

**The Important Language Skills ESP Master Students of
Engineering Need at the College of Engineering,
University of Basrah**

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Abstract:

The present study tries to focus on the importance of language skills for the postgraduate students of engineering. They are supposed to use English in writing, speaking and searching procedures during and after completing their study. A (NA) was conducted to find out the language skills those students need to improve during the ESP course. The researcher here gives certain recommendations according to the results of the questionnaire.

Keywords: needs analysis, Language skills. ESP courses, Academic speaking abilities.

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المهارات اللغوية (اللغة الانكليزية لغير الاختصاص) التي يحتاجها طلبة
الدراسات العليا (الماجستير في كلية الهندسة / جامعة البصرة)

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المستخلص:

تهدف الدراسة الحالية إلى التركيز على أهمية التمكن من الاستفادة من مادة اللغة الانكليزية لغير الاختصاص التي تدرس خلال السنة التحضيرية لطلبة الدراسات العليا (الماجستير) . إن التمكن من بعض مهارات اللغة الانكليزية تسهم وبشكل فاعل في تحسين قدرتهم على التحدث والبحث والكتابة. استخدمت الباحثة استبيان وزع على الطلبة استطاعت من خلاله الحصول على بعض النتائج التي استفادت منها في وضع بعض المقترحات التي تسهم في تحسين مستوى الطالب فيما يخص اللغة الانكليزية التي تشكل عقبة لكثير من طلبة الدراسات العليا من غير ذوي الاختصاص.

الكلمات المفتاحية: استبيان ، مهارات اللغة ، مواد اللغة الإنكليزية لغير الاختصاص ، مهارات التكلم الاكاديمية.

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1. Introduction

The present research studies the language skills needed by postgraduate master students of engineering studying an ESP course. Postgraduate engineers need to possess an adequate level of mastery over the English language. Their specialization demands this skill to be able to read their texts, which are most of the time in English. They are also tested in English. In brief, English language communication and professional skills are required because there is an excessive use of this language in their profession. The language of their theses is sometimes English and they use the internet as a source of information. Therefore, they are in need of learning English for engineering. "Surveys conducted among graduates show that while graduates of technical universities are well equipped in terms of theoretical knowledge and computer skills, their language communication skills lack behind"(Malikova, 2003:12).

However, the study aims to focus on the importance of the basic language skills the master students of engineering need to professionally communicate and succeed in their specialization; some of them plan to be university teachers. The following section investigates the important language skills students need to improve in their study.

2. The Important Professional Language and Communication Skills

Postgraduate students of engineering are required to pass an ESP course. This course should be designed to develop communicative language and professional skills of students in addition to a number of study skills that are of vital importance to their profession. Ostler

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(1980:501) reports, "engineering students are in need of improving their academic speaking abilities more than any other skills". By academic speaking abilities, he means "aspects of preparing and giving talks and preparing for participation in panel discussions". Shen (2003:1) claims that postgraduate students must succeed in this course and come out of it with about 6,000 words and an ability to communicate effectively in English, nevertheless, the reality differs. It is also important to develop the communicative language skills, since mastering a foreign language is an essential requirement in the global world.

According to Malikova, (2003: 1) technical universities consider language teaching as a supplementary course among the courses they give. Nevertheless, with the expansion of the labor market, the students must possess many skills, including language mastery and the ability to communicate easily and professionally with their colleagues and other people. Malikova (2003: 3) also asserts that despite the fact that students of engineering master the "terminology of electrical engineering and information technology---; they are able to understand technical texts" but they need to learn how to communicate in English.

Modak (2007:746) affirms "what science and engineering students lack is the ability to present their ideas in coherent manner in the correct sequence so that the out put is clear and comprehensive to the readers." This is due to the poor language and presentation skills. Modak (2007:48) continues to point out that the writing skills are essential and that the postgraduates may perform well as far as their specialization is concerned, but they lack the ability to write and present writing to others. So, they normally won't convince people with what they write." Such skills if taught as part of college education will

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help every one, the scientists, and the organization they work for"(Modak, 2007: 748).

