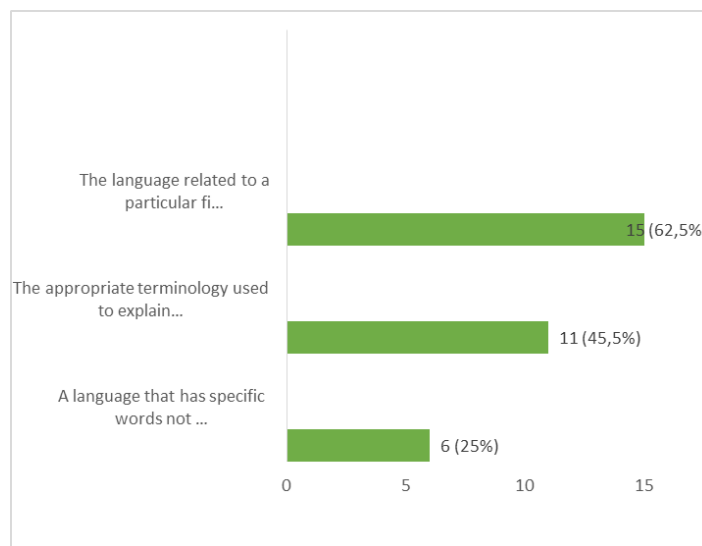
Depending on the data gathered, the statistics show that the students' answers are divided evenly; 50% of the students declare that they receive positive feedback concerning their writing skill, and 50% of them declare that they don't. The aim of asking this question is to confirm the teachers' reaction toward the students' writing skill.

**Question Twelve: According to you Specialized Language is : (You can choose more than one answer).**

- **The language related to a particular field of specialty.**
- **The appropriate terminology used to express a specific meaning.**
- **A language that has specific words not existed in the common language.**

	The language related to a particular field of specialty.	The appropriate terminology used to express a specific meaning.	A language that has specific words not existed in the common language.
Students' number	15	11	6
Percentage	62.5%	45.8%	25%

**Table 13: Students' Knowledge about Specialized Language**



**Figure 14: Students' Knowledge about Specialized Language (SL)**

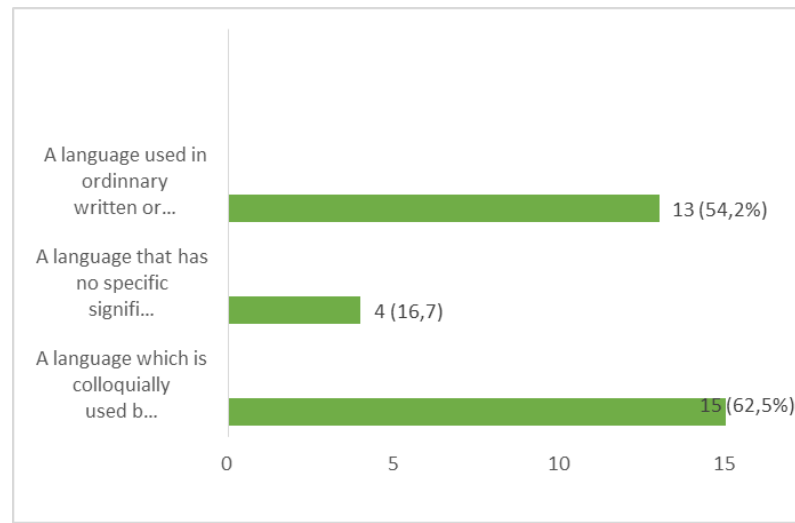
The objective of this question is to test Master 1 students' knowledge about Specialized Language, i.e. whether they know what Specialized Language is or not. The first and the second answers are correct while the third one is not, students can choose more than one answer. The statistics show that only few students don't know what SL is. This means that students have an idea about SL and what it means.

**Question Thirteen: According to you Common Language is : (You can choose more than one answer).**

- **A language used in ordinary written or spoken English.**
- **A language that has no specific signification.**
- **A language which is colloquially used by all speakers.**

	A language used in ordinary written or spoken English	A language that has no specific signification	A language which is colloquially used by all speakers
Students' number	15	11	06
Percentage	62.5%	45.5%	25%

