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Exploring Teaching Technical Vocabulary Practices in Vocational Training Institutes in Tripoli

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Abstract

This study investigates the effectiveness of teaching technical vocabulary in the English programs of Tripoli's vocational training institutes, focusing on the Presentation Practice Production (PPP) technique, commonly used for grammar and vocabulary instruction. The research hypothesized that teachers emphasize the presentation stage while neglecting practice and production. Using a quantitative methodology, data were collected through questionnaires and classroom observations involving (40) teachers from various institutes. Results indicated an imbalance in the application of the PPP stages, with teachers prioritizing presentation over practice and production. This gap has contributed to students' weak technical vocabulary base, underscoring the need for more practice opportunities and communicative activities that help students apply relevant vocabulary in vocational contexts.

Keywords: ESP, PPP technique, technical vocabulary

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إستطلاع أساليب تدريس المصطلحات التقنية في معاهد التعليم التقني في طرابلس

يسرى على الغنيمي[1]

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ملخص الدراسة

تبحث هذه الدراسة فعالية أساليب تدريس المصطلحات التقنية المستخدمة في منهج اللغة الانجليزية المعتمد في معاهد التعليم التقني في طرابلس. ركز البحث على دراسة أسلوب العرض–التدريب–الاستخدام الشائع تطبيقه في تدريس القواعد والمفردات. تفترض الدراسة أن هناك تركيز من جانب المعلم على مرحلة العرض وإهمال مرحلتي التدريب والاستخدام. استندت الدراسة على منهجية كمية واستخدمت أداتين لجمع البيانات تمثلت في إجراء إستبيان وزيارات صفية لفصول اللغة الإنجليزية في المدارس التي شكلت عينة الدراسة والتي استهدفت (40) معلما من معاهد تقنية مختلفة. تشير النتائج أنه لا يوجد توازن فى الاهتمام بتطبيق المراحل الثلاثة وأن اهتمام مدرس اللغة الانجليزية يقتصر على مرحلة العرض وأن مرحلتي التدريب والاستخدام لا يوظفان التوظيف المناسب لدعم تعلم واستخدام المصطلحات التقنية. وقد أدت هذه الفجوة في أسلوب تدريس المصطلحات التقنية إلى ضعف الحصيلة اللغوية لطلاب معاهد التعليم التقني وأوضحت حاجة الطالب إلى فرص كافية للتدريب والى أنشطة تواصلية ملائمة تمكنهم من الاستخدام الفعال للمصطلحات التقنية المرتبطة بمجالات تخصصاتهم.

الكلمات المفتاحية: الانجليزية للأغراض الخاصة، أسلوب التدريس –العرض–الاستخدام، المصطلحات التقنية

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1. Introduction

Since its development in the 1960s, English for Specific Purposes (ESP) has acquired international recognition for addressing the particular linguistic demands of learners in specialized fields of study (Belcher, 2006). According to Dudley-Evans and St. John (1998), the objective of ESP was to equip the learners with English skills tailored to their discipline needs. As a result, ESP courses emerged as alternatives to general English courses prioritizing the technical terms, grammatical structures, and discourse patterns essential to the specialized area of study. Today, ESP remains integral to many EFL programs reflecting the continuous demand for language that aligns with professional and academic purposes.

ESP courses are typically designed for university or pre-university learners who already possess a foundation of the English language. Within these ESP courses, teaching specialized vocabulary is recognized as essential to equip students with the language tools needed for effective professional communication. Nation (2001) argues that mastering specialized vocabulary is integral to English language learning in a globalized world, where English dominates various professional sectors. Limited technical vocabulary can hinder career growth, restrict access to advancements, and limit the ability to stay updated within one's profession.

