



# **Investigating ESP Teachers' Perceptions Towards The Possibility Of Implementing Team Teaching In Business English Courses: The Case Of ESP Teachers At The Faculty Of Economic Sciences, Commerce And Management Sciences At Ghardaia University**

تصورات اساتذة اللغة الانجليزية لأغراض خاصة حول امكانية تطبيق الفريق

التدريسي في حصص الانجليزية للأعمال: دراسة حالة اساتذة الانجليزية بكلية

العلوم الاقتصادية، التجارية و علم التسيير

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## **Abstract -**

This research is conducted to portray the perceptions and views ESP teachers hold towards team teaching and the possibility of implementing this method in their business English courses at the faculty of Economic Sciences, Commerce and Management at the University of Ghardaia. This exploratory study investigates how ESP teachers perceive team teaching as a method of teaching and the extent to which they are apt to cooperate and adopt this approach in future. A group discussion and a questionnaire are used to gather data which are analyzed quantitatively, qualitatively and interpretatively. The results show that the majority of the teachers are apt to adopt this method in their business courses emphasizing that the managerial staff should implement it and provide a special training to avoid any misunderstanding.

## **Key words-**

team teaching, teachers' perceptions, ESP courses, business English

## الملخص-

يتناول هذا البحث تصورات وآراء اساتذة الإنجليزية لأغراض خاصة حول فكرة الفريق التدريسي وإمكانية تطبيق هذه الطريقة في حصص اللغة الإنجليزية للأعمال في كلية العلوم الاقتصادية، التجارية وعلوم التسيير بجامعة غرداية. تبحث هذه الدراسة الاستطلاعية في التصورات القبلية التي يدركها الاساتذة عن طريقة الفريق التدريسي ومدى استعدادهم للتعاون واعتماد هذه المنهجية في المستقبل. يتم استخدام أداتين للبحث لجمع و تحليل تصورات ووجهات نظر الاساتذة: مجموعة التركيز واستبيان يتم تحليلهم كمياً ونوعياً وتفسيرياً. أظهرت النتائج أن غالبية الاساتذة مستعدون لتبني هذه الطريقة في دروس مع تشديدهم على أن تكون متبناة من الهيئة الإدارية للكلية و يكون مصاحب لها تكوين خاص حول كيفية تطبيقها لتجنب اي مشاكل.

## الكلمات الدالة-

الفريق التدريسي ، تصورات الاساتذة ، الإنجليزية لأغراض خاصة ، الإنجليزية للأعمال

## 1. Introduction

Teacher collaboration with other teachers is not a new topic. In fact, this topic is related to several previous studies. These collaborations take different labels and forms, mainly cooperation, collaboration and team teaching. The latter is viewed as one of the effective methods in the field of education generally and English language teaching specifically. Traditional teaching approaches do not help students become effective students and achieve their goals and be actively involved in the learning process particularly in the context of English for Specific Purposes (ESP). As a response to this, teachers are urged to adopt the methods that are up-to-date which will allow them to prepare and design tasks and materials that fit the context and meet the students' expectations and needs. The present paper tackles the topic of team teaching between general language teachers and subject specialists in ESP courses. Particularly, it focuses on ESP teachers' perceptions and views toward team teaching and the possibility of implementing this method in their business English courses at the faculty of Economic Sciences, Commerce and Management at the University of Ghardaia.

## **2.- Teachers' Perception**

Teaching is complex dynamic process in which many factors overlap to shape the quality of this teaching. Teachers bring their knowledge, beliefs, attitudes and visions and consciously or subconsciously affect their instructional practices. Teachers develop their own solutions based on their personal perceptions of the circumstances. Moreover, teacher's perception is linked to belief, attitude, and knowledge (Golombek, 2009). It can be inferred that perceptions refer to individual knowledge and beliefs about a particular matter.

Farrell & Bennis (2013) proved that exploring language teachers' perception is significant to clarify how the teachers implement their perception in the classroom practices and on the basis of that perception they choose which instructional practices and methods they use. Further, in the area of teaching English for Specific Purposes, a lot of factors interfere to shape teachers' perceptions and views mainly the nature of the content field, students motivation and their apathy, working conditions and resources, relationships with other colleagues and subject specialists (Mansour, 2006). For the purpose of this study, perceptions are seen as the knowledge and the views ESP teachers hold on team teaching and how they perceive it and the possibility of implementing it in their courses.

