

The Important Skills ESP Teachers Need to be Qualified to Teach ESP Courses

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1. Introduction

The teaching of ESP (English for specific purposes) faces certain difficulties. The difficulties are experienced by most teachers throughout the course and are related either to the subject which is mostly unfamiliar to the teacher or to "some problematic classroom situation or negative attitude" (de Arechaga, 2001: 1). In other times the problem may be related to the text. Teachers complain when they teach ESP courses as "the success or failure of a lesson, a class, a learner is not only related to the methodologically perfect teacher, to reach the high standards of a professional educator, it seems just as important as to develop personally as well as professionally" (Constantinides, 2001: 6). However, the research aims at testing the following hypothesis: ESP teachers should possess certain skills to succeed in teaching ESP courses and satisfy the changing needs of these courses.

A set of skills are put in the form of a questionnaire submitted to almost all ESP teachers at the University of Basra. The teachers are either currently teaching or taught ESP courses to find out whether they consider these skills necessary or not. The following is a theoretical account of the required skills of ESP teachers.

2. The Required Skills

Certain skills should be acquired by the ESP teacher to be effective and successful in his profession. He should possess a. English language knowledge b. thorough command of course design, and c. expert knowledge of the related field of science (Maleki, 2008: 9). The writer here states that most ESP teachers lack a & b because many of them are the subject teachers who are not specialized in English. The subject teacher ignores many aspects of language. Some of them can hardly read in English, but are chosen because they are experts in their field. "Whether the text is one of a general or specific kind, the main academic objective is to enhance the students' ability and proficiency in handling English rather than providing them with jargons since they are already familiar with such jargons"(Carreon, 1996: 5). Robinson (1991) thinks that flexibility is an important quality that should be available to ESP teachers. By flexibility he means being able to change from a teacher of English to a teacher of English for special purposes. Zavasnik at the (xvi) European symposium on language for special purposes mentions that what the ESP teacher needs in addition to the Linguistic competence is "the ability to evaluate, adapt and design materials, the ability to gain feedback from the students (i.e. to assess and test) the ability employ state of the art methods, approaches and techniques and the ability to encourage, enhance and implement learning strategies."(2). Carreon (1996:4) emphasizes the knowledge of certain discourse forms, their grammatical features and believe that teachers should be able to think "within the discipline to which their students belong". However, she lists certain skills that are applicable to any ESP context:

1. The teacher should possess certain knowledge about the discipline he teaches and says that "at the very least, the ESP teacher must know where and/ or from whom a student might obtain the appropriate help"(Carreon, 1996:6).
2. The teacher should have acquaintance with the discourse characteristics of the ESP genres (like being able to write and know the purpose of writing a proposal in ESP and to be able to make reports and memos in English).

Teachers must also be able to make "needs analysis, syllabus design, material writing or adaptation and evaluation"(Venkatraman and P. Prema, 2007:1).They should receive adequate training in ESP teaching and they would better be graduated with Masters in English rather than in literature"(venkatraman and P. Prema, 2007:2-3).

2.1 Professional Competence

Professional competence is the different activities that teachers practice in order to enhance learning. These depend mostly on the teacher's experience "the convenience of attending seminars and conferences... individual group reflection and interaction with colleagues"(de Arechaga, 2001:2).

Professional competence improves with the passage of time and starts with the professional certificate; it is changing all the time and develops with the developing activities and techniques in the class that helps to enhance learning (Banfi, 1997: 15). According to Nunan and Lamb (1996: 1) professional competence is the ability to be effective in managing teaching in a second or foreign language classroom. That is to say "the ability to create positive pedagogical environment".

However, certain steps are suggested by (de Arechaga, 2001: 2-3) to develop the professional competence of the ESP teacher:

1. The teacher must be up to date as far as his field requires.
2. The teacher "engages in a process of reflection on his/her own professional activity to improve his / her practice"(de Arechaga, 2001:2).
3. The teacher engages with other teachers in practice and showing experience.
4. The teacher must be autonomous in his attempt to develop professionally.

But the writer confirms that the professional development starts with awareness of the need to develop.

