The Role of the English Language in Training Engineers

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Abstract

English plays an important role in engineering studies because a large part of scientific research, technological development, and professional communication is carried out in this language. This study looks at how English proficiency influences engineering students' academic results and their preparation for work. It discusses why English is needed in engineering programmes, how it functions as an international communication tool, and which language skills are most important for studying and working in the field. The study focuses on English for Specific Purposes (ESP) and how it helps students handle practical engineering tasks. It also considers the role of English in technological innovation, sharing knowledge, and working with specialists from other countries. In addition, it reviews modern teaching approaches, such as project-based learning, digital tools, and AI-supported methods, which help students develop the communication skills required in engineering.

The overall findings indicate that English teaching should match the real communication needs of engineering practice and support students in preparing for their future professional roles.

Key words: *English for engineers, engineering education, ESP, technical communication, language skills*

Anotacija

Anglų kalba vaidina svarbų vaidmenį inžinerijos studijose, nes didžioji dalis mokslinių tyrimų, technologinės plėtros ir profesinio bendravimo vyksta būtent šia kalba. Straipsnyje analizuojama, kokią įtaką anglų kalbos mokėjimas turi inžinerijos studentų akademiniams rezultatams ir pasirengimui profesinei veiklai. Aptariami pagrindiniai kalbiniai gebėjimai, reikalingi studijų procese ir darbo aplinkoje, nagrinėjama ESP (specializuota anglų kalba), jos reikšmė praktinėms inžinerinėms užduotims. Nagrinėjamas anglų kalbos vaidmuo technologinėse inovacijose, dalijantis žiniomis, bendradarbiaujant su specialistais iš kitų šalių. Apžvelgiami šiuolaikiniai mokymo metodai, tokie kaip projektinis mokymasis, skaitmeniniai įrankiai ir dirbtinio intelekto pagrindu taikomi metodai, kurie padeda studentams ugdyti inžinerijai reikalingus komunikacinius įgūdžius.

Tyrimo rezultatai rodo, kad anglų kalbos mokymas turi būti pritaikytas tikriems inžinerinės praktikos komunikacijos poreikiams ir padėti studentams pasirengti profesinei veiklai.

Reikšminiai žodžiai: *anglų kalba inžinieriams, inžinerijos studijos, ESP, techninė komunikacija, kalbiniai gebėjimai*.

Introduction

In modern engineering education, English has become essential because science, technology, and professional collaboration are increasingly global. Engineers must be able to access and interpret international research. They also need to understand technical documentation and communicate professionally with specialists from different countries. Research shows that English is the dominant language of scientific writing, engineering publications, and professional interaction (Zhang, 2011; Jantassova et al., 2024). As a result, English proficiency is recognized as a key academic and professional competence in engineering, influencing both employment prospects and the success of international projects.

Recent studies focusing on engineering students emphasize several important language skills. Reading, listening, and understanding technical terminology are particularly important for learning engineering subjects and completing academic assignments (Gözüyeşil, 2014). Strong English skills also support workplace communication and teamwork in international settings. In many cases, they have a direct impact on long-term career development (Çal et al., 2021).

For these reasons, examining the role of English in engineering training remains highly relevant. Understanding how English contributes to academic performance and professional readiness allows institutions to design language courses and teaching approaches that reflect students' real needs and match the changing demands of global engineering practice.

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The novelty and theoretical significance of this study lie in the need to analyze how proficiency in English affects the ability of future engineers to adapt to the rapidly changing technology market and to integrate into international scientific and professional activities.

Research problem. Although English is the main language of scientific literature, technical documentation, and international engineering communication, many engineering students still lack the level of English required for their studies and future professional work. Research shows persistent difficulties in understanding technical terminology, reading engineering texts, and communicating effectively in both academic and workplace contexts (Gözüyeşil, 2014; Çal et al., 2021). Students' learning approaches and motivation also strongly influence their ability to develop ESP competences, particularly when dealing with specialised terminology and real engineering tasks (Burkšaitienė et al., 2021). According to Hossain, M. A. (2021), proficiency in English influences engineers' career prospects and their opportunities to participate in global research.

