Research : 7

"The Effect of Training Commercial Section
Student -Teachers on Using Vocabulary Teaching
Strategies for Enhancing Their Vocabulary and
Their Students' achievement in Business"

By :

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"The Effect of Training Commercial Section Student - Teachers on Using Vocabulary Teaching Strategies for Enhancing Their Vocabulary and Their Students' Achievement in Business"

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Abstract :

This study investigated the effect of training student- teachers of commercial section on using vocabulary teaching strategies for enhancing their vocabulary and its teaching strategies and their secondary school students' achievement in Business. Participants of the study were 70 student-teachers of commercial section, Faculty of Education , Helwan University and 56 secondary commercial students. The required Business vocabulary for the student - teachers were set in a Business vocabulary checklist. A Business vocabulary and its teaching strategies test for the student- teachers and an achievement test in business for secondary commercial students were used before and after the experiment to collect the required data . Results showed there was a statistically significant difference between the mean scores of the experimental group student- teachers on the pre and post administrations of the business vocabulary and its teaching strategies test in favour of the post administration . Another statistically significant difference existed between the mean scores of the experimental group students of commercial secondary school on the pre and post administrations of the business achievement test in favour of the post administration. It was concluded that training student- teachers of commercial section in using vocabulary teaching strategies had a large effect on developing their Business vocabulary and its vocabulary strategies and on enhancing their secondary school students' achievement in Business.

Keywords :student teachers , vocabulary teaching strategies, commercial section, achievement

Introduction :

No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be .

English is the leading language of international commun-ication and the established language of Science and Business in the world . With the growing demand for English courses tailored to specific needs, new trends

began to emerge in the study of language. " Traditionally , the aim of linguistics had been to describe the rules of language usage , however, the new studies shifted attention from defining the formal features of language to discover the ways in which language is actually used in real communication . This phenomenon along with the new developments in educational psychology , contributes to the rise of English for specific purposes (ESP) ''. (Ellis and Johnson , 2002)

The particular aspect with English language teaching (ELT) that has been in a great demand a fast growing activity and already a major one around the world today is the teaching of ESP . ESP is seen as one of the branches of English as a foreign language (EFL) which are themselves the main branches of ELT . Although ESP has had considerable influence on the whole field of ELT in the last thirty years , especially in the field of materials and syllabuses design , the relationship of ESP to ELT is still not quite clear. The consensus nowadays is that ESP is clearly a type of ELT. (Jiajing , 2007 , P 23)

From the early 1960, English for specific purposes has grown to become one of the most prominent areas of EFL teaching today. "English for specific purpose is a learner centered approach to teaching English as an additional language , which focuses on developing communicative competence in a scientific discipline such as academics and accounting Business."(Hewings, 2002)

English for specific purposes should not to be confused with specialized English. It is a sphere of teaching English language including scientific English , technical English and business English. In fact, English is unquestionably the international language of business because people are living in a world of business changing as rapidly as it has never had before . They find themselves in front of new and

ever growing challenges when it comes to teaching business English . A huge number of courses teaching Business English are being taught all around the world . Learning Business in English is an absolute must . However, even if students are working in another country, the chances are that they will need to learn some English , particularly if their work is for a multinational cooperation. In fact , three quarter of the world's business communication is in English and 80% of information stored on computers worldwide is also in English. (Gatehouse , 2001, P65)

In recent years , there have been a variety of ideas concerning the conception of Business English as it should be included in the range of ESP .However , Business English as a variety of ESP must be seen in the overall content of ESP as it shares a number of characteristics with general English such as needs analysis , syllabus design , course design , materials selection and developments which are common to all fields of work in ESP, still differing from other varieties of ESP in point of content . " It is a mixture of specific content (relating to a particular job area or industry) and general content (relating to general ability to communicate more effectively , especially in the business situations) . That is to say , Business English is English for communication in specific content." (Zhang , 2002)

In fact, there have been developments in the ways in which teachers and course designers look at Business English and in the approach of teaching Business English over decades. " It became a topic to be taught distructively in the late 60 s and early 70 s when it was already clear for specialists that it was different from general English at least in point of vocabulary as special vocabulary was considered as what distinguished Business English from general English. Thus, there appeared constant methodological pre -occupations. At the beginning , it was all about reading economic texts followed by comprehension questions ,

vocabulary exercises that lack the interest in creating true life Business situations." (Wenxiong ,2010, P 120)

In the 70s and early 80s, following the trends in general English , Business English began to focus more and more on functional areas ie formulaic expressions introduced in business contexts and practised in role play of common business situations (eg recommending, giving opinion ,and showing agreements) . " It was only in the late 80s,that the emphasis was on the development of business communication skills that it was a direct consequence of the development of in house training programs and company training program began to provide employees with opportunities to attend courses in presentation techniques, negotiating and effective meeting skills which led to the publication of books and materials on business skills.''

(Danet, 2007)

Nowadays, business English is high demand and most teachers will be asked to teach business English at some points. There is a lot more to teaching Business English than just introducing Business terms or having over endless lists of business vocabulary . "The focus on real effective Business communication should be a feature of the contemporary English teaching and it has been the approach to English language teaching from the past twenty years. The main purpose of teaching it, is to develop the communication skills and the learner's capacity to make use of language in its effective way . ' (Li, 2002)

When teachers teach Business English , they actually teach English but the difference lies in the language needed . In other words, they teach English in a new content . "The acquisition of the language should be from authentic business text and language . Learners of business are expecting to express themselves properly in their business environment. '' (Fang, 2006)

Knowing what the real and carrier contents are in teaching Business is of utmost importance to Business English teachers. So, the question that always arises is that : Should teachers teach and then assess the learner's knowledge of Business or should they teach a language and assess solely the learner's knowledge of English? '' One of the skills that teachers have to acquire is the ability to balance content level and sometimes quite specialized and language level. The general consensus is that specialist subject matter is only a framework through which the real content of English is to be brought out.'' (Vaness, 2009, P142)

Teaching Business English for the first time can seem a daunting task. It is a common misconception that teaching Business is a lot more difficult than teaching general English , but preparation is the key to seeming confident and knowledgeable in front of students. '' Before starting the course, it is highly recommended a needs assessment session in the first lesson . It is also imperative to find out what students are hoping to achieve from the course .Teacher can elicit interesting topics to start with. Teacher's role is to present business concepts to the learners and instruct them how to conduct their business. Generally, most teachers of business English are trained language teachers who lack the expertise and the confidence to teach business specific contents especially in the increase of business contents in business English textbooks . ''(Beare, 2012)

General usage of business English on a day to day basis is the best way for anyone to learn any vocabulary. As a variety of ESP, business English implies specific terminology which might look like a daunting task both for students and teachers, students of business English should try to study vocabulary that is most directly tied to their area

of work. " Learners who are fluent in English may still lave a lack of knowledge of specific vocabulary used in the business world and even in their own field. For actually using language tough, students should learn to put vocabulary into the functions in the lesson . Functions are the best way to learn to use new language skills. Teachers of business English need to focus clearly on the needs of their students and work with them in their specialists in terms of vocabulary.'' (Scott,2003)

Another important point in teaching Business is to ask students about specialist vocabulary they need in their day to day work . That means they will able to go back , do research straight away and find out similar terminology that they need, with appetitive to learn new things . This is effective when students get involved in out of box thinking. Therefore, Business English teacher should use a wide variety of ways to help their students acquire , retain , be able to use the words they need in their professional lives and move vocabulary from a passage usage to an active one. Thus, their access to the word has also increased and the word comes to them more easily when they need it. . (Hamdallah and Temraz 2012)

The importance of vocabulary has been demonstrated by repeated scientific experiments and wide ranging data analysis studies which show that the strengths of person's business vocabulary is the single measure that is found to predict income every time . It was found that vocabulary scores were in direct relationship to the employee 's rank on the carrier ladder. It seems that having a good vocabulary gives students an almost advantage in the workplace.(Allen, 2000)

Did students know that their success or failure in Business is linked to vocabulary ? This has been proven. If students want to advance their career, they have to first expand their business English vocabulary. Presenting

business concepts in English gives the students relevant practice in their field of expertise and put the teacher into the role of language provider, correcting where necessary and providing the correct word or phrase where needed. (Hussian ,2010)

To conclude , it is vocabulary , the living body of a language that registers the most dramatic changes of modern world , making it difficult for students , teachers included – to keep up eg the very recent financial crises provide people with specific vocabulary that becomes almost basic words for most speakers .Vocabulary knowledge is important because it encompasses all the words used to access background knowledge, express ideas , communicate effectively and learn about new concepts. Students' word knowledge is linked strongly to academic success because students who have large vocabulary can understand new ideas and concepts more quickly than students with limited vocabulary. (Sweeney , 2005)

The point is well taken , mastering the meaning of words is often vital and frequently a challenging and time consuming task . However, the tasks students face in learning words vary tremendously depending on their knowledge of the words , their meaning and on how thoroughly students need to know the words . Moreover, the amount of time teachers have available for dealing with particular words also varies. For these reasons, different methods of teaching words are appropriate in different circumstances. (Carten , 2007)

Teachers neglect to teach vocabulary in a manner that is explicit and direct for their students. Frequently, teachers provide students with the vocabulary they need but they are not able to teach how to access that vocabulary and make the words their own. Students own words when they use

words in a variety of ways , when students are able to choose and incorporate new words into their writing and speaking. Then , teachers can infer that students truly understand the vocabulary and in fact own it. (Boswood , 2002)

Allen (2000) summarized the research on effective vocabulary teaching as coming down to three critical notions :

- integration:connecting new vocabulary to prior know-ledge
- repetition : counting and using the word concept many times.
- Meaningful use : multiple opportunities to use new words in reading , writing and discussion.

