

ESP AND NEEDS ANALYSIS: TEACHING ENGLISH TO ENGINEERING STUDENTS IN BANGLADESH

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ABSTRACT

English for Specific Purposes (ESP) is defined as the branch of English language education which focuses on training in specific domains of English to accomplish specific academic and workplace tasks. On the other hand, Needs Analysis (NA) is the primary pre-requisite of any curriculum design. Unfortunately, to our knowledge, no systematic or empirical studies have been conducted so far in Bangladesh to assess the English language needs of our Engineering students. So, the main aim of this paper is to investigate the English language needs of engineering students. Keeping this in mind, selected five research studies concerning English for Specific Purposes (ESP) and Needs Analysis of engineering students have been evaluated and reviewed. The findings of the selected researches demonstrate language learning needs, lacks and wants; problems and difficulties, and preferences of classroom teaching style of students who study engineering programmes. Finally, based on theoretical ground and the researchers' personal teaching experiences, the paper offers some recommendations and strategies that might provide an insight to ESP teachers, especially in Bangladesh in designing an Engineering English course.

Key Words: ESP, Needs Analysis, language learning needs, engineering students.

1.0 INTRODUCTION

Today, globalization has made it possible for people all over the world to use English as a lingua franca or means of communication.

"In response to changes brought by globalization all countries are attempting to ensure the adequate equipment of global literacy skills. Because of political and historical reasons and its worldwide use in different domains such as international communication (Kennedy, 2001); business, scientific discourse, travel, education and media (Manivannan, 2006); English has become the de facto lingua franca of international communication and a much sought after commodity" (Crystal, 2003; Phillipson & Skutnabb-Kangas, 1999; cited in

Chaudhury, 2009, pp. 59-60). Again, all advanced knowledge in science, technology and medicine are available in English (Gupta, 2013). Like many other aspects of life, in the field of education, especially higher education, English has had a far-reaching effect. In case of Bangladesh, although English was de-emphasized in the post-independence period and it was replaced by Bangla in all official domains, Bangla failed to become an adequate medium for higher education. It is mainly because, almost 95% of the texts and reference books are written in English (Banu & Sussex, 2001; cited in Chaudhury, 2009). Moreover, for non-native English users, English is more important because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work, no matter where they are. As researchers claim that the man

who speaks fluent in English will not get lost in the world where there are people.

2.0 BACKGROUND OF THE STUDY

The role of English in the fields of science, engineering, information technology, and business is ever increasing (Porcaro, 2013). As Huckin and Oslen (1991) state:

“Scientists and Engineers may be technically brilliant and creative, but unless they can convince co-workers, clients, and supervisors of their worth, their technical skill will be unnoticed, unappreciated, and unused. In a word, if technical people cannot communicate to others what they are doing and why it is important, it is they and their excellent technical skills will be superfluous. From this perspective, communication skills are not just handy; they are critical tools for success, even survival, in real world environments” (cited in Gupta, 2013; p.131).

We think, this single statement is sufficient enough to understand the importance of English for engineering students. In fact, for engineering students whose mother tongue is not English, mastering English is even more important for them for two purposes- for their academic purposes as well as for their occupational or professional purposes.

In academic life, in order to master the engineering knowledge and skills better, engineering students should own the English language competence. Most of the scientific papers or journals in the world are now written in English. Most of the engineering graphs are also marked in English. Moreover, most engineering professors in various universities are also conducting their lectures in English. Hence, engineering students should at least master the basic English ability to deal with the countless English lectures, tutorials, labs, projects and papers. Finally, they have to submit their important theses, still in English (Herve, 2009).

“Moreover, when engineering students graduate from the college and become real engineers, they will find that English appears even more crucial than it used to be. Engineers usually work in groups since

their task can seldom be solved by an individual. The property of their work determines that being an engineer needs to cooperate and communicate with different people from different part of the world. For non-native English speakers, unfortunately, most of the engineers speak English as the first language or the working language. In order to understand and coordinate with their colleagues and accomplish their projects fluently, engineers have to speak good English. All in all, non-native English engineering students should try hard to improve their English ability, which could help to make both their school life and career more successful and enjoyable” (Herve, 2009).