These challenges affect not only academic outcomes but also students' employability and professional development. Weak English skills reduce graduates' competitiveness in the global job market, where engineering work is often international and not limited to a single physical work location. As a result, even technically strong specialists may be excluded from certain positions simply because of language barriers.

This situation creates a clear gap between the English training offered in engineering programmes and the actual linguistic demands of modern engineering practice. Therefore, the research problem can be formulated as follows: Does current English-language training adequately meet engineering students' academic and professional needs?

Objective of the study. To analyze the role of the English language in the training of future engineers and to identify the connections between academic training and the actual needs of professional practice in today's job market.

The subject of the study **is** the role of the English language in developing engineering students' academic and professional competences.

Methods of the Study

The methodology of this study is grounded in *qualitative* research designed to systematically investigate the multifaceted role of English proficiency in engineering education. To ensure a comprehensive understanding of how language skills translate into academic and professional success, the following research procedures were employed:

1. *Systematic Analysis of Scientific Literature and Frameworks***.** The study utilizes a detailed analysis of contemporary scientific literature and a *comparative review of international studies*. A systematic review was chosen for this study to avoid subjectivity and ensure the study's reproducibility. Only peer-reviewed scientific articles and studies of the period of 2011-2025 focused on engineering education were selected. The search used specific keywords and combinations thereof such as "English for Specific Purposes (ESP) in Engineering education"; "Content and Language Integrated Learning (CLIL) in technical studies"; "Global engineering competency and English proficiency", etc. The purpose of this scientific literature review is to summarize the various aspects of language proficiency required in the field of engineering. The Scopus, ScienceDirect (Elsevier), ERIC, Web of Science, and other databases were used to search for relevant articles. It is worth noting that some related articles that are not indexed in "Scopus" but are available via "Google Scholar" were also included. This approach allowed for the examination of current trends in engineering education and the thematic analysis of established *engineering education frameworks.* By synthesizing diverse research findings, the study evaluates the global functions of English and its specific role within international technological projects.

2. *Competency Identification and Framework Alignment***.** The identification of essential English language competencies–spanning academic and professional activities—was conducted in

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alignment with the research of Ahmed et al. (2024). This involved categorizing skills such as technical terminology, reading, writing, and oral communication into a structured hierarchy to determine their necessity in real-world engineering tasks.

3. *Evaluation of ESP Effectiveness.* The study specifically examined the application and effectiveness of *English for Specific Purposes (ESP).* This part of the methodology focused on how tailored language training, which incorporates authentic materials and digital tools, prepares students for the linguistic demands of modern engineering practice.

4. *Thematic Assessment of Innovation and Collaboration***.** Drawing on the work of various scholars, the research assessed the contribution of English proficiency to *technological innovation, knowledge sharing, and international cooperation.* The analysis investigated how language functions as a primary medium for accessing cutting-edge research and facilitating interdisciplinary problem-solving in multinational environments.

5. *Synthesis of Instructional Models.* Finally, the study integrated findings into visual and conceptual models, such as the *English Competency Pyramid* and the *ESP Communication Cycle*. These models were developed by synthesizing data from multiple sources (including Jantassova et al., 2024; Zhang, 2011; and Kausar, 2025) to illustrate the progression of language skills and their application throughout the lifecycle of engineering projects.

However, certain limitations must be acknowledged. The study is based exclusively on secondary data and does not include primary empirical research (e.g., surveys or interviews with students or engineers). As a result, the conclusions are interpretative and depend on the scope and quality of the analysed literature.

Overall, the chosen methodology allows for a comprehensive and systematic examination of the role of English in engineering education, providing both theoretical insights and practical implications for improving language teaching in engineering programmes.

The Importance of English in Engineering Education

English holds a significant place in contemporary engineering education because scientific knowledge, technological development, and academic communication are increasingly shared internationally. Engineering programmes rely heavily on global sources such as research articles, technical documentation, and international standards, most of which are available primarily in English. Recent studies indicate that strong English skills support students' academic achievement, access to current research, and competitiveness in the global job market (Devanshi, 2025). Gaikwad, 2022 similarly notes that engineering students depend on English when engaging with lectures, technical materials, and project documentation.