After that, Joseph (2005) ideally indicated that there is no single effective strategy to teach word meanings, but that all strategies require students to go beyond definition and make connections between the new and the known. Vocabulary should be taught both directly or indirectly . Direct instruction means teaching specific words such as analysis of word roots. Indirect instruction includes methods such as posing students to lots of new words , helping them develop an appreciation for words , experience enjoyment and satisfaction in their use.

However, educators have described strategies of teaching vocabulary,drawing a three way distinction between presentation strategies, practice strategies and strategy training strategies as follows :

- Presentation strategies : Involving introducing the target vocabulary for the first time either presentation of the meaning or the form. Among the meaning strategies are visual strategies eg the use of picture and body action. In addition, verbal presentation strategies eg definitions , translation or examplification. Moreover,

audio presentation strategies eg imitation of sound or having students listen to a tape recording. As for form presentation strategies, they focus on the pronunciation or spelling of the words and include the teacher's modeling of the target word or chorus repetition.

- Practice strategies : Including classroom review of the previous introduced vocabulary eg semantic maps and written repetition .
- Strategy training strategies : Involving teaching learners strategies for independent vocabulary learning eg guessing from the context , word building , dictionary use or keeping vocabulary use. (Mckkeon, 2004)

   The core obstacle of teaching and learning business vocabulary may be due to that general English words are widely used in business with another meaning in business English . Teachers are supposed to pick up these words which contain different meaning and make students aware of that difference. The business English teacher needs constantly update his / her vocabulary knowledge .In addition, students of business English usually face the following main difficulties while acquiring business vocabulary :

- they can not pronounce words correctly
- they do not know how to use words
- they can not remember words
- they can not translate words into their mother tongue. (Crosling, 2010)

   So, the present study seeks to training student- teachers of commercial section, at the Faculty of Education in Helwan University on using vocabulary teaching strategies for developing business vocabulary and its teaching strategies and measuring its effect on enhancing commercial secondary school students' achievement in Business.

Context of the Problem

A great deal of business English teachers who graduate from the Faculty of Education have been exclusively trained for teaching commercial subjects. They feel aliented by the more specialist career content ie ESP subject matter that they are supposed to teach such as Business English . Suddenly , they find themselves teaching subject content that they know little or nothing about . Most of the time ,they lack an in depth understanding of learners' area of knowledge and have to struggle to master the subject matter in situations in which they are not in the position of being the primary knowers of the carrier context .

So, the great challenge that business English teachers face is related to Business English content ie discerning the particular vocabulary and discussing within specialized contexts that are essential to the training of their special group of students. This may have been caused by the fact that most Business English teachers have no relevant training or experience in the Business English field.

On observing student - teachers of commercial section at the Faculty of Education, Helwan University in their teaching practice, the researchers noticed that most of student- teachers could not teach Business English well in general and specialized vocabulary in Business in particular. This might be because they were not trained on teaching this subject and the strategies used in presenting business vocabulary.

When the researchers felt the problem , they did a pilot study of the following aspects

- **First : Interview**
  Asking fifteen teachers who taught Business English in commercial secondary schools about the methods and strategies they used in teaching Business vocabulary and

how far they affected their commercial secondary students ' achievement in Business.

Teachers assured the importance of using various methods and strategies in teaching Business, but they did not have knowledge about the methods and strategies to be used in teaching Business in general and Business vocabulary in particular. They used the regular methods of instruction such as giving the meaning of vocabulary in students' mother tongue and putting it in a list directly to be memorized without resorting to any other teaching method to help the students understand well the meanings of these business vocabulary.

- **Previous Studies**

  Reviewing recent previous related studies such as Estern (2004) and Michael(2011) assured the urgent need and importance of training teachers on teaching business English and acquiring the specialized vocabulary in Business and its teaching strategies . So, the problem of the study was further supported.

- **Business English test**

  In order to confirm the information derived from the interview and the review of the related previous studies , the researchers designed and administered a Business vocabulary and its teaching strategies test to the third year student- teachers of Commercial Section , Faculty of Education , Helwan University. Student- teachers ' answers confirmed the researcher's remarks about the problem . It was clearly disclosed that those student- teachers lack knowledge about Business vocabulary and how to teach it . Accordingly, it was doubtless that those student- teachers were in a dire need for developing their Business vocabulary and the suitable strategies for teaching it ,

- Reviewing the results of the monthly exams of the students of secondary commercial school as most of

them obtained low scores in the achievement test in business .   (Business and Modern Secretarial Practice)

- Reviewing the study plan of student -teachers of Commercial Section , at the Faculty of Education , Helwan University , it was found that teaching Business English is not included in teachers' preparation progamme of commercial section while they are supposed to teach it in secondary commercial school. .

Hence , the researcher started to think of a way that develops student- teachers ' business vocabulary and how to teach it. The difficulty lies in finding a way that helps both student- teachers to teach business vocabulary and the commercial secondary school students in learning business as well. Reviewing previous related studies and pertinent literature recommended that vocabulary teaching strategies can improve students' acquisition in   English vocabulary in science and math as Zeng 2003 and Crosling (2010) stated . Yet, there is no evidence that vocabulary teaching strategies can be used to develop students ' vocabulary in business English . Thus , the present study seeks to use suitable vocabulary teaching strategies to develop business vocabulary and its teaching strategies for student- teachers in the commercial section and to enhance their commercial secondary students' achievement in Business .

Statement of the Problem

The research problem can be summarized in the following:

Student- teachers of Commercial Section at the Faculty of Education , Helwan University are not trained on teaching Business English vocabulary.This badly affects the achievement of commercial secondary school students in Business . Thus , the present study attempted to train those student-teachers on some vocabulary teaching strategies in a trail of overcoming this problem .

Questions of the Study

To tackle this problem, the present study attempted to answer the following questions :-

What is the effect of training student - teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for enhancing their vocabulary , its teaching strategies, and their commercial secondary students' achievement in Business?

From this question, the following sub-questions emerged :

- What is the most necessary Business vocabulary to be developed for student -teachers of Commercial Section , at the Faculty of Education , Helwan University ?
- What is the suggested framework for training student-teachers of Commercial Section , Faculty of Education , Helwan University on using vocabulary teaching strategies in Business?
- What is the size effect of training student -teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for developing Business vocabulary and its teaching strategies ?
- What is the effect of training student- teachers of Commercial Section at the Faculty of Education, Helwan University on using vocabulary teaching strategies on enhancing achievement of their commercial secondary school students in Business?

Hypotheses of the Study

The present study hypothesized that:

- There is a statistically significant difference between the mean scores of the control group and the experimental group student- teachers on the post administration of business vocabulary and its teaching strategies test in favour of the experimental group.

- There is a statistically significant difference between the mean scores of the experimental group student-teachers on the pre and post administrations of business vocabulary and its teaching strategies   test in favour of the post administration   mean score.
- There is a statistically significant difference between the mean score of the control group and the experimental group students of the commercial secondary school on the post administration of the   achievement test   in Business   in favour of the experimental group.
- There is a statistically significant difference between the mean scores of the experimental group students of the commercial secondary school on the pre and post administrations of the achievement test in Business in favour of the post administration mean score.

Variables of the Study

The present study ' variables are as follows:-

- Independent variable ;- This refers to the treatment implemented with the experimental group of the study (training student-teachers on vocabulary teaching strategies)
- Dependent variables :This refers to the student- teachers ' improvement in acquiring business vocabulary and its teaching strategies and enhancing the achievement of their commercial secondary school students in business as shown in the performances in the post administration of the two tests designed for these two purposes.

Aims of the study

The present study aimed at:

- Identifying the most necessary Business vocabulary to be developed for student- teachers of Commercial Section , at the Faculty of Education , Helwan University
- Investigating the effect of training student- teachers of Commercial Section at the Faculty of Education, Helwan University on using vocabulary teaching strategies for

developing their Business vocabulary and the strategies of teaching it .
- Identifying the effect of training student -teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for enhancing their commercial secondary students' achievement in Business.

Significance of the Study

The present study lies in the fact that it was an attempt to training student- teachers of Commercial Section , at the Faculty of Education , Helwan University on using vocabulary teaching strategies in Business and measuring its effect on developing their business vocabulary and its teaching strategies and enhancing their commercial secondary school students' achievement in Business . It is hoped that the results of the study may contribute to :
- Emphasizing the importance of training student- teachers of commercial section at the Faculties of Education on using vocabulary teaching strategies in teaching business vocabulary.
- Drawing the attention of the responsible personnel to the importance of training student- teachers on teaching business as subjectin the teacher preparation programme.
- Paving the way for further research on how to teach business English in general and business vocabulary in particular in teacher preparation programmes in the Faculties of Education.