**Table 14: Students' Knowledge about Common Language (CL)**



**Figure 15: Students' Knowledge about Common Language (CL)**

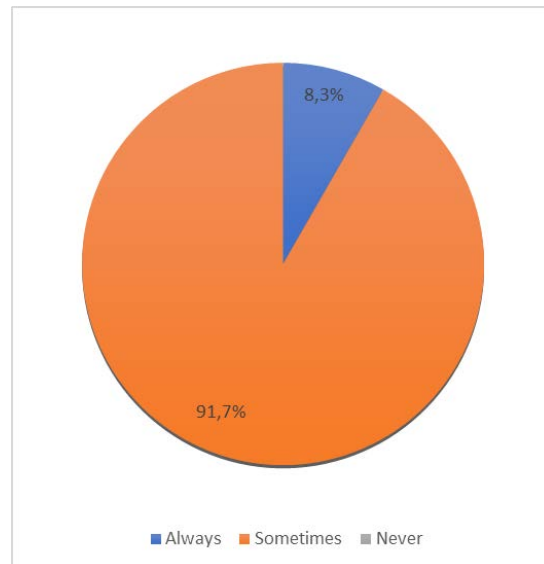
This question is strongly connected with the previous one, the aim of this question is to test Master 1 students' knowledge about CL, and whether they can define it correctly or not, all the answers suggested are correct, however the statistics show that some students still confused about the correct answer. By asking this question the researcher can assume whether the students can realize the difference between SL and CL or not.

**Question Fourteen : When you write an academic written composition related to your field of specialty, you easily find the appropriate terminology.**

- **Always**
- **Sometimes**
- **Never**

	Always	Sometimes	Never
Students' number	02	22	00
Percentage	8.3%	91.7%	00%

**Table 15: students' Use of SL**



**Figure 16:students' Use of SL**

This question is designed to know whether it is easy for Master 1 students to find the appropriate terminology when writing academically. Most of the students with a percentage of 91.7% declare that sometimes they can easily find the appropriate terminology, while only 8.3% declare that always they can easily find the appropriate terminology when writing academically. This may indicate to the poor balance of Master 1 students SL.

**Question Fifteen: Supposing you or other students have a problem with writing in general or writing in a special field , what solution(s) do you suggest to overcome this problem ?**

After treating the answers of the students, one student answered that he/she doesn't have an idea about what the solution(s) can be, the rest of the students declare that by reading they can improve the writing skill, some of them answered that reading books related to one's field can help him/her write well, and others suggest that practice makes perfect.

## **2.5. Interview Analysis**

**Question One : What specialty do you teach ?**

Teachers	Answers
Teacher 01	Linguistics
Teacher 02	ESP
Teacher 03	English linguistics

Teacher 04	Linguistics
------------	-------------

**Table 16: Teachers' Teaching Specialty**

The aim of asking this question is simply to know the specialty of each teacher, there is a variation of specialties, which gives more reliability to the research.

**Question Two : Are you often satisfied with the writing skill of Master 1 students ?**

Teachers	Answers
Teacher 01	No, I'm not satisfied enough.
Teacher 02	No.
Teacher 03	No, I am not.
Teacher 04	I am sometimes satisfied with students' writings

**Table 17: Teachers' Attitude Toward Master 1 Students' Writing Skill**

The aim of this question is to check whether teachers are satisfied with Master 1 students' writing skill. Three of them are not satisfied whereas only one teacher is sometimes satisfied, this indicates to the weak level of Master 1 students writing skill.

**Question Three: What writing problems do they often have?**

Teachers	Answers
Teacher 01	Spelling mistakes, no coherence.
Teacher 02	Spelling mistakes, grammatical mistakes.
Teacher 03	Negative transfer, spelling and punctuation mistakes, grammatical errors like: subject verb antecedent, verb tenses, verbs conjugation, etc
Teacher 04	They struggle with vocabulary and good sentence construction. Also, they lack coherence.

**Table 18: Teachers' Opinions about the Common Writing Mistakes Committed by Master 1 Students.**



The aim of this question is to have an overview about the writing mistakes committed by Master 1 students. The data gathered according to the teachers' opinions since they can evaluate their students' level.

**Question Four : Do Master 1 students often use the appropriate terminology related to their field of specialty ?**

Teachers	Answers
Teacher 01	No, they don't.
Teacher 02	No, they don't use the appropriate terminology.
Teacher 03	No, they don't.
Teacher 04	No, they don't.

**Table 19: The Use of The Appropriate Terminology by Master 1 Students.**

According to the answers of the teachers, the students don't use the appropriate terminology related to their field in their academic writings. Which may be considered as a serious problem, since Master 1 students belong to certain specialties.

**Question Five : Do you consider the lack of using Specialized Language as one of the main problems that Master 1 students have ?**

Teachers	Answers
Teacher 01	Yes , I do.
Teacher 02	Yes, it is one of the main problems that Master 1 students have.
Teacher 03	No, I don't think so.
Teacher 04	Yes.