A major reason for this importance is the dominance of English in academic literature. Engineering textbooks, journal articles, manuals, and scientific databases are mostly published in English. As a result, students must interpret complex texts, understand specialised terminology, and follow discipline-specific conventions. Research shows that limited English proficiency can restrict students' participation in STEM learning activities and hinder their ability to analyse technical information (Jantassova et al., 2024).

English is also essential for working with engineering standards. Organisations such as ISO, IEEE, IEC, and ASME publish technical requirements, safety guidelines, and design specifications in English, and these documents are widely used in engineering education. To use such materials effectively, students need accurate terminology comprehension and the ability to interpret engineering drawings and parameters in line with global regulations (Zhang, 2011).

In addition, English is necessary for core academic activities within engineering studies. Students are required to write laboratory reports, complete written assignments, carry out research tasks, and present their findings with clarity and logical structure. Effective participation in

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academic discussions and engagement with scientific literature likewise depend on discipline-specific English competence.

Table 1 presents the essential language competencies for engineering students.

Table 1. Core Components of STEM Language Literacy in Engineering

Component	What It Includes	Why It Matters in Engineering
Academic writing	Clear structure, accuracy, logical argumentation	Enables writing lab reports, technical descriptions and research papers
Technical terminology	Understanding and correct use of STEM terms	Ensures precision when reading standards, manuals and engineering texts
Data interpretation	Reading graphs, charts, technical diagrams	Helps analyse experimental results and engineering visual materials
Presentation & visualization	Presenting technical ideas clearly	Supports project presentations and communication of designs
Research & information skills	Finding, evaluating and using scientific sources	Provides access to global engineering knowledge and innovations

Source: Adapted from Jantassova et al., 2024

These skills are not only foundational for effective academic and professional communication, but they are also becoming increasingly important as ongoing technological innovation and shifting industry expectations reshape the demands on engineers' ability to interpret information and convey technical concepts clearly (Jantasova et al., 2024).

These competencies illustrate that engineering education relies not only on technical knowledge but also on the ability to understand scientific information, interpret data, use standardized terminology, and communicate ideas effectively. Programmes that incorporate international literature or prepare students for global engineering environments depend heavily on students' English proficiency (V Murali, Edunuru Krishna Chaitanya and R Sucharan Reddy, 2025).

Overall, English supports access to international academic sources, the accurate interpretation of technical standards, and the development of core academic and professional skills. As engineering disciplines continue to expand globally, English remains a vital resource enabling students to build professional competence and participate in international engineering activities.

English functions as a common working language in engineering, allowing specialists from different countries to collaborate, exchange knowledge and participate in global technological development. As engineering becomes increasingly international, shared communication is essential for coordinating complex projects and ensuring consistent understanding across borders. English provides this shared basis, which makes it central to contemporary engineering practice.

One of the main reasons for this global role is the dominance of English in scientific and technical communication (Kausar, S. B., 2025). Most journals, conference proceedings, patents and technical reports are published in English, giving engineers worldwide equal access to new knowledge. Jantassova et al., (2024) note that English has become the universal language of STEM disciplines, supporting the dissemination of research findings and technological expertise across the global scientific community.

English is equally important in international engineering companies. Multinational teams use English for project coordination, documentation and technical negotiations. Figure 1 summarises the main global functions of English in engineering.

These functions show how English connects different engineering fields and supports collaboration across countries and technical domains. Clear communication helps prevent misunderstandings that could affect safety, manufacturing accuracy or project timelines. A well-known example is the Airbus A380 development programme, where teams from France, Germany, the UK and Spain relied on English to coordinate design work. Strong English skills helped teams

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avoid delays, while limited proficiency often required repeated clarifications and reduced efficiency. Engineers working in international environments also face cultural differences and rapidly changing professional norms (Reghunath et al., 2019).