Despite this prominent role of vocabulary in the EFL program, Scrivener (2011) states that teachers usually do not consider teaching vocabulary as important as teaching grammar. Even when they consider teaching them, they do that inconsistently without specific plans and regular training. Several issues need to be considered in teaching technical vocabulary. The first of these issues is that teachers need to realize that teaching new words cannot be achieved in one class. Vocabulary acquisition is a process that begins with presentation, then practice, and finally the ability to retrieve these words naturally in communication. The second issue is that teaching technical vocabulary is different from teaching other types of vocabulary. It is technical terms that make technical English so challenging. These terms differ from one specialization to

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another because they have precise meanings that need to be distinguished from the same ones occurring in general use. Consider for example what the terms *platform, web, net, surf, field, backup, virus,* and *cloud,* mean in information technology; what the words *signal, noise, damping, spin, beam, tunneling, wave,* and *frequency* mean for physicians; and what *filter, gear, rear, suspension,* and *screen* mean in car mechanics. In technical language, there is minimal tolerance for imprecision or ambiguity, unlike in general vocabulary. Precise terms are essential, as incorrect terminology can result in significant professional issues. While everyday English is celebrated for its flexibility and adaptability, technical English demands a high level of specialization and specificity.

ESP programs are used in vocational training institutes in Tripoli. Vocational Education and Training (VET) is one component of the public education system in Libya. This education sector includes several branches such as car mechanics, general mechanics, video and audio broadcasting, heavy vehicles, computers, refrigeration, electrical appliances, marine fisheries, and carpentry. The age of the students in vocational institutes is between 16 and 20. The English curriculum adopts the Oxford series Tech Talk. Tech Talk is a three-level course for adult learners that targets technical, industrial, and scientific sectors.

1.1 Statement of the problem

This research has been designed to explore the techniques employed to teach technical vocabulary in vocational institutes in Tripoli. It was triggered to address the problem of students' poor base of specialized vocabulary necessary for their specialization and their professional development in their future careers. Learning vocabulary requires going through three stages: presentation, practice, and production. Therefore, the research focuses on the teaching technique Presentation Practice Production (PPP). It is often noted that these three stages are not adequately implemented. Teachers move fast in teaching new words and restrict their efforts to present the new words usually through meaningless abstract definitions without sufficient practice and without giving students

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chances to revisit the new words and use them in their communication. Therefore, the knowledge of the new words the learners encounter is not often retained and is usually forgotten. These drawbacks in the teaching program have led to poor vocabulary bases and poor English levels that contribute to student reluctance to study English. It is observed that the general level of English is weak in vocational training institutes in Tripoli. Most students struggle with studying technical English and find it difficult to cope with. Students in these institutes do not consider learning technical English as one of their goals, rather they regard it as a requirement for passing exams and obtaining their certificates. Therefore, there is an urgent need to change students' attitudes towards learning English and strive to make learning technical English in vocational schools more stimulating. Students might change this attitude if they are provided with effective and motivating ways to teach and learn technical English. Therefore, this research raises the question of how far the three stages of teaching and learning technical vocabulary "Presentation Practice Production" are properly achieved in vocational training institutes in Tripoli.

2. Theoretical background

2.1 Technical vocabulary

Technical vocabulary denotes words and phrases that are used in a specific profession. They are ordinary words that carry specialized meanings in a specific field (Chung & Nation 2004). Their use has some degree of overlapping with their use in other areas of study leading to challenges in teaching and learning them. Technical vocabulary also includes technical abbreviations, symbols, and formulas. While there are highly technical words that belong to one specific technical field, there are also sub-technical words that are not related directly to a specific technical branch but occur generally in scientific and technical texts. Technical words are highly frequent in professional language; therefore, they constitute a very important and required knowledge for students. Chung & Nation (2004) point out that technical vocabulary constitutes a large field of language

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study. Teaching and learning them need a careful strategy. Nation (2001) believes that a large amount of vocabulary could be acquired with the help of vocabulary teaching and learning strategies.