Like Herve, many other researches conducted by different researchers (Basturkman, 1998; Pendergrass et al., 2001; Richard & Nasr, 2004; Joesba & Andrew, 2005; Sidek et al., 2006; Hui, 2007; Venkatraman & Prema, 2007; cited in Channa et al., 2013; pp.18-19) point out the same view and show that English is a tool that significantly affects engineering students in their academic and professional life.

3.0 STATEMENT OF THE PROBLEM

English has been used in Bangladesh for years and for different purposes and gradually it is becoming part of the socio-cultural system of the country. About the status of English in Bangladesh Maniruzzaman (1998) states:

“ In reality the English Language is necessarily being used in all the sectors of Bangladesh, such as offices, courts, educational institutions, press, and even sometimes in parliament. This is because English is not now only the language of England and the United States, but it is also spoken and studied or read by the largest number of people, and has been recognized as a second / foreign language throughout the world. Despite being a foreign language officially, the English language is indeed enjoying the status of a second language to a limited extent in the activities of the educated people, particularly in the urban areas of Bangladesh” (p.6).

However, like the other countries of the world, the engineering students of Bangladesh need to learn

English for specific purposes (ESP) which is different from the courses usually taught to students in general public universities and known as “General English”. Robinson (1991, cited in Channa et al., 2013) states that ESP philosophy can be used in order to carry out the specific needs of the learners. Thus, the engineering students of Bangladesh have an obvious English language need that focuses to develop ESP courses according to the different engineering fields’ requirement in order to meet particular needs of the learners. Because, it is a fact that needs analysis is a vital issue in designing any ESP syllabus. But, unfortunately, to our knowledge no systematic or empirical studies have been conducted so far in Bangladesh to assess the English language needs of our Engineering students. Moreover, in most cases, at any level of our education sector, a course once implemented is never evaluated by the concerned authorities. As a result, the course ultimately fails to fulfil the specific needs of the learners. Other individuals and agencies have reported the lack of employability skills of the engineering students quite frequently in the recent past. In the last few years, newspapers have repeatedly brought out reports about the un-employability of Bangladeshi engineering professionals in the global scenario. Considering these adverse comments and criticism from the various stakeholders regarding the lack of adequate English proficiency among our students, it has become essential to conduct a needs assessment survey to bridge the gap existing between current ESP courses in engineering institutes of Bangladesh and the expectations of an increasingly competitive industry.

4.0 THEORETICAL FRAMEWORK

ESP (English for Specific Purposes)

“The need for a lingua franca of science, technology, education, and business has led to the worldwide demand of English for Specific Purpose (ESP)” (Bracaj, 2014; p.40). He further states:

“ESP as a term arose in the 1960’s as it became increasingly aware that general English courses frequently did not meet learner or employers needs. As English continues to dominate as the lingua

franca of business, media, technology, medicine, education, and research, the demand for ESP is growing rapidly, particularly EFL countries where English is mainly used for instrumental purposes” (Bracaj, 2014; pp. 40-41). Orr (2005) has defined ESP as “the branch of English language education which focuses on training in specific domains of English to accomplish specific academic or workplace tasks” (cited in Porcaro, 2013; p.32). In other words, ESP is a term that refers to teaching or studying English for a particular career (like law, medicine, engineering) or for business in general. Again, it can be defined as a linguistic field of study that fulfils very specific needs of a learner for a target language that he/she needs for academic or professional purposes.

From the above definitions we would like to specify some key points identified by Bracaj (2014) such as:

- In ESP learners know specifically why they are learning a language (Hutchinson & Waters, 1992; cited in Bracaj, 2014; p.42)
- ESP derives from the need to use language as a tool in facilitating success in professional life;
- Students study ESP not only they are interested in English language but because they have to perform a task in English;
- There is difference between General English and ESP, and according to Hutchinson, the difference is not in theory but in practice;
- Teachers teaching ESP needs special training and they should be more specialized in order to teach such courses because they are not only teaching English but also special technical terms according to different subjects.

However, these are not all about ESP rather there are some other points, characteristics, a number of terms and phrases that need to be discussed to provide a detailed clarification of the term ESP. But, it is beyond the scope of this article to trace the history, characteristics and role of a teacher in ESP as a professional discipline or to provide our readers with a detailed description of the processes that collectively comprise ESP. In fact, that is not the aim of this paper.