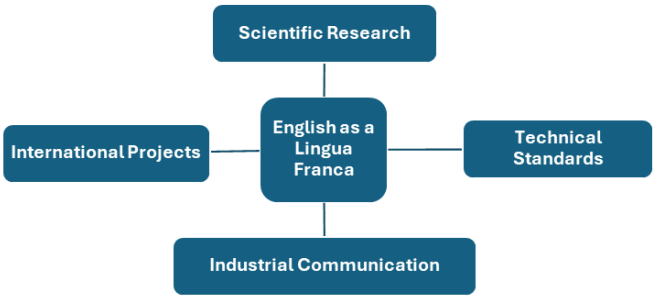

Figure 1. Main Global Functions of English in Engineering
Source: Authors' adaptation based on Jantassova et al., 2024

Limited English proficiency can lead to communication barriers, social isolation, lower motivation and reduced confidence in global teams. By contrast, strong English skills pen access to higher-level positions, international assignments, participation in conferences and long-term professional mobility. Since engineering knowledge evolves quickly, competence in English also supports lifelong learning by enabling access to new research, training materials and technical standards.

English is additionally the language of many international study programmes, exchange schemes and joint degrees. Participation in such initiatives requires effective communication in academic and professional settings. For this reason, English serves not only as the language of workplace communication but also as a pathway to global engineering education and continuous professional growth (Jantassova et al., 2024; Kausar, S. B., 2025).

While English unifies the engineering profession, its dominance also raises challenges. Research evaluation systems favour publications in English, which disadvantages scholars who publish in other languages (Snijder et al., 2024). This may lead engineers to prioritise globally appealing topics rather than local issues such as regional infrastructure, safety standards or energy systems. As a result, community-specific engineering problems may receive less academic attention.

Essential English Language Competencies for Engineers

Engineering depends on precise technical communication, so engineers must develop specialised English-language competencies that extend beyond general communication skills. These abilities enable students to understand technical materials, complete academic tasks and participate effectively in professional engineering contexts. Research shows that communication skills strongly influence engineering graduates' employability and workplace readiness (Wu et al., 2023; Badawy et al., 2023).

According to the scientific articles by Jantassova et al., (2024); Murali, V., Chaitanya, E. K., & Reddy, R. S., (2025); Kausar Sadia Binte, (2025), the engineering students must possess competencies in several areas in order to work effectively in academic and industrial environments. Those areas are as follows:

1. *Technical terminology.* Understanding engineering vocabulary, symbols, units and definitions used in standards, manuals and scientific literature.
2. *Technical reading.* Interpreting STEM texts, diagrams, graphs, tables and multimodal materials.
3. *Technical writing.* Preparing clear reports, system descriptions, instructions and project documentation.

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4. *Oral communication.* Presenting technical ideas, participating in discussions and explaining solutions.

5. *Listening comprehension.* Following instructions, lectures, safety briefings and team discussions.

6. *Visual interpretation.* Analyzing CAD drawings, schematics and engineering figures with English labels.

Because these competencies reinforce one another, they are best understood as a progression rather than isolated skills. Figure 2 presents this progression as an English competency pyramid for engineers.

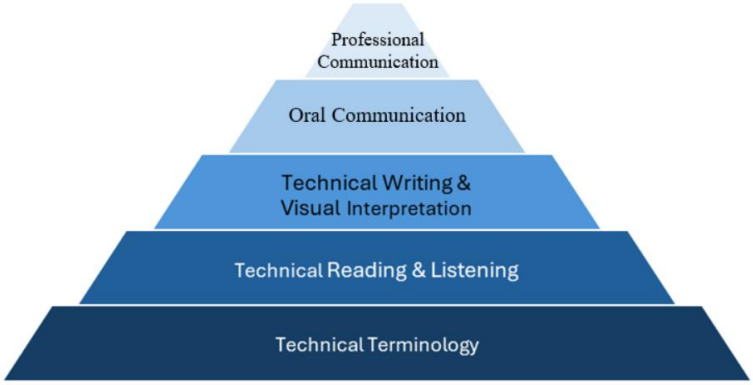

Figure 2. English Competency Pyramid for Engineers
Source: Authors' adaptation based on Jantassova et al., 2024

Figure 2 highlights how foundational skills support more advanced engineering communication tasks. Such pyramid models are widely used in educational design, as they help structure learning progression from basic skills to advanced professional communication in engineering programmes (Ali et al., 2023).

