# Needs Analysis in ESP Context: Developing an English Writing Course for Engineering Students at Bahria University Karachi

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**Abstract**

This study aims to analyze the English language needs of engineering students and design a suitable English for Specific Purposes (ESP) course tailored to those needs. It explores the role of English within the engineering program, identifies the most essential language skills, examines their frequency of use, and evaluates student performance in related academic tasks. The findings confirm that English is critical for key engineering activities such as delivering presentations, writing reports, and participating in discussions. While listening is the least used skill, students frequently experience difficulty with speaking and writing tasks. To address these gaps, the study recommends including more structured speaking and writing exercises in the curriculum. Unlike other studies that broadly focus on ESP across academic fields, this research specifically targets engineering students and emphasizes the integration of technical content in writing instruction. This targeted approach aims to help students develop stronger communication skills that align with the demands of their academic and future professional environments.

**Keywords**

*English for Specific Purposes (ESP), Engineering students, Language skills, Academic performance, Presentation skills, Needs analysis, Curriculum design.*

## INTRODUCTION

English for Specific Purposes (ESP) is widely recognized and utilized in academic and professional domains, particularly in science, technology, and engineering fields. ESP research highlights that English is not only a medium of global communication but also a critical tool for mastering discipline-specific knowledge and professional skills (Bekteshi & Xhaferi, 2020). In engineering and technical contexts, English proficiency enables students and professionals to read technical literature, prepare project reports, deliver presentations, and collaborate effectively across

international teams (Pritchard & Nasr, 2016). Moreover, effective and purposeful communication within ESP contexts often determines success or failure in academic and workplace settings, making it essential for both individual advancement and organizational achievement.

Identifying the needs, challenges, and preferences for using English before implementing any course meaningfully enhances the success rate of organizations. Jones et al. (2015) highlighted the importance of integrating English into engineering, science, and mathematics courses to improve students' performance in oral and written communication. Pritchard and Nasr (2016) highlighted the importance of English for engineering and science students, as it serves as the primary global language for science, allowing students to interact with professional literature written in English. Similarly, Chen (2017) stated that engineering students must recognize that their textbooks, papers, handbooks, and journals are predominantly in English.

Learners have different needs and interests, influencing their motivation to learn. This underlines the importance of developing courses that are relevant to learners' needs and interests (Read, 2008). Needs Analysis (NA) has become a crucial tool in designing English courses, particularly for engineering programs where specific student needs are challenging to determine. Identifying learner needs, problems, and desires within a particular context is essential.

The diagram below, proposed by Kandil (2002: 6), illustrates two primary categories of needs:


*Figure 1: Different types of needs*

Researchers have investigated the requirements for English proficiency in different settings. For instance, Al-Tamimi and Shuib (2010) studied the English language needs at a university in Yemen and discovered that while English was used extensively in educational contexts, it was rarely used in class discussions. Students often overestimated their language abilities. Ming, Aziz, and Razak (2008) designed an ESP course framework for foreign postgraduate students in science and technology, focusing on speaking skills to address their specific needs. Kormos (2008) scrutinized the linguistic requisites of English majors in Hungary and ascertained that students aspired to cultivate proficiency in perusing online texts, conversing with non-native speakers, drafting emails, and translating English.

Sung (2016) investigated the needs, issues, and preferences in English language education among nursing students in South Korea, discovering positive attitudes toward English and a wish for additional English courses. In a similar vein, Poonpon (2017) analyzed the needs, issues, and preferences of students in a bilingual program in Thailand, revealing notable difficulties in speaking during discussions and presentations. It is essential to conduct a comprehensive needs analysis to develop effective English language courses tailored to the specific requirements of engineering students at Bahria University Karachi.

This study holds particular relevance within the field of English for Specific Purposes (ESP) and engineering education, as it focuses specifically on the context of Pakistani engineering students. This group remains underrepresented in prior ESP research. While existing studies have explored English language needs in various international contexts, few have examined the distinctive linguistic challenges, professional communication requirements, and academic expectations faced by engineering students in Pakistan. By situating the needs analysis within this unique educational and cultural setting, the study contributes context-specific insights that can inform the design of more effective, locally relevant ESP curricula.