Instead, the objectives of this paper are:

(i) to review and analyze selected research studies conducted to assess or identify the academic and

professional needs of engineering students at different engineering institutions in different EFL contexts;

(ii) to recommend/suggest some effective strategies to be used in ESP classes to meet the demands of the learners, based on some above mentioned characteristics of ESP and also in response to some academic and professional needs of engineering students, identified from the **review of selected research studies**

5.0 REVIEW OF PREVIOUS RESEARCH STUDIES CONDUCTED TO IDENTIFY THE ENGLISH LANGUAGE NEEDS OF ENGINEERING STUDENTS

Experts in the field of ESP- "stress the importance of rigorous needs analysis before designing a course, producing a syllabus, and starting instruction in ESP"(Hutchinson and Waters, 1987; cited in Porcaro, 2013; p.33). Again, as Westerfield (2010) claims: "A thorough organizational and instructional needs assessment lies at the heart of a well designed, effective ESP course"(cited in Hossain, 2013; p.16). Chaudhury (2009) conducted a research study to identify the specific English language needs of the students and teachers, of the different departments of the Faculty of Arts of Dhaka University. About the importance of needs analysis, she states in her study:

"Needs analysis serves as the tool for identification and justification for an ESP course. It helps identify the specific language needs that can be addressed in developing goals, objectives, and contents for a specific language program. Therefore, a needs analysis to identify the specific needs of the target learners should be conducted before determining the outline and syllabus content of an ESP course"(Chaudhury, 2009; pp.61-62).

6.0 METHODOLOGY

Since our present paper is descriptive in nature and based on secondary data, considering the

importance of Needs Analysis we have reviewed some related research studies, conducted in different EFL contexts to identify the English language needs of engineering students. Here, we have applied Document or Content Analysis method as the research strategy for our paper. As Best and Kahn (2003) states: "Documents are an important source of data in many areas of investigation. In documentary analysis the following may be used as sources of data: records, reports, printed forms, letters, autobiographies, diaries, compositions, themes or other academic-work, books, periodicals, bulletins or catalogues, syllabi, court directions, pictures, films, and cartoons" (pp. 247-248).

Thus, for collecting and analyzing data and findings, we have selected **the following five (05) research studies as the Documents** for our present paper.

Document-1

Sasidharan (2012) conducts a study through questionnaire survey with 770 students and 63 teachers of 20 engineering colleges of Orissa in India to assess the English language needs of the students. Among many findings some of the major facts about the academic and professional needs of the students that the study reveals from the data of the respondents (both from the teachers & students) are as follows:

- More than 50% of the students felt that the syllabus has been overcrowded to be completed within one semester
- Above 75% of students need individual attention in understanding the unfamiliar concepts included in the syllabus
- Students need proper guidance to enhance English grammar and vocabulary
- Students must be assigned self-study articles and reading materials should be available in plenty
- Activities to improve English fluency should be imparted to develop confidence in communicating effectively in real life situations

- 79% students think that they need to read more Technical Documents for developing their vocabulary
- 73.5% students believe that they need practice in writing technical documents as it is one of the key aspects for future job prospects of engineers. Instead, their present syllabus puts emphasis only on writing personal/business letters
 - Only 20.9% teachers regularly practice technical vocabulary exercises
 - Personality Development Sessions
 - English courses should aim at developing self-esteem and self confidence level
 - Teaching should be student-oriented and lectures should be interactive and intelligible
 - English classes must include the technical aspects of language learning (vocabulary, documentation, technical vocabulary) along with guidance in developing one's personality for better job prospects

Again, the most important or major findings of the study are:

1. The goals and objectives of the present syllabus are only being partially fulfilled.
2. There is deficient acquisition of English language skills among students for proper application in the workplace context and also in real- life situations, and hence necessary measures need to be taken.
3. Teachers are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm rather than an exception.

Document-2

In a research article entitled "Teaching English for Specific Purposes and Teacher Training" Bracaj (2014) has discussed some basic aspects of ESP and types of ESP in detail. But, the reason of selecting this paper for review is to identify another important fact i.e. the role of teacher in ESP

classroom. In a deep discussion in this paper, the author has thrown light on two important issues: i) the specific role of ESP teacher and the ways how ESP teachers should be trained so that they can be professionals and well-prepared to meet learners' needs; ii) a comparison between the 'General English' and ESP.