Delimitations of the Study

The present study was delimited to the following :
- A sample of seventy student -teachers of commercial section, Faculty of Education , Helwan university . The reason for choosing those students was that they began practice teaching in the secondary commercial school this year for the first time with no or little experience on business English as a subject in general and teaching

vocabulary in business in particular. So, they were in a dire need for practicing teaching business subject as the other subjects in the commercial secondary school.

- Fifty six, first year students of commercial secondary school were selected and divided into a control group and an experimental group.
- Dealing only with the most necessary business vocabulary to be developed for student -teachers of Commercial Section, Faculty of Education , Helwan University, that are shown in appendix (A)

Definition of terms Business English

Business English is not simply referring to business terms used by business professionals in different industries. Although business terms and jargon are a part of business professional at work. (Jerry, 2007 , P45)

Business English means different things to different people .To some , it means the language of international trade while others define it as the language and communication skills office workers need. (Frobes 2001 , P3)

To put it simply , business English in the present study, is the English required when doing business. It is about teaching English in business environment to student-teachers of Commercial Section, Faculty of Education, Helwan University..

Vocabulary teaching strategies

Vocabulary teaching strategies mean actions taken by the teacher to teach or practise target vocabulary. (Seddigh, 2012, P43)

Gauntley(2013,P12) defined vocabulary teaching strategy as a plan that is extensively used to ensure a certain message that is passed from teachers to students. These plans use various means either theoretical or practical to achieve the target.

In the present study , vocabulary teaching strategy refers to the plan that a teacher takes and follows to actively engage students in learning vocabulary. This strategy drives a student- teacher's instruction as it works to meet specific learning objectives.

Theoretical background

The theoretical background is divided into two parts .The first one is   concerned with teaching business English .The second one focuses on teaching vocabulary and the strategies used in teaching it.

Section one : Teaching   Business English ESP and Business English

English for specific purposes concentrates more on a language in context than on teaching grammar and language structures. The ESP focal point is that English is not taught as a subject separated from students' real world : instead , it is integrated into a subject matter area important to the learners. According to Duedley (2000) English for specific purpose which is related to specific disciplines is designed to meet specific needs of the learner , ESP focuses on language skill: however, it may take place in specific teaching situations .Therefore,its methodology differentiates ESP from general English .However, ESP diverges not only in the nature of the learner, but also in the aim of instruction While inESL all the four language skills are stressed equally inESP,it is a needs analyses that determines which language skills are most needed by the students and the syllabus is designed accordingly.(Xenodohidis, 2002)

The main characteristics of English for specific purposes are as follows :

- Designing to meet the specific needs of the learners,
- Relating in content to particular disciplines,
- Promoting cultural awareness and seeking to improve intercultural competency,
- Using authentic work specific documents and materials,

- Delivering intermediate and advanced level language teaching. (Anthony , 2013)

The similarity between ESP and Business English

The similarity between ESP and business English lies in the following :

- Learner's needs :considering learner's needs of equally important in teaching ELT .
- The general content : business English is to put as much emphasis as possible on the general content ie learner' s general ability to communicate more effectively usually in business situations.
- The nature of learners : there is no major difference is to be found in the area of learners , since in business English and ESP learners are drawn from pre – service and in service community.(Sysoyew, 2000)

The difference between ELT and Business English

The radical difference between teaching general English and Business technical English resides in the target aim of the teaching . It may mean teaching technical academic words or just taking notes , making presentation depending on students' expectations . Even if it may be hard , teaching business English is special and really rewarding as it offers the possibly to quickly answer to students ' immediate needs for English . It is in strong connection to the day to day activities of real life and teachers build special relation-ship with students in order to find out more about their working lives and about their particular needs in terms of English language. (Fang , 2006)

Generally , the difference between ELT and Business English lies in the following aspects :

- The aim : the goal of business English always relates to learners' work and to fulfill their occupational and professional language need for English .The claims for business English are that it is more cost effective than

ELT , focused on learners' needs , relevant to them and successful in imparting learning

- The area of program : the focus in business English is not merely on learner's accuracy and fluency but on developing the effectiveness of communication. It aims to develop specialist language knowledge and prof-essional communication skills not just general language, knowledge and general communication skills.

- The content : knowledge of business content and comm-unication skills training is instrumental to business English trainers and not just the knowledge of ELT methodology . The business English syllabus is likely to be defined primarily in relation to business performance skills and certain skills typically broken down into functional language. In fact, teaching business English differs from teaching general English in the choice of contents for listening and reading texts and in the choice of lexis in grammar and vocabulary exercises. Harding (2007) and Morrow (2010)

The history of Business English

Business English is definitely the current growth area in ESP which in the two or three decades attracted business interest and awareness. Several developments may have contributed to the expansion off Business English , but speaking from the pedagogical point of view , the demand for business English must have originated for particular kind of learners , often adults who already had both grammatical knowledge of English and specific purpose in learning English. In short, looking for different approach one which would provide an opportunity to use this knowledge more productively and therefore approached business English courses with heightened expectations. (T ianhu,2001)

Changes in the business world that influence the teaching of business English

Wang(2012) pointed out that business English which appeared on the ELT stage as a course program and learning objective in the late seventies , has been shaped by a range of influences from both ELT and non ELT world eg the need to focus on functional formulaic key language lists in business English in 1970 s and 80 s . In addition, there have been four major influences over the last ten years with a great impact on the process of teaching and learning business English as follows :-

- The development of technology which allowed people to be in closer and permanent connection and led to globalized world of business in English has become the tool for this global communication and new power house economies
- When countries such as China and Russia became major players in the world of business
- The emergence of new markets in Eastern Europe with consumers for new products.
- Huge growth of the financial sector which became more dynamic creating a closely joined world, where economies influence each other in a positive or negative way .

All these important improvements and changes naturally influence the teaching of business English. So, students are no longer that much interested in grammar or basic business language. To improve effectiveness they need to know specialized vocabulary.

The importance of teaching Business English

To make students to understand business English is inevitable, teachers make them to ascertain that they have to be master in their domain .In addition, teachers make students to realize their skill gap between current skills and

required skills. In fact, students should know the importance of teaching business as it is quite necessary for getting a job and also surviving in the organization for a long span of time . Business English is quite instrumental in determining a management students' career and work life and implementing this ,is the need of the hour. In addition, teaching business should establish the kind of teacher – learner relationship where both sides are recognized as experts . The learners are experts in their particular field of expertise and teacher as an expert in the field of teaching language and Business. (Jerry, 2007)

A person planning to teach business subject in the twenty first century faces a wide array of possibilities regarding the students , subject areas and school levels . The challenge in business teacher education is to provide viable paths for professional development and growth in settings that often require diverse technical skills and teaching competences. Forbes (2011)

The importance of studying Business

Studying business is important while it is obvious that those planning on work in most business industries and prospective enterpreners should study business , all people should learn as much about business operations as possible. This includes those in the scientific medical , education sector , along with those who are simply consumers of products and services. Becoming knowledgeable about how businesses operate helps in understanding how the engine that drives the world' economics work. (Mckinney, 2011)

Students across the globe taking business English lessons and the reasons are obvious . In today's globalized world, English is the language of choice when it comes to conducting business . Moreover, those who speak English often have a competitive advantage over their business rivals and those who seek better job opportunity also turn to

business English courses to increase the chances of success in today's tough job market

Studying Business English is so benefit for the following reasons:-

- General business : If one does not plan on working in any particular industry , learning about general business is worthwhile. Classical items such as income expenses and cash flow whether from an accounting or operational perspective are involved in all business organizations, including non profits,education, medical and government entities.
- Follow interests : Everyone performs better and stays focused when s/ he does something like it. Students should follow those subjects that interest them . eg If a student is fascinated by the internet and e- commerce , learning how electronic business is conducted and secured, is considered a valuable exercise. After learning the basics, students may become more interested and follow this education track further.
- Business is life : Just people learn about weight management , nutrition and other life improving subjects, business belongs in the lifestyle improvement universe. Business is much more accounting report , money and jobs. Just as corporate entities are considered living , breathing ''beings'' by most of the world's governments, they also strive to improve the lives of their clients and customers . Understanding a business operations helps enterprener and costumer a like.
- The world of business has changed : Decades ago, it was typically unnecessary for most company employees to know how their employers operated. In an era of democratic management and career planning , all employees need to understand how business operates. Experts strongly and relentlessly recommend that all staff view their jobs with an enterpreneurial mindset . This helps employees approach their jobs with more

knowledge , dedication , motivation and interest , knowing that they contribute positively to success of organization. (Michael 2011)

The theoretical base of business English teaching

One of the dilemmas facing business English is whether there is anything to be taught that can be called business English .Business English is currently one of the areas of growth in ESP . Business English has already become a school subject, some Universities offer business English major undergraduate programs . Hence, a question arises is whether business English still belongs to ESP or not . In fact, business English can be developed into an independent discipline, although it is generally accepted as one branch of ESP. In recent years , there have been a variety of ideas concerning the conception of Business English as it should be included in the range of ESP .

The categories of business English teaching

It seems that business English can be also called English for business which forms an inseparable part of English for business and economics.