### 1.1 Needs Analysis

Needs analysis in English for Specific Purposes (ESP) involves identifying the specific language needs, challenges, and preferences of learners to create tailored courses that enhance their academic and professional success (Basturkmen, 2010). Unlike General English Proficiency (EGP), which prepares students for everyday communication, ESP focuses on the specialized language requirements of learners in academic and occupational environments. EGP emphasizes general

language skills, while ESP targets the specific language functions needed in particular contexts (Paltridge & Starfield, 2013). Effective ESP courses must be meticulously designed to address the precise needs of the target learners, ensuring relevance and practicality in real-world applications.

English is an important language in Japan, where it is taught in the education system right from primary school to university. In spite of the almost ten-year education in the English language, there are numerous students who find it difficult to master the language. Academic achievement and the ability to overcome education-related problems largely depend on the knowledge of English since English is the language of classes and the predominant language of academic content (Noor, 2019). There are several ways in which students are expected to be productive through the use of English in regard to different forms of academic work that may include presentations, writing reports, and searching for information. Illustrating a specific field of study will have varying language requirements that will require a specific form of English instruction.

### 1.2 English Writing Course

The writing course on English to be developed to cater to the needs of engineering students must be designed in a way that focuses on the writing requirements and issues of engineering students. As an engineering student, one has to learn how to write technical reports, research papers, and project proposals, which are expected to be as precise and clear as possible. Technical writing requires effective use of writing because it is the best way of providing complex technical information in a way that it is positioned and heard correctly and persuasively (Hyland, 2018). Moreover, it can be recommended to introduce the activities based on practical writing strategies and peer feedback so that students could undergo the process of developing writing skills in an encouraging, collaborative setting.

Besides, a course on writing in English, taken by engineering students, should focus on the essence of conciseness and structure in technical writing. Engineers tend to have issues with planning their thoughts in a clear, rational order and make sure that they can write fluently and logically enough to be approached by people who do not share their backgrounds (Robinson, 2019). Offering specific instructions and good examples of properly structured technical documents will help students to realize how to organize their own production. Moreover, it is recommended to include the training on the principles commonly used in the context of writing to make the texts that can be ready by the students to suit the demands of their academic and professional readers. Through meeting these

particular needs, an English writing course can help improve the communication skills of engineering students, thus making them more career-oriented as far as their field is concerned.

### 1.3 Research Questions

Below are the research questions:

- What is the significance of utilizing English in the engineering program?
- Which language skills are most crucial in the engineering program?
- How frequently are language skills utilized in the engineering program?
- What is the students' performance level based on academic tasks?

### 1.4 Research Objectives

Below are the primary objectives:

- To identify the significance of utilizing English in the engineering program.
- To determine the key language skills used in the engineering program
- To assess the frequency of language skills utilized in the engineering program.
- To evaluate students' performance levels in academic tasks.

### 1.5 Significance of the Study

This research is really valuable in many ways. Proper identification of personal language needs of engineering students will enable the educators to come up with more meaningful ESP courses that will directly meet their language needs, thus impacting positively on the learning outcome. Focus on the development of key language skills may help students to improve their general performance and be better prepared to act and learn in professional settings. This study makes it possible to narrow the gap between theory and practice and to assist the instructors in choosing more appropriate methodologies and teaching materials in the engineering discipline. Matching the language skills of the program with the skills demanded at workplace will guarantee that the graduates are up to the disciplinary standards of the industry. Policy makers and curriculum developers in the education field can use the results to embark on policies that will improve language education in

schools. Moreover, knowing the issues dealt by engineering students enables institutions to properly use its resources to give adequate resources to the success of students.

This study explicitly links each research question to specific data collection methods to provide clarity and rigor. For instance, students' views on the importance of English and key language skills were gathered through structured surveys, while faculty perspectives were collected via semi-structured interviews. The frequency of language skill use was explored through survey responses and classroom observations, and students' performance levels were assessed based on academic tasks and self-reported evaluations. This clear connection between research questions, methods, and findings strengthens the validity of the study and guarantees that the objectives are effectively addressed.