## **3. – Team teaching**

Team teaching has been tackled by many scholars and in different education levels. One can find various terms related to the shared responsibility and the delivery of instruction in classrooms: collaborative teaching, team teaching, co-teaching, cooperative teaching. These terms are used as synonyms to describe pedagogical framework based on interaction of two or a group of teachers aimed at increased efficiency of teaching (Arkhipova, et al, 2015: 151).

Generally, team teaching is defined as a mode of instruction where two or more educators take responsibility for planning, implementing and assessing teaching and learning in one classroom, sharing and pursuing specific objectives although each teacher's level of participation may vary depending on their agreed terms (Mewald, 2014: 7).

Research has confirmed that teachers who work collaboratively have the opportunity to exchange ideas and instructional methods to enhance their performance in the classroom. Goddard and Goddard (2010) stated that teachers are professionals and possess unique knowledge about their students and how they learn. When effective team teaching occurs, teachers' knowledge and experience are diffused and instruction is enhanced (cited in Burton, 2015: 3). Obviously, it offers various advantages over traditional single-teacher method, promoting teamwork and communication between teachers.

Gayton (2010 cited in Arkhipova, et al, 2015:151) indicates that team teaching has positive effect on students' learning experience, providing the development of dynamic and interactive learning environments and critical interdisciplinary thinking. Moreover, Shibley (2006 cited in Arkhipova, et al, 2015) demonstrates in his study that students are not the only ones who benefit from collaborative team teaching. It also gives teachers the opportunity to learn from each other about content and teaching to introduce updates to educational programs to improve the quality of teaching. According to Burton (2015: 5), teachers who are busy with daily tasks, having little resources and *"pressure to demonstrate instructional competency may not find time to collaborate with others. To save time, collaborative practices have been reduced to sharing information on computers and paper copies"*. This means that effective team teaching method takes time to develop and implement.

### **3.1. - Team Teaching in ESP Courses**

There has been a growing need to use English language in many specific and professional areas. For this reason, teaching English for Specific Purposes is of paramount importance in all educational

contexts. It is defined as a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners (Besharati and Mazdayasna, 2017: 41). Despite the evolution of ESP, many issues as ESP teacher training and teaching methodology remain unanswered. The query of who should teach ESP courses is at the top of these issues. As Anthony (2007: 1) states that there is *"a still unresolved discussion on whether the language teacher should be an expert in the target subject of class"*.

Unfortunately, there is a scarcity of ESP practitioners as there is no concept of establishing training institutes which can produce professional practitioners able to deal with students' needs and wants, selection and grading of content, planning courses and assessing students' level (Abdulaziz, et al, 2012). As result to this lag, general English language teachers are hired by institutions and universities to teach ESP courses, as it is the case of business English in this study. The majority of these teachers are not trained to teach specialized ESP courses, struggling with different challenges related to syllabus, students and methodology

### **3.1.1- Benefits and Challenges of Team Teaching in ESP Courses**

One of the solutions to the problem of who should teach ESP courses, usually mentioned in the literature, is to implement a team teaching approach, whereby the English language teacher collaborates with the subject specialist in setting goals, selecting suitable materials and even teaching classes together (Dudley-Evans and St John, 1998). True team teaching involves ESP teacher and the subject specialist co-operating fully throughout the course, delivering instruction simultaneously in the same classroom (ibid).

Team teaching in ESP courses proved its effectiveness despite many challenges. It serves as a tool for professional development, resulting in a more positive climate, job satisfaction and higher student achievement (Flowers, et al, 1999). Moreover, it requires

sustainable collaboration and ongoing communication, sharing responsibilities and setting goals which are the tasks ESP teachers have not been trained to (ibid). Thus, it can be noted that team teaching is challenging and it needs complex and dynamic process that require the commitment of the participants in it (general language teacher and subject specialist).

In a nutshell, although a lot of studies investigate the nature of team teaching, still there is no concrete practical data on how team teaching should be implemented in ESP courses providing practical effective techniques

#### **4.- Methodology**

This is an exploratory study. It seeks to highlight the different perceptions and views ESP teachers hold towards team teaching and the possibility of implementing this method in business English courses. Quantitative and qualitative interpretative techniques are used to glean and analyze the data.