ESP is divided into three branches ie English for science and technology (ESI) , English for business and economics (EBE) and English for Social Studies (ESS) . Each of these branches falls into two categories ; English for academic purposes (EAP) and English for occupational purposes (EOP)or English for vocational purposes (EVP).An example of English for academic purposes (EAP) for the English for business and economics (EBE) branch is English for economics , where an example of English for occupational purposes (EOP) for the English business and economics EBE branch is English for secretaries.(Dudley, 2001)

So, (EBE) is one branch of (ESP) and (ESP) is part of English as a foreign language(EFL) and belongs to English language teaching. Thereby, business English teaching is part of language teaching in general. As one part of (EBE) ,

business English can be divided into (EAP) and (EOP) aspects . However, the research base on business English for (ESP) is still in its infancy. One of the major reasons for this is that with a number of notable exceptions , it is only very recently that business English has started to be taught in Universities. (Harding 2007)

Business English Teaching Models

Business English has three different teaching models as follows :-

- Business English is taught as a type of ESP and a model of English for occupational purposes is adopted . It starts with students ' needs and cultivates the students' basic ability both in language and in behaviour.
- Content based language instruction : It has two stages . In the first stage, English is used as a tool to teach general business topics . In the second stage, English international trade courses are offered , students are required to accomplish all these courses to gain the qualification to attend advanced oriented course of business.
- Real life situation planning in which business material is adapted as the course content. Students are supposed to gain competence in the language used in business communication. (Vaness , 2009)

Teaching business English professional skills

Business teachers should be able to :

- Demonstrate a knowledge of needs analysis skills including :
- the purpose of needs analysis .
- the content of the needs analysis .
- different types of needs analysis .
- demonstrate a knowledge of syllabus design skills including :
- different types of syllabuses .
- interpreting and utilizing the results of a needs analysis.
- demonstrating a knowledge of lesson plan including:

- ingredients of a lesson plan eg headings, columns ,
- prompts.
- planning for differentiation.
- timing and varying activities and materials .
- demonstrate a knowledge of the client approach including :
 - the importance of establishing an adult personal but
 - professional and rapport with students who should be
 - viewed as clients or   customers.
 - the importance of establishing an appropriate relationship with
 - learners which is different to that of the standard teacher
 - student eg consult and business partner
 - adapting appropriate results oriented approach to teaching and
 - appreciating the importance of selling and achieving realistic
 - targets to secure repeat business
- Demonstrate a knowledge of feedback and evaluation including :
  - understanding the different forms of feedback and evaluation and their uses.
  - an appreciation of the importance of feedback and evaluation as education tool ; motivation and providing a business like basis for the trainer's relationship with
    clients .
  - an understanding that learners can negotiate the content of their courses with their trainers by using the set of the learning goals identified in the needs analysis as a measure. (Li, 2001)

Teaching business English Methodology
   Teachers should be able to:
- Demonstrate a knowledge of different approaches to language teaching including :

- An awareness of the learner – centered approach and related language learning concepts.
- acquisition and learning.
- task based learning.
- self directed learning .
- input and output.
- An awareness of the various approaches to language teaching determined by specific and apparent reasons for learning and the relevant application of each depending upon the nature and needs of the clients such as :
  - humanistic approaches '' a perspective of the learner as a whole person '' . The experience of the learner and encouragement of positive feelings seen as an important .
  - part of the language learning process and frequent learner .
  - centered activities
  - communicative teaching approach
  - role play / simulations involving business meeting
  - specific oral skills practice eg telephoning
  - business games eg word build games
  - the use of authentic texts (providing by the client)
  - suggestopedia
  - lexical approaches
  - The numerical – graphic approach : most business people are highly numerate and graph literate and ulitilizing such business information in the teaching of language can be highly effective.
- Demonstrate a knowledge of classroom management including
- creating a good report with clients and being sensitive to their needs
- demonstrating interactive activities
- ensuring a variety of activity

- adapting a role as a facilitator
- demonstrate a knowledge of materials including auth-
  entic material such as advertisements, video, document-
  aries, newspapers, magazines, business journals , radio,
  TV broadcasts , relevant business company materials
  such as brochures,reports and the internet.(Master, 2003)

Basic business concepts

Awareness of up to date and current business related
language and terminology including :

- demonstrating   an   awareness   of   basic   business
  communication and the stages of a deal as :
- arranging a meeting.
- making an offer .
- placing an order.
- negotiating a scale .
- promoting materials .
- handling an inquiry and providing information .
- telephone / fax / e mail .
- demonstrating awareness of the basic written forms of
  business communication including :
- the style of language used in letters , reports .
- basic structure of reports .
- the content and layout of basic business documents and
  forms .
- the layout of letters and faxes a familiarity with common
  formats and the key language of :
- conferences .
- meetings.
- presentations .
- negotiation .
- a familiarity with basic marketing principles .
- a familiarity with basic financial terms .
- a familiarity with basic terminology and activities of
  research and developments .

- a familiarity with general business documents and term-inology including :
- mission statements .
- company reports .
- shares (Fouad , 2013) .

English skills needed for the business world

There are essential English skills students need for the business world as follows :
- listening through:
- meeting : it will be a part of any business setting , by giving students times for group discussion , especially group problem solving . They will acquire skills for listening to multiple people simultaneously and deciph-ering the meaning of participants ' words.
- Presentation : students at times listen to others giving presentation. It may be analysis oriented, proposal based and inviting guest speaking into classroom.
- Speaking : through
- Giving presentation ; giving students opportunities to speak to fellow.Students will ease the tension that comes with public speaking .In addition, working on pronun-ciation and accent reduction can help students be confident when they speak to groups and help their listeners understand them better .
- Small talk : giving students a chance to meet new people in public setting or by inviting groups to class . Linking up conversation partners is a great way to help with small talk , too.
- Talking with the boss: many companies require weekly or monthly one on one meeting between each empolyee and the boss to discuss problems. Scheduling one on one teacher - student conferences to allow students to express their concerns , ask and offer suggestions .
- Reading : through

- E mail: It is essential in the office . If school offers e – mail accounts making a habit of communicating with students via e mail , sending out   details on homework, assignments, field trips or test review.
- Letters : making sure that students will be able to tackle the daily mail   by discussing the format of a letter as well as formal vocabulary used to write them.
- Non text reading : business students will have to manage their own schedules as well as departmental calenders . Giving students practice reading non text terms like charts or graphs and realia found in the   newspaper is important to develop them .
- Writing : through
- E mail : asking students to submit items to email account typing and asking for feedback on field trips or class activities .
- Letters : students need to have the tools required to write the occasional letter when necessary. (Wang , 2002)

Business English Teachers

Business English teachers should not become teachers of the subject matter, although they should be genuinely interested in the learners' subject matter. They require three things only as follows:;

- A positive attitude towards ESP content.
- Knowledge of the fundamental principles of the subject area.
- An awareness of how much they probably already know. (Crosling 2010)

Teachers of business English need the following mix of knowledge and skills as follows :

- ELT methodology
- Communicative skills training
- Knowledge of business content (Shi, 2000)

Business English teachers' role consists of many partsand extends well beyond teaching. Teachers ' role is that practi-

tioner, monitor , facilitator and trainer,. In addition . Dudley (2000) believed that business English teachers seem to have five key roles namely a course designer, materials provider, a researcher, a collaborator and an evaluator. In addition, Business English teachers should constantly more on the continuum that extends from business English teachers as controllers of teaching activities at one end to business English teachers as facilitators at the other end . The more specific the courses , the more complicated the carrier content of the teaching materials, the more are business English teachers required to take up the stance of consul-tants .Such a role is quite difficult to adapt ,and depends on a number of factors eg learners'culture,language knowledge subject or professional knowledge . (Mustapha ,2005)

Teaching business English implies highly specific goals and objectives which demand a tight control of the course plan , careful selection of materials and learning activities . Thus, teachers have to be aware of what their real goals who they have to communicate with English , what about and why .If teachers manage to find out precisely what they need to do and in what contexts , then they adapt lesson accordingly. The business English teacher does not need to be an expert in a particular field of business , does not need a business background to succeed in teaching business English . S/he does not have to teach negotiation strategies and management theory . S/ he should be seen as an expert in presenting and explaining business topics . S/ he also has to prepare students to communicate in a foreign language ie English about business issues . (Vaness 2009)

Practical problems existing in business English teaching
Kirkpatrck (2000)mentioned the practical problems of teaching business English in the following :
- The scope of business English teaching In fact, there is no research paper or study available to prove that

business English is a new kind of teaching that needs special teaching methodology and has nothing in common with English language teaching for general purposes .Many English language teaching methodologies are applicable both in teaching business English and ESP. Thus, BET is still part of TEFL and within the scope of ELT in general . Business English is difficult to define and limit in linguistic terms .

The scope of business English , however, sometimes becomes quite unclear owing to several factors eg changes in the content of some business text books , promotion of bilingual teaching ie English and another language .

- The focus of business English TeachingThe knowledge of business rather than language skills is the core of teaching Business . On the other hand, it is focused on teaching vocabulary , useful expressions , grammar rules and learning skills within the business content. Since business English teaching within the scope of ESP , it should focus on teaching English for business purposes and come to ELT in the end of ESP centered on the language .