Constantinides (2001:1-3) gives another list that distinguishes the professionally competent teacher from the rest of teachers. He is:

1. Able to give a complete explanation of his subject.
2. Capable of making use of the available resources, and able to plan lessons.
3. Able to figure his own strength and weaknesses.
4. Does not get frustrated as a response to the comments of other colleagues.
5. Able to motivate his learners and is interested in teaching and learning.
6. Able to choose the suitable materials and varied lessons.
7. Has the interest to develop professionally.

Further, Constantinides (2001:2) states that what distinguishes the competent professional from others is the "constant self-questioning, endless discussion in the staff room and the frequent soul-searching meetings with other professionals in the field". Tabatabaei (2007:8) maintains that ESP teachers are advised to develop their professional competence through specialization in a certain discipline or profession "or undergoing further training, or carrying out research alongside their teaching".

Suslu (2006:4) asserts that professional competence comes as a result of the teacher's realization of his strength and weaknesses. In addition, the motivation of the teacher affects his competence. The teacher performance is affected by "working with students and perceiving the changes in the students' performance and behavior. It is also related to studying a valued field and new information in it so it leads to increase in one's own level of professional skill and knowledge"(Suslu, 2006:4).

According to Bojovic (2006:48), it is important for the ESP teacher to develop certain skills to adequately teach the course. These are"

- a. adequate command of the language that fits the class he is teaching,
- b. teaching techniques and classroom activities, and
- c. the management of learning"(Bojovic, 2006:49). He asserts that "it is a crucial part of the teacher's classroom skills to learn how

to assess from moment to moment the progress of each individual in the class and how to manage the classroom activities so that most able learners are not frustrated by being held back, while the slowest are not depressed by being left behind"(Bojovic, 2006:49). Therefore, having these skills require training, actual practice of teaching and time. So, the professional teacher gets these skills through being put in actual teaching situations that are sometimes complex and require patience and well trained teacher who is always in touch with every thing new in language, education and the psychology.

According to Freiermuth (2001:858-859) the teacher should have the ability to use suitable materials (textbooks or software) that students can use to develop their field language. Freiermuth (2001:858) confirms that "it is important to understand that it is not a suggestion that language teachers attempt to become specialists in the chosen field of their students, it is a suggestion that language teachers need to be able to operate effectively within the environment in which they find themselves". ESP teachers should also be able to know the objectives of the ESP students so that they can have different ideas for teaching ESP that satisfy students' needs of learning ESP courses. For example, in teaching English for business students it is important for students to know how to write business letters, send e-mails and read specialized texts in English (as it is stated in their syllabus at the College of Administration and Economics In Basrah University). Usually, students know how to write letters or e-mails but they do not know the procedures of writing a business letter or e-mail. Freiermuth (2001:860) points that "this lack of base knowledge results in a failure to understand the function of a text, the audience of a text, and the procedures to construct an appropriate text." However, the role of the teacher is to use the suitable means of teaching these characteristics skillfully and effectively. Throughout this process the teacher will find certain barriers.

3. Barriers that ESP Teachers Experience During Teaching

Teaching ESP burdens the teacher with problems more than the general English course does. These are mostly focused on "getting the

(students) to speak English, and motivating them in addition to the indiscipline, inadequate materials and keeping the teacher motivated"(Daubney, 2008:2). This surely requires that the teacher prepares himself for the worst when he finds that students are absent-minded, and unable to learn or cooperate with him. Daubney (2008:2) confirms that since teachers are the leaders in the classroom" a constant (re) evaluation of our own practices, competencies and training (is required). The biggest challenge of them all is taking a good, hard, long look at ourselves". Daubney (2008:3) believes that teachers are faced with challenges and dealing with them takes time. Nevertheless, there are two types of barriers to teachers who attempt to overcome these challenges. Daubney elaborates that these barriers are internal and external. He develops a framework of these barriers, the following diagram, with some modifications in which the researcher omitted the barrier of (the parents/ guardians) since college students are supposed to be autonomous and do not need their parents to supervise them during their study and consequently become a barrier to the teacher's work through their interference. External barriers are explained in the next section.