2.2 Vocabulary teaching and learning strategies

There is a vast amount of research concerning how learners learn best and how teachers teach best. The first step according to McCarten (2007) is that vocabulary lessons must be given a high profile in the English program. Learning strategies begin with what Nation (2001) calls 'noticing', where teachers draw the attention of the learners to what needs to be noticed and learned. Knowing what to learn is a prerequisite to learning. Focused practice follows and regular reviews are necessary for committing the new items to memory. Success in learning occurs when the student can remember and retrieve the items in communicative situations. Because learning is a process that begins by presenting what needs to be learned, followed by practice and later by language production, the technique of Presentation Practice Production. (PPP) emerged as a method for learning vocabulary and grammar.

2.3 Presentation Practice Production Technique PPP

PPP is a three-part teaching paradigm: Presentation, Practice, and Production. It is based on a traditional deductive approach that begins with a presentation stage explicitly performed by the teacher followed by a second stage of practicing the learned items using controlled exercises, and a third stage for production in which the learners try out the form in a more communicative context. Although the PPP teaching technique has been popular and is a key feature of many EFL programs, including the renowned CELTA certification, it has faced criticism for its explicit grammar component and for not prioritizing the communicative aspect as a main goal of language learning. However, like any other teaching methodology, there are certain advantages within this method to be gained in certain learning contexts. According to Richards and Rodgers (2001), PPP supports beginner teachers because of its clear directions about the material and the method of teaching. PPP "…offers the novice teacher the reassurance of a detailed set of sequential steps to follow in the classroom" (Richards & Rodgers,

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2001, p. 246). For Carless (2009), this method is also suitable for low-achieving students. Recently, PPP has evolved to become a valuable tool integrated with various teaching methodologies ranging from the audiolingual method to the most commonly used communicative approaches. Lindsay and Knight (2006) noted that many communicative language teaching (CLT) classrooms employ a modified version of the PPP model. Evans (2008, p. 22) concurred that over the years, PPP has evolved by integrating aspects from other approaches into its foundational framework. Additionally, Swan (2005) has advocated for PPP as an effective model for presenting and practicing structural features in semi-controlled settings.

Teaching vocabulary using this technique is viewed as a process that begins with presentation, followed by practice activities, and concludes with designing contexts for the production stage where learners can retrieve and use the new words in real situations. This process helps the new knowledge become a part of the learners' stored vocabulary. Thornbury (2007) shows that learning vocabulary is different from learning grammar which is dependent on learning rules. Learning words is a process of accumulating and committing to memory a large amount of data. Therefore, learning vocabulary is a matter of remembering. To help store this huge number of items, learning proceeds by entering new items into the short-term memory, where information is saved for a few seconds, then moving to the working memory, where data is saved for later recall and usage. Eventually, the learned items are stored in long-term memory, where they can last indefinitely. Therefore, teaching and learning vocabulary is a process that does not end by the end of the lesson, but continues over the next classes and requires activities inside and outside school.

According to Bukhara (2023), PPP begins with the *presentation stage*, which is usually controlled by the teacher. The teacher presents the new materials in a variety of ways that might include the use of visuals such as photographs, flashcards, board drawings, pictures, videos, wall charts, pictograms, etc. If the vocabulary items

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are not concrete, the presentation could include demonstrating, illustrating, using synonyms or antonyms, examples of the type, guessing from context, and translation. However, during the presentation stage in teaching vocational vocabulary, teachers have a great opportunity to explain the purposeful meaning of a word in the context of real life and work at the school workshops. The presentation stage should be simple, interesting, and amusing to motivate and encourage students´ interest.

Presenting a word in the class does not guarantee that it will be remembered for a long time. Therefore, the second stage of the PPP technique, the *practice stage* is meant for consolidating learning the new items. This stage is for the students. It includes controlled practice where learners practice saying or writing the language structure correctly. Typical practice activities include drills, identifying, selecting, matching, sorting, transformation, etc. In this phase, the teacher's role is to direct the activities, provide positive feedback to students, correct mistakes, and model the correct forms.

