

ESP Instruction in Academic Settings: on the Efficacy of ELT, Subject-matter and Team Teaching on the Enhancement of Students' Performance

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Abstract

As plenty of controversial issues is on the rise in the academic circles with the advent of English for specific purposes (ESP), it is seemed one of the controversial aspect of ESP realm deals with the vital role of the teacher variable.

This present study implemented to explore the comparison the Iranian English major ESP instructor, subject –matter counterparts with team teaching (ELT+subject–matter instructors) in terms of effectiveness on the enhancement of students' performances. To do this end, sixty students, majoring in nursing field were selected as participants ad based on the pre-test were assigned into three groups. The firs group received instruction through team teaching, the second group were taught by ELT teacher and teaching for the third group was done by the subject-matter teacher. All participants took part in the final achievement test and the results were analyzed through ANOVA; the outcomes indicated that there was significant difference among the students' performance of the first group with the second and third groups. However, there was no statistically meaningful difference between the students' performance in the first and second groups in terms of their enhancement in learning ESP materials.

References

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