3.1 External Barriers

External barriers are shown in the following diagram:

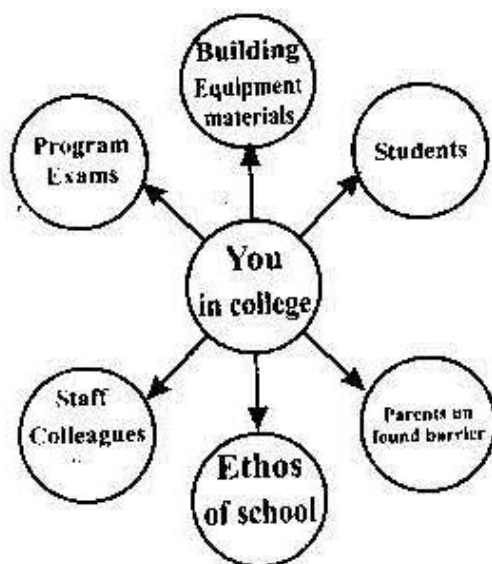


Diagram 1: Barriers to overcoming challenges (external barriers)

In order to deal with these barriers, the researcher begins with the classroom. Teachers should be prepared for change and this change starts with the text that is supposed to be taught throughout the academic year. In ESP classes, mostly there are no texts given to the students. Instead, there are summaries and a number of questions and answers given to the students.

In order to implement a more innovative, stimulating, ultimately more adequate language learning environment in our classrooms, a classroom more in line with preparing our students for change, employment and encounters with speakers of other languages in a fast moving world, not to mention facing the challenges being set by an ever-increasing globalization, then we need to see more stimulating materials, relevant tasks and a much greater slice of the classroom action being reserved for spoken interaction (Daubney, 2008:3).

As for materials, the teachers can only choose what is available for them to teach. Unfortunately, the text itself is not available. The teachers then have to deliver information to their students in a way that does not burden them with an ESP course that is looked at both by the teachers' colleagues and students as unimportant. This is a fact that is not denied, as far as the researcher's experience in ESP teaching is concerned. In addition, this fact is confirmed when the researcher interviewed some of the teachers during answering the questionnaire, who believed that the ESP course is important, nevertheless it does not get serious attention on the part of the college concerned. Consequently, even if the English specialist uses techniques that enhance the learning of students and help to make the learners speak in certain contexts, he will receive many complaints from the students or the staff. Here is the experience of Carreon (1996:2) who presented it in a paper submitted to the annual meeting of the teachers of English to other languages.

I was in denial for more than one year, insisting to myself that my academic preparation and intellect were enough scaffolding as I tackled tasks related to solubility, electromagnetism, and airport construction. Later, however, I moved on to a period of self doubt, there were students' questions which I couldn't answer, there were too many activities with which I could not be creative because I was not well enough grounded in the specialized Subject-matter. One colleague experienced an even harsher reaction in her attempt to teach a class of science students when she received a visit from a content specialist who told her to stay a way from teaching science.

The students can be a barrier when they do not react positively with the ESP teacher. Usually, they lose attention whenever the teacher

speaks. They only concentrate when he writes on the blackboard. " The inattention or loss of concentration on the part of students in oral based activities may well be the result of their beliefs being challenged or the fact that they are simply not used or scared of interacting"(Daubney, 2008:4). Then, the exams are more important than any other activity. The college ethos require "serious classroom environment, where an (over) emphasis on tests and exams takes precedence over interactive activities that are often considered as 'light' but not serious learning"(Daubney, 2008: 5). However, these external barriers demand patience to change the wrong beliefs when dealing with them. Thus, taking risks and doing things differently will often involve uncomfortable moments. "What we should be ready for, however, is to justify our choices and practice"(Daubney, 2008:5).

3.2 Internal Barriers

Usually, people tend to relate any weakness or difficulty they experience to things outside them. In case of ESP teaching, the teacher should be honest with himself and tries to find reasons behind the difficulties he finds in classroom and be responsible to overcome the barriers even if these barriers are within him, and this is what Daubney (2008: 5) calls "looking inwards process". The following diagram deals with the internal barriers to overcome the challenges to ESP teaching adopted from Daubney (2008:6) who considers them as more difficult to deal with than the external ones.