In a study conducted by Shin (2008:53) on postgraduate engineering students studying ESP, he develops an NA (needs analysis) questionnaire and makes several interviews with PhD and master students. He reports that engineering postgraduates must master all language skills. Being unable to master one of the four skills (speaking, writing, reading and listening), the postgraduate engineer may face serious problems in his academic performance. Shin (2008:53) states that "the demands upon PhD students for oral presentations of their ideas were quite remarkable and almost as important as writing papers. Those demands are greater than in humanities or social sciences."

English for academic purposes (EAP) which is a branch of ESP courses is taught to enhance students' speaking abilities and professional language skills. Postgraduate engineers in particular need to improve these skills to participate in tutorials and seminars, to ask questions in lectures, to give oral presentations, to verbalize data and give oral instructions in seminars and laboratories (Rahman et al, 2008:11). Moreover, Shin (2008:55) argues that unlike undergraduates, postgraduate engineers need to discuss and argue with their lecturers in their own words, for they are usually expected to make experiments or fieldwork, and they have to use their own words and the mentioned professional language skills to discuss what they did. Shin (2008: 54) adds that postgraduates need the four language skills since they are going to write theses. Reading is considered as a precedent activity, listening and speaking are important to discuss with colleagues and lecturers, and writing then for assessment.

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Rahman et al (2008:39) conduct a questionnaire on postgraduate students of three faculties (science and technology, engineering, and information science and technology). They find that these four language areas are very important for improving their language needs. Normally, technical postgraduates studying ESP courses need English during their study excessively due to the nature of their study that requires an ability to handle conversations and a mastery over their technical language. "To be a proper engineer in the global community, students should be equipped both with general communication skills as well as specific literacy for engineering--- they may require flexible combinations of both general and specific skills within the continual of EAP programs"(Shin, 2008: 55).

Rahman et al (2008:40) state that postgraduate science and technology, and engineering students, studying ESP need to improve certain language skills during their study to perform well in their specialization; these are oral presentations in seminars, speaking with supervisors and lecturers in academic discussions, and in groups. Melles (2009:7) points that engineering students studying ESP face problems related to the management of multiple references and the formation of research questions.

Speaking, listening, reading and writing are important language skills required to make any communication successful. Speaking and listening are the most important skills used inside the classroom." These skills are also logical instructional starting points when learners have low literacy points (in English)" (Florez, 1999:1).According to the American council for the teaching of foreign languages, and in their book "ACTFL Guidelines"(1983:1-5) the four language skills and the micro skills that are involved in them can be summarized as follows:

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Speaking is a productive skill and is a complex skill that is of three types; interactive, partially interactive, and non-interactive. The interactive speaking is the type of speaking used in face-to-face dialogues where we have the chance to listen and ask for clarification or repeating the information said and it is what we are most concerned with in this study. However, the speaker must possess certain micro skill to be successful in transmitting the information to the listeners. These include knowing how to pronounce the distinctive sounds of English and the intonation patterns of English so that the listeners can understand. Another skill includes the use of the correct forms and structures of words, distinguish the main and supporting ideas during his or her discussion of certain topic, and to use the appropriate vocabulary to context he uses (ACTEFL, 1983:2-3).

Listening comprehension is the receptive skill in the spoken form. It simply means understanding what the others say. There are two kinds of listening: interactive and non-interactive listening. Interactive listening occurs in authentic dialogues, and non-interactive listening happens when listening to the radios, sermons or TV. The listener has to perform micro skills in order to be a successful listener. The listener has to maintain the information in his memory, to distinguish the sounds of the English he is listening to, to know the word boundaries stress, rhythm, and intonation patterns. In addition, the listener has to figure the main ideas and topics, to detect the sentence constituents and to recognize the key words and vocabulary (ACTFL, 1983:1).

Reading is a receptive skill in the written form that develops separately from the other skills but at the same time with them. This skill helps to develop vocabulary and listening comprehension. The micro skills that are concerned in this skill are the ability to recognize

and figure key words, new vocabulary, main ideas and topics, sentence constituents, and the ability to make inferences. Writing is a productive skill in the written mode "it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (ACTFL, 1983:4). Nevertheless, the writer has to perform certain micro skills. He has to use correct vocabulary, suitable style, distinguish main and supporting ideas, and use the accurate tenses, spelling, and punctuation marks. In addition, the writer has to clarify what he believes as not clear to his readers in a simple and a plain way (ACTFL, 1983:4-5).

