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ESP for Engineers: A Subsequent Workplace Learning Facilitator

برنامج اللغة الإنجليزية لأغراض محددة للمهندسين: وسيط تعليمي لاحق في مكان العمل

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skills development.

Communication skills of engineers in 21st century are no doubt prerequisite in modern workplace. Common understanding among different non-native users can be created and enhanced when these have had enough knowledge of interaction in specific fields. ESP is that factor widely seen as a subsequent facilitator for language learning. It allows people to gradually express their opinions, ideas, and feelings in various communication contexts. To keep relevance with the global business knowledge, engineers need more linguistic practice at work. Using communication skills is not only highly important for success, but first requirement in global economy at each level of business, especially in teamwork. In this vein, this paper shows the importance of communication skills at a cement company in Algeria. The use of a questionnaire survey with twenty-five engineers at GICA, Chlef, aimed at giving an insight on: (a) the role of communication skills of Professional at work, (b) what they perceive as their most required communication skills, and (c) the need to design an ESP course for professional contexts. The results revealed a frustration in communication due to vocabulary deficiencies and the demand of a special English course delivery to support professionals with workplace communicative skills development.

الكلمات المفتاحية: ملخص

المهندسين

مهارات الاتصال

اللغة الإنجليزية

لأغراض محددة

تطوير المهارات.

لا شك أن مهارات الاتصال للمهندسين في القرن الحادي والعشرين هي شرط أساسي في مكان العمل الحديث. يمكن إنشاء وتعزيز الفهم المشترك بين مختلف المستخدمين غير الأصليين عندما يكون لديهم معرفة كافية بالتفاعل في مجالات محددة. اللغة الإنجليزية لأغراض محددة هو هذا العامل الذي يُنظر إليه على نطاق واسع كميسر لاحق لتعلم اللغة. يسمح للناس بالتعبير التدريجي عن آرائهم وأفكارهم ومشاعرهم في سياقات اتصال مختلفة. للحفاظ على الصلة بالمعرفة التجارية العالمية، يحتاج المهندسون إلى مزيد من الممارسة اللغوية في العمل. إن استخدام مهارات الاتصال ليس مهماً للنجاح فحسب، بل هو المطلوب الأول في الاقتصاد العالمي في كل مستوى من مستويات الأعمال، وخاصة في العمل الجماعي. في هذا السياق، توضح هذه الورقة أهمية مهارات الاتصال في شركة أسمنت الجزائر. يهدف استخدام استبيان مع خمس وعشرين مهندساً في المجمع الصناعي لاسمنت الجزائر، بالشلف، إلى إعطاء نظرة ثاقبة حول: (أ) دور مهارات الاتصال للمحترفين في العمل، (ب) ما يعتبرونه أكثر مهارات الاتصال المطلوبة لديهم، و (ج) الحاجة إلى تصميم دورة لغة الإنجليزية لأغراض محددة للسياقات المهنية. كشفت النتائج عن إحباط في التواصل بسبب نقص المفردات والمطالبة بتصميم دورة خاصة للغة الإنجليزية لدعم المتخصصين في تطوير مهارات التواصل في مكان العمل.

1. Introduction

Companies leading their business try to compete with others by devoting more and more attention to their employees. This is reflected in creating opportunities for self-realization and self-development. Today, engineers are required to perform not only in technical skills but also in non-technical ones as well. Such importance is observed, "Good English Communication Skills are a vital element of an engineer's profession and the lack of such skills only undermines the image of an engineer." (Shikha, 2012). Moreover, they require excellence in interpersonal communication skills to deal with other non-natives professionals at work settings. This significance improves their qualifications with the knowledge of a foreign language which opens new possibilities of mobility and cooperation in this contemporary world.

Effective English communication is an art for successful personal and organizational achievements in global economy. It is the language of international communication (Boonkit, 2010; Hurn, 2009; Kirkpatrick, 2007; Nickerson, 2005) which develops in people a sense of self as being competent, likable, talented, and so forth. It is prerequisite for position advancement in business world (Marylin, 2006). So, about a quarter of the world's population is fluent or competent in English (Crystal, 2004). Hence, it remains a common communication challenge for non-native professionals for providing information. A sample of these is Algerian engineers, working at a cement company, frustrated in situations of communication. Though these perceive technical terms well, they are unable to hold a short conversation with foreign counterparts at GICA.