Diagram 2: Barriers to Overcoming Challenges (Internal Barriers)

The teacher's beliefs affect his teaching and decide the activities he uses in class. For example, the researcher believes that the ESP course is needed for teaching students more than the knowledge of the meaning of words and terms students previously studied in other specialized subjects. ESP students need this program to practice the language orally for they need it in their future career." One's beliefs about teaching and language learning will determine to a significant extent, the type of activities we implement and materials we use in the classroom" (Daubney, 2008: 8). Sometimes, the teacher's teaching style contradicts with the learning style of his learners. For instance, if the teacher prefers to make his students engage in reading exercises with an emphasis on speaking and discussion during the class period, he may clash with his students' preferences to be more reserved and traditional in that they prefer to listen, make notes and leave the talk to the teacher whom they consider as the only responsible person for learning and not as a facilitator in the process of learning.

Similarly, the perceptions of the teacher's skills affect the learning process. For example, the teacher feels that it is better to explain the

meaning of every term he gives to students in their mother tongue because he thinks that they will not understand if he did not do so. So, his teaching will be focused on translating terms, asking questions and asking about the meaning of terms. The teacher's personality is another barrier to overcoming the challenges to ESP teaching. Daubney (2008:7) thinks that the teacher's personality and beliefs are more controllable than the external factors. So, once the teacher begins to plan for his teaching and implements his plan inside the classroom, he has to "look inwards at himself as a language professional" so as to get the best results in the class.

Motivation, an internal barrier to the challenges affects a lot the teacher's competencies to ESP teaching. "Life in the classroom is very tough for many teachers, So, motivation is often the life force that keeps the teacher going and (students) notice and feel this..., (they) know which teachers are going to through the motions and which are bringing in different and stimulating activities (Daubney, 2008:7). That is to say, unless the teacher is highly motivated in his class, he will face difficulties inside the class. Suslu (2006:4) confirms that motivation is an essential component that affects the teacher's teaching and plays a role in the effectiveness of this process. There are intrinsic and extrinsic elements that can hinder or help the teacher in the process of teaching. Motivation is considered as an intrinsic factor. It is concerned with "performing a behavior for its own sake in order to experience pleasure and satisfaction (Dornyei, 2001:47).

The teacher's previous experience as a student or even as a teacher also affects the teaching process. For example, the teacher may prefer to use one activity or technique particularly. This activity was previously experienced by him and using it may succeed in one class but may not in another one. Having taught ESP at college level with its two sections the morning and evening studies, the researcher found that what is considered as a successful activity in the morning studies did not always succeed. For instance, the interaction between the teacher and the students or the discussion during the morning studies is different in that morning students are more interested to know and benefit from the English lecture than evening studies students.

Finally, the training and the conferences about the teacher's specialization and that he attends can affect his competencies. Daubney (2008:8) maintains that the conferences give the impression that teaching is an easy process and that everything is ideal about teaching. It is true that we as researchers and teachers benefit from the training courses and conferences but "teaching and learning require responses to complex situations and this complexity should be acknowledged" (Daubney, 2008:8). This is because lecturers use a language that gives the impression that teaching is an easy task to do. Difficulties are simplified but the reality requires practice and personal experiencing of such difficulties.

The next section sheds some light on how much should new ESP teachers know about their students' specialization and who is better to teach ESP, the subject teacher or the English language teacher.

4. ESP Teachers and their Knowledge about their Students' Specialization

College students study ESP after studying general English for 8 years at the intermediate and secondary school in Iraq. Naturally, they find some differences in the material presented to them at the college level because they study specialized texts in English. New ESP teachers may ask the question: Do they have to know about their students' specialization? What do their students need to know in English and how much should they focus on language or the specific specialization?

Teachers have to know about their students' specialization for different reasons, and to some extent. Bell (2002:2) confirms that "some writers have argued that teachers should have a very good grasp of specialists' context in order to assess accuracy and validity of what their students say". Others assert that the teacher should undergo a comprehensive training themselves. Without this training, teachers may choose the text they can personally understand.