3. Challenges Experienced by Postgraduate Engineers Studying ESP

Postgraduate engineers studying ESP experience a number of challenges during their study. One of these challenges is the tendency of lecturers to value their level according to their scores in tests (Duan and Gu, 2004:1). According to Duan and Gu (2004:1) "students with high test scores are comparatively poor in actual speaking and writing especially in talking business of their own profession", and this is why they cannot benefit adequately from the English courses.

In a study conducted by Shin (2008:3) on postgraduate engineers studying ESP in Korea, he elaborates that students face challenges because of the 'academic culture' that does not positively "enable the students to present their findings and arguments clearly and logically in seminars and conferences". Some problems and challenges are related to the postgraduates' deficiency in reading ESP texts. The reason might be related to certain metacognitive skills students need to improve (Dieb, 2006:2). According to Dieb (2006:2), these are skimming and scanning. Skimming is reading and previewing texts to find the main

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idea, while scanning is reading quickly for specific details. Postgraduates usually need to read English texts related to their profession during their study in particular; they have to possess the strategies or skills that foster their reading to benefit from what they read. Dieb (2006:2) stresses that it is important for the postgraduate students of ESP to learn these strategies (skimming and scanning) to strengthen students' awareness of what is important to make their language learning successful. She (2006:3) states, "students who identify and solve problems at vocabulary, clause and text levels are utilizing the metacognitive strategies for reading and they are typically characterized as powerful, strategic and persistent in their learning."

The following section focuses on the postgraduates' expectations from teachers of ESP courses.

4. Expectations from Teachers

ESP teachers of postgraduate engineers are expected to perform certain procedures through which they help their students to improve their communicative skills and expand their abilities to use English engineering texts during their study and profession. Malikova (2003:2-3) recommends that the teachers' use of general topics that are known by all students will help them to participate in discussions because "the students generally have a good knowledge of such subjects, and especially in discussions "(Malikova, 2003:2-3).

Elkilic, Bayrak, and Parlak (2003:60) also recommend the use of science and technical texts that are authentic and shared by all specializations." The good of such courses is to integrate not only the language learning but also the content learning"(Elkilic, Bayrak, and

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Parlak, 2003:60). Consequently, the students will become proficient in their fields and their use of English will be purposeful.

Borecka (2003:5) agrees with the above writers to use authentic texts that are shared by all postgraduate engineering specializations so that students can learn, discuss, benefit, and use the language effectively. In addition, he stresses that the course should be regularly updated and the teacher should use texts that suite the changes in the global society. Abdul Raof and Yusof (2006:4) assert that the ESP teacher works as a consultant person to learners in matters related to the language. "It is important that the ESP instructor being a language expert does not take upon himself to teach the content of engineering"(Abdul Raof and Yusof, 2006:4). The teacher must aim at helping his students to use the language freely and in their academic contexts.

According to Hui (2007:2), the teacher can preferably use general science, technical texts that are published in English since the students of the postgraduate engineering course are from different specializations, and it is hard to concentrate on teaching all these specializations. Hui (2007:2) states that "when selecting the material, try to choose the subject-related practical one which would arouse the interests of the students and meet their needs, and avoid using long, dull and highly specialized texts." Hui (2007:2) also stresses that students' centered discussions are highly recommended because the students will be able to discuss their views and share their opinions with other students. Rayan and Shetty (2008:4) maintain that, "teachers of English have a responsibility to help their students in overcoming their fears about communicating and to assist students in developing more positive perceptions of communication activities."

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At this point, the researcher finds it suitable to move to the tool through which the ESP teachers can help their postgraduate engineers achieve their goals and progress in this course to be professional language users who can communicate effectively and benefit from English in their academic study. The next section deals with needs analysis and its importance to the development of any course design or its role in achieving the goals of learners of ESP.

5. The Importance of NA to ESP courses:

ESP courses and engineering courses in particular require an ongoing renewing in their material and design to suit the changing needs of learners. The use of needs analysis questionnaires can help the teacher to check the needs, wants, and lacks of students. NA "consists of procedures designed to gather and analyze information about the target language needs of a specific group of learners in an existing or proposed setting so that inferences about curriculum can be drawn and informed discussions can be made"(Amirian and Tavakoli,2009:3).