Technical terminology forms the base, as accurate vocabulary is necessary for reading and interpreting technical information. Reading and listening build comprehension, enabling access to essential data. Once comprehension is established, students can produce clear written documentation and interpret complex visuals. Oral communication builds on these abilities by allowing engineers to explain their reasoning and engage in technical discussions. At the top is professional communication, which involves justifying design decisions, negotiating specifications and presenting complex information to diverse audiences.

Definitely, engineers require a coherent set of English-language competencies that include terminology, comprehension, writing, speaking and visual interpretation. These abilities ensure accurate work, effective documentation and efficient collaboration. As engineering education becomes more international and relies on English-language materials, strengthening these competencies is essential for both academic performance and professional development.

This theoretical analysis confirms that in modern engineering education, English is no longer just an additional skill – it has become an integrated professional competence, necessary for working with international standards and technical documentation.

The literature reflects the shift from general English language teaching to ESP (English for Specific Purposes) and CLIL (Content and Language Integrated Learning) methods – methods of Sirbu, A., & Alibec, C. (2023**)** for integrating communication skills into engineering curricula, which allow students to master terminology in real professional situations.

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English for Specific Purposes (ESP) in Engineering

English for Specific Purposes (ESP) plays a key role in preparing engineering students for real professional environments, where communication is directly linked to technical tasks, workplace procedures and interdisciplinary collaboration. Unlike general English, ESP focuses on discipline-specific terminology, documentation practices and communication functions that reflect actual engineering work. Studies highlight that ESP is most effective when learning activities mirror real professional situations and demand linguistic accuracy (Kausar, 2025).

ESP develops students' ability to read specifications, interpret international standards, produce technical documentation and communicate during problem-solving activities. Because engineering communication depends on context, ESP integrates authentic materials such as manuals, datasheets, project logs and technical drawings. Employers increasingly value graduates who can accurately understand and communicate technical information, demonstrating that ESP directly influences workplace performance and employability (Aswirawan et al., 2022). Terminology learning is likewise essential, as each engineering field uses its own specialised vocabulary. Research shows that technical terms should be learned in context—through analysing diagrams, rewriting descriptions and applying terminology when explaining engineering problems (Jantassova et al., 2024).

ESP also strengthens communication skills required in engineering meetings, design discussions, project presentations and multidisciplinary teamwork. In international organisations, English often serves as the common language between colleagues, managers and clients. Targeted activities—such as explaining design choices, describing failures or presenting results—help students communicate more clearly and efficiently.

Modern ESP practice increasingly incorporates digital and technological tools: CAD-based terminology extraction, online collaboration platforms, AI-assisted drafting tools and remote project simulations. These tools not only reflect real engineering workflows but also prepare students for workplaces where hybrid and international collaboration is standard.

To illustrate how English is used throughout engineering processes, Figure 3 presents the ESP Communication Cycle, showing the language demands at each stage of a typical engineering project.

Figure 3. ESP Communication Cycle in Engineering Projects
Source: Authors' adaptation based on Zhang (2011), Kausar (2025), and Aswirawan & Lawi (2022)

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This model shows that ESP involves more than reading documentation or memorising terminology. Engineers move from identifying a technical problem to analysing documents, discussing options, making decisions, reporting results and implementing solutions. Each stage requires precise and purposeful language use. Because communication demands vary across the workflow, ESP must provide flexible skills that support students in each phase. However, ESP can also present challenges: students may initially struggle with the volume of terminology or the technical detail of authentic materials, so teachers must apply staged learning tasks and adaptable teaching strategies.