When learners have completely mastered the words and have learned how to produce them without mistakes in controlled exercises, they can then move on to the *production stage*. In this stage, students are given the chance to use the words they learned in different communicative activities. This stage is achieved in later classes and lessons where teachers test the ability of students to retrieve the words they learned and use them in their daily communication. Students are encouraged to use the new language freely to express themselves or talk about their own experiences. The teacher can also suggest a context or a communicative task for the learners to use the new language they learned (Parvis Maftoon 2012). Typical production activities include dialogues, oral presentations, and the use of the terms in real situations such as field visits to related work sites. According to (Thornbury: 2002) activities such as completion tasks in the form of open or closed gap-fills are also part of the production stage. Moving through these stages guarantees that the language items are learned, committed to memory, and ready for retrieval whenever the situations demand.

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2.4 Gaps in literature

As mentioned above, research about vocabulary learning strategies is abundant. One of these is the use of PPP. However, research about using this technique in teaching and learning technical vocabulary in vocational training institutes is rare. This research aims to bridge this gap by exploring this technique's use in vocational institutes in Tripoli. It endeavors to highlight the importance of teaching and learning technical vocabulary as a process that begins by recognizing the word, practicing it in different contexts, and ending with the ability to access the word and retrieve it naturally in communication.

3. Methodology

3.1 Research design

This research is exploratory. It was conducted to explore the use of the technique PPP in teaching and learning technical vocabulary in vocational institutes. It hypothesizes that teachers do not give adequate attention to the practice and production stages. Therefore, the researchers opted for a quantitative methodology to test this hypothesis and achieve the aim of the research.

3.2 Instrumentation

This research employed two sources for data collection, a questionnaire and classroom observation. The questionnaire was addressed to the teachers in vocational training institutes in Tripoli. The questionnaire included (15 items) to which participants were required to provide responses that ranged from *usually*, *sometimes* to *never*. The questionnaire items sought to obtain information about the application of the three stages of the PPP paradigm. Classroom observation was adopted to provide stronger evidence and more reliable results. The checklist that guided the classroom observation matched the questionnaire items to conduct comparisons between the teachers' responses and their actual performance in class. The observation targeted (8) teachers picked randomly from the participants of the questionnaire. The research took place during the Fall and Spring semesters 2023/2024. The researchers visited school teachers during the classes that included vocabulary lessons. The

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researchers' observational visits covered the classes devoted to teaching vocabulary. The average time of each class visit was 40 minutes.

3.3The research sample

The participants of the research were teachers appointed to teach English in vocational training institutes in Tripoli. They are graduates of English departments that belong to the University of Tripoli. They have varied experiences in teaching EFL. The participants of the questionnaire were (40) teachers chosen from different vocational institutes of different specializations (see Table 1). Classroom observations covered (8) teachers chosen from the questionnaire specimen

3.4 Research Questions

1-What are the common techniques for teaching technical vocabulary in vocational training institutes in Tripoli?

2-Is the technique of Presentation Practice Production (PPP) used in teaching technical vocabulary in vocational training institutes in Tripoli?

3-Do the students receive sufficient practice and production of the technical terms in their material?

Table (1) The demographic data of the research

No	School Name
1-	Ein Zara Vocational Institute
2-	Haitee Vocational Institute
3-	Marine Fishery Institute
4-	Suq Alguma Vocational Institute
5-	Aljihad Vocational Institute
6-	Sarah Alelm Vocational Institute (Private Institute)
7-	Gamila Vocational Institute
8-	Alnahda Vocational Institute

4 Results and discussion

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4.1Questionnaire results

Table (2) below lists the questionnaire results in numbers and percentages. The results in Table (2) below show that the majority of the participants (90%) use the classroom board for teaching the new words. Most of them depend on translation in their classrooms: (65%) usually do and (35%) sometimes do. Fifty (50%) of the participants usually use definitions to introduce the new technical terms while (45%) sometimes do. Fifteen percent (15%) usually use audio-visual aids whereas (45%) sometimes do. The majority (90%) never use videos to display the new technical vocabulary. Half of the participants (50%) never create contexts for teaching new words, whereas (30%) usually do, and (20%) sometimes do. The majority of them depend on the textbook exercises: (55%) usually do and (35%) sometimes. Designing extra activities for practicing new words received responses of (52.5%) who never do that, (27.5%) who sometimes do, and (20%) who usually do. As for creating situations for the use of the new words, the majority (72.5%) never do. Most of them (75%) never organize field visits to introduce