Of course , business English teachers have to teach some business contents , since business content seems to be the principal element that makes business English teaching different from general teaching .Business English teaching makes use of carrier content , but what the language associated with the process of teaching . This kind of language learning encourages open minded , reflective, critical and active learning

- Business English textbooks differ from the focus of business English teaching : Business English textbooks can be generally divided into language based and content based according to the model of ESP material design . In fact, the language that is used and the content that is

expressed through language are in extracally interwoven. There is no clear cut division between two types of business English textbooks. In fact, the language based textbook is designed to teach the four basic skills. The content based textbooks can be categorized into topic based that provided different topics which are business related , task based books that offer specific tasks which are carried out through four language skills activities and theme based books that supply more specific aspects of business knowledge.

- To be a business English teacher , language teaching competence includes English knowledge and English teaching methodology . It has generally been thought that the teacher does not require specialized academic knowledge of the major subject of the study. This is because business English teaching should not only focus on developing language and study skills but also on the academic subject itself .

Teaching business English

Teaching business English has the following advantages: Getting to learn new things about the business world and develop new skills a a teacher.

- Students have a specific purpose for learning English
- A huge bank of business related authentic materials to choose from.
- Getting to meet a wide range of professionals and learning about the work culture of different countries. (Scott, 2003)

On the other hand, teaching business English has many disadvantages such as :

- It is hard to meet all students' specific needs
- Teachers may not be familiar with some of the specialist vocabulary they have to teach.
- Some business course books can be a bit dry and ironically , can take time to learn how to bring business English to life. (Zhang ,2002)

Elis and Johnson (2002) basically indicated that there are two methods of planning the course in business English teaching . The first is to take each of the main performance areas and break it down its constituent parts ; skills components, language functions , grammar and lexical constituents. The second is to analyze the language used taken from real life situations or from simulations of real life situations.

Business English can undoubtedly adopt the way of course design for ESP which is based on learner centered course design. It is particularly centered on interactive ,student- focused teaching methods.Students should actively participate in communication tasks which can be transferred to their real work situations eg role play mimicking situations that are identical to the students' real life work circumstances , teacher can use authentic materials from the students' own business work eg their reports and e mails. (Hosny , 2008)

There are some practical tips to be followed while teaching business English :
- Considering teacher as colleague : For business English students , teacher is not a superior as much as s/he is a colleague like in the workplace . Colleagues work toge-ther to accomplish professional goals. When teacher addresses students as professionals , they will be more receptive to what they have to share and will be more willing to work with him / her toward a common goal of language fluency .
- Doing an assessment : Because the goal is to give students exactly what they need , teachers should give an assessment to find out what students really need so teachers should not waste time on material students have already mastered.
- Asking students about what they want : Once assessing students skills , teacher should ask students what they want to focus their time and energy on.

- Making teacher available outside classroom :Students want teacher to be available resource for them when needed whether inside or outside classroom .(Michael 2011)

Second part : Vocabulary teaching strategies The importance of teaching vocabulary

Research emphasized that vocabulary development is a vital part of all content learning , but it is too often ignored . The link between vocabulary knowledge and developing language skills is undeniable . So, teacher must build word rich environments. Modern advances in brain science and in software such as the popular ultimate vocabulary now can make it possible for students to improve vocabulary in record time. (Maftei 2009)

So, acquiring vocabulary leads to :

- Developing students' skill in writing : As every good teacher has a toolbox that is full of tools . Some tools are used more than others, one tool can power up writing is a strong vocabulary. Students use written words to communicate ideas , thoughts and emotions . Good vocabulary can help students say what they mean.
- Developing reading : Vocabulary is critical to reading success for three reasons :
  - Comprehension increases when students know what the words mean , Since comprehension is the ultimate goal of reading , students can not overestimate the importance of vocabulary development.
  - Words are the tools of communication . A robust vocabulary improves all areas of communication ie listening , reading , speaking, and writing .
  - When students improve their vocabulary , their academic and social confidence and competence improve too.
- Improving listening and speaking skills: understanding what student hears and allows opportunity to express thoughts and feelings orally. (Saeidil (2012)

98

Generally,improving vocabulary has a direct and positive impact on students' capacity to build up language proficiency as a whole.

Vocabulary plays an essential role in helping students communicate successfully with people within and outside of the circle. For this reason , it becomes important to build up a large store of words . So, possessing an extensive vocabulary has strong links with achieving students' success as it leads to :

- Creating successful communication
- Increasing self judgment : Research showed that people with a good vocabulary are more likely to be judged as competent and proficient.
- Enhancing expression of thoughts : students need words to think and to express those thoughts. Therefore, the more words students know, the more ways they can use to think about things and more tools can be utlilized to plan and solve problems.
- Creating better image : As students learn and understand the meaning of more words , they will be able to use better descriptive words to communicate thoughts clearly and fluently. (Nunan and Carter 2001)

Guidelines for teaching vocabulary

Teaching vocabulary requires the following:

- Effective vocabulary instruction does not rely on definite alone words ,but it should be written in a conversational manner rather than in the more formal dictionary format.
- Students must represent their knowledge of words in linguistic or in non linguistic ways . They can create a symbol or dramatize the words.
- Different types of words require different types of instruction.
- Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures

including comparing, contrasting, classifying and creating metaphors and analogies.
- Instuction should focus on terms that have a high probability of enhancing academic success. (Parveen and Rajan2012)

Developing effective practices in vocabulary instruction requires teachers   to increase the following :-
- Using of varied rich text .
- Allowing opportunities for students to hear and use words in natural sentence contexts .
- Using of concrete contexts when possible .
- Providing opportunities for students to use words in meaningful ways .
- Studying in context rather than single unrelated words
- Using teaching strategies leads to independent word learning . (Thombury , 2002)

On the other hand , teachers should decrease all the following :
- Looking up definitions as a single source of word knowledge.
- Asking students to write sentences for new words before they have studied the word in depth
- Using notion that all words in a text need to be defined for comprehension.
- Using assessments that ask students for single definitions on target strategies to build student vocabulary. (Stahl 2006)

Obstacles of vocabulary development There are significant obstacles to developing sufficient vocabulary as follows:
- Students with limited and no knowledge of language.
- Students who do not read outside the school
- Students who enter school with limited vocabulary knowledge (Nunan and Carter, 2001)

Teaching Business English vocabulary

Recent developments in teaching methods and learning theories have emphasized the increasingly important role vocabulary plays in language acquisition . Although considered as coming second place after grammar teaching by some methods such as the grammar translation method , the direct method or the audio lingual method , vocabulary came to the fore during 1970 s with the advent of the communicative approach . Students can say very little with grammar but they can say almost anything with words. This new trend in English language teaching seems to be best applied to ESP which has emphasized the need for teaching specialized vocabulary ever since its beginnings , backing 1960 s .The main objective of English for specific purposes has always been the teaching of highly specialized vocabulary to specialists in various domains .To prove the importance of vocabulary in the process of teaching English for specific purposes. Accuracy and fluency could not possibly be obtained without acquiring a rich vocabulary . So, ESP course should focus on vocabulary teaching as much as possible , exposing students to as many communicative situations. (Rosenberg, 2009)

In fact , the best way to introduce new words in business English is by using them in a relevant context that is by reading a text,listening to conversation or involving students in a conversation .Teacher has several methods of clarifying meaning : by providing an example situation,by giving several example sentences and by giving synonyms and antonyms. (Ilangovan,2008)

ESP focuses more on vocabulary in context than on teaching grammar and language structures as the students are learning the language integrated into a subject matter area that is important to them .ESP vocabulary can be learnt by writing words many times ,translating words into mother tongue ,reading words many times, using words to make sentences,simply going through a dictionary (one of the best

resources of new words and uses for old words) and learning new words from word lists given by the teachers. Undoubtedly , specialized vocabulary in teaching ESP is a primary goal, a fundamental and important component of the course. (Dudley,2000)

While lectures will be needed to introduce the topic , the best way for students understand how to use their newly learnt English business vocabulary is to practise using it. This can be done in a variety of ways as follows :

- The use of role play in teaching business vocabulary is highly recommended . Students should first listen to the presentation and videos to get understanding of the business vocabulary used in the given business topics.
- using activities to keep English business vocabulary in students' minds
- using visual aids
- using the target language to define the new words
- using synonyms and antonyms
- using miming , gestures and facial expressions
- saying words clearly and writing them on the board.
- translating words. (Nation , 2001)

Useful ways of new business words presentation to students are the following :-

- Playing games .
- filling the gap.
- asking and answering questions related to new words.
- matching words .
- completing sentences. (Dudley , 2000)

For better effects on learning business vocabulary, it is suggested that teacher should :

- use various techniques in teaching vocabulary.
- provide students with strategies to learn vocabulary of business more effectively.
- give and explain native language equivalents for the specific words.