The author, like many linguists, admits that the ESP teachers' work involves much more than teaching. Dudley-Evans and St. John (1998) prefer the term ESP practitioner as this definition seems to be more detailed and complete. In her paper she discusses the following key roles of ESP practitioner: *teacher; course designer and materials provider; collaborator; researcher; and evaluator*. She opines that general English courses are well-studied and improved by a group of methodology specialists. On the other hand, ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP students. Therefore, the role of ESP teacher is more complex and more important than teaching General English. Finally, she summarizes the role of ESP teacher as follows:

"The ESP teacher is more than a teacher, and he/she is rather a practitioner who apart from teaching, provides material, designs a syllabus, collaborates with subject specialists, conducts research, and evaluates the course and the students. The teacher's role is also to organize the class, to be aware of the class objectives, to have a good understanding of the course content, as well as to be flexible and willing to cooperate with learners and have at least some interest in the discipline he/she is teaching" (p.48).

Document-3

Sattar et al., (2011) investigate the academic needs of undergraduate students of Garment Manufacturing and Yarn Manufacturing at National Textile University, Faisalabad, Pakistan. . The questionnaire of the study obtains the teachers and the students' preferences for learning language in different contexts regarding teaching methods and materials. The students state that they need linguistic competence in English for academic purposes and also for business. Being students, they use English in the lecture room for learning purpose

and want to be master in its usage so that they can use it for their future needs. Talking about their future needs, students are concerned about their professional needs. They want to have linguistic competence in English so that they can participate and communicate effectively in business meetings. The students want to acquire proficiency in speaking and listening skills for face to face communication. For that purpose, they prefer to learn through the teaching method which focuses on communication strategies. The difference of preferences between teachers and students is that students like to learn English focusing on communication strategies rather than grammar or translation method and they want to improve their listening and speaking skill. On the other hand, teachers are in favor of teaching methods which concentrate on grammar rules and they focus on the improvement of speaking and writing skills.

Document-4

Channa et al. (2013) carry out a study at Quaid-e-Azam University of Engineering, Science and Technology in Pakistan to investigate needs and find out problems of engineering students in using English in their academic and professional studies. The findings of the study are more or less similar like the earlier studies that we have reviewed. But, some of the other significant facts that the researchers have identified are as follows:

- Different engineering programs at different engineering institutions of Pakistan have been existence for long 32 years without any analysis of the learners' need;

- Teachers come from different engineering areas and thus, remain unprepared to teach students with engineering or professional needs in terms of English language;

Besides, about the process of Needs Analysis, the researchers recommend some effective suggestions: Course, material or curriculum designers should consider certain fundamental issues before conducting a needs analysis, such as the philosophies of needs assessment, the types of information to be gathered, and the instruments that can be used to collect data. They also suggest

that although there is a tendency to conduct needs assessments before setting the goals of a course, a needs assessment study might be conducted before, during or even after the programme.

By analyzing the four different research studies conducted in two different contexts i.e. in India and Pakistan, we have identified many important points regarding the English language needs of the engineering students of those countries. But, as Liu (2007) states "one methodology developed and effective in one context will not necessarily be efficient and effective in another context." Especially when the country is like Bangladesh, problems like economic, social and cultural constraints must be taken into consideration in the way to successful implementation of any ESP course. Again, "ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP students" (Bracaj, 2014, p. 47). Therefore 'one size fits all' does not work in all EFL contexts and from this perspective after identifying the specific English language needs of the engineering students, the present study will try to review a study that has been conducted in Bangladesh to identify the needs of Bangladeshi engineering students. But, as we have already mentioned in the earlier section of our paper that there is a lot of literature about the ESP and related issues, few studies have been conducted about the South-Asian Context or about Bangladesh in particular. Among those limited number of studies, only one study that focuses on ESP Needs Analysis for Bangladeshi engineering students has been reviewed here.