## LITERATURE REVIEW

According to Basturkmen (2010), needs analysis is a very vital component when it comes to generation of teaching materials of English as a specific-purposed language (ESP). In such a way, gathering enough information about the needs, preferences, and desires of learners, a personal course syllabus was developed, in which the most appropriate materials and technologies were used. Since the course will be addressed to lawyers, each and every material, procedure, and evaluation were specially selected so that it would relate to this area of knowledge. In contrast to General English Proficiency (EGP), ESP is goal-oriented, and therefore it requires applying the corresponding methodology to the concrete group of learners (Woodrow, 2018). This customised experience makes the process of learning both relevant and productive, and directly related to the professional environment where the language will be applied. It is also helpful in terms of developing some skills that are essential in the future career and professional growth of the learners.

In the case of the specific learners, it was the Communicative Language Teaching (CLT), Task-Based Learning (TBL), and lessons in the community that were selected to make up the syllabus. Learning in community allows them to become more active in discussions and in terms of group works, this gives them a collaborative atmosphere that will resemble real life situations in legalities. On the other hand, CLT involves learners so that they are involved in communication tasks like role-play, presentations, and online games, thus making learning quite interesting and participatory (Richards, 2006). The approach will prevent the loss of interest and motivation among

the learners that is very essential to an adult learner at the workplace. Also, it promotes active involvement, which is crucial in the development of practical language skills (Ellis, 2005).

It has been observed by Chazal (2014) that TBL is also target language-based that can accomplish meaningful tasks that can benefit the learners in several writing activities which include writing of letters, cases and response to contracts. These assignments will emulate common pieces that legal practitioners are likely to come across, thus giving them the knowledge in the form of practical and usable skills. Through performing such particular activities, learners can better comprehend the language forms and words relevant to their discipline, which would improve their communicative skills on the whole. The practical orientation presents a platform in which learners will be able to generalize their classroom experiences through effective transfer to the professional world.

They are based on legal jargon, and they can deal with different legal documents and cope in court. Technical terms used in the law are not only capable of developing language skills in the law but also develop their confidence in dealing with actual situations in the law (Sukamolson, 2010). By these means, the learners will easily learn new vocabulary and employ it in practice. Speaking or writing is the major skills which has to be targeted and hence the techniques are best suited in this regard. With the focus on these skills, the course also ensures that the learners will effectively communicate both in written and oral legal situations, which are essential to their professional success.

Hyland (2016) underlines that needs-based materials make the teaching process more relevant, contributing to the increase in learner prospects. In a similar way, Tomlinson (2012) states that well-developed ESP materials are able to improve the level of engagement of the learners and the efficiency of the teaching in general. Selection of adequate materials is relevant to the success of the course. The proper materials can contribute greatly to involvement of the learners and the course of the overall efficiency of the learning process. One of the foremost points that Susandi and Krishnawati (2016) confirm is the idea that English for Specific Purposes (ESP) courses may be developed so that they effectively prepare users regarding professional communication. The practical needs that are considered by the ESP methodology in language teaching include developing teaching resources to the students of General English (GE) who have acquired the necessary levels of the language and now require English skills in specific areas of professional practice. Celce-Murcia

(2001) explains that ESP is premised on the idea that all teaching in language must be adjusted to suit individual needs and preferences of learners based on the target customers, language use needs, and taking into account the socio-cultural environment that learners will use English. It is admitted that ESP is a learner-centred method as it regards the demands of adult learners having to use a foreign language in their specific fields, like healthcare, science, technology, hospitality, and academic activity.

## METHODOLOGY

### 3.1 Participants

The sample involved 20 engineering students who were enrolled in an Engineering course. At the moment, these students are at the fifth semester. This situation shows that value should be placed on the identification of the needs and weaknesses of the students regarding language learning. It complexifies their needs with language since these students have different backgrounds. The insight of such needs is vital in coming up with concrete intervention aimed at enhancing their academic results and making them ready to excel in their professional careers. The use of 20 participants is justified by the study's qualitative focus, which prioritizes depth of insight over generalization. The subject offered contains numerous technical topics, and therefore English excellence would make it easy to learn course contents, discussion during lectures together with assignments.

### 3.2 Preliminary Survey

To establish a baseline understanding of students' language use and perceptions, a preliminary round of semi-structured interviews was conducted. These interviews took place through phone calls and WhatsApp messages, allowing for flexible, real-time communication. The format was selected to maintain consistency in core questions while allowing follow-up questions based on student responses. This approach was effective in gathering insights that informed the survey design and ensured that the questions reflected real concerns and experiences.