The role of engineers represents much more than the actual manufacturing involving development, provision and maintenance of infrastructure. Nowadays, the workplace requires individuals who are able to work cooperatively with other professionals in management, discussions and negotiations contexts. Examples of these are: (a) speaking with foreign customers on occasional visits, sharing via teleconference, communicating on telephone, giving oral presentations, attending meetings and seminars, (b) reading written instructions or manuals, project

documents, office documents and professional texts, (c) listening to spoken instructions and data or international seminars and conferences, d) writing emails, reports, project proposals, business letters, memos, minutes and presentation slides.

Very often in market economy, practicing oral language regularly is a significant factor for its users with a need for a change (Roulston & Black, 1992). It may take place through everyday situations even at short periods of time. The results may lead to a clear increase of communication skills not solely for the office, but also for the use in specific workplace, such as factory, hotel, laboratory or corporate organization. Actually, learners who are aware of their needs can observe an increase in mastering the type of foreign language which is a corner stone in their interests. Similar individuals should meet personal specific needs and sustainable competencies that have already been well targeted.

With globalization, an increased worldwide contact is brought about making of English proficiency a great concern. Individuals seek the ability to use the four English language skills; listening, speaking, reading and writing in contexts that they encounter along their careers. This consideration is seen through international tourism, business, scientific exchange, and media placing a premium on the ability to effectively use English as a language for communication. The emphasis is now put on functional interaction rather than on the achievement of a native-like perfection where English is shared among many groups of non-native speakers rather than dominated by the British or Americans.

Here is the reason why people try to learn English and concentrate more on oral as well as written communication. There is a huge demand for oral communication since it is the only solution to maintain good relationships and develop the progress of the firms in the present employment world. This new trend towards a multinational integration of English as an additional language has developed as furthest and fastest in Europe (see, e.g., Council for Cultural Cooperation of the Council of Europe, 1975). According to Crystal (1997), 85% of international organizations

in the world make official use of English, at least 85% of the world's film market is in English, and some 90% of published articles in some academic fields, such as linguistics, are written in English.

Most of the trade is international, so countries like China and Japan make use of English as a dominant language for business communication in order to develop their trade internationally. Non-native speakers of English start learning it through listening so that they can learn the language gradually. In this regard, Stevick (1980) says, "Learners can take their knowledge of the first few words in the new language and figure out additional words by using that knowledge". Mutual understanding using English encourages their learning ability and develops a self-learning approach. These learners seize ample opportunities in learning a second or foreign language and therefore think how to use this language in information exchange and common understanding (Keyton, 2011) in real-life situations.

Various studies have undertaken the issue of how common understanding may be created and enhanced between non-native users of a language. One cannot assume that meaningful communication can occur in all exchanges (Dunn, 2002). Besides, communication may not take place until information and understanding have thoroughly passed (Lutgen-Sandvik, 2010). To make oneself understood as assumed plays an important role in communication. A receiver may hear a sender but many kinds of barriers can interfere and make understanding impossible. These can be environmental or related to users of that other language not yet possessed. Being engaged in forms of communication does not ensure understanding at work or daily life situations. If the received idea is not an intended one or wrongly interpreted, clear or mere understanding cannot occur. Hence, good communication skills are prerequisite for professional success (Yate, 2009).

Non-native learners of English are responsible for their learning since a foreign or L2 learner needs more practice. For instance, they allot much time and effort on practising it so that they will attain desired results in their lifetime. Michael Bygate (1987: 57)

states, "Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages." Learners not only develop their grammar and vocabulary through speaking in the same time, but they may also improve their writing production massively. They can express different opinions, ideas, and feelings immensely. This may appear in form of conversations or discussions to explain new things, inform someone or tell stories to other individuals, "Speaking is a two-ways process involving a true communication of ideas, information and feelings." Howarth (2001).