**Table 20: How Teachers See the Lack of Using SL by Master 1 Students.**

According to the data gathered from asking this question, three teachers see that SL is important and they consider the lack of using it as a serious problem. whereas only one teacher doesn't, this means that the lack of using SL is a problem which needs to be solved because students need to have a rich balance of SL which they may need in further studies.

**Question Six: In your opinion what is the reason(s) behind the lack of using SL by Master 1 students?**

Teachers	Answers
Teacher 01	Students don't know what is SL , the lack of reading
Teacher 02	Students are not aware of SL, they don't read.
Teacher 03	
Teacher 04	Lack of reading in relation to one's field of study and research, various teachers ignore the importance of teaching terminology as they pay more attention to content.

**Table 21: The Reasons Behind the Lack of Using SL by Master 1 Students.**

The aim of this question is to shed light on the reasons behind the lack of using SL by Master 1 students, according to the data assembled, reading is considered as the most important reason behind this problem. In addition, students are not aware of what SL is.

**Question Seven: What solutions do you suggest to overcome this problem**

**(The lack of using Specialized Language) since Master 1 students become more concerned with their specialties than before ?**

Teachers	Answers
Teacher 01	Teachers can provide a list of words related to the specialty as part of the curriculum, and make the students aware of the importance of reading books of the field of study.
Teacher 02	Reading books and articles in relation with students specialties.
Teacher 03	Amongst the solutions I feel that can be used to solve such problem one can mention : basic concepts should be focused on by instructors since their first year BA, students have to be questioned during exams about providing own definitions and illustrating their views using real life examples (exam have to be designed to check students synthesis and measure critical

	thinking). Besides, students shouldn't rely only on what is given by their instructors at that level and must look for things by themselves (teachers must not be spoon feeders and students shouldn't accept things for granted), etc
Teacher 04	I suggest integrating terminology as a unique module of teaching, teaching students concepts relates to their field of study, students must read a lot to acquire new terminology, students and teachers must be updated with new terminology related to their field

**Table 22:Suggested Solutions by Teachers to Overcome the Problem of the Lack of Using SL by Maser 1 Students.**

This question aims to find solutions to overcome the problem of the lack of using SL by Master 1 students. All the teachers mentioned reading books related to students' field of study as one of the solutions. Additionally, students must rely on themselves to look over new terminology. Besides, the teachers suggest that teachers can provide students with terminology related to their field of specialty.

### **Conclusion**

According to the data that have been gathered and analyzed, Master 1 students have different writing mistakes, one of them is the lack of using Specialized Language related to their field of study, the teachers consider the lack of reading as the most important reason behind this problem. Besides, the students' unawareness of specialized language. Finally, the solutions suggested by the teachers and the students as well are: First, students must read books related to their field of specialty, they need to rely on themselves. Second, teachers must provide students with terminology in order to cater their needs.

# **Chapter Three**

## **Pedagogical Implication and Recommendation**

## **Introduction**

After investigation and data gathering concerning the problem of writing in the light of specialized language that Master 1 face, this chapter is devoted to present the research findings in which different writing difficulties are mentioned. Then, these findings have been discussed in which researchers gave causes and reasons to explain why there are such difficulties, followed by some pedagogical implications and suggested solutions to be implemented in order to tackle the issue.

### **3.1. The Writing Skill**

Writing is a productive skill, it conveys one's ideas and knowledge in a written form. It is a way of communication that transmits written messages. The importance of the writing skill embodies in the ability of one's expressing his/her ideas without the need to be physically present, and this undoubtedly represents one's competence in expressing ideas through words effectively.

Students, therefore, need the writing skill as a means to explain themselves, in other terms, the way students write represents their level and expresses their competence in relation to the topic they deal with. In the other hand, the bad manipulation of the writing skill by students can cause many problems for them, such as, unsatisfactory grades, and the inability of the reader to understand what is meant by their writings. Thus, it is necessary for students to learn how to master this skill, and learn some techniques to develop and improve their writing skill.

One important way to improve one's writing skill is by reading. Unlike writing, reading is considered as a receptive skill, by which one can receive knowledge and enrich his conceptual side. In addition, reading frequently can build a rich vocabulary repertoire, which is a need especially for students, reading then, is a constructive skill, which prepares students for writing.

By going beyond what is mentioned above, writing in relation to specialty becomes even a harder task for students. Students then become more responsible about writing techniques in a specific field, which requires

some knowledge about the specific topic they deal with, knowledge in terms of information and terminology. To transmit the information one's has about a certain topic, he/she needs words, yet, the words needed are technical and specialized, otherwise, the targeted message would not be transmitted appropriately. Thus, specific knowledge must be expressed through specific terminology. Furthermore, reading in relation to specialty enhances writing appropriately in relation to specialty.