The NA questionnaire helps the teacher to know the needs and priorities of students participating in the courses, to decide the tools through which they can achieve their goals in the ESP course (Boreka, 2003:2). According to Robinson (1991:3), the importance of NA stems from the fact that ESP courses are limited by a time, during that time certain goals must be achieved. NA questionnaires play a role in forming and designing the course in a way that encompasses the goals and objectives of the course.

Rahman et al (2009:9) state, "the key stage in ESP is needs analysis. NA is the cornerstone of ESP and leads to a much focused course."

The next section deals with the practical side of the study in which an NA questionnaire is conducted by the researcher on postgraduate master engineers at Basra University during the academic year (2008-2009).

6. The Practical Procedure:

6.1 Participants:

(41) Postgraduate engineering students of master degree participate in a questionnaire submitted to them to find out the most important language skills they need to improve or improved during the ESP course. In addition, students are asked about the most important professional communication skills they need to improve. There are (29) male students and (12) female students and they are from different specializations: hydromechanics, electricity, civil engineering, computer engineering, chemical engineering, and material engineering. Their ESP teacher reports that students are given engineering texts composing general information shared by all the students. The teacher focuses on certain grammatical structures needed in their profession and used mostly in the students' study. It should be mentioned that the students study the other courses in English and they are supposed to have a satisfactory level of mastery over English. They are thus supposed to be able to interact and know the English engineering terms adequately. The following is a detailed account of the questionnaire that is given to the students.

6.2 The Questionnaire

The questionnaire in this study is developed by Duan and Gu (2004) and submitted to master student to find their needs, wants and priorities in studying this course in addition to their views about the course

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material. However, the questionnaire is composed of eight questions. These are:

Q1. What do you think is the English ability you need to improve most urgently in your work?

Students have to answer this (wh) question with its proposed answers by yes or no.

A. speaking B. listening C. writing D. reading E. translation
F. examination

Q2. Do you think it is necessary for postgraduate engineers to study English for engineering course? (Yes/no, question)

Q3. Which of your following language abilities is improved through English for engineering teaching course?

The students must point to the proposed answers of this question by either yes or no

A. speaking B. listening C. writing D. reading E. translation F. examination G. Grammar

Q4. Do you think the teaching material in English for engineering course is practical?

A. highly practical B. practical C. not quite practical D. unpractical

Q5. Is English for engineering course difficult or easy to you?

A. very difficult B. difficult C. moderate D. easy E. very easy

Q6. Do you think that your ability of professional communication in English has been improved by taking the English for engineering course?

A. greatly improved B. improved C. not significantly improved D. not improved

Q7. What do you think is the ability of professional communication you need to improve most urgently in your work?

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The students point to all the following suggested answers by either yes or no.

A. oral communication B. English abstract writing C. technical term explanation D. document reading and retrieving E. experimental description F. document editing and designing G. technical translation H. discourse analysis and appreciation

Q8. Which of your following abilities has been improved through your study of English for engineering course?

The students must point to the proposed answers to this question by yes or no.

A. oral communication B. English abstract writing C. technical term explanation D. document reading and retrieving E. experimental description F. document editing and designing G. technical translation H. discourse analysis and appreciation

The results of the questionnaire are shown in the following tables; every table gives the results of one question in range.

7. Results and Discussions

Table (1) gives the answers to question (1):

What do you think is the English ability you need to improve most urgently in your work?

Table (1):

No.	Choice	Yes		No	
		Number	%	Number	%
A	speaking	35	85.36	6	14.63
B	listening	29	70.73	12	29.26
C	writing	25	60.97	16	39.02
D	reading	33	80.48	8	19.52
E	translation	30	73.17	11	26.82
F	Examination	16	39.02	25	60.97

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Students' answers reveal that they need the speaking ability very urgently. (35) Students, composing (85.36%) chose the speaking ability while reading is the second skill they need urgently to improve (80.48%). The third choice is translation (73.17%). Listening is the fourth skill students need to improve (70.73%). The choice of the students of these four skills reveals that they need to improve their performance in speaking because they are supposed to use English in all the courses they study. Moreover, they have to master this skill to be able to discuss, present oral seminars, debate, and express their views freely without being reluctant of using the language, which may hinder their overall performance if they are not ready to handle these courses. Reading comes in the second level of students' urgent needs because they have to read many texts and prepare for the courses they study. Naturally, the mastery over the reading skill, including knowing how to skim or scan is important especially in their postgraduate study. Translation comes at the third level, because students come across many texts written in English and need to improve their language and this skill in particular to make use of the texts they read if certain terms are not understood. Finally, listening is at the fourth stage because they need it to attend lectures and listening is important to understand what their tutors say. However, they chose writing at the fifth stage of their urgent need although writing is very important skill to write reports and most of the times their research papers and theses.