In fact, ESP has long been a key solution for learners in need to communicate effectively. "Language is the most massive and inclusive art we know, a mountainous and anonymous work of unconscious generations." -Edward Sapir. Usually, a course is designed to meet the needs of a specific learner or group of learners within a specific time frame for which instruction in traditional General English (GE) not suffice. A course instruction, in general, has to involve in orientation to specifically spoken and/or written English skills development to carry out learners' specific objectives in form of academic or workplace tasks and purposes. Behind this backdrop, the present paper is here to investigate the language needs of engineers in an Algerian cement company.

2. Literature Review

Generally, ESP is designed to improve current or future employees' performance by increasing their professional skills and knowledge at work. Their ability to perform develops through learning and positively changes their attitudes to fully understand non-native speakers of English and interact effectively in a same domain of interest at professional field. Some important difficulties are directly related to the lack of English language experienced by engineers. The possibility to train them with the required language is viewed as an opportunity to narrow those barriers of comprehension between them and their co-workers or employers who may be native or show a better ability to use English in the work field. Renukadev (2013) declares, "...proficiency in communicative English is very essential for an efficient engineer who has sound

technical background to interpret the technical facts in the universal language which everyone in any corner of the world can understand” (p.51).

Whether in teamwork or at conferences during short-period trainings, engineers may identify weaknesses in professional communication such as problem-solving, project management, or maintenance. These might be required to draw graphs, write short notes or have portfolios. English as a target language for these engineers is a tool for acquiring more knowledge about the correct use and maintenance of machines, instruments and tools that they are in constant relation with at work. If proficiency and professional awareness are to be promoted it is to gain successful handling of their jobs and responsibilities. Renukadevi (2013) points it out, “The criteria to be successful engineer depends not only on the ability to perform calculations and experiments, as in most other jobs, but mainly based on the ability to present his innovative, creative ideas convincingly” (p.51).

If English is a worldwide requirement, it cannot be neglected, as well as of the skills the learner of this language might need most. The fact is that though the majority of college or university students begin to study English when they are at middle school, they feel deficient in English language skills, which makes it difficult for them to easily acquire ESP courses. Most of them are not good at English, especially at speaking and listening. Renukadevi (2013) observes, “After graduation too, English takes its prominence because it is used in work places global wide”(p.51). Therefore, more investigations are to be done and focus on the language difficulties engineers face, or if there is any ESP syllabus to meet the students’ demands in their current work-field or future communicative needs with respect to English.

2.1 Importance of Communication in the Workplace

Nobody can deny the importance of communication in the workplace in today’s global economy. People come together to work for the same final goals of an organisation often belong to different social and professional backgrounds or even to cultures. They have to daily interact and thus, are required to convey proper ideas or organisational goals, vision, etc. very

clearly. However, if these are unable to fulfil a good professional communication this will have negative effects on the work culture and the employees’ productivity. The importance of a successful communication is vital for their organization advance and defeat against others. Thorough communication paves the way to mutual understanding and builds loyalty and trust for greater job satisfaction. It is critical to often establish and maintain quality working relationships in organisations.

A meaningful communication requires individuals to be able enough and clear when transmitting ideas. Any strong professional with powerful communication skills will operate meaningful and better outputs at workplace. It is prerequisite to successful achievement of goals of an organisation. It is a major challenge as employees may be responsible for providing information on highly complex development projects. This involves addressing questions and comments directly, and keeping the use of language specific phrases and idioms to the minimum. Effective language skills can play a unique position of authority for young engineers with experienced industry experts in an unfamiliar professional team on a survey or project plan.

2.2 Identifying Engineers’ Language Needs

English is the most widely spoken and promoted language in the world. It is used in the field of international communication and also known as the established language of business and science. Engineers need to know how to make use or master English Language for many purposes. On their part, course designers ought to design or develop course/syllabus that meets the needs of engineers and professionals. Hutchinson and Waters (1987:65) have defined a course as “An integrated series of teaching/learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.” According to Munby (1978:2), “ESP courses are those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner.”

Hence, it is usually not an easy task to design an ESP course/syllabus as it is significantly a complex role. The designer of ESP syllabus has to be aware of the

different functions in order to meet the needs of the learners. As Learners' needs could be categorized as target needs and learning needs (Hutchinson & Waters, 1987: 55-63). Later, these needs may be further identified as objective needs and subjective needs (Chen, 2006) which include necessities (organizational and personal target requirements), wants (learners' personal perceived needs) and lacks identified from present situation analysis (Hutchinson & Waters, 1987; Shaaban, 2005). Course design is an interaction between elements, "The key stages in ESP are needs analysis, course /syllabus design, materials selection/production, teaching and learning, and evaluation." Dudley-Evans and Johns (1998:121).