##### **4.1.- The Purpose of the Study**

The purpose of this study is to explore and examine the different perceptions ESP teachers have toward team teaching and to what extent they are apt to implement this method in their business English courses at the University of Ghardaia. The research seeks to investigate what teachers believe and perceive being important and effective in the implementation. It also aims to shed light on the barriers which stand against the inception of this innovative teaching method. Thus, the research question which fuels this study is:

How do ESP teachers perceive team teaching and to what extent are they apt to adopt this method in their business English courses?

## **4.2.- The Participants**

The participants selected for this study were 12 ESP teachers of business English courses at the Faculty of Economic Sciences, Commerce and Management at the University of Ghardaia. They range from experienced teachers to novice ones. These ESP teachers are 8 general English language teachers and 4 subject specialists. The English language teachers are part-time teachers and the subject specialists are PhD holders and PhD students of marketing and economy. The participants are heterogeneous: general language teachers and subject specialist teaching business English. This can diversify the visions, perceptions and the views. Thus, the topic will be discussed from versatile perspectives.

## **4.3.- Research Instruments:**

Two instruments were used in this study: group discussion and a questionnaire. At the beginning of the second term (January, 2019), participants were invited to a group discussion (focus group discussion) to discuss issues related to ESP teaching. On the basis of the results of this discussion, a questionnaire was designed later and distributed to all the ESP teachers at the faculty of Economic Sciences, Commerce and Management Sciences.

### **4.3.1.- Group Discussion**

Group discussion, or focused groups as some experts call it, is used in studies where participants can express multiple perspectives on a given topic such as the implementation of a given policy (Glesne, 2011: 130). A focus group can also be a valuable instrument whereby participants selected for the research work as agents to assist in creating the research design (ibid: 131). Group interaction helps participants consider their views and knowledge related to the investigated issue. The researcher's role is a moderator and monitor who directs the discussion ensuring that all the items are addressed.

For the purpose of this study, the researcher finds it necessary to meet ESP teachers of business English at the faculty of Economic Sciences, Commerce and Management at the University of Ghardaia. The researcher sends an invitation letter to them to kindly attend an open space discussion about business English and the difficulties they face in teaching such specialized course.

#### **4.2.2.- The Administration of the Questionnaire**

For the purpose of this study, a questionnaire was designed to investigate the teachers' perceptions and views towards team teaching and the possibility of implementing this method in their business English courses. Thus, in second and foreign languages research, questionnaires *"are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts"* (Seliger and Shohamy, 2011: 172). Despite the small number of participants, the questionnaire was the best choice for gathering data since it is less expensive to administer than other research tools such as interviews (ibid) which the researcher finds difficult in administering them especially that she has already conducted a group discussion with the participants.

The questionnaire is composed of two parts: background information and teachers' perceptions and views towards team teaching and the possibility of its implementation. Because the respondents are not homogenous, the questions are carefully worded to avoid any mismatch or ambiguity. It consists of a variety of question types: yes/ no, open-ended questions and rating scale ones. These types are appropriate since they address the theme of this research. The questionnaire was conducted during the second semester of the academic year 2018/2019.



## **4.4. – Analysis of Data**

### **4.4.1. – Group discussion Analysis**

The researcher had the opportunity to meet ESP teachers who teach business English at the faculty. The discussion was conducted at the beginning of the second semester (January, 2019). Ten out of twelve attended and it lasted one hour and a half.

1- How do you find teaching business English?

The majority of the ESP teachers mentioned that it is different from General English teaching or subject content as for the case of subject specialists teaching business English courses. The difference lies in the "what", i.e. content, and the "who" students. General English teachers added that teaching business English is challenging for them and they considered students' demotivation, negative attitudes and content selection as the main difficulties. On the other hand, subject specialists found it interesting to teach business English as a new experience for them to maintain and improve their English level. They identified students' low level and time constraints as the main hurdles.

2- Do you take into consideration the students' needs and wants?

Teachers claimed that it is impossible to cover the needs and the wants of students in one hour and a half per week. Only few of them said that they tried to focus on reading comprehension since students need to read published articles in English that they need in their studies. Others mentioned that they reinforced business vocabulary.