### **3.2. Specialized Language**

Language for specific purposes is a range in applied linguistics, which tends to teach the language needed to meet specific needs for non-native speakers of the language. Language for specific purposes can be called specialized language.

"The specialized language is a vector of specialized knowledge, but sometimes it contains units from the common language. The common language is unmarked and it is based on the daily non-specialized exchange. The specialized languages are different from the common languages, regarding their usage and the information they convey" (Mariana Coancă: 2011). Specialized language is a language used to transmit specialized knowledge, it contains words from the common language, but, with different usage.

The terminology of a specialized language has some peculiarities, not in terms of nature or origins, but in terms of the use and the information the convey, this requires special audience to understand the special jargon used. In the other hand, SL becomes sometimes a crucial issue for scholars and students, i.e. it is hard for them to understand the meaning represented by the terminology of a certain specialized language.

Specialized language can be defined as a linguistic code consisting of specific units, which therefore makes it an independent language. Yet, it shares some features with common language Cabrés (2003) states : " that partially overlap with the subcodes of the general language."

### **3.3. Research Findings**

After orienting Master 1 students to their definitive specialties, they become more concerned with them. In other terms, they become considered as researchers in such fields, which requires more knowledge and awareness about the field. However, Master 1 students are facing difficulties in relation to their fields of study. First, they have problems concerning reading works related to their fields, as well as problems in their writing skills generally and in the specialized language related to their field of study particularly, they cannot recognize the specific terminology of their field, therefore, they cannot use it in their academic writings, to convey the information that they have concerning the topics they deal with. This problem is tackled through this particular study, and the following findings have been come out with:

- Most of Master 1 students don't read books or works related to their field of study.
- They face difficulties while reading books or works related to their field of study.
- They face different writing problems, namely; problems in vocabulary, grammar, spelling mistakes and specially terminology.
- Master1 students don't know what specialized language is, and what is the difference between specialized language and common language.
- When writing academic writings related to their fields of specialty, Master 1 students face some difficulties in finding the appropriate terminology.

### **3.4. Discussion of the Findings**

This particular study found that students have different writing problems, namely; problems in grammar, spelling errors, etc. The reason behind this issue could be the lack of reading, because reading enhances building vocabulary and constructing one's language.

Furthermore, Master 1 students rarely read books and works related to their field of study. Consequently, the problem of terminology is a serious problem that Master 1 students encounter, they don't have a rich repertoire

in terminology related to their field of study, therefore, they face difficulties to express their ideas in the light of their specialties.

In addition, teachers suggest another reason that could be behind the lack of using SL by Master 1 students which is, students are not aware of what specialized language is, they cannot make the difference between SL and CL, since SL terminology is nothing but words from CL. In the other hand, teachers don't give importance to specialized language, they don't focus on make the students aware of it.

### **3.5. Recommendations and Suggested Solutions**

The current study which has been conducted at Ibn Khaldoun University of Tiaret in the department of English comes with the following solutions, to be implemented in order to overcome the problem of the lack of using specialized language by Master 1 students:

- Before all, students must not rely only on their teachers to provide their needs, students must read and build knowledge concerning their field of study. In addition they need to be more responsible of being updated with new information and terminology.
- Master 1 students particularly need to read books, articles and works in relation to their specialty, in order to build vocabulary and enrich their specialized language.
- Teachers must give importance to specialized language, and make the student aware of it, they need to make a distinction between what specialized language is, and what common language is.
- There must be an integration of a list of the possible terminology that could be touched upon through the study year.
- There could be an integration of terminology as a unique module because of the importance of specialized language for Master 1 students current studies and further studies.



### **3.6. Limitation of the study**

Through the investigation process, the researcher can face different difficulties and obstacles, and some circumstances may appear in his way to change some details in the research plan.

By planning our research process and methodology, we intended to use three instruments; a questionnaire designed for Master 1 students, an interview designed to be conducted with teachers who have the experience to teach Master 1, in addition to a content analysis by which we can consult the exam papers of Master 1 students, to see the writing problems that they have. Nevertheless, the Covid 19 pandemic prevented us from using the content analysis method, since the university has been closed for more than 2 months, as well as, it prevented us from conducting a direct interview with teachers, but rather, we sent them the questions through e-mail, which was an obstacle for us, in other terms, we could obtain the answers, but we could not get their impressions. Furthermore, the questionnaire was designed as an en line version that has been shared on facebook groups, yet, only few students have answered.