### 3.3 Data Collection

The necessary data was collected using two tools: survey and interview. The survey was divided into two portions: the first one (Section A) focused on the background of the respondents whereas

the second one (Section B) touched upon the application of English in the engineering course. The lecturer in the course supervised the circulation and retrieval of the questionnaire. Moreover, telephone interviews with the lecturer were conducted so as to obtain more information regarding the academic duties of the students. These interviews gave us more insight into the particular language issues encountered by the students. A combination of data from the two instruments was used to assist in the formation of a whole picture of student needs and choices.

### 3.4 Analysis of data

The analysis was conducted after reviewing the data collected through both structured surveys and semi-structured interviews. The results are organized into two main sections for clarity:

- Section A presents findings from student data
- Section B incorporates the instructor's perspective

In Section A, student responses from the survey were analyzed quantitatively to determine the perceived importance, frequency, and difficulty level of various language skills. To deepen the interpretation of these results, corresponding interviews with students were used. These interviews allowed clarification of patterns observed in the survey, such as why certain skills were rated as difficult or frequently used. This cross-verification helped strengthen the validity of the findings.

In Section B, interview data from the course instructor were analyzed to gain contextual understanding of how English is used across academic activities, such as lectures, assignments, and project presentations. The instructor's insights provided a complementary perspective that explained the expectations placed on students and how English is integrated into course content. This dual-layer analysis allowed for a more accurate assessment of student needs and informed the final course design recommendations.

## FINDINGS AND DISCUSSION

### Question 1: The importance of the use of English in the Engineering course

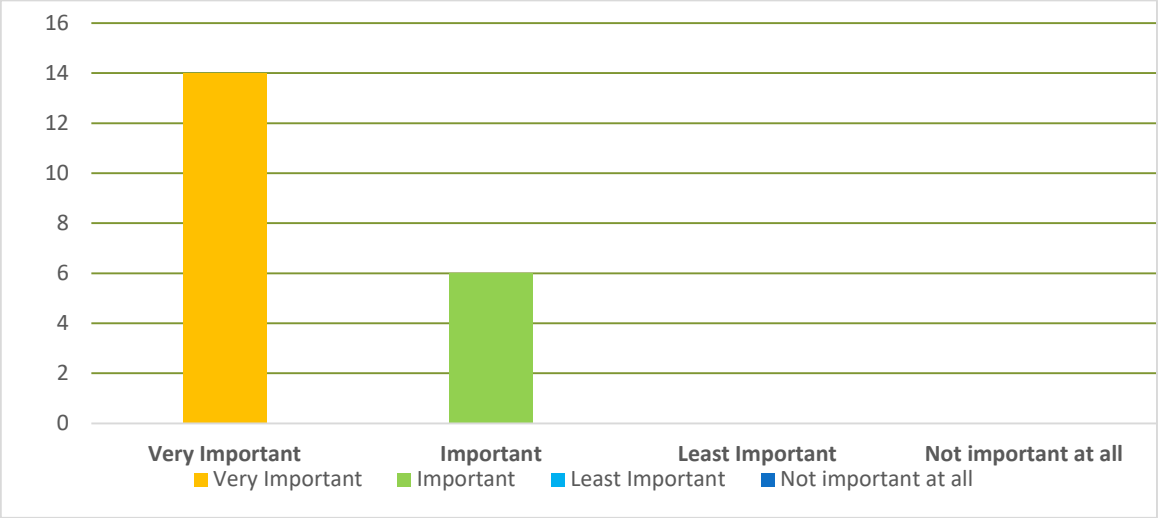


*Figure 2: English use in Engineering Course*

Figure 1 presents what the students had to say concerning the necessity of the use of English in their engineering classes. The students also noted that the use of English is not only classified as very important but also as important in the engineering course. This is mostly due to the fact that English is used as the medium of instruction and lingua franca of academic work, thus stressing its wide adoption in the program. It was also found in the feedback that the students have a high disposition to work on their communication skills in order to rise in the academic arena, as well as in the future scope of the engineering world as a career. These realizations support the notion that the English language is important to their educational experience as a whole.