Table (2)/ Questionnaire Results

No	Statement	Usually		Sometimes		Never	
		No	%	No	%	No	%
1	I use the board to teach the new technical words	36	90%	4	10%	0	0
2	I give the equivalent word in Arabic	26	65%	14	35%	0	0
3	I use definitions in English for the new technical words	20	50%	18	45%	2	5%
4	I present the new technical words using audio-visual aids	6	15%	18	45%	16	40%
5	I display specialized videos that use the technical terms	0	0%	4	10%	36	90%

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6	I create contexts for teaching the technical words	12	30%	8	%20	20	50%
7	I depend on the textbook activities for practicing the new words	22	55%	14	35%	4	10%
8	I design extra activities for practicing the new words	8	20%	11	27.5 %	21	52.5 %
9	I create situations for students to use the words they learned	6	15%	5	12.5 %	29	72.5 %
10	I organize specialized field visits for learning and practicing the new words	4	10%	6	15%	30	75%
11	In the following classes, I provide additional contexts for using the words learned previously	7	17.5 %	5	12.5 %	28	70%
12	In the following classes, I create opportunities for the students to retrieve the words they learned	10	25%	9	22.5 %	21	52.5 %
13	My students can use the words they learned in their communication	8	20%	12	30%	20	50%
14	My students tend to forget the new words and are unable to use them in their communication	22	55%	18	45%	0	0%
15	My students do not have an adequate technical vocabulary base suitable for their specialization	18	45%	18	45%	4	10%

and practice the technical terms. Concerning consolidation activities in the next classes, the majority (70%) never provide additional contexts for practicing the new knowledge and (52.5%) never provide further opportunities for retrieving the new technical terms

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they learned previously. As for the ability of the learners to use the new words they learned in their communication, (50%) believe their students never do, (30%) they sometimes do and (20%) believe that their students usually do. Fifty-five (55%) of the participants state that their students usually forget the new words they learn, (45%) say they sometimes do and (10%) say they never do. Forty-five percent (45%) of the participants say that their students usually do not have the adequate technical vocabulary necessary for their specialization, (45%) say they sometimes do not, and only (10%) say they have an adequate vocabulary base.

4.2 Classroom observation results

Table (3) lists the classroom observation results in numbers and percentages. It shows that (62.5%) of the observed participant teachers usually used the classroom board for teaching the new technical words while (12.5%) sometimes did. Most of them depended on translation: (75%) usually did and 25% sometimes did. More than half of the participants usually used definitions (62.5%), whereas (25%) of them sometimes did. Using visual aids was rare: (62.5%) never used audio-visual aids, (25%) sometimes used data-show presentations, and (12.5) used mobile phones for listening and pronunciation. The use of specialized videos that present the specific meaning of the technical terms was never attempted by the majority (87.5%). One-half of the participants (50%) never created new contexts for teaching the new terms, (25%) usually did and (25%) sometimes did. The majority depended on the textbook exercises for practicing the new words where (62.5%) usually did and (37.5) sometimes did. Concerning designing extra activities for consolidation of learning, the majority (87.5%) never did. Similarly, (87.5) never created new situations for practicing the new terms. Most of them (75%) never attempted organizing field visits to practice the new technical terms and (25%) sometimes did. The majority of them (75%) never provided additional contexts for consolidating learning; also, the majority (87.5%) never created opportunities for retrieving and using the new terms in their communication. Over half of the students in the class (62.5%) were not able to use the words they learned in their communication

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whereas (25%) sometimes did. The majority of the students (74%) tend to forget the new words they were supposed to learn, and (87.5%) do not have an adequate technical vocabulary base suitable for their specialization.