### **Conclusion**

This particular chapter is perhaps the "back bone" of this project, since it deals with a very crucial issue. Specialized language is meant to transmit specialized knowledge, so it is important for students of certain specialties to take the importance of SL into account. So to make this subject matter more effective, this study is conducted to discover the difficulties as well as the solutions in order to overcome the issue of the lack of using SL by Master 1 students.

# **General Conclusion**

## **General Conclusion**

The present research paper is devoted to the investigation of Master 1 students' writing-related errors at Tiaret University, department of English, with a focus on the students' poor command of terminology related to their field of study, and the lack of using specialized language. It aims to highlight the reason(s) behind this problem and coming out with solutions in order to be implemented to overcome this problem.

The current research work started with the theoretical review to explain some concepts which are related to the notion specialized language, namely; English for Specific Purposes, English for Academic Purposes, ESP syllabus with mentioning some characteristics and types.

Furthermore, the second chapter is meant to review the data gathered by the two instruments used to conduct this inquiry, namely; a questionnaire with fifteen questions designed for Master 1 students, and an interview designed for teachers who have the experience to teach Master 1. Twenty four (24) students as well as four (04) teachers constituted our corpus, the data assembled show some writing-related errors that Master 1 students mostly commit. In addition, they shed light on the problem of the lack of using terminology related to students field of study. Furthermore, the data gathered review the possible reasons behind this problem, and some suggested solutions.

Hence, this investigation suggested some solutions to be implemented to overcome the problem of the lack of using specialized language by Master 1 students. Both teachers and students insisted on reading in relation to students' specialty, because of its importance in building vocabulary and specialized terminology. Additionally, the teachers suggested teaching terminology and pointed out the importance of making students aware about specialized language. Besides, students must not rely only on their teachers, but rather they must carry the responsibility of self-learning and improving their levels regarding their specialties.

Moreover, through this particular study, many other questions can be raised, it gives the opportunity to ask the question concerning the further impact of Master 1 students' unawareness of specialized language.

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# Appendix I

## Students' Questionnaire

Dear students ...

This questionnaire aims to investigate writing difficulties encountered by Master 1 students in the light of Specialized Language. Your answers are anonymously treated to contribute in enriching our research with reliable data.

Your cooperation is very much appreciated.

### Questions

#### 1. Personal information

- Sex

Male

Female

- Age

21

More

- Specialty

Linguistics

Didactics

#### 2. Do you like reading ?

Yes

No

#### 3. Do you read books frequently ?

Yes

No

#### 4. What kind of books do you often read?

.....  
.....

#### 5. Do you often read books related to your field of specialty?

Yes

No

#### 6. Do you face difficulties while reading books related to your field of specialty?

Yes

No

#### 7. Do you face difficulties while writing in official exams ?

Yes

No

8. What difficulties do you mostly face while writing in official exams?

Vocabulary

Sentence formation

Grammar

Spelling mistakes

Terminology

Other

9. Are you often satisfied with the way you write in official exams or when writing any academic written composition related to your field of specialty ?

- Strongly satisfied

- Satisfied

- Uncertain

- Not satisfied

10. Do you feel like your teachers are satisfied with the way you write in official exams or when writing any academic written composition related to your field of specialty ?

- Strongly satisfied

- Satisfied

- Uncertain

- Not satisfied

11. Do you often receive positive feedback from your teachers concerning your writing skill ?

Yes

No

12. According to you Specialized Language is : (You can choose more than one answer)

- The language related to a particular field of specialty

- The appropriate terminology used to express a specific meaning

- A language that has specific words not existed in the common language

13. According to you Common Language is : (You can choose more than one answer)

- A language used in ordinary written or spoken English

- A language that has no specific signification

- A language which is colloquially used by all speakers

14. When you write an academic written composition related to your field of specialty, you easily find the appropriate terminology.

Always       Sometimes       Never

15. Supposing you or other students have a problem with writing in general or writing in a special field , what solution(s) do you suggest to overcome this problem ?

.....  
.....



## **Appendix II**

### **Teachers' Interview**

- What specialty do you teach ?
- Are you often satisfied with the writing skill of your Master1 students ?
- What writing problems do they often have?
- Do Master 1 students often use the appropriate terminology related to their field of specialty?
- Do you consider the lack of using specialized language as one of the main problems that Master 1 students have ?
- In your opinion what is the reason(s) behind the lack of using specialized language by Master 1 students?
- What solutions do you suggest to overcome this problem (the lack of using specialized language), since Master 1 students become more concerned with their specialties than before ?