Document-5

Hossain (2013), in a qualitative study with 103 engineering students of a private university in Bangladesh, attempts to investigate the needs and wants of the students required for effective professional communication in English writing and speaking proficiency. The study also analyses the existing teacher content and pedagogical knowledge and finally suggests to compromise with the learner demands in terms of the context situations and other barriers. The major findings of the study are as follows:

-In spite of having previous experience of learning English for twelve years the students' current level of proficiency in English is not so good;

-They need to learn Business Communication or Advanced English Communication for using in their future job profession in their home country mainly;

-They are better in writing than speaking;

-The students cannot produce analytical, coherent and cohesive writing. None of them can speak in context, with fluency and intonation and therefore, improvement of writing and speaking skills are an urgent need for them;

-The learners prefer using internet and multimedia presentations with sound system to the instructional materials delivered face to face;

- English classes must include the technical aspects of language learning (vocabulary, documentation, technical vocabulary) and they are not satisfied with their existing classroom resources i.e. white-board, multimedia projector, OHP etc.;

-They like including the English Course during the last semester of their engineering programme;

-They think that the English course classes should be held either in the early hours of the morning or in the evening.

In response current level of proficiency of the students and their expected demands, the researcher suggests some valuable recommendations. Some of the suggestions are as follows:

(i) According to the present competence level of the students as well as for their future professional needs, focus should be given on both writing business correspondence and speaking skill;

(ii) Students should be exposed to extensive writing and speaking practice in and outside the classroom;

(iii) For selection of course materials a teacher /an instructor should consult different sources like textbooks, instruction/equipment materials, CDs, DVDs, videotapes, materials used in content purposes or to train people for a job such as work forms, charts and samples of relevant course assignments; business communication related

websites which provide business letters, dialogues, instructions, telephone conversations, pod-casts, vodcasts etc.

(iv) After the demand of the learners the content areas of Business and Advanced English Communication should be connected to engineering because in future they would work as technicians and managers in their fields.

7.0 SUMMARIZING THE FINDINGS AND RECOMMENDATIONS

All the above mentioned studies reveal the importance of needs analysis and the data collected from these five research studies enable us to examine and identify the engineering students' language learning needs, lacks and wants; problems and difficulties and preferences of students' classroom teaching styles. Summarizing the findings, we can divide the English language needs of the engineering students into two categories: academic needs and professional needs.

Certainly, all the above mentioned practical points identified by the researchers should be taken as important recommendations for the ESP teachers teaching in different engineering institutions including Bangladesh.

Besides, our present paper also recommends the following important points:

Firstly, by analyzing and reviewing the five research studies and also some other relevant literature about ESP, Needs Analysis, and related issues. The first point that we would like to focus on is Needs Analysis is a mandatory prerequisite before designing and producing any ESP syllabus. So, the present study stresses the importance of conducting a rigorous needs analysis in the engineering institutions of Bangladesh to organize the ESP courses effectively and thus, help learners to achieve a satisfactory goal. In other words, the ESP course should be based on needs analysis to guarantee success. It is recommended that other researchers will conduct needs analysis studies to find out the English language needs of students in different engineering institutions of Bangladesh with a specific purpose of answering the following

questions:

- (i) what are the academic needs and professional needs of the engineering students in the language learning context?
- (ii) Does the English language syllabus in the engineering universities meet students' academic needs and professional needs?

Finding out the answers of these two questions will enable the researchers to bridge the gap between the existing syllabus and the actual needs of the students.

Secondly, it is also necessary to remember that "ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP students" (Bracaj, 2014; p.47). Again, as Porcaro (2013) states "in most circumstances ESP teachers have limited time and resources for such thorough needs analysis" (p. 33). This is more true for a country like Bangladesh. Therefore, the present paper supports or recommends the view of Guest (2009) who suggests a more informal needs analysis and states that, "for the competent, professional English language teacher, assessing the needs of students for ESP should be derived from common sense and experience acquired in the classroom and gradually refined and then incorporated in the course design and instructional plan" (cited in Porcaro, 2013; p.33). But, in that case the teacher must be careful and remember that ESP professionals are more than English language experts for their potential clients. They must be ready to become "teacher, course designer and materials provider, collaborator, researcher and evaluator" (Dudley-Evans and St. John, 1998; cited in Bracaj, 2014; p. 46). In fact, these are the main or key roles of an ESP practitioner that will guarantee success of any ESP syllabus.

Thirdly, motivation plays a great role in learning a language is already a proven fact. Motivated students are more engaged as active members of classroom community and more willing to tackle challenging tasks. When the students are motivated, they perform a task in and out of a class because they want to, not because they are told to do so.