Table (3) Classroom Observation Results

	The teacher……	Usually		Sometimes		Never	
		No	%	No	%	No	%
1	uses the board to teach the new technical words.	5	62.5%	1	12.5 %	2	25%
2	gives the equivalent word in Arabic.	6	75%	2	25%	0	0%
3	uses definitions in English for the new technical words.	5	62.5%	2	25%	1	12.5 %
4	presents the new technical words using audio-visual aids.	1	12.5%	2	25%	5	62.5 %
5	displays specialized videos that use technical terms.	0	0%	1	12.5 %	7	87.5 %
6	creates contexts for teaching the technical words.	2	25%	2	25%	4	50%
7	depends on the textbook activities for practice.	5	62.5%	3	37.5 %	0	0%
8	designs extra activities for practicing the new words.	1	12.5%	0	0%	7	87.5 %
9	creates situations for students to use the words they learned.	1	12.5%	0	0%	7	87.5 %
	In the following classrooms, the teacher …..						
10	organizes specialized field visits for learning and practicing the new words.	0	0%	2	25%	6	75%

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11	provides additional contexts for using the words learned.	1	12.5%	1	12.5 %	6	75%
12	creates opportunities for the students to retrieve the words they learned.	0	0%	1	12.5 %	7	87.5 %
	The students …….						
13	can use the technical words they learned in their communication.	2	25%	1	12.5 %	5	62.5 %
14	tend to forget the new words and are unable to use them in their communication.	6	75%	2	25%	0	0%
15	do not have an adequate technical vocabulary base suitable for their specialization.	7	87.5%	1	12.5 %	0	0%

4.3 Discussion

The acquisition of technical vocabulary is often viewed as a critical task for learners in vocational training centers because of these terms' specificity, precision, and variety. They form a challenging process for learners who want to be able to use English in their specific field of specialization naturally and fluently. Technical terms often create a barrier to using the English language. Unlike learning grammar rules, words constitute an open-ended area of language that needs to be accumulated and updated continuously. The need for a valid technique for both teachers and learners is crucial for fulfilling this demanding task. This research has been conducted to explore the techniques used to teach technical vocabulary in vocational institutes in Tripoli, specifically the use of the PPP technique. The technique PPP has been popular in EFL programs. It regards learning as a process that begins with teacher presentations, followed by controlled practice by learners, and continues in production stages where learners are given the freedom of using the learned items naturally in their communication. To achieve the research objective, three questions were posed which enquire about the common techniques for teaching technical

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vocabulary in vocational training institutes in Tripoli, whether the technique PPP is used in teaching technical vocabulary, and whether the students receive sufficient practice and communicative activities that reflect the perspectives of the PPP technique. The following sections provide detailed answers to these questions.

The first stage / Presentation

This stage is devoted for achieving word recognition, meaning, pronunciation and the context of use. The common techniques used by the participants for teaching technical vocabulary are the classroom board, the use of definitions, and overdependence on the use of the mother tongue and translation. It is often stressed that presenting new vocabulary utilizing visual stimuli creates a long-lasting visual memory, however, it is found that the use of teaching aids was rarely integrated into the teaching program. There were contradictions between what the participants claimed in the questionnaire and what they did during classroom observation concerning the use of audio-visual aids. Displaying specialized videos, organizing field visits, and using meaningful contexts were not manipulated. In agreement with what Scrivener (2011) stated about the drawbacks of teaching vocabulary, specific plans designed by the teachers for teaching the new technical terms were rare. Indeed, the participants' performance in class was generally inconsistent and lacked organization and regularity.

The second stage / Practice

This stage is designed for learners to begin using the elements they learned through different tasks and activities created by the teacher. Typical activities include drill sentences, matching, multiple choice tasks, filling gaps, and paired conversation practice. The results of this research show that most of the participants depended on the textbook exercises. This was shown both in the results of the questionnaire and observation. However, it was noticed that some of the participants skipped some of the textbook exercises. It is also worth noticing that the textbook exercises were not often sufficient. There was a need for additional activities to provide adequate chances for learners to practice the new knowledge. There were

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contradictions in the results of the questionnaire and the classroom observation concerning designing extra activities and creating communicative situations for the use of the new technical terms. In the questionnaire, a considerable number of the participants claim they do that, whereas according to the observation, the majority (87.5%) for both items never did that. Students should be encouraged to learn words in context, not as individual words. Showing students how words function in large contexts offered by authentic texts leads to solid vocabulary learning. It means getting students actively involved in using word meanings and creating all kinds of relationships among them.

