

A Comparative Study of the Impact of Reading Comprehension and Conversation Practices on Iranian B.A. ESP Learners' Knowledge of Accounting Terminology

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This study was intended to investigate the impact of reading comprehension and conversation practices on Iranian B.A. ESP learners' knowledge of accounting terminology. To gain this goal, 80 learners between the ages of 18 to 30, were ed out of 100 participants, according to their performance on QPT. The participants were randomly assigned to the treatment and control groups. Each group consisted of 40 participants. A terminology pretest was administered to all participants. The aim of the pretest was to assess the participants' terminology knowledge before the treatment. The experimental group received treatment which was practicing the new terminologies with conversation practices, and in the control group, new terminologies were presented and practiced through traditional method of reading comprehension practices. In the end, a terminology posttest was administered to both groups. The analysis of the collected data revealed that using new terminologies in conversation helped students learn terminologies more efficiently, and they were able to learn vocabulary items and terminologies more easily compared to the control group. The findings can have implications in preparing materials, teaching/learning foreign languages, and designing syllabus in ESP.

Keywords : reading comprehension practices, conversation practices, Iranian B.A. ESP learners'

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