Table (2) gives an account of what postgraduate engineers think about the importance of the course.

Q2. Do you think it is necessary for postgraduates to study English for engineering course?

Table (2):

Q	Yes		No	
	No.	%	No.	%
Do you think it is necessary for the post graduates to study English for engineering course?	40	97.58	1	2.43

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Clearly, postgraduate master engineering students (40) constituting (97.56%) think it is necessary to study an ESP course for engineering. The reason can be their urgent need to learn English to assist them in their study and foster their progress in their specialization. Moreover, learning this foreign language is important to develop personally and professionally. Students' satisfaction will increase because they know that they need English in their life and future career.

Table (3) shows the results of the third question:

Q3 which of your following language abilities is improved through English for engineering course?

Table (3):

No.	Choice	Yes		No	
		Number	%	Number	%
A	speaking	19	46.34	22	53.65
B	listening	20	48.78	21	51.21
C	writing	23	56.09	18	43.90
D	reading	25	60.97	16	39.02
E	translation	26	63.41	15	36.58
F	examination	15	36.58	26	63.41
G	grammar	28	68.29	13	31.70

(68.29%) Students believe that they improved their skill of performing correct grammatical sentences. At the same time, (63.41%) think that their translation ability is improved. (60.97%) Students agree that they improved their reading ability. Writing received (56.09%) of the students' measures of the skills they improved during the ESP course.

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Unfortunately, the speaking skill that received (85.36%) of the students' urgent skills they need to improve in table (1), now received (46.34%) of the skills improved in this course. As for listening, (51.21%) of the postgraduates think they did not improve this ability. The results clarify that students are not active participants in the ESP lecture. They depend on reading and translation of texts written in English and this is the reason they feel they did not progress in oral communication. Their participation in classroom discussions did not actually occur. On the other hand, they developed the writing, reading and translation skills due to the continual reading and translation of English texts presented in the ESP and other courses presented during their study.

The results of question (4) are given in table (4):

Q4. Do you think the teaching material in English for engineering course is practical?

Table (4):

Number	choice	Number	%
A	highly practical	7	17.07
B	practical	22	53.65
C	not quite practical	7	17.07
D	unpractical	5	12.19

(53.65%) Students think that English for engineering course is practical and (17.07%) of them think it is highly practical. Also, (17.07%) of them think that the course is not quite practical. According to the teacher, students are given a variety of texts that cover the students' specializations in general with certain grammatical structures they usually use in their study, which certainly help the students to benefit from the ESP course.

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Table (5) shows the results of question (5):

Q5. Is English for engineering course difficult or easy for you?

Table (5):

Number	Choice	Number	%
A	very difficult	1	2.43
B	difficult	9	21.95
C	moderate	24	58.53
D	easy	6	14.34
E	very easy	1	2.43

(58.53%) Of students agree that the ESP course for engineering is moderate, while (21.95%) believe it is difficult. On the other hand, (14.34%) students think the course is easy. The results reveal that students need to practice the language and strengthen their language skills. According to their views, more than half of the students find the course not easy, if we consider the moderate level as not easy, and they do need to overcome the obstacles of learning this foreign language since they do not find it easy. Only seven students point that this course is easy or very easy. Nevertheless, those who consider the course moderate may hint that they either need more practice and time devoted to the course or are satisfied of this level and consider themselves as doing fine in the course.

Table (6) shows the results of question (6):

Q6. Do you think your ability of professional communication in English has been improved by taking the English for engineering course?

Table (6):

Number	Choice	Number	%
A	greatly improved	2	4.87
B	improved	16	39.02
C	not significantly improved	10	24.39
D	not improved	13	31.70

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(16) Students composing (39.02%) claim that their ability of professional communication improved throughout the ESP course. Nevertheless, (13) students (31.70%) believe that their ability did not improve. On the other hand, (24.39%) also think that this ability did not significantly improve. However, this gives the impression that they want to have more than one course in ESP in their master study and they still need to improve their professional communication skill through this course.