**Question 2: The most important language skills used in the Engineering program**

*Table 1: Prioritization of language skills used in the Engineering Course*

| Skills | Very Important | Important | Least Important | Not Important |
|---|---|---|---|---|
| **Reading** | 1 | 4 | 8 | 7 |
| **Writing** | 14 | 5 | 1 | 0 |
| **Listening** | 1 | 0 | 6 | 13 |
| **Speaking** | 5 | 11 | 4 | 0 |

Table 1 presents a list of the most critical language skills that may be applied in the Engineering course according to feedback from the students. The skills measured were Reading, Writing, Listening, and Speaking, in which the students scored each skill as Very Important, Important, Least

Important, or Not Important at all. The numbers denote that Writing is the skill deemed as the most necessary, as 14 students mark it as "Very Important" and 5 as Important. This highlights the importance of having a good command of the English language among students in the field of engineering, as all the graduating students are required to write technical reports, research papers, and to make documentation on their projects, a core aspect of disciplinary literacy. Speaking was also top-rated with 5 by the students, with a mark of the word " very important and 11 with the word important to represent the value of speaking in the presentation and in spoken communication in collaborative projects and at the workplace.

Listening on the other hand was voted as the least important with 13 students giving it the rating of Not Important at all and 6 as Least Important. This implies that it is important to have listening skills though they might not be the most vital skills in this engineering course. There was perception data related to reading which varied with 1 student giving response as: Very Important; 4 extremely important and a significant percentage giving response as Least Important or Not important at all. This may indicate that though technical materials have to be read, maybe they do not have to be as highlighted as writing and speaking skills.

Such results indicate that there is a necessity to pay more attention to the development of writing and speaking skills in the ESP course provided to the students who study engineering so that besides these two skills, their reading and listening skills should not be ignored to maintain the overall command of the language in academic and professional life.

**Question 3: The frequency of the language skills used**

*Table 2: Prevalence of Language Proficiencies Utilized in Engineering Course*

| Skills | Seldom | Sometimes | Often | Very Often |
|---|---|---|---|---|
| **Reading** | 0 | 7 | 10 | 3 |
| **Writing** | 1 | 0 | 9 | 10 |
| **Listening** | 1 | 8 | 7 | 4 |
| **Speaking** | 0 | 3 | 8 | 9 |

Table 2 has captured the level of application of various language skills in the course by the engineering students. The most frequently deployed skill is reading, 10 students out of 30 mentioned that they regularly have reading assignments and 3 claimed that they have a very frequent reading assignment. This implies that the engineering learners are the categories of learners, who often come into contact with written texts in the form of textbooks, research journals, and specifications, among other documents. The element of writing also plays an important role as 9 students claimed that they write quite frequently and 10 of them stated that they would very often practice writing. This is due to the heavy use of writing in recording the results, composing reports, and other assignments in the engineering discipline. This reflects a clear usage pattern, supporting the need for skill-focused curriculum planning based on frequency analysis.

Listening and speaking skills although important are applied at varying frequencies. Listening is used by 8 sometimes, by 7 often and by 4 very often. This indicates that listening tasks, such as following lectures, understanding presentations, and participating in discussions, are integral but perhaps less frequent compared to reading and writing. Speaking is reported as "sometimes" used by 3 students, "often" by 8, and "very often" by 9. The relatively high frequency of speaking suggests that oral communication, including presentations, collaborative discussions, and verbal explanations, is a crucial skill for engineering students.

**Question 4: The students' performance based on the academic task**

*Table 3: Students' rating in the listening task*

PART A: LISTENING SKILLS

| Tasks | **Evaluation** | | | | |
|---|---|---|---|---|---|
| | **With more difficulty** | **With difficulty** | **With some difficulty** | **With ease** | **Neutral** |
| Listening to the Presentation | 3 | 0 | 8 | 9 | 0 |
| Listening to the Group discussion | 1 | 0 | 12 | 7 | 0 |
| Listening to the lecture | 2 | 1 | 5 | 12 | 0 |
| Listening to explanations | 0 | 2 | 6 | 12 | 0 |

Table 3 provides an overview of the students' self-assessed performance in various listening tasks. When it comes to listening to presentations, the majority of students (9) reported they manage the task "with ease," although 8 students experience "some difficulty" and 3 find it challenging. This indicates that while many students are comfortable with presentations, a significant number still struggle, potentially due to the complexity of the content or the presentation style. Interactive listening appears to be more challenging, with 12 students indicating they manage "with some difficulty" and only 7 finding it "with ease." This suggests that the interactive nature and the diverse viewpoints in group discussions may add to the complexity, making it harder for some students to follow.