- apply new vocabulary in the real context to make it easy to remember.
- train students to become self studiers
- provide students with vocabulary learning strategies : learning words in groups, making association, guessing words from the content and using bilingual dictionary.
- improve teachers' techniques in teaching vocabulary .
- improve teachers ' professional knowledge. (Naveen , 2009)

Factors that affect vocabulary acquisition in Business

Students' learning of business vocabulary are affected by a number of factors:
- The students ' vocabulary learning strategies that are quite limited and ineffective .
- The common factor is the nature of the business vocabulary that makes students encounter some difficulties in learning vocabulary.
- The teacher's methodology is a factor that affects the students' learning of ESP vocabulary. (Boaras 2009)

Considerations to be taken into account before choosing vocabulary teaching strategies

To effectively educate students, teachers must carefully consider instructional strategy options and pick one that is appropriate for both the content and the students . Through the use of appropriate instructional strategies teacher can increase both students engagement and overall comprehension of the presented information .Many considerations should take into account before choosing teaching strategies in general and vocabulary teaching strategies in particular as follows :
- Selecting one objective ; The objective is what teacher wants to accomplish through the completion of a lesson .Teachers can not effectively determine how they are going to accomplish a task without deciding which task they want to accomplish.

- Taking resources into account : Some instructional strategies require using technology tools.
- Considering the ability level :Some strategies are intended for higher level students while others can be used with students of all ability levels . If teacher selects an instructional strategy that is either too difficult or too easy, students will not be appropriately challenged and the lesson will not be as effective as it could have been.
- Considering learning style : Every student learns differently while teachers can not necessarily use an instructional strategy that will research all equally effectively , they consider the general learning style trends within their class when making a decision .
- Avoiding using the same strategy every time :Even if a strategy is exceptionally effective ,students will likely fire of it when teachers depend on it heavily. (MCKinney , 2011)

As mentioned above, vocabulary teaching strategies should be selected according to students' needs ,and levels, the content and the aim that seeks to achieve. Thus, the present study tried to take into account the above factors before selecting the vocabulary teaching strategies to be used in teaching business vocabularies.

<u>Vocabulary teaching strategies</u>

Teaching is one of the most satisfying , most exciting and most frustrating occupation , teacher will ever attempt. No matter , what level, grade , topic teachers choose , they will need to make lesson plans, and develop strategies for students to learn and integrate knowledge .Teaching strategies are plans teachers make for individual types of students with different needs . Some strategies work for all Some work for only one student at a time.

Various strategies in teaching are classified as follows :
- Activity -based strategies : striving to improve students' achievement by engaging students in individual or group

experiential learning opportunities such as purposeful conversation project planning and hands on inquiry . They benefit from being in diverse settings that include both the traditional classroom and other locations such as school library and mutual environments. They help students sequence and stage learning using both formal and informal formats . They include debate, learning centre , field trip , oral presentation , panel discussion , simulation and survey.

- Arts - based strategies : they strive to improve students ' achievement by engaging students in dramatic , dance , musical and visual forms and experiences. Such strategies can be employed throughout the curriculum and generally emphasized the creative and critical processes . They help students integrate physically and mentally all aspects of learning , based on human needs and the ability to express feelings and thoughts through the senses .They include chanting, choral reading , forum theatre, mask making , improvisation , reader's theatre and story theatre.

- Coopoerative strategies : striving to improve students' achievement by consciously grouping students to work together in specific ways . They include buddy system , community links , discussion,interview,jigsaw , literature circle and think, pair ,share.

- Direct instruction strategies : improving students' achievement and timely intervention of the teacher. Teacher's words and actions both guide and model the learning . They include conferencing, demonstration, direct reading thinking activity, wordwall , socratic dialogue , story mapping and storytelling .

- Information communication technology strategies: improving achievement by harnessing the power, innovation and potential of information and communication technology.They use digital or electronic data and applications to create , modify and transmit information .

They include blog, computer aided design and data base applications.

- Independent learning strategies:
  increasing students'achievement by developing the ability to take responsibility for one's learning and understanding how one learns . They encourage students to make personal connections and responses to the curriculum and structure to fit their needs and goals . They include homework, learning contract , note making, reflection , report and response journal .

- Inquiry- based strategies :
  engaging students in individual and group investigation and research of topic idea and problem . They include cognitive skills model decision making model , inquiry process , questioning process and representation .

- Multiple intelligences strategies : referring to the psychological potentional of species to process certain kinds of information in certain kinds of way. They include eight intelligences ; body kinesthetic interpersonal,verbal, linguistic , logical mathematical ,intrapersonal ,naturalist and visual spatial ones.

- Thinking skills strategies : improving achievement by consciously developing students' ability to consider ideas,analyzing perspectives, solving problems and making decisions , analyzing bias , stereotype, anticipation guide, brainstorming , case study and concept mapping. (Maftie 2009 and Guantley 2013)

Teaching strategies in general can be used to develop students' four language skills and improve their acquisition of vocabulary . To be more specific , other strategies can be used in teaching vocabulary namely vocabulary teaching strategies .

Harmon (2005 , p 275) and Graves(2006) stated that direct instruction of vocabulary can help students learn enough words to become better readers. Becoming a better

reader can in turn earn more vocabulary. Research sugg-
ested that vocabulary instruction should include the follo-
wing components:definitional ,contextual information about
a word , multiple exposures to word in different contexts
and encouragements of students 'active participation in their
own learning of the new words. Bleck(2002) and Fisher
(2011) suggested the following strategies to be used in
teaching vocabulary.:

- List–group–label: it is a form of structured brainstorming
  designed to help students identify what they know about
  a concept and the words related to the concept while
  providing a degree of analysis and critical thinking.It
  begins with thinking of all the words related to the new
  word, then grouping the words listed by some shared
  characteristics,deciding on a label for each group ,finally
  trying to add words to the categories on the organized
  lists.
- Possible sentences : teacher chooses six to eight words
  from the text that may pose difficulty for students. These
  words are usually key concepts in the text. Next, teacher
  chooses 4 to 6 words that students are more likely to
  know something about . Teacher defines words. Students
  are challenged to devise sentences that contain words,all
  sentences that students come up with are discussed.
  Students then read the selection . After reading , teachers
  revise the possible sentences and discuss whether they
  can be true based on the passage and how they could be
  modified to true. In fact, this strategy significantly
  improved both students' overall recall of words meaning
  and their comprehension of text containing those words.
- Concept map : a graphic way to empower uses to
  construct , navigate , share and criticize knowledge.
- Concept of definition map : reflecting the idea that
  students need to have some understanding of definition
  and how it works before students can give the meaning

of a word in their own. They are graphic displays that show common elements of a dictionary definition .

- Semantic mapping : involving a web like graphic display. To begin the instruction, students are presented with a concept that is essential . They then brainstorm on freely associate words that are related to that concept . Teacher writes their suggestions on the board and adds words they need to learn .

- Vocabulary frames : turning the traditional vocabulary review index card into a higher order thinking strategy for learning new words . Students create vocabulary frames using concept terms .They develop a definition based on their own understanding (right corner) as well as the opposite (left corner).Finally , they write a quickly sentence to remind them the word's meaning (lower left corner) and a quick sketch (lower right corner).

- Interview word : teacher selects key words important to understand a concept , divides the class into two teams, gives each team a word and lists interview questions . Without revealing the word, the teacher or student acts as interviewer and asks the questions as team members read their written answers . After the interview, the class guesses the word.

- Pre teaching vocabulary words :Teaching unfamiliar words used in a text prior to the reading experience. Students preview reading   materials to determine which words are unfamiliar , then these words should be defined and discussed. So, students not only understand what the word means but also discuss its meaning.

- Key word method :unfamiliar words are introduced prior to reading .This word clue may be a part of the definition ,an illustrative example or image that the reader connects to the word to make it easier to remember the meaning when reading it in a context. The idea behind the key word method is to create an easy cognitive link to the

word's meaning that the reader can access efficiently during a reading experience.

- Contextual redefinition : associating the terms meaning with its use in context. Students first determine what they think the words mean outside of the context. After students have discussed what they think the words mean, teacher records suggested definition . Students then read the assignment text, and note the vocabulary in context. Students then discuss and revise their initial definitions based on the use of the word in the text. Teacher and students can also discuss how context affects multi meaning words.

- Restructuring reading materials: Learners can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with easier synonyms to help the reader understand the overall text. Vocabulary footnotes (definition provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily look up the word while still reading the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar clues.

- Vocabulary squares:Students dissect a word by compl-eting the components of vocabulary square worksheet. Students not only learn the term, they also apply their knowledge by creating a visual represent- ation and sentence,

- Vocabulary self selection strategy (VSS): Students read a text .Teacher and each student are responsible for bringing two words .Each student shares a word and talks about where it was encountered and what it might mean.After everyone in the group has had a chance to share ,the groups determine words . After the list is made

, teacher leads a discussion about the words to clarify and extend the definitions. Students enter the words and their definitions into their vocabulary logs.

- PAVE procedure : Associating the word with a visual image .It stands for the four parts of the procedure ; prediction,association verification and evaluation. Students predict the meaning of the word based on the context clues, associate the word with mental image , verify the word's meaning by consulting a dictionary and evaluate the prediction they made. While this procedure seems time consuming , students report that it helps them remember the words better.