2.3 Motivation for English Language Learning

Motivation, knowledge and attitude provide primary impetus to initiate language learning and later the driving force to sustain lifelong and tedious learning process. According to Cambridge International Dictionary of English, the term '*motivation*' refers to the reason for, the decision and the desire to, i.e. Improve our service to our customers. In second language learning context, Gardner (1985) defines '*motivation*' as 'referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10). Very often when learners understand why they need to make efforts to learn, they maintain their attitude towards learning and make use of different strategies to get used to EFL/ESL. Opportunities for interaction inside classroom or through ICTs continuous use enables English language learning process increasingly progresses and affectively develops mastery of L2.

Motivation is a strong inner feeling that envelopes someone's desire to do what is spend time money and efforts to achieve success that has long been far from reach. This feeling increases when appropriate circumstances are available for achieving the purpose that one has given efforts to fulfill. Some determined factors if involved may encourage language learners much more. These may be good health, clarity of vision, good life conditions, peer and family support. Thus, with lack of the preceding factors added to

continuous absence of suitable learning materials for learning, and family problems may demotivate the learner or make of the learning process be slower. External factors can have consequences on learners' motivation.

2.4 Towards a Communicative Language Teaching Environment

Communicative language teaching (CLT) is an approach introduced in 1960s and became dominant in 1970s. It was designed for ESL context. It was applied in English speaking countries where English teachers supported a skill-based, discovery-oriented, collaborative approach to education (Holliday, 1994). The aim in language teaching shifted from drill-based language activities to communicative-based activities in order to naturally enhance learners' ability of language learning process in the classroom. Identification of learners' communicative needs provided a base for curriculum design (Van Ek, 1975). Language teachers played an important role in opportunities to authentic materials use. CLT introduced the term 'Communicative Competence' in language education (Savignon, 1972; Hymes, 1971; Habermas, 1970; Jakobovits, 1970).

Communicative Competence is today, too an urgent key solution for worldwide interactions among professionals. The need to create a suitable Communicative Language Teaching Environment is increasing to meet learners' multiple purposes everywhere. For instance, English has become one of the key languages of instruction in Saudi Arabia, English has been embraced as one of the key languages in instruction and is now a compulsory subject from elementary level to university level. Thus, to overcome poor performance of Saudi university learners which due to dearth of interest in learning English, over-crowded classes, and lack of technological support, etc. (Javid, Al-thubaiti, & Uthman, 2013). A new trend to designing CLT-based activities and involving students in the learning process is being practicable using ICTs.

2.5 Approaches to Course Design in ESP

English for Specific Purposes(ESP) refers to the teaching and learning of specific skills and language

needed by particular learners for a particular purpose. In general, this purpose is professional which they currently seek for work or will need in their future professional career (Day & Krzanowski, 2011). ESP makes use of the methodology and activities of the disciplines it serves. It is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead

the learners to a particular state of knowledge. There are different approaches to ESP course design and only three main ones are stated below:

- Language-Centered Approach
- Skills-Centered Approach
- Learning-Centered Approach

2.6 Objectives of ESP Course Design

English for Specific Purposes (ESP) can be briefly visualized 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” (Richards and Schmidt, 2010). Its objectives are enable the learners to use English in academic (students of different fields), professional (people of different professions such as doctors, engineers, and receptionists), or workplace (technicians for example) settings. They are in sum:

- To design an ESP course so as to enhance speaking skills.
- To improve their knowledge of grammar.
- To improve their expressions in the target language.
- To strengthen their communicative skills.

2.7 The Kind of English Needed

English for Specific Purposes (ESP) refers to the teaching of a specific genre of mostly technical English for learners with specific goals, careers or fields of study. It is a broad area and a branch of English Language Teaching (ELT) with its own approaches, materials, and methods adapted from some disciplines

to be integrated into others. Examples of it can include English for Academic Purposes (learners will enter an English-speaking university), English for Business & Management, or Hotel & Catering English (for hotel and tourism professionals), or medical English (for nurses, doctors, other health care professionals). Though it is a new trend most needed in the workfield, only a limited portion of speakers distinguishes it from ESL (English as Second Language or general English).