In our observation, in case of Bangladesh, the engineering students sometimes remain reluctant about English language course mainly because of two reasons: they consider it as not a core or departmental subject for them; and secondly, most of the students in the early years at the university are not very aware of this need for English language proficiency. Even they often ask why they should learn such English courses irrelevant to their engineering needs. So, motivation can play a great role in this regard. As Harmer (1991, cited in Bracaj, 2014; p. 45) describes motivation as "some kind of internal drive that encourages somebody to pursue a course of action". Therefore, the ESP teachers should consider motivation and creating positive learning environment as an inevitable part during each activity and thus, should motivate the learners to enjoy the activity and achieve its desired goal.

Fourthly, selecting material is perhaps one of the most important task for ESP professionals in designing an Engineering English Course. We have already mentioned in our second recommendation that the second role of an ESP professional is planning the course and providing materials for it. Here, we would like to mention the ideas and experiences of previous researchers and we think that it will sufficiently give a clear picture to other ESP practitioners about their role as course designer and materials provider as the researchers have learnt it from their actual classroom experiences:

Gupta (2013) states in her study,

"another problem for the ESP professionals is the text selection and adaptation. Not being a specialist in specific area, the teacher cannot decide by himself/herself how to adapt the text that the most important information in terms of subject matter will remain. The decision has to be made about the texts: on the one hand, the texts must not be too difficult, because neither the teacher, nor the students have such a high level of professional knowledge; on the other hand, the text must not be too popular, because some learners have some confidence in their professional knowledge, and if the text is too easy for them in terms of subject matter, they tend to underestimate it in terms of language as well. In order to avoid such

demotivation, the text should contain some challenges which can active the professional knowledge of the students" (p. 134). Again, as Bracaj(2014) says, "provision of materials does not only mean choosing materials and making a suitable number of copies for the class; the teacher's task also includes adapting materials when published materials are unsuitable or writing his/her own materials" (p. 46).

Porcaro (2013) shares his experience of teaching Engineering English in Japan and regarding selection of reading materials he states: "the topics that I select consulting regularly with an engineering professor are highly interesting, important and up-to-date. In fact, they include cutting-edge research that does not yet appear in students' engineering coursework. The articles clearly motivate the students who are very willing to engage with the readings and complete the assigned tasks" (Porcaro, 2013; p. 34).

Fifthly, content-specific reading and vocabulary; technical vocabulary and report writing; some worksheet items involve other tasks such as short summaries or synthesizing content from the text, or identifying references within the text etc. should be introduced to meet the academic and professional needs of the students. Technical English vocabulary needs to be practiced in oral communication too.

Sixthly, especially for the Bangladeshi engineering students more importance should be given on developing listening and speaking skills as these two skills are not included in our SSC and HSC syllabus. Therefore, oral presentation (both individual & group); role-plays; debates; extempore speech; group discussion like meetings are the most important activities that can be introduced for developing the students' oral skills.

The Seventh point is developing the writing skill. "Writing skill should focus on developing students' written language skills within genres such as memos and formal letter, writing documentations (as in manuals, procedure and process descriptions), and writing brief articles for journals, magazines and newspapers" (Gupta, 2013; p. 134). Moreover, in case of Bangladesh as identified by the study of

Hossain (2013) that Bangladeshi students need to learn Business Communication for use in their future professions in their home country mainly. Since, the students do not have any background in Business Communication, they face problems especially in writing business correspondence. Therefore, it is recommended to focus on developing skill in writing business correspondence. Moreover, like most other professions the engineering profession is becoming increasingly 'writing-oriented'. In their

professional life engineers need to proofread, correct or edit documents written by others. So, writing short exercises on relevant technological subjects; process-oriented collaborative writing practices in groups; encourage learners to read documents written by native speakers(e.g. a user manual) and then, ask them to paraphrase the content of the document more freely instead of writing word-by-word translation etc. can introduced in developing their writing skill.

Another, important fact in case of Bangladesh is that a number of engineering graduates even with good results have not been successful in job interviews just because of their lack of communication skills. On the other hand, there are also cases that show that technically-sound students who cannot go to the United States and other English speaking developed countries because of their lack of proficiency in English. Just because those students do not get required score/band on their IELTS or TOEFL tests. So, in designing the ESP courses these two crucial demands of our engineering students must be taken into consideration.

There are some other points that require special attention for successful implementation of any ESP course are as follows:

- Feedback is necessary to improve the acquisition of language skills.