Listening to lectures shows a more balanced performance, with 12 students reporting they handle it "with ease," 5 with "some difficulty," and 1 with "difficulty." This indicates that while lectures are generally understood well, there is still a portion of students who find them challenging, possibly due to the density of information or the delivery pace. In listening to explanations, 12 students find it "with ease" and 6 with "some difficulty," reflecting a similar pattern to lectures. This shows that while many students are comfortable with listening tasks, there are still significant numbers who face challenges that require pedagogical scaffolding to support their comprehension and retention.

*Table 4: Students' rating in the speaking task*

PART B: SPEAKING SKILLS

| Tasks | **Evaluation** | | | | |
|---|---|---|---|---|---|
| | **With more difficulty** | **With difficulty** | **With some difficulty** | **With ease** | **Neutral** |
| Forum | 4 | 4 | 11 | 1 | 0 |
| Oral Presentation | 0 | 4 | 14 | 7 | 0 |
| Oral Group discussion | 0 | 1 | 12 | 7 | 0 |
| Listening to oral explanations | 1 | 8 | 9 | 2 | 0 |

Table 4 provides insights into students' self-assessed performance in various speaking tasks within the engineering course. The tasks evaluated include participation in forums, oral presentations, group discussions, and listening to oral explanations. For forums, 11 students indicated they manage

"with some difficulty," while 4 reported "with difficulty" and "with more difficulty." Only 1 student found it "with ease." This suggests that forums, which likely involve open-ended discussions and debates, present significant challenges for many students.

Oral presentations appear to be somewhat more manageable, with 14 students handling them "with some difficulty" and 7 "with ease." However, 4 students still experience "difficulty," indicating a need for further practice and support in oral proficiency. In group discussions, 12 students manage "with some difficulty," while 7 do so "with ease," and 1 student finds it "with difficulty." Listening to oral explanations is also challenging, with 9 students indicating "some difficulty," 8 "with difficulty," and only 2 "with ease." These findings highlight that while some students are comfortable with speaking tasks, a considerable number face challenges that need addressing.

*Table 5: Students' rating in writing task*

PART C: WRITING SKILLS

| Tasks | **Evaluation** | | | | |
|---|---|---|---|---|---|
| | **With more difficulty** | **With difficulty** | **With some difficulty** | **With ease** | **Neutral** |
| Commentary | 3 | 4 | 4 | 9 | 0 |
| Note-Taking | 1 | 2 | 3 | 14 | 0 |
| Article Writing | 2 | 2 | 8 | 8 | 0 |
| Report Writing | 4 | 2 | 5 | 9 | 0 |
| Paraphrasing | 3 | 3 | 6 | 8 | 0 |

Table 5 shows students' performance in various writing tasks, including commentary, note-taking, article writing, report writing, and paraphrasing. Among these, note-taking emerges as the most proficiently executed task, with 14 respondents indicating they manage it "with ease" and only 3 reporting "some difficulty." Commentary and article writing are more challenging, with 9 students handling commentary "with ease" and 4 "with some difficulty," while article writing sees 8 students managing "with ease" and 5 "with some difficulty."

The difficulty of report writing is also well balanced since 9 students report it as being done with ease, 5 students as with some difficulty. Writing in the form of paraphrasing seems to be most

difficult, as 8 students reported that they did it with ease, or with some difficulty, or more difficulty, whereas 3 students said that they did it with difficulty. This outcome implies that although generally, students feel more comfortable with specific tasks, such as note-taking, overall, tasks with higher cognitive load, such as paraphrasing and article writing, need more support and practice.

Notably, although writing is rated as the most important skill, students' performance in tasks like paraphrasing and article writing is relatively weak. This indicates a gap between perceived importance and actual proficiency that needs targeted instructional support.