In the ESP classroom, the teacher's role may change from the authoritative person who has the knowledge to a facilitator who shares his knowledge of English with the specialist's knowledge of his students.

The power, then, may be equal and the relationship "often becomes more adequately balanced with both parties holding knowledge and therefore, power" (Bell, 2002:3).

Perhaps the reason behind the difficulties that teachers find is that discovering that they are no longer the authoritative persons who lead the discussion and are asked for knowledge. Bell (2002:4) suggests that the teacher should have the following features that seem to be persuasive:

1. Curiosity: here the teacher should possess the basic level of knowledge of language of the subject, to be interested in this subject and open minded to know more.
2. Collaboration: in this respect, the teacher should consult the subject specialists without being sensitive to get help from them.
3. Confidence: sometimes, the new ESP teacher finds difficulty in teaching this course because of lack of confidence in succeeding in teaching this subject. "Realizing from the beginning that your role as a teacher is going to change and then be willing to show your interest in the subject matter and collaborate with specialists in the field will help confidence to grow" (Bell, 2002: 6).

Tabatabaei (2007:6) believes that it is the language teacher who is supposed to teach the ESP course since he is going to teach English through the content of another specialized subject. Also, college students can not master the structures and language functions together with developing the language skill that should be continued at the college level what ever their specialization is and this can only be true with the presence of a competent English specialized teacher.

After discussing the competencies of the ESP teacher who faces challenges and barriers together with mentioning the amount of knowledge the ESP teacher should know about the subject taught, the researcher finds it suitable to move to the practical side of the study.

5. The Questionnaire

A questionnaire is submitted to ESP teachers at the University of Basra who are recently teaching or have the experience of teaching ESP at different specializations at the college level. The number of the teachers who cooperated with the researcher is (27). The participants in this questionnaire, as mentioned, have the experience of teaching ESP at the college of Law, College of Administration and Economics, College of science, college of agriculture, College of Education, College of Engineering, College of Historical studies, College of Arts, and College of Veterinary Medicine. All the departments in these colleges, were taught English by the participants (ESP classes include both under and post graduate studies).

The researcher adopted a questionnaire that is developed by experts in ESP teaching. The questionnaire is presented by Dr. P. Prema and P. Ramani who have been teaching ESP for 30 years. Those two researchers developed a questionnaire that composes skills they think necessary for teaching ESP and distributed it to teachers of ESP at their country to know whether or not these skills are necessary to enable the teachers of teaching ESP. However, the researcher distributed the questionnaire to know the ESP teachers' opinion about the necessity of these skills to the ESP teacher to be able to successfully teach the course.

The aim of this practical side is to:

1. To identify the skills required of ESP teachers in several colleges at the University of Basrah according to the ESP teachers' views of the importance or necessity of the mentioned in the questionnaire, whether for under or postgraduate degree.
2. To suggest appropriate measures to develop training programs to ESP teachers based on the identified.

(27) ESP teachers answered the questionnaire which is shown in the tables of the following section. The teachers were asked to assign either (necessary or not necessary) to decide whether these skills are functioning or not.

5.1 The Results

The table below gives the results of the first part of the questionnaire submitted to the participants:

**Table 1: General Skills
The ESP teacher**

No	Skills	Necessary		Not necessary	
		No	%	No	%
1	understands and familiarizes the learners with different rhetorical functions of ESP English like description, definition, and classification	24	88.89	3	11.11
2	teaches the correct use of linguistic features like the use of stative verbs, passivity, modals etc	25	92.59	2	7.41
3	teaches ESP vocabulary and checks learners' understanding of ESP vocabulary	27	100	0	0
4	is able to carry out needs analysis	20	74.07	7	25.93
5	is able to design a curriculum for ESP courses	14	51.85	13	48.15
6	is able to develop syllabus	17	62.96	10	37.04
7	has skill in producing materials for language teaching from ESP texts	23	85.19	4	14.81
8	is able to produce materials for learning ESP text	20	74.07	7	25.93
9	is able to choose appropriate methods/ strategies for teaching ESP like peer work, role play, group discussion and so on	23	85.19	4	14.81
10	makes course evaluation	17	62.96	10	37.04
11	is competent in teaching a range of language functions of particular relevance to his subject	22	81.48	5	18.52
12	modifies/ generates principles of ESP based on his professional knowledge	19	70.37	8	29.63
13	has the ability to understand the special linguistic features of ESP like objectivity and the use of impersonal language	21	77.78	6	22.22
14	uses the communicative learner- centered approach while teaching ESP material	17	62.96	10	37.04
15	is able to design, develop, and conduct need- based communication skill courses	18	66.67	9	33.33
16	is able to conduct short- term course in ESP	24	88.89	3	11.11

Most of the participants agree that the general skills are mostly necessary. However, the most required skill is no. 3 with (100%) that states that the teacher teaches ESP vocabulary and checks the learners' understanding of the ESP vocabulary. This skill received the priority because students are required to master the vocabulary of their subject in English to make at least some noticeable change in their performance in the exams. Surely, they will not succeed without possessing an accepted amount of vocabulary; the acceptance degree is decided by the

teacher himself. That is why all teachers agree that it is very important to be able to give vocabulary and test their comprehension of these items. Also, (25) teachers representing (92%) agree that the teacher should be able to teach the correct use of linguistic features like (stative verbs, passivity, and modals).

In fact, it is interesting to know that although the teachers find the skills mentioned in the questionnaire important, some of them said that the skills give an ideal picture to ESP teaching that is hard to accomplish. However, (88.89%) agree that the skills 1 and 16 are necessary. They think that it is necessary that the ESP teacher understands and familiarizes the learners with different rhetorical functions of ESP like description, definition, and classification in addition to his ability to conduct short term course in ESP. The ability to produce ESP materials for language teaching from the ESP text in addition to the skill of choosing the appropriate methods and strategies received a high priority (85.19%). In general, these skills are mostly looked at by the ESP teachers as necessary. So, they can not be neglected or considered as not necessary. On the contrary, they are basic skills that should be found with every ESP teacher to be qualified to teach this course. One thing is that only (51.85%) teachers consider that it is important for the ESP teacher to be able to design a curriculum for ESP courses.

**Table 2: Listening skills
The ESP teacher makes the learners**

No	Skills	Necessary		Not necessary	
		No	%	No	%
17	identify the purpose and scope of a lecture	23	85.19	4	14.81
18	identify the topic of the lecture and follow the topic development	100	100%	0	0
19	recognize the role of discourse markers	19	70.37	8	29.63
20	recognize the key lexical items related to subject/topic	26	90.30	1	3.70
21	deduce the meanings of words from context	24	88.89	3	11.11
22	recognize the function of intonation to signal information structure (for example: pitch, volume, pace)	14	51.85	13	48.15
23	listen to short and long conversations in different domains of activities related to the subject	22	81.48	5	18.52
24	listen and take notes	22	88.48	3	11.52

In this table the listening skills are seen by also most participants necessary to be taught. So, (100%); all teachers find that the ESP teacher is supposed to make the learners identify the topic of the lecture and

follow the topic development. Teachers also believe that it is important for the ESP teacher to recognize the key lexical items related to the subject. (88.89%) teachers think that it is necessary for the learners to be taught the way to deduce the meaning of words from the context while (85.19) find it necessary to teach the learners how to identify the purpose and scope of the lecture.