Non-native speakers in need of ESP may face major problems in learning, especially if they were not exposed to authentic English as taught in India and Nigeria. The role of the teacher will be to build the ESP program on assessment of their purposes and needs, and the functions for which English is required. English language teaching then will be highly motivating since it will meet what they learn in their fields of study. In fact, if as a general rule, all four language skills are stressed equally in ESL: *listening, speaking, reading and writing*, in ESP needs analysis is the starting point for course design and the language skills being targeted. Finally, the learner or group of learners will be able to easily communicate using appropriate English language.

2.8 The Importance of English in Modern Economy

In the era of globalization, English language is significantly important in almost every area of discipline especially in communications among individuals all over the world. It is a means for progress in partially and totally integrated into the market economy. It is a key component of economic wellbeing, both nationally and individually. English skills flourish at the crossroads as they help open access to resources and opportunities for entrepreneurs, executives, researchers, students, teachers, programmers, and secretaries. It is seen as a source for human development. In other words it is through English language that the skills and knowledge needed for human development is acquired. Some of the benefits of English on the development of social relations in global economy are undeniable:

- Better job opportunities

- Higher family income
- Higher productivity
- Access to better health facility
- Improved standard of living
- Ability to participate in the life of the community

English language is essentially a unifying factor between people of diverse cultures and origins. It helps to co-exist in multinational companies in various communities. It is this peaceful co-existence that engenders development either on individual or national basis. Additionally, with a globalized trade and economy, there is an increasing need for international communication in various fields, the demand for “English for Specific Purposes (ESP) is expanding, especially in countries where English is taught as a foreign language (Gao, 2007)...Dominant areas in ESP are now Business English and English for Academic Purposes (EAP) and course design issues need to take into account the target learning needs of ESP students” (Kaur & Khan, 2010, pp. 1-16).

3. Methodology

In the era of globalization, a highly qualified engineer should be well-equipped with better communication skills and high English language proficiency to provide personal and company's competitiveness and success. In this sense, a number of engineers at the Industrial Group of Cements in Algeria (GICA) do not yet share same characteristics as they need to develop more complex communication skills. These engineers graduated from Algerian universities in different periods of time. In an effort to listen to their voices and explore what they perceive an English language course should involve so as to meet their communicative needs, a questionnaire survey had to be developed. First, during some visits to the company previously named the 'ECDE' in Chlef, Algeria in March 2019, it was observed that engineers were unable to really and truly communicate their ideas and concepts in English. A two-weeks technical training session was set to a particular group of twenty-five engineers from a total number of more than eighty local professionals. Therefore, the developed questionnaire was administered at the end

of two sessions to ensure, if any, an ESP course will be flexible and responsive to their communicative requirements and professional demands.

The objectives of the investigation can be expressed in the following research questions:

- 1- What English language skills do participants require in the professional context?
- 2- What is the correlation between ESP and Algerian engineers at work environment?
- 3- What suggestions can their answers provide for the need of an ESP syllabus?

Below are some hypotheses that are meant to answer the above framed research questions:

H1. English language learned from the universities and high schools does not meet workplace communication

H2. Professionals need English language skills for effective communication in engineering workplace

H3. Training sessions for efficient technical skills should be based on ESP course content to meet engineers' requirement at GICA.

3.1 Procedure

A questionnaire of nine questions was developed and submitted to thirty participants in the classroom at the some training sessions. Each session comprised ten employees to allow full understanding of the course. They were invited to finish the questionnaire under the supervision of their researcher. The questionnaire was also sent to twenty other engineers who were asked to finish it in their spare time and send it back. Only twenty-five of the questionnaires were given back and analysed.

The questionnaire was divided into three sections. In Part 1, participants were asked to provide personal information concerning their gender, age group, the sector where they are working inside the company. Sections 2 collected the data relating to the objectives of this study. It consisted of the language needs of the professionals. It attempted to examine the four language skills through which professionals think they could develop their communicative abilities in the English language. In section three, questions in sum targeted the reasons for using English as perceived by

the subjects of this study. They involved both social and work fields and were meant to show in general their need for an ESP course design.