ESP contributes not only to individual employability but also to organisational capacity. Studies show that engineers trained in role-specific English help companies avoid costly misunderstandings and complete projects more efficiently (Kausar S. B., 2025; Zhang, 2011; Aswirawan & Lawi, 2022).

Modern engineering standards further reinforce the need for ESP. Many international certifications, project-management frameworks and technical compliance procedures—including ISO, IEC, PMI-PMP and various EU project documentation formats—are produced exclusively in English. As a result, engineers who lack the required language skills may face structural barriers when working with international partners or participating in externally certified projects. In Lithuania, ESP competencies are increasingly demanded in companies involved in cross-border partnerships, EU-funded infrastructure projects and multinational supply chains.

Without a doubt, ESP equips engineering students with the specialised communication skills needed for technical accuracy, effective teamwork and participation in project-based environments. By integrating authentic materials, terminology work, real-world tasks and digital tools, ESP prepares graduates for both international engineering practice and local professional challenges.

English in Technological Innovation and International Engineering Collaboration

English plays a pivotal role in technological innovation and international engineering collaboration, serving as the primary linguistic medium through which global research, development and project coordination take place. Modern engineering innovations emerge from international teamwork, cross-border communication and continuous knowledge exchange among specialists from diverse linguistic backgrounds. Because scientific progress depends on joint research and multinational networks, English has become the main channel that links researchers, engineers and organisations worldwide (Jantassova et al., 2024).

A significant aspect of technological innovation is the ability of engineers to access and interpret the latest scientific findings. Most research articles, patents, technical reports and conference proceedings are published in English. Engineers who are proficient in English can engage with cutting-edge research, evaluate emerging technologies and apply new methodologies more effectively. International studies confirm that English is a primary gateway to innovation in fields such as robotics, renewable energy, automation and computer modelling (Kausar, 2025). Without adequate English skills, engineers may struggle to understand new developments, limiting their professional growth and their organisation's capacity to innovate.

English is equally important for international collaboration, which increasingly defines contemporary engineering practice. Many large engineering projects—such as transportation systems, energy infrastructure or automation solutions—are developed by multinational teams. These teams rely on English as the shared working language. Engineers must participate in virtual meetings, negotiate design changes, share data, prepare technical documentation and communicate with partners across different countries. Aswirawan and Lawi (2022) note that engineers operating in global supply chains depend on clear English communication to ensure quality, safety and project alignment.

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Technological innovation also depends on interdisciplinary cooperation. Advances often occur at the intersection of mechanical, electrical, environmental and software engineering. English enables specialists from different fields to communicate ideas, integrate systems and address complex problems collaboratively. Furthermore, organisations such as ISO, IEEE and ASME develop global standards exclusively in English, ensuring consistent technical practice across countries.

English also plays a key role in academic and professional mobility. Engineers who speak English fluently can participate in exchange programmes, internships, international conferences and joint research projects. According to Shrestha et al. (2017), English proficiency significantly enhances employability and increases opportunities to collaborate with international organisations, strengthening both professional networks and technological development.

Obviously, English proficiency shapes engineers' ability to engage in innovation and cross-border collaboration. It grants access to global scientific knowledge, supports interdisciplinary problem-solving, facilitates multinational project communication and strengthens participation in international research and development. As engineering challenges become increasingly global and technology-driven, English remains the shared medium that connects engineers within the international innovation ecosystem, and digitalization as well as remote working have increased the need for engineers to communicate clearly and error-free in English (Yadav, M. K. (2023). Concluding, English affects engineers' career opportunities and access to global research (Hossain, M. A. (2021).

Effective Approaches to Teaching English for Engineers

Effective English instruction for engineering students must reflect real technical communication and workplace requirements. Because engineering tasks demand accuracy, discipline-specific terminology and the ability to explain technical processes clearly, teaching approaches benefit from combine authentic content, practical application and modern learning tools. Research shows that engineering students learn English more efficiently when language instruction is integrated with realistic professional tasks (Zhang, 2011; Jantassova et al., 2024). An integrated approach to English as a professional tool for engineers allows us to identify specific language barriers that young professionals face when adapting to the international industrial environment. Spaodaler and Collins (2023) similarly argue that communication training in engineering is more effective when it is embedded directly into technical subjects and aligned with authentic professional tasks, rather than taught as a separate, isolated skill.