- Think a loud for vocabulary : When teachers read a loud to students, they can expose their word learning strategies by stopping at words Students might find hard or confusing . They can think aloud about how to uncover the meaning of such words by rereading and noting the context clues , by looking at the root and affixes of the word, by remembering where they might have seen the word before, or even by stopping to look the word up.

The Instruments

Two instruments were used in the present study as follows:

- The student- teachers vocabulary and its teaching strategies Business test . (Appendix B)

- To investigate the effect of training student -teachers of Commercial Section at the Faculty of Education, Helwan University on using vocabulary teaching strategies for developing acquisition of vocabulary and its teaching strategies in business.there was a need for exposing those students to a Business vocabulary and its teaching strategies test before and after carrying out the experiment. The test was submitted to five jury members specialized in the field of methods of teaching English and five jury

members specialized in the field of methods of teaching commercial studies   to judge the validity and the appropriateness of the test.They sugg- ested omitting the fourth part of the test concerning abbreviations .

- So, The final version of the test consisted of four items namely choose th correct answer, true or false, complete and write concepts .
- Reliability was established through test - retested admin- istration (r =.79). This proved that the business test was reliable.
- The students 'achievement business   test (Appendix (c)
- To investigate the effect of training student -teachers of Commercial Section at the Faculty of Education, Helwan University on using vocabulary teaching strategies for enhancing commercial secondary students'achievement in business ,there was a need for exposing those students to achievement business test before and after carrying out the experiment. The test   was submitted to five jury members specialized in the field of methods of teaching English and five jury members specialized in the field of methods of teaching commercial studies to judge the validity and the appropriateness of the test. They suggested adding five statements instead of three in the matching item.
- So, The final version of the test consisted of three items namely , complete, choose the correct answer and true or false . Reliability was established through test - retested administration (r =.78). This showed that the business test was reliable.

Duration of the Experiment

The experiment lasted for almost 14 weeks ,three periods per week . It started on the 15 th of Feb , and continued to the 21 st of May, 2013. Three sessions a week (two in the faculty and the other in the school during the teaching practicum that started in the 2 nd of March, 2013) .These

sessions were held for three hours each. The two tests were administered before and after the experiment ie the student-teachers business vocabulary and its teaching strategies test and the students' achievement test.

Method of the Study

The present study followed the analytical descriptive method for reviewing the related literature and previous studies for arriving at the theoretical background of the study and the quasi experimental method for conducting the experiment , collecting data and analyzing the results . The design used in this study was non equivalent group design which is identical to the pre test / post test , control group / experimental group in all aspects

Data Analysis and Discussion

The results of the present study are discussed and interpreted in relation to the research hypotheses and questions mentioned earlier in the study.

Answering the first question of the study

The business vocabulary checklist was designed to determine the most necessary business vocabulary that should be developed for student teachers of commercial section , at the Faculty of Education, Helwan University. The business vocabulary included in the checklist in its primary version were determined through reviewing related studies and previous literature that focus on developing business vocabulary . The checklist was submitted to ten jury specialized in the field of curriculum and Methods of teaching English as a foreign language and of teaching commercial subjects .To judge its validity and appropriat-eness . Having done their modifications,The jury confirmed that the checklist was valid and the vocabulary included was clear and adequate . The list in its final version in appendix (A) contained the most important business vocabulary to be developed for student - teaches of commercial section, Faculty of Education, Helwan univ- ersity.Thus, the first question of the study was answered.

Answering the second question

In an attempt to answer the second question of the present study , a suggested framework for training student teachers of commercial section at the Faculty of Education,Helwan university on using vocabulary teaching strategies in teaching business was designed.

The suggested framework for training student teachers. The steps followed in training student –teachers on using vocabulary teaching strategies went through the following :

- Setting the aim : The course is designed to prepare the student- teachers for teaching business by familiarizing them with various vocabulary teaching strategies through business related topics.
- Analyzing student – teachers 'needs of business vocabulary in English through student teachers 'questionnaire as the researchers used Ghenghesh's business questionnaire (2011) to determine student - teachers' needs concerning the most required business vocabulary .In addition, using the business vocabulary checklist to be judged by the experts before preparing the content.
- Developing the content : Content analysis is considered a structure objective description of the content since analyzing the content into lessons served as the basic for the choice of business vocabulary to be developed .This determination of how the content is organized contributed to the achievement of the desired educational objectives.
- Identifying the strategies: Due to the huge number of teaching vocabulary strategies and teaching business strategies , the researchers made interview with ten jury members with aim to identify the most suitable vocabulary teaching strategies in business. It was found that, vocabulary square ,vocabulary self selection strategy, PAVE strategy,word map , interview word and contextual redefinition and presentation strategies such as

audio, verbal and form presentation were the most suitable ones .

- Applying the strategies: The instructors trained student – teachers on how to use each strategy in teaching business vocabulary and when it is used in teaching business vocabulary such as:
− Word map and vocabulary square work best with concerte nouns as :mobile phone, fax and printer.
− Contextualization can be used in presenting adjectives such as legal secretary and medical secretary.
− Visual presentation strategies can work best in illustrating the opposites such as drawer and drawee.

Before training on each strategy , the instructors held discussion around the importance of using this strategy in developing business vocabulary, then allowed to the student- teachers to practise this strategy first in the faculty sessions to be aware of facing any difficulty in applying the strategy , then, allowed them to apply the strategy in their actual classroom during their practicum in the commercial secondary schools.

- Evaluation : The business vocabulary and its teaching strategies test was administered to the student- teachers of Commercial Section at the Faculty of Education , Helwan University and business achievement test was administered to commercial secondary school students before and after the experiment .

Thus, the second question about the suggested framework for training student teachers of Commercial Section, Faculty of Education ,Helwan university on using vocabulary teaching strategies in business was answered.

Answering the third question of the study

Answering the third question is related to verifying the two hypotheses of the present study . So, they will be dealt with together

Findings related to the first hypothesis of the study

To investigate the effect of training student -teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for developing business vocabulary and its teaching strategies, the pre –post business vocabulary and its teaching strategies test was administered to the control group and the experimental group student- teachers after the experi- ment . Data obtained were treated statistically through the use of the t test and the findings are shown in table (1-1)

Table (1-1) t-value of the difference between the mean scores of the experimental and control groups student teachers on the post administration of the business vocab- ulary and its teaching strategies test

Group	Means	Standard Deviation	Calculated t value	Tabulated T	Significance
Control	35. 91	6. 33	16.7	2. 617	Sig at (0.01)
Experimental	59.97	5.52.			

Table (1-1) above reveals that the calculated t value 16,7 (was significantly higher than the tabulated t (2.61) with (68) degrees of freedom at the (0,01)level .This means that training student- teachers on using vocabulary teaching strategies has significantly developed student- teachers acquisition of business vocabulary and its teaching strategies.Thus, the first hypotheses that stated'there is a statistically significant difference between the mean scores of the control group and the experimental group students at (0,01) level on the post administration of the business vocabulary and its teaching strategies test in favour of the experimental group " was verified.

Findings related to the second hypothesis

To investigate the effect of training student -teachers of Commercial Section at the Faculty of Education , Helwan

University on using vocabulary teaching strategies for developing business vocabulary and its teaching strategies, the pre –post business vocabulary and its teaching strategies test was administered to the experimental group student-teachers after and before the experiment .Data obtained were treated statistically through the use of the t test and findings came as shown in table (1-2)

Table (1-2) t- value, Mean scores , Standard Deviation of the experimental group student-teachers on the pre and post administrations of the business vocabulary and its teaching strategies test

Experimental group	Means	Standard Deviation	Calculated t value	Level of Significance	(d) effect size
Pre – test	14.08	7.219			
Post –test	59. 97	5. 52	41.02	0.01	. 98

Table (1-2) reveals that the calculated t value (41,02) value.was significantly higher than the tabled T value (2.71) (with(34) degrees of freedom at the (0,01) level of significance .Thus, training student -teachers of commercial section at the Faculty of Education ,Helwan University on using vocabulary teaching strategies significantly affected developing student teachers acquisition of business vocabulary and its teaching strategies .Thus , the second hypothesis which stated " there is a statistically significant difference between the mean scores of the experimental group student- teachers on the pre and post administrations of the business vocabulary and its teaching strategies test in favour of the post administration of the test " was verified .

Moreover, the effect size of training student- teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for developing their acquisition of vocabulary and its teaching strategies was calculated and the result is shown in the above table (1-2)

The obtained effect size(0.98) of training student-teachers of Commercial Section at the Faculty of Education, Helwan University on using vocabulary teaching strategies for developing business vocabulary and its teaching strategies is higher than the large effect size value(0.8) .This showed that training student- teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies had a large effect on developing business vocabulary and its teaching strategies.

Thus , the third question which is " What is the size effect of training student - teachers of Commercial Section at the Faculty of Education , Helwan University on vocabulary teaching strategies for developing business vocabulary and its teaching strategies was answered.

Answering the fourth question

Answering the fourth question is related to verifying the other two hypotheses of the present study . So, they will be dealt with together.