3.2 Participants

Only twenty-five attendants out of thirty completed the questionnaire. They were all males and no females were among them. Most of the participants were in the age group of 25 to 36 years.(64%,n=16) and 36 to 44 years (24%,n=12) and a minority were of 45-54years(12%,n=3).Concerning their positions in the company, about half(44%,n=11) worked as electrician engineers, less than one third(28%,n=7) were members in the maintenance team, a minority (8%,n=2) worked as electronic engineers and the same number(8%,n=2) were department chiefs. Three other participants did not state their positions.

3.3 Findings

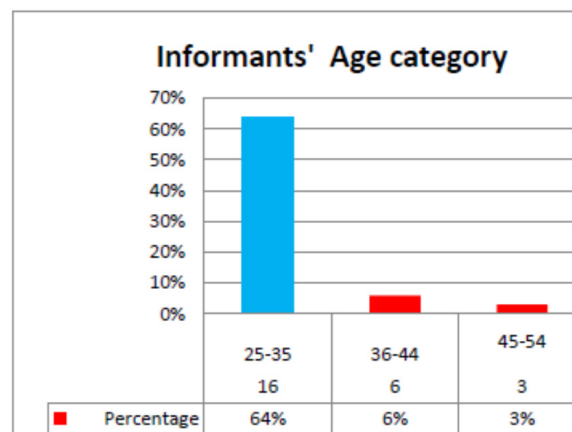
This section reports findings obtained from the questionnaire, including (2) language needs in the workplace, involving the four modes (a) listening, (b) speaking, (c) reading, and (d)writing, and (3)reasons for which participants use English. Additionally, these may be perceived by the researcher as professional needs required for an English for Specific Course Development.

a) Language Needs in the Workplace

Searching information on Google, as shown in Figure 1, was the most commonly option for developing the listening ability (36%, n= 9) of participants who almost daily practice searching information on Google. Same importance is given to speaking (36%, n= 9); which is less frequently practiced. They are followed by maintenance and other professional services (28%, n= 7), then 6 participants(24%) watch presentations and lectures once a week. The spoken communication skill is officially devoted to four participants, (16%, n= 4) meant to orally interact with colleagues in meetings and negotiations. These have to practice it once a week. Another way to develop communication skills of engineers at work by extracting meaning is to read external documents and external e-mails(32%, n= 8), followed by manuals and product descriptions consultation with (24%, n= 6). The findings in the

writing mode were less important; between(12%, n= 3) with writing external e-mails, and (8%, n= 2),the writing down of documents and notes or other short messages. More details can be found below.

Fig 1. Subjects' Age Category

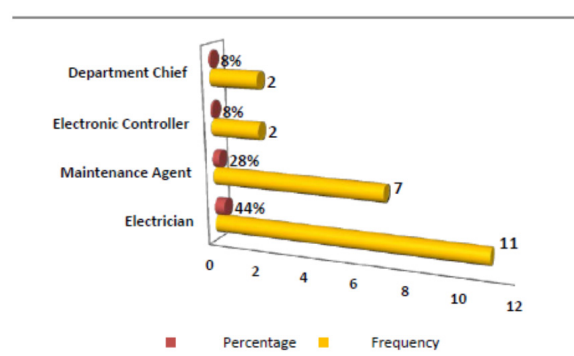


As described in the figure, the engineers' age period is divided into three categories, and the dominant percentage age is on the category of 25-35 totalling 64%.

b) Position of Engineers at Company

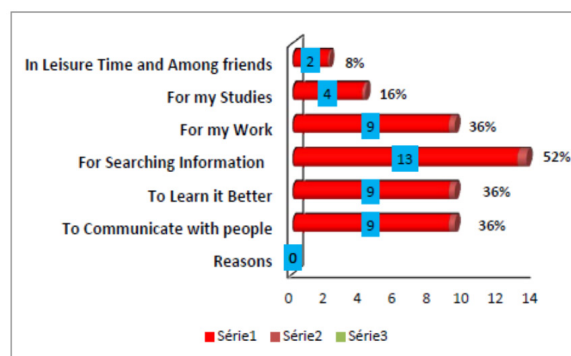
Figure 2 displays the different positions engineers occupy at the company. Electricians are the major category followed by a group of maintenance agents/ engineers. Electronic controllers and department chiefs are the least numerous.

Fig 2.Position of Engineers at Company



c) Reasons for English Use

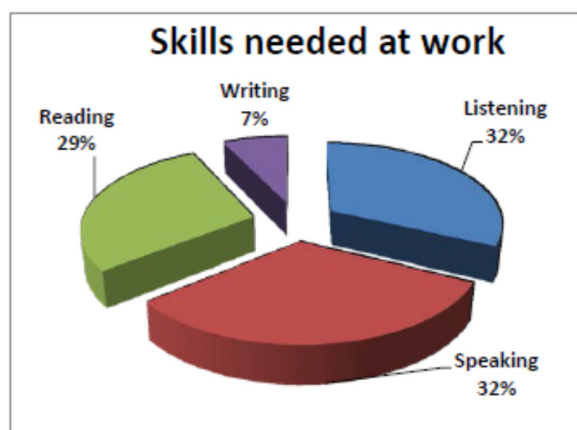
Figure 3 shows the interest of engineers on situations where special English is required.

Fig 3. Personal Reasons for English Use

As displayed by Figure 3, most of them are very interested in using English for searching specific information (52%), followed by the need to learn it better (36%) so as to later use it in situations of communication.

d) Skills Needed at Work

Figure 4 displays the interest percentage of engineers on language needs by priority.

Fig4. Skills Needed at Work by Priority

Both listening and speaking (36%) are the most required skills for engineers at work. These are followed by reading which (32%) is and writing (8%) as the least important one.

e) Reasons for English language use

This last section of the findings seems to be a summary of what engineers perceive as a priority for their English Language Communication Skills development. They showed that both learning special English better and the use of this language at work are second reasons with (36%, n= 9) after searching

information with (52%, n= 13) that shed light to the engineers' requirement for not only English communication skills development, but the need of English for Specific Purposes course as well.

4. Results and discussion

There were several key findings. First, English courses provided to the engineers during their undergraduate education were not directly related to effective communication skills for the workplace. The data clearly suggest that the language skills learned and the skills used in the actual workplace did not match. Basically, engineers graduated from Algerian universities are evaluated mainly on technical knowledge rather than linguistic skills. Also, most of them have different positions at the company, so the frequencies of their uses of communication skills vary suiting the nature of each position and the situation of communication from one moment to another. In other words, most of the participants are engineers specialized in the electrical field and thus need to be aware and highly competent for way machines function and what to do in case of a shortage of electricity. On the other hand, engineers in charge of maintenance form the second most important category in this study. Though having satisfactory technical skills is a priority to be successful in the competitive engineering context, but reading could be an urgent skill in situations when a machine breaks down and is in a sudden lack of a spare-part. An improved understanding of manuals of product descriptions thanks to language proficiency would provide a quick solution by finding specific information related to the engineering problem.

In this study the requirement of Communication Skills at the work field is as important as technical skills for engineers in modern economy. Language proficiency has a direct effect on the personal and technical development of today's engineer. Any success and competitiveness of a company is strictly related to the kind of training sessions that its employees involving highly competent professionals receive periodically. Theoretically, needs analysis is the starting point of any successful English for Specific Purposes development. The course content

must reflect the language skills targeted by a group of learners in immediate or future requirement. Personal development of engineers has a direct impact on their functionality in global economy.

5. Conclusion

The significance of language Communication skills cannot be denied for both the personal development of engineers and organizations' success and competitiveness in global economy. Based on the findings, listening and speaking are the most challenging modes as they are believed to be the two mostly used in worldwide interactions in modern economy. Listening to discussions on Skype can be a natural source to receiving authentic English or communication with foreign partners about professional interests. Besides, the practicability of today's engineers' technical skills may be transmitted into even much easier ways when based on strong and meaningful communication skills during meetings and negotiations directly held between international professionals. They would share same interests, one international medium of communication and having one common aim to fulfill; the success of national and worldwide trade. This could reflect the real reasons for ESP course development to meet the requirements of communication skills of engineers at GICA.

Conflict of Interest

The author declare that they have no conflict of interest.

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