Table (7) shows the results of question (7):

Q7. Which do you think is the ability of professional communication you need to improve most urgently in your work?

Table (7):

No.	Professional communication abilities	Yes		No	
		Number	%	Number	%
A	oral communication	34	82.92	7	17.07
B	English abstract writing	28	68.29	13	31.70
C	technical term explanation	31	75.60	10	24.39
D	document reading and retrieving	34	82.92	7	17.07
E	experimental description	33	80.48	8	19.51
F	document editing and designing	33	80.48	8	19.51
G	technical translation	27	65.85	14	34.14
H	discourse analysis and appreciation	8	19.51	33	80.48

(34) Students, representing (82.92%) believe that they need to improve their oral communication and document editing and retrieving as professional communication abilities. (80.48%) of the students think that they need to develop their document editing and designing, in addition to their abilities of experimental description. (28) Students

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representing (68.29%) maintain that they need to develop their ability of English abstract writing. Finally, (65.85%) express that they need to improve their technical translation abilities. Here, students stress on their need to improve their speaking skill, and oral communication together with reading, writing, and translation as professional communication abilities.

Table (8) explains the results of question (8):

Q8. Which of your following abilities has been improved through your study of English for engineering course?

Table (8):

No.	Professional communication abilities	Yes		No	
		Number	%	Number	%
A	oral communication	19	46.34	22	53.65
B	English abstract writing	20	48.78	21	51.21
C	technical term explanation	21	51.21	20	48.78
D	document reading and retrieving	19	46.34	22	53.65
E	experimental description	18	43.90	23	56.09
F	document editing and designing	19	46.34	22	53.65
G	technical translation	19	46.34	22	53.65
H	discourse analysis and appreciation	19	46.34	22	53.65

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(21) Students representing (51.21%) think that technical term explanation ability improved during the course. (21) Students believe that their English abstract writing ability improved. While (46.34%) reveal that their oral communication, document reading and retrieving, document editing and designing together with technical translation abilities developed through their study of the English for engineering course, (53.65%) think they did not develop these skills. The English for engineering course is important to the students and can improve their level. Nevertheless, because of the shortage of time of this course they may not adequately benefit from the course.

The following section deals with the recommendations of the researcher.

8. Recommendations

Out of this study, the researcher recommends the following:

1. It is better if the English for engineering course is given more space in the weekly hours. The time allotted for his course can be made three hours weekly instead of two. One hour is devoted to seminars and discussions of specific themes they choose to reinforce their English professionally while the other two hours are normally left for the ESP teacher to choose the items necessary for the students' specialization.
2. The students should be encouraged to participate in lectures through discussions that will help them to overcome their fears of using the language and can help to correct their mistakes whether those related to speaking, translation, reading or writing. Oral participation in lectures helps to show the students, deficiencies and trying to correct them.
3. It is preferable that the teacher (ESP and subjects teachers) help their students to develop their writing skill. Many of those postgraduates write their theses and research papers in English and being able to translate or understand the meaning of technical texts is not enough to

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be a "good" writer. Teachers can ask students to write briefs and papers about certain topics they (teachers and students) choose to discuss. These topics should include a rich amount of new vocabulary and structures that students need to learn. They are then required to find the suitable sources of information (in English). Consequently, the students will develop their reading, and writing skills and their abilities to present seminars and discuss varieties of topics with their colleagues.

4. Post graduate engineering students must be given the chance to practice the language professionally during the other courses they study since the language of these courses is supposed to be English which will foster their learning of the ESP learning and develop the students' professional language skills. Additionally, the students will overcome the obstacles of speaking a foreign language in public and will help selves without hesitation or shyness.

5. The ESP teacher and the teachers of the other courses can ask their students to read certain engineering texts the teachers choose and then try to write brief accounts of these texts and to talk about what they read in English. In addition, the teachers may ask the students to translate certain technical texts into Arabic or English and discuss their translation in class. This may help the students to be used to practicing the ESP through writing, reading, listening, and speaking.

6. It is also recommended if the subjects' teachers give the students titles of the next lectures from time to time to prepare to make their students give the lectures by themselves and with the supervision of their teachers to enforce their language and assess the students' levels to be able to help them in developing their professional language. Once students are ready to give lectures in English, they will naturally try to develop their ESP to be fluent speakers in their specialization.

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