*Table 6: Students' rating in the reading task*

PART D: READING SKILLS

| Tasks | **Evaluation** | | | | |
|---|---|---|---|---|---|
| | **With more difficulty** | **With difficulty** | **With some difficulty** | **With ease** | **Neutral** |
| Textbook reading | 11 | 4 | 3 | 2 | 0 |
| Journal articles reading | 8 | 7 | 4 | 1 | 0 |
| Specific information reading | 4 | 3 | 5 | 8 | 0 |
| Novel reading | 11 | 4 | 3 | 2 | 0 |

The Table 6 addresses the performance of students in reading tasks such as reading a textbook, reading a journal article, reading specific information as well as reading a novel. Reading textbooks is, generally, done "with ease" by 8 students, by 7 with difficulty, and one with some difficulty. This shows that textbooks, as a habitual resource, cannot be considered as a way, which does not have issues regarding understanding of this material by some students.

The reading of journal articles is not easy to most of them as 7 students answer that they read journal articles with difficulty and 8 students answer that they read journal articles with more difficulty whereas, 1 student reads it with ease. The situation with the reading of specific information is a little bit easier, however, half of the students demonstrate strong comprehension performance (8 students), and half of students cope with it with some difficulty (5) or difficulty (3). The reading of

novel seems to take place less often with 4 students reporting either that they read it with some difficulty, 3 students reading it with ease, and 2 with more difficultly. These results support the necessity of specific reading strategies that would enable the students to cope with technical and academic texts better.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

The results show that there is an evident necessity to include an ESP course which would include all four language skills and, specifically, the writing skills. The content of this course should be designed in a way that would help students to gain a better insight into the proper use of language in the various academic settings. The course could be of help in correcting language use and refinement of writing skills by the students as the language tasks on the course have report writing requirements. These assignments should also be designed so as to correspond to the attention transmitted to a specific area of language and hence a student will achieve sufficient competence in relation to his / her study and career related interests. In addition to it, the well-researched model of teaching needs to be integrated to improve classroom learning. For developing an effective ESP curriculum to be used with engineering students, the model that would most notably help to create the cohesive course would be content-based and activity-based curriculum models. This combining technique can provide overall learning and hence develop the language skills of the students as well as meet the practical requirements of the engineering profession.

### Recommendations

Below are the recommendations of the paper:

1. Develop a Comprehensive ESP Course: Create an ESP course that is all-embracing and covers all four language skills with emphasis on writing skills. This course is expected to sensitize the students on proper languages in numerous academic circumstances, particularly technical and professional words.

2. Focus on Writing: Specialise in language activities in report writing, technical writing, and academia paper writing. These are skills that students will be developed by being given adequate information and examples of well-drawn technical writings.

3. Combining Targeted Listening and Speaking Activities: Insert interactive listening and speaking activities to develop communicative skills in students, e.g., role-plays in class, presentations, group discussions, etc. These activities will equip the students and allow them to be more comfortable and competent both academically and professionally.

4. Employ Authentic and Relevant Materials: Authentic materials such as technical manuals, research article and real-life case studies should be integrated in the curriculum. The resources will bridge the gap between theory and practice in the classroom and help students learn more effectively since the experience will be more relevant.

5. Employ Multi-Syllabus method: Use both content and task based type of syllabus to guarantee multi-leveled learning experience. The background knowledge could be given by using content-based instruction, the language practice by using task-based activities.

6. Integrate the use of Technology and Multimedia Resources: Technology/Multimedia resources can be used to facilitate both different learning styles and dynamic/interactive learning experiences. Traditional methods of education can be complemented by online simulations, educational programs, and video tutorials which become additional sources of students learning.

7. Collaborate with Engineering Faculty to Align ESP Tasks with Discipline-Specific Requirements: Close coordination with engineering faculty will ensure that ESP course content, assignments, and activities directly address the linguistic and communicative demands of engineering disciplines. This collaboration will make learning more relevant and help students better apply language skills in their academic and future professional contexts.

These recommendations can help make allowing the engineering students to adjust the ESP course to their particular language needs, which will eventually improve their academic achievements and give them all the possibilities to have a successful career in the sphere of engineering.

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