**Table 3: Speaking Skills
The ESP teacher**

No	Skills	Necessary		Not necessary	
		No	%	No	%
25	is expected to conduct task-based activities, group work and so on to generate discussion and provide learners with practice	24	88.89	3	11.11
26	makes the learners concentrate on structuring discourse, visuals, voice and signposts as well as language, for effective oral presentation	19	70.37	8	29.63
27	conducts discussions in pairs on related topics	21	77.78	6	22.22
28	conducts discussions in groups followed by reporting	23	85.19	4	14.81
29	teaches how to describe/ explain/ define/ classify objects	24	88.89	3	11.11
30	teaches structures related to giving instruction	21	77.78	6	22.22
31	conducts role-playing activities like interviewing and being interviewed, explaining and convincing on their specialization	20	74.07	7	25.93

As for the speaking skills, (88.89%) of the participants agree that the ESP teacher's skills in conducting task-based activities, group work, etc to generate discussion and provide learners with practice in addition to the of teaching the way to describe, explain, define and classify objects. (85%) of the participants think that it is necessary for the ESP teacher to conduct discussions in groups followed by reporting. (77.78%) of them believe that it is necessary to conduct discussions in pairs and teach structures related to giving instruction. These results confirm that ESP teachers prefer to teach the speaking skill and believe that it is important for the ESP teacher to possess the skill of teaching speaking through different activities like discussions, group work, and pairs in addition to the competency of enhancing the ability to describe, explain, classify and define.

**Table 4: Reading Skills
The ESP teacher makes/ teaches**

No	Skills	Necessary		Not necessary	
		No	%	No	%
32	the ESP learners extract information accurately and form ESP texts and understand their structures	22	81.48	5	18.52
33	selecting what is relevant for the current purpose	24	88.89	3	11.11
34	skimming for identifying main ideas, supporting ideas and examples	22	81.48	5	18.52
35	scanning for specifics	15	55.56	12	44.44
36	identifying organizational patterns	16	59.26	11	40.74
37	understanding relations within a sentence and between sentences	25	92.59	2	7.41
38	predicting, inferring and guessing the meaning	25	92.59	2	7.41
39	processing and evaluating the information during reading	25	92.59	2	7.41
40	transferring and using the information while and after reading	24	88.89	3	11.11

As for the reading, the skills that received the highest priority for the participants are: the ability to teach how to understand relation within a sentence and between sentences, teaching predicting, inferring, and guessing the meaning, in addition to teaching how to process and evaluate the evaluate the information during reading with(92.59%). (88.89%) of the participants think that it is necessary for the ESP teacher to teach how to select the relevant information for his current purpose. The participants (81.48%) believe that it is necessary that the ESP teacher make ESP learners extract information accurately from the ESP text. Moreover, the ESP teacher should necessarily teach skimming for identifying main ideas, and supporting ideas and examples. This shows that teachers believe that it is necessary for ESP learners to enhance their speaking and reading skills which help to prepare them for their future career, other wise they won't benefit from the ESP course. This supports the idea that that ESP students should be taught "first, the ability to recognize how sentences are used in the performance of acts of communication, the ability to understand the rhetorical functioning of language in use, second, the ability to recognize and manipulate the formal devices which are used to combine sentences to create continuous passage of prose" (Allen and Widdowson, 1974:19-29).

**Table 5: Writing Skills
The ESP teacher teaches**

No	Skills	Necessary		Not necessary	
		No	%	No	%
41	writing brief and extended definitions of ESP terms	12	44.44	15	55.56
42	writings like narrations, descriptions, enumeration, process, comparison and contrast, cause and effect, argument and so on	21	77.78	6	22.22
43	paragraph writing	26	96.30	1	3.70
44	Summarizing	25	92.59	2	7.41

The skill of paragraph writing is reported as necessary by (96.3%) participants while (92.59%) believe that summarizing is necessary. The importance of the skills that received the highest priority comes from the urgent need of ESP students of writing and summarizing in English whether currently or in their future carrier. They do not need to write definitions of ESP terms as they need to summarize or write short paragraphs because they won't be specialized in English language. They need to shape this ESP course to serve their future needs.

**Table 6: Professional speaking Skills
The ESP teacher**

No	Skills	Necessary		Not necessary	
		No	%	No	%
45	develops professional presentation skills	16	59.26	11	40.74
46	trains the students for job interviews	18	66.67	9	33.33
47	develops group discussion skills for job interviews	19	70.37	8	29.63
48	conducts mock interviews	13	48.19	14	51.85
49	conducts and evaluate debates	18	66.67	9	33.33

The skill of developing group discussion skills for job interviews receive (70.37%) of the teachers' views that assign it as necessary. (66.67%) believe that it is also necessary to train students for job interviews in addition to the competency of conducting and evaluating debates that received (66.67%) as necessary for the teacher to possess.