- English course should concentrate on imparting business English training to handle any future situation.

- Group discussions on current affairs enhance

leadership qualities.

-Remedial teaching for below-average students has been suggested.

Last but not the least, Professional development of the teachers of English is one of the most neglected aspects in engineering institutions especially in Bangladesh. There is an urgent need to establish a Resource Centre at the university level for imparting training in language teaching by integrating technology. Effective teachers-training programs and professional development workshops should be arranged regularly by the concerned authorities. The truth is that it is the teacher who will implement all the above mentioned recommendations. It is the ESP professionals who will make the things happen. In other words, the experienced and skilled ESP teachers lies at the heart of a successful ESP course. We think this fact has perfectly been understood and summarized by Salas et al. (2013) in the following statement:

“Perhaps one of the most important lessons we have learned that ESP is not simply about learners’ needs. ESP also depends on the possibilities of ESP professionals who need to be honest about their own limitations- especially in terms of the time and effort they are able to commit to the needs analysis, syllabus design, and course delivery and what they can and cannot deliver. Potential ESP practitioners must decide how and to what extent they will meet the challenges that ESP demands and communicate those possibilities to stakeholders” (p. 18)

8.0 SOME SPECIFIC STRATEGIES FOR THE ESP PRACTITIONERS

In fact, our present paper was motivated by the views and experiences of some researchers in their ESP classes which they shared in their research articles as well as our first hand experience of teaching engineering students of different departments at MIST (Military Institute of Science & Technology, Bangladesh).

Here we would like to share some strategies that we have learned from our collective experiences in designing and delivering ESP Programs at MIST:

(i) “Consult regularly with an engineering professor in either the electrical or mechanical engineering department on the relevance of reading topics before deciding whether to include them in the coursework” (Porcaro, 2013; p. 34). It is a very useful practice that really makes us confident and makes the lesson interesting and effective.

In doing so, we are motivated by the insight of Bell (2002) who proposes the idea of three Cs as a way for ESP teachers to successfully engage with students:

- Curiosity. ESP teachers should be interested in the subject area and actively seek to learn more about it.
- Collaboration. ESP teachers should consult with subject matter specialists.
- Confidence. ESP teachers’ confidence will grow as they understand their role, learn more about the subject matter, and work with specialists in the field.

(II) Make the students understand that you are a language expert: Here, we are again motivated by Porcaro (2013) as he shares his experience in teaching engineering students in Japan.

“I make it explicit to my students from the beginning that they are the ones learning science and engineering and that I have little background in those specialist fields, and that my experience is in teaching English as a foreign language” (p. 34).

We also apply the same technique while conducting the class and it really gives positive results.

(iii) Allow your students to teach you: As ELT Global Blog by Oxford University Press suggests, when you are confronted with difficult material, don’t panic. You can make your own ignorance an asset in the classroom by having students explain technical terms and concepts to you. It is a skill that will serve the students well in the work place, and it will help you develop your own expertise as a technical English teacher.

(iv) Don’t always depend on books, instead prepare

your own materials: Here, we are motivated by Somak(2003; cited by Porcaro, 2013; p. 33) as he states: "We must acknowledge the fact that much of the language that our students need will not be found in any course books or pre-packaged materials; therefore, we must be willing and able to prepare our own".

(v) Emphasize on vocabulary building: Vocabulary plays a pivotal role in ESP classroom. It is such a powerful and interesting material that you simply can play and and at the same time, teach and attract the attention of the learners with it. There are a considerable number of activities and tasks on vocabulary that we have developed applied in our class, sometimes based on our own experiences and sometimes drawn from others' research findings. But, it is beyond the scope of this article to share and discuss all these.

9.0 CONCLUDING REMARKS

As we have already mentioned earlier that the present paper is theoretical. It is based on secondary data collected from other researchers' findings and our personal observation and teaching experiences. Formal Needs Analysis and evaluation including both teachers and students from diverse groups could reflect different results for the study. Therefore, it is desired that other researchers will conduct empirical investigation with more ESP teachers and engineering students to give more informative guidelines to improve the ESP approach to language teaching especially, in the Bangladeshi engineering institutions. Still we believe that our proposed recommendations and strategies will serve to stimulate and guide other teachers into this important and exciting area of English language education.

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