3- Which methods do you follow in your teaching? And are you liable to change and adopt new methods?

Some teachers stated that they tried to integrate listening to videos about customers, companies, banking and so on. They indicated that they sometimes shifted to writing focusing on CVs, cover letters and emails. Others said that they stuck to some textbooks which include texts and questions about the text to improve students' reading comprehension. This means that teachers rely on traditional methods.

The majority of the ESP teachers claimed that they are liable to change and adopt new methods especially if this change is supported by the managerial staff.

- 4- Are you familiar with team teaching as one of the main methods to teach ESP courses?

General English teachers stated that they are familiar with the concept that is not only used in ESP, but also in other contexts of teaching and learning particularly in foreign languages when a native-speaker teacher collaborates with a non-native speaker teacher. They also noted that it may yield good outcomes if it is adopted by universities to raise the quality of teaching. However, subject specialists said that they meet the term when they started teaching business English courses and looking for information about ESP. They also mentioned that as subject specialists they may get benefits in improving their linguistic knowledge and students can also benefit a lot.

After discussions, it seems that ESP teachers follow their own ways in teaching business English. They share some common views regarding the difficulties and differ in the teaching styles. The interaction also reflected some of the perspectives they have towards changes and team teaching. For this reason, the questionnaire was administered to know more about their perceptions towards team teaching and the possibility of implementing this method in their courses.

#### **4.4.2. – The Analysis of the Questionnaire**

After gathering the responses of the teachers, the researcher started analyzing and interpreting the results obtained. Tabulations and charts were used to describe the results.

**Section One: Background Information:** This section includes personal and professional information of the respondents.

**Question One: What is your degree? Which specialty?**

	Participants	Major
A	3	Bachelor degree in English
B	5	Master degree in English
C	2	PhD students in marketing and economy
D	2	PhD holders in Marketing and banking and finance

**Table 1:** Teachers' degree

This table (1) shows that the majority of ESP teachers at the faculty of Economic Sciences, Commerce and Management are English language Master holders whereas 3 have a Bachelor degree in English. The results also reveal that PhD holders are subject specialist in their fields: Marketing and Banking and Finance. It is not strange that some subject specialists master English because they studied abroad. They took the initiative to teach business English courses because they want to use their knowledge and have a new experience. The two other PhD students, specialized in Marketing and Economy, are voluntarily teachers who master English as well and work as English teachers in the faculty.

**Question Two: How long have you been teaching business English?**

Years	Participants	Percentage
My first year	2	16.66 %
2 years	4	33.33%
3 years	5	41.66%
4 years	1	8.33%

**Table 2:** Teachers' experience in teaching business English

The above table (2) demonstrates that (16.66%) of the teachers are novice. They do not have any experience in dealing with business English content. (33.33% ) of them have been teaching business English for 2 years whereas (41.66%) have an experience of 3 years and only one teacher (8.33%) got an experience of 4 years in teaching business English. The results reflect the different levels of experiences of these ESP teachers.

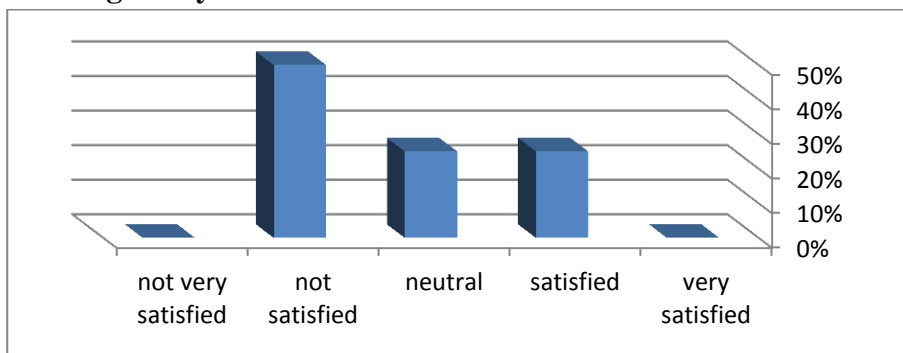
**Question Three: Have you received any training to teach business English courses?**

	Percentage
Yes	0%
No	100%

**Table 3:** Teachers' training to teach business English courses

The results, in table (3), reveal that all the ESP teachers at the faculty did not receive any kind of training to teach business English courses. This makes their task challenging in terms of what to teach and how to teach, i.e. content and methodology. ESP teachers are, generally, teachers of English for General Purposes and their switch to the ESP field is all abruptly sudden (Strevens, 1997 cited in Maletina et al, 2015: 557).

**Question Four: To what extent are you satisfied with your teaching? Why?**

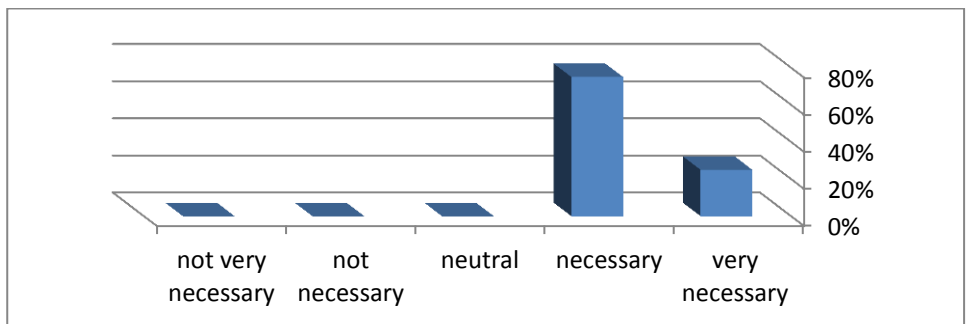


**Graph 1: ESP teachers' satisfaction**

The above graph (1) shows that half of the participants (50% ) are not satisfied with their teaching. It may imply that they will look for other alternatives to improve their teaching practices and methods. (25%) of them admitted that they are satisfied about their teaching. Such a result may reflect the self-satisfaction these teachers reached due to their commitment and enthusiasm. However, the remaining teachers' stances (25%) were neutral.

**Section Two: Teachers' Perceptions toward Team Teaching and the Possibility of its Implementation**

**Question Five: Do you think that common personal qualities like trust and mutual respect between teachers are necessary for any type of collaboration? Why?**



**Graph 2:**The necessity of personal qualities on teachers' collaboration

Most teachers (75%) stated that personal qualities like trust and mutual respect are necessary for the success of any collaboration between teachers. (25% ) of them went further emphasizing the necessity indicating that they are "very necessary". For the success of collaboration, Stewart (2018) noted that it should be based on good interpersonal relations. Enthusiasm and positive attitudes that the partners show are the key for the success of any team work.

**Question Six: Are you ready to cooperate with other teachers? Why?**

	Percentage
Yes	66.66%
No	33.33%

**Table 4:** Teachers' aptitude to cooperate with other teachers

As the table (4) illustrates, (66.66%) of the participants showed their aptitude to cooperate with other teachers. It means that they are open to share and exchange ideas and techniques related to teaching generally and business English particularly. However, (33.33%) expressed their refusal to cooperation with other teachers. The reasons behind this refusal may vary from individual personal qualities to teacher's desire to build his own teaching autonomy.

**Question Seven: Do you think that the presence of the subject specialist with the English language teacher in the classroom together to deliver lessons will affect students' attitudes towards business English courses? Why?**

	Percentage
Yes	100%
No	0%

**Table 5:** Team teaching can change the attitudes of students

All the respondents (100%) admitted that the presence of both English language teacher and subject specialist in delivering lessons together in the classroom will affect students' attitudes positively. General language teachers stated that students consider these ESP courses 'heavy-burden'. When students experience the inception of this

approach, their awareness towards the necessity of learning English will be boosted. Therefore, their motivation will be increased to learn English and the content transmitted in English. Besharati (2013) noted that team-teaching approach increases ESP students' motivation and enables them to learn a language through variations in language input.

**Question Eight: Do you think that the implementation of team teaching in business English courses will solve teaching and learning problems? How?**

	Percentage
Yes	83.33%
No	16.66%

**Table 6:** Team teaching implementation will solve teaching and learning problems.

As the table (6) demonstrates, most of the participants (83.33%) believed in the advantages of implementing team teaching in business English courses. They stated that the collaboration between the general language teacher and the subject specialist can help them in many ways. Neither of them can accomplish the teaching tasks appropriately and solely due to many reasons mainly: time constraints, students' demotivation, the absence of the syllabus and difficulties in assessing students. General English language teachers went further admitting their struggles in specifying the content to teach and the skills to emphasize in order to help students match their needs and promote their professional knowledge.

In addition, subject specialists mentioned that working with English language teachers can help them improve their proficiency, set diagnostic tests for the students to identify and reinforce their linguistic and communicative needs. In this sense, the subject specialist can help the ESP teacher to learn more about the learners'

target situation, whereas the ESP teacher can make the subject specialists more aware of the language problems that learners encounter (Hutchinson and waters, 1987). However, only (16.66%) claimed that the implementation of team teaching will not solve teaching and learning problems especially if one of the teachers is looking for a leadership role imposing only his style. This will cause conflicts between them. Thus, neither they nor the students can get benefits.

**Question Nine: Do you see that the administrative circumstances are ready to implement team teaching in business English courses? Why?**

	Percentage
Yes	83.33%
No	16.66%

**Table 7:** The readiness of the administrative conditions to implement team teaching in business English courses

The results reveal that the majority (83.33%) of the teachers agreed that the administrative circumstances are not yet ready for the inception of this method. They considered the low priority given to business English courses in scheduling, the low status given to General English teachers since they are only part-time teachers in addition to the absence of laboratories which are the main barriers against the implementation. However, only 16.66% of the participants stated that the administrative condition is ready to support this implementation stating that they can use their own means and the administration is required only to provide rooms.



**Question Ten: Do you think that implementing team teaching in business English courses may affect your autonomy? Why?**

	Percentage
Yes	25%
No	75%

**Table 8:** The influence of team teaching on teachers' autonomy

Most of the teachers (75%) stated that implementing team teaching in business English courses will not affect their autonomy. Such a belief is based on teachers' promotion for exchange and professional communication especially that each ESP teacher (either be general language teacher or subject specialist) needs a partner to collaborate with. On the other hand, only 25% agreed that such an implementation may affect their autonomy. They claimed that they are afraid of losing their self-control and self-dependency particularly if their partner imposes his own visions of teaching and styles on the design of the course.

**Question Eleven: Will you feel comfortable to plan, organize and deliver lessons together with a partner? (English language teacher with subject specialist) Why?**

	Percentage
Yes	66.66%
No	33.33%

**Table 9:** ESP teachers' views if they plan, organize and deliver lessons with partners

The table (9) shows that (66.66%) of the participants will be comfortable in planning, organizing and delivering courses with a partner. They stated that teaching would be easy in accomplishing all the designed tasks and activities. They indicated that it is just a matter of time and they get used to this new method. However, the remaining respondents (33.33%) answered with 'No'. They claimed that they are untrained to use this innovative method and they fear of the domination of one teacher over the other.

**Question Twelve: Do you think that the implementation of team teaching will foster the professional development of the general English teacher and the subject specialists? Why?**

	Percentage
Yes	83.33%
No	16.66%

**Table 10:**The effect of team teaching on fostering professional development

The majority of the participants (83.33%) maintained that team teaching will foster their professional development. Sharing knowledge and experiences, discussing teaching practices and methods, keeping up to date with new theories and trends are all seen as factors that foster professional development especially for novice teachers who need to widen their knowledge. The remaining teachers (16.66%) disagreed with this view. Their argument was that partnership is not always successful. They stated that any personal problem, mismatch in personality or different visions of teaching will not contribute to any professional development. On the contrary, it will lead to more tension and struggle.

**Question Thirteen: Do you think that team teaching is an intervention strategy that improves students level and proficiency? Why?**

	Percentage
Yes	100%
No	0%

**Table 11:** Team teaching improves students' level and proficiency

As presented in the above table (11), all the respondents (100%) stated that students will benefit from the implementation of team teaching in business English courses. The teachers stated that they will have more opportunities to raise students' proficiency especially that they have a partner to collaborate with. They indicated that general English teachers will focus on activities which improve the language skills mainly reading and writing since students need to read the published literature in their field and write abstracts. Subject specialists as well focus on reinforcing the content knowledge and technical vocabulary.

**Question Fourteen: Do you think that the implementation of team teaching may create confusion in roles and responsibilities? Why?**

	Percentage
Yes	33.33%
No	66.66%

**Table 12:** The implementation of team teaching may create confusion in roles and responsibilities

Only a small proportion (33.33%) claimed that the implementation of team teaching may create confusion in roles and responsibilities. The fact that roles and responsibilities are not well-defined in team teaching may cause a lot of discrepancies between the subject specialist and the general language teacher. For this reason, there should be a clear methodology from the beginning. On the other hand, (66.33%) of the participants stated that this implementation may not create any confusion in roles. They indicated that the partners should consent on a specific plan to follow, discussing the role of each teacher in order to avoid any misunderstanding.

**Question Fifteen: Do you think there should be a special training for the general English teacher and the subject specialist before the implementation of team teaching? Why?**

	Percentage
Yes	100%
No	0%

**Table 13:** The necessity of training before implementing team teaching

The results showed that all the participants (100%) agreed about the need of a special training for the general English teacher and the subject specialist before the implementation of team teaching in business English courses. This coaching can clarify all the issues related to team teaching, especially if the faculty of Economic Sciences, Commerce and Management is looking for innovation and leadership. The administrative and managerial staff is obliged to reconsider the situation of business English particularly that subject specialists themselves urge students to learn English. According to literature, the best references are published in English.

## 5. – Discussion and Analysis

The results of the questionnaire reveal the different profiles of ESP teachers ranging from novice to experienced ones. All of them did not receive any kind of training. The diversity in the general English teachers and subject specialists' profiles makes the perceptions and views towards team teaching and the possibility of its implementation somehow different, though some points are common between them.

Any kind of collaboration should be based on trust and mutual respect. Thus, personal qualities and positive attitudes are very important for the teachers to be enrolled in any partnership. The majority of them (66.66%) showed their readiness to have a partner to work with. They believed that teachers should be open to exchange and share knowledge. There is a total unanimity that the inception of team teaching will affect students' attitudes positively. Many studies proved that this method raises the awareness of ESP students about the necessity of learning English, hence increasing their motivation and interest (Maletina et al, 2015).

Most teachers (83.33%) of business English courses indicated that the adoption of this method can solve many teaching and learning queries, asserting that being a pair will facilitate the teaching task, subsequently, students' learning will be improved. Obviously, two visions are better than one, particularly if it is supported and initiated by the managerial and administrative staff by giving high status to business English courses in scheduling and to general English teachers who represent 70% of the total ESP teachers at the faculty.

A large proportion (83.33%) of the ESP teachers are aware that raising their professional development can be fueled by implementing team teaching in their business English courses. The frequent exchange of ideas, knowledge and methods between the subject specialists and the English teacher contributes to enrich their teaching profile especially if one of the partners is novice.

All the participants (100%) called for a special training before the implementation of team teaching if the aim is to obtain fruitful results in terms of improving the students level and fostering teacher's professional development. Such coaching can clarify the visions and give more instructions about team teaching and its implementation to fend off any possible perplexity in roles and expectations.

In a nutshell, on the basis of the questionnaire's results analysis, the majority (more than 60%) of ESP teachers at the faculty of Economic Sciences, commerce and Management consider that the implementation of team teaching will be advantageous in business English courses. The majority perceive the usefulness of this method on teachers and on students.

## **6. – Conclusion**

This exploratory study examined the views and perceptions of ESP teachers toward team teaching and the possibility of implementing this method in business English courses. It analyzed their opinions and perceptions regarding the method and whether they are for or against its adoption in their courses. The teachers reported the challenges and difficulties they encounter in their teaching. The majority of them indicated their aptitude to adopt team teaching approach particularly if the managerial and administrative staff support and embrace this method by providing trainings to general English teachers and subject specialists to avoid any confusion in roles.

This research may provide insights and data on the implementation of team teaching. The main implication is that team teaching becomes a necessity for the efficiency of not only business English courses but all ESP courses, so it should be implemented to find the appropriate answer to who should teach ESP courses. Further studies can measure the ESP teachers' attitudes after the implementation and compare them with the pre-conceived perceptions to know if they have changed after experiencing and adopting the method or they remained the same. If they change, the focus will be on the factors that cause such a change.

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