**Table 7: Professional writing skills
The ESP teacher teaches writing**

No	Skills	Necessary		Not necessary	
		No	%	No	%
50	business letters related to their own field specification	24	88.89	3	11.11

51	related memos	17	62.96	10	37.04
52	Reports	26	96.30	1	3.7
53	short project reports	22	81.48	5	18.52
54	articles about their specialization	23	85.19	4	14.81

(96.37%) of the participants think that it is necessary for the ESP teacher to teach writing reports in addition to teaching how to write business letters related to their own field of specification (88.89%). Also, they believe that it is necessary for the ESP teacher to teach writing articles about students' own field of specification (85.19%). Moreover, (81.48%) find it necessary to teach writing short project reports.

5.2 Discussion and Suggestions

The results of the questionnaire prove that all the skills mentioned in the questionnaire are accepted by more than half of the participants except for skill number (48) which affirms that the ESP teacher conducts mock interviews. The percentages approve that the skills are important for the ESP teacher to possess in order to succeed in teaching this course and avoid the possible challenges and difficulties. However, the teachers should be well trained and prepared for presenting this course. In case they find themselves in need of possessing these skills or they find certain difficulty in teaching ESP, the following steps are suggested by the researcher:

1. The teacher should have a relevant background about the specific subject he teaches and must ask for the help of the specialists if there is certain difficulty in understanding the specialized texts.
2. There is a need for teacher training and development, and improvement of classroom skills in ESP teaching in particular for English graduates who are to teach ESP at college level. This is done preferably by considering giving a certificate in ESP teaching.
3. The new ESP teacher should be confident, aware, sensitive and ready for challenge and change when teaching ESP courses. The change of his role as the source of power and knowledge and the challenges to his teaching ESP, for there are difficulties that he should overcome. So, he is expected to accept the change and develop his skills with the time and experience.

4. The ESP teacher is advised to meet with other ESP teachers whom he can discuss with and benefit from their experience.
5. The teacher is required to continue his research and study in ESP to be up to date with every change and develop his skills. This requires from him to constantly make needs-analysis to assess his students' preferences and wants from this ESP course, according to which he will be able to serve his students' needs and becomes more successful in delivering this course than when he first taught the ESP course.
6. The ESP teacher is advised to read continually about every thing new in his field of teaching and search for new tools to cope with the changing needs of his students according to a needs analysis he preferably makes whenever he feels that his students' needs are changing.
7. The ESP teacher should have flexibility and interest to listen to students and accustom himself to his new role as a practitioner who must benefit from his professional subject colleagues and his students in the specific contexts he is teaching and keeps in mind that he is not specialist in the field but a specialist in teaching English. So, he must adopt the suitable tools of teaching English through the content of another field of study. These tools must be used to enhance the students' communicative ability and vocabulary related to their specialization.

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المهارات المهمة التي يحتاجها أساتذة اللغة الإنكليزية لغبر الاختصاص لتدريس هذه المادة

الخلاصة

بدرس البحث المهارات المطلوب توافرها لدى أساتذ اللغة الإنكليزية لغبر الاختصاص وأهم المشكلات التي يواجهها عند تدريس هذه المادة. ويهدف الباحث إلى اختيار الفرضية الآتية: يجب على أساتذة اللغة الإنكليزية لغبر الاختصاص امتلاك بعض المهارات التي تمكنهم من تدريس هذه المادة بنجاح. لإثبات هذه الفرضية قام الباحث بتوزيع استبيان على أساتذة اللغة الإنكليزية الذين درسوا أو مازالوا يدرسون مادة اللغة الإنكليزية لغبر الاختصاص في جامعة البصرة. ويحتوي الاستبيان على مجموعة من المهارات التي على التدريس إن يشير إليها فيما إذا كانت مهمة أو غير مهمة. بعد ذلك يقوم الباحث بإعطاء بعض المقترحات على ضوء النتائج التي توصل إليها.