Production / the third stage of PPP

According to Scrivener (2011), learning a word means that it becomes part of the set of words stored in the mind for retrieval whenever the context requires the use of this particular word. To test whether the learners can retrieve the words whenever needed, the teacher should provide additional contexts and situations in the following lessons for students to use the new words. According to the observation results, there is a serious lack of designing additional contexts for practice and creating opportunities for communication using the new technical terms

Teaching words for mere recognition is much easier and less time-consuming than teaching them for production. The mere fact that a word was taught does not mean it was learned. It may take days and weeks before students can use it in contexts and not in isolation. Therefore, learning new words should be revisited continuously in the next classes including paying visits to the specialization fields where learners are allowed to use the new knowledge. According to the questionnaire results, 10% said they usually organize field visits, and 15% said they sometimes do. However, according to the observation results, only 2 participants did that twice during the two semesters. Therefore, the participants did not consider the third stage of the PPP technique seriously.

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According to Thornbury (2007), learning is remembering. If the three PPP stages are applied appropriately, they will guarantee that the new words are stored in the minds of the learners and they can be remembered and naturally used in communication. The issue of whether students can use what they learned in their communication received different responses. According to the results of the observation, most of the students struggle to speak in English. One of the greatest challenges that students face is that of turning passive vocabulary into active vocabulary. If words are not used, they will be lost. Interesting topics and stimulating activities help students naturally activate learned items. The three stages of teaching new words also guarantee that the students will not forget the words they learned. However, there is agreement in the results of the two tools that the new knowledge students receive is not retained. The majority of students usually forget the new words they learned and repeatedly ask for meanings they are supposed to have learned. Finally, if the three stages of the PPP technique are applied appropriately, it is assumed that the students will have a good base of English technical vocabulary. However, there is a general complaint that students do not have an adequate vocabulary base. The responses to this issue were roughly similar in the results of the two tools.

5. Conclusion

The research results confirm the hypothesis that there is a notable gap in the application of the Presentation Practice Production (PPP) stages for teaching technical vocabulary within vocational training institutes. While the presentation stage is generally implemented, it often lacks careful planning and fails to engage students. The practice and production stages, crucial for reinforcing and applying new language skills, are frequently overlooked. This neglect likely contributes to the observed deficiency among students in acquiring a robust technical English vocabulary essential for effective communication in their respective fields. Addressing this gap through more structured and balanced use of the PPP stages may enhance students' language competency and better prepare them for their future careers. Future research could explore specific strategies

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for improving the application of practice and production phases to achieve more effective language learning outcomes.

5.1 Recommendations

Based on the research findings, the researchers recommend the following:

1- Technical vocabulary is an inseparable component of the ESP program that needs to be taught regularly and according to careful planning.

2- Teaching technical terms is a process that has three important stages that need equal attention. The presentation stage should be followed by enough practice and sufficient practical opportunities for use in a real vocational setting.

3-Teachers need good technical vocabulary resources that assist them in finding suitable contexts, practice ideas, and production opportunities.

4- ESP programs require a solid base of audio-visual equipment such as monitors, computers, data shows, and internet access to make presenting and practicing the new words easier.

5.2 Recommendations for further research

An important issue arose during conducting this research. It concerns whether the teachers of English in vocational institutes have received adequate ESP training. The technical English displayed in the English courses in these institutes requires teachers qualified in the field of ESP. Therefore, exploratory research is needed to investigate the qualifications of the teachers of English in vocational institutes and whether they are sufficiently equipped to teach technical English in these institutes.

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