Zhang (2011); Jantassova et al. (2024) and other authors state that in engineering-focused English courses, several methods are consistently identified as the most effective:

- *Authentic materials.* Technical manuals, ISO/IEC standards, schematics and datasheets, which expose students to real engineering language.
- *Project-based learning.* Describing mechanisms, analysing case studies, writing short technical reports and presenting design ideas.
- *Simulations and digital tools.* Virtual labs, engineering videos, interactive modelling platforms and digital problem-solving tasks.
- *Collaborative activities.* Teamwork, technical discussions and peer explanations to develop clarity and precision.
- *AI-supported learning tools.* Terminology extractors, speech-to-text, grammar checkers and translation assistants that support independent practice and accuracy.

To summarise how these approaches function together, Figure 4 visualises the Input–Process–Output structure of effective ESP instruction for engineers.

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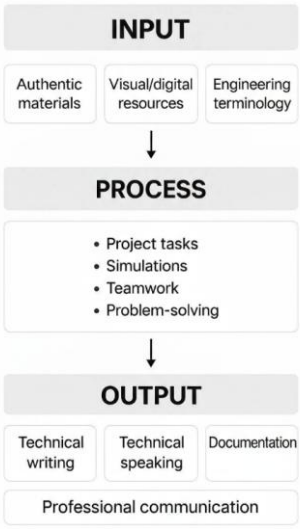

Figure 4. Integrated ESP Instruction Model for Engineering Students
Source: Authors' synthesis based on Zhang (2011) and Jantassova et al. (2024)

The model shows that effective ESP instruction begins with input—authentic materials, digital resources and engineering terminology—followed by a process phase focused on project tasks, simulations, teamwork and problem-solving. These lead to output in the form of technical writing, technical speaking and documentation skills, which collectively strengthen students' professional communication competence.

Conclusions

1. English proficiency is essential in engineering studies because it provides access to scientific literature, technical documentation and international standards, which form the core of the learning process. Students with stronger English skills demonstrate better academic preparedness, as they can interpret specialised texts, understand terminology and complete engineering tasks with greater accuracy. It ensures effective coordination, consistent application of standards and smooth collaboration between specialists from different countries involved in shared technological development.

2. Engineering work requires specific language competencies, including mastery of technical terminology, technical reading and writing, oral communication, listening comprehension and the interpretation of visual information. These skills enable precise understanding of engineering materials and clear communication in both academic and professional contexts.

3. English for Specific Purposes (ESP) effectively prepares engineering students for real professional tasks by focusing on authentic technical materials and discipline-specific communication. ESP supports accurate use of terminology, strengthens documentation skills and improves students' ability to participate in teamwork and problem-solving activities.

4. English teaching for engineers is most successful when it combines realistic technical content, active learning strategies and modern digital support. These methods help students acquire precise language skills, apply them in meaningful contexts and prepare for communication demands in academic and industrial environments.

5. *The novelty and theoretical significance* of this study lie in the need to analyze how proficiency in English affects the ability of future engineers to adapt to the rapidly changing technology market and to integrate into international scientific and professional activities.

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Anglų kalbos vaidmuo rengiant inžinierius

(Gauta 2026 m. kovo mėn.; atiduota spaudai 2026 m. balandžio mėn.; prieiga internete nuo 2026 m. gegužės 8 d.)

Santrauka

Straipsnyje nagrinėjamas anglų kalbos vaidmuo inžinierių rengimo ir profesinio tobulėjimo kontekste. Pabrėžiama, kad anglų kalba dominuoja moksle, technologijose ir tarptautinėje komunikacijoje, todėl jos įgūdžiai yra būtini norint naudotis akademiniais šaltiniais, suprasti techninę dokumentaciją bei dalyvauti pