

As it was mentioned in the first chapter of this study, ESP courses are still immature in our country. They are not based on a well-defined theory of ESP and it is not clear how different they are from GE courses. Moreover, textbooks are naively prepared only as a selection of some technical texts plus several practices. Studies like the present one are particularly intended to bring to the attention of these ESP practitioners some latest views and findings about the 'what' and 'how' of ESP.

The findings of this study implies that course designers and material developers should give up their old tradition of 'being just specific to teach specific' and that they can accommodate more GE especially at earlier stages. They may define a threshold level of GE upon which an ESP course could be built.

9. References

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