Third : Findings related to the third hypothesis of the study

To investigate the effect of training student - teachers of Commercial Section at the Faculty of Education ,Helwan University on using vocabulary teaching strategies for enhancing students' achievement in Business ,the pre–post business test was administered to the control group and the experimental group students of the commercial secondary school after the experiment . Data obtained were treated statistically through the use of the t - test and findings came as shown in table (1-3)

Table (1-3) t - value of the difference between the mean scores of the experimental and control groups students on the post administration of the achievement test in Business

Group	Means	Standard Deviation	Calculated t value	Tabulated T	Significance
Control	24.21.	7.81	29.58	2.66	Sig at (0.01)
Experimental	36.5	7.6			

117

Table (1-3) above reveals that the calculated t (29,58) valuewas significantly higher than the tabuled value (2.66) with(54) degrees of freedom at the (0,01) level .This means that training student teachers on using vocabulary teaching strategies has significantly enhanced their students' achievement in Business .Thus, the third hypotheses that stated ''there is a statistically significant difference between the mean scores of the control group and the experimental group students at (0,01) level on the post administration of the achievement test in Business in favour of the experimental group " was verified.

Fourth : Findings related to the fourth hypothesis of the study

To investigate the effect of training student -teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for enhancing their students' achievement in Business ,the pre – post business achievement test was administered to the experimental group students after and before the experiment .Data obtained were treated statistically through the use of the t -test and findings are shown in table (1- 4) below

Table (1-4) t- value, Mean scores , Standard Deviation of the experimental group students on the pre and post administrations of the Business achievement test

Experimental group	Means	Standard Deviation	Calculated t value	Level of Significance	(d) effect size
Pre – test	5.18	4.02			
Post –test	36. 5	7.6	20.015	0.01	. 94

Table   (1-4) reveals that the calculated t- value (20.01) wassignificantly higher than the tabled T value   (2.77) with (27) degrees of freedom at the (0,01)level of significance .Thus, training student - teachers on using vocabulary teaching strategies has significantly affected enhancing achieve-

ment of commercial secondary school students in Business. Thus ,the fourth hypothesis which stated " there is a statistically significant difference between the mean scores of the experimental group students of commercial secondary school on the pre and post administrations of the business achievement test in favour of the post administration of the test " was verified .

The obtained effect size (0.94) of training student - teachers of commercial section at the Faculty of Education , Helwan University on using   vocabulary teaching strategies for enhancing students' achievement in Business is higher than the large effect size value (0.8) .This showed that training student - teachers of Commercial Section at the Faculty of Education , Helwan University on using vocabulary teaching strategies for enhancing students' achievement in business had a large effect.

Thus, the fourth question of the   present study which is''What is the effect of training student teachers of commercial section, the Faculty of Education , Helwan University on using vocabulary teaching strategies for enhancing commercial secondary students' achievement in business? was answered and the main question of the study was also answered. So,all research questions were answered as the first, second and third questions were answered before, and the four hypotheses of the study were   also verified.

Discussion of Results

The previous statistical analysis was carried out with the purpose of answering the present study questions and verifying its hypotheses. The effect sizes on student teachers 'development in business vocabulary and its teaching strategies and enhancing the achievement of secondary students of commercial school were large for some good reasons as will be shown below:

- An analyzing the student-teachers' needs of business vocabulary through a questionnaire and a checklist. Having been driven from the actual needs analysis helped greatly in meeting student teachers' needs.So, they become more motivated and positive attitudes towards learning Business English vocabulary and its teaching strategies that are relevant to their specializations were also created.This is consistent with Anthony (2011) study results which indicated that much more aware of the importance of students' needs analysis should be given while designing ESP course in general and business English training course in particular.

- Arising the student teachers 'a wareness towards the importance of acquiring business vocabulary .They are constantly expanding business concept becoming more fluent in their fields and adjusting their effective performance in new situations or new roles.This is in agreement with Zeng (2003) as he stated that ''In learning English for specific purposes in general and business English in particular, vocabulary plays an important role. However, vocabulary acquisition of technical words in ESP,is really challenging to every student especially students with limited proficiency in English language. With limited knowledge of vocabulary and English grammar , it is difficult for the students to study business vocabulary.''

- Integrating more than one strategy in teaching business vocabulary might be the strategic means that led to the achievement of the large effect on developing business vocabulary .This may be due to diversity and variation in methodology of teaching and the different steps followed in each strategy .This is consistent with Crosling (2010) as he indicated that modern teachers of business English are undoubtedly of the opinion that new vocabulary needs to be actively used in meaningful and interesting

ways .In learning English for general purposes in general and English for specific purposes in particular, vocabulary plays an important role in increasing students' learning of the subject matter.However, vocabulary acquisition of technical words is really challenging to every student especially students with limited proficiency in English language.

- Highlighting the role of the student -teachers in learning business English as they were enthusiastic to participate actively as the training course based on the assumption that it is the learner who has the specific content knowledge and is able to bring that knowledge into the classroom. Teacher is seen as an expert in presenting and explaining the language and in diagnosing the learners' language problems

- Creating a warm learning environment as the instructors interacted actively with the student–teachers.The instructors listened carefully to what student teachers said and corrected mistakes when needed .The instructors first encouraged them to take part in discussion in the orientation session about the importance of teaching business English and followed them in applying the steps of using the vocabulary teaching strategies in the faculty sessions and in the actual classrooms. They offered help when necessary. That of course increased student- teacher' s self confidence in teaching business English for the first time.

- As for students of secondary commercial school ,they participated actively in the classroom as adding interest inlearning business instead of making it boring enhanced students' learning. So, students came to class with a positive attitude towards learning Business as they had opportunities to understand and work with language in a context that they comprehended and found interesting. This is in agreement with carter (2007) as he stressed

that " the more learners pay attention to the meaning of the language they hear or read , the more they are successful ; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes.

- Facing the obstacles while conducting the experiment of the present study . One of the most serious problems was that the student-teachers had difficulties in using English in the classroom as they could not pronounce business vocabulary correctly. So, the instructors did their best to train student - teachers on how to pronounce word using form and audio presentation strategies that are based on imitation of sounds and pronunciation of each vocabulary.In addition, many student- teachers were afraid of achieving nothing, they had no will to partic- ipate but the researchers convinced them of the importance of their training as in the futures they would be obliged to teach Business English in the commercial secondary schools .So,they should have sufficient know- ledge about teaching it .

Recommendations

In the light of the results of the present study, the following recommendations are suggested:

- Training student teachers of commercial section at the faculties of education on using various teaching vocabulary strategies.
- Creating a link between theory and practice as linking between businessvocabulary and methods used in teaching it.
- Developing Business vocabulary should be incorporated in teacher preparation programmes of commercial section in the faculties of education.
- Developing business vocabulary should be one of the main educational targets of commercial subjects .

Suggestions for further research

- Using innovative methods and techniques to develop business vocabulary while teaching business English in the commercial secondary school.
- Enhancing secondary commercial students' learning   in business through up to date teaching methods. .
- Exploring the effect of suggested progamme   on improving teaching performance in Business for student-teachers of Commercial Section, at the Faculties of Education.

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125

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((نموذج اشتراك في مجلة دراسات عربية في التربية وعلم النفس))

سعادة / الأستاذ الدكتور : رئيس تحرير مجلة دراسات عربية في التربية وعلم النفس السلام عليكم ورحمة الله وبركاته وبعد ،،

أرغب الاشتراك في المجلة لمدة : (سنة واحدة ☐)

على أن تصلني نسخ أعداد المجلة على عنواني البريدي الموضح بهذا النموذج.

الاســـــــم	....
الوظيفــــــة	....
جهــة العمــل	....
الجنسيــــة	....
عنوان المراسلــة	....
البريد الإلكتروني	....
الهاتف/ الفاكس	....

اسم المشترك : ....

التوقيــــع : ....

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- قيمة الاشتراك السنوي للأفراد بالدول العربية : (٥٠٠ ريالا).
- قيمة الاشتراك للأفراد بباقي دول العالم: (٢٠٠ دولار).
- قيمة الاشتراك للمؤسسات بالدول العربية: (٧٥٠ ريالا).
- قيمة الاشتراك للمؤسسات بباقي دول العالم: (٣٥٠ دولار).
- قيمة الاشتراكات هذه شاملة تكاليف البريد العادي ، ومن يرغب في البريد الممتاز يتحمل الفرق.
- يمكن سداد قيمة الاشتراكات بالجنيه المصري مباشرة لمكتب المجلة بجمهورية مصر العربية، أو بحوالة بنكية باسم رئيس التحرير (أ.د / ماهر إسماعيل صبري)على بنك فيصل الإسلامي المصري فرع بنها رقم الحساب ١٨٥٠٦
- ترســـل صـــورة مـــن قســـيمة تحويـــل الاشـــتراكات علـــى البريـــد الإلكترونـــي لـــرئيس التحريـــر
  mahersabry2121@yahoo.com
- يرسل هذا النموذج بعد تعبأة بياناته عبر البريد الإلكتروني لرئيس تحرير المجلة، أو عبر البريد العادي على عنوان رئيس التحرير الحالي : المدينة المنورة ، جامعة طيبة ، كلية التربية، قسم المناهج وطرق التدريس. أو على عنوان مكتبنا بمصر : ١ش أحمد ماهر متفرع من ش الشعراوي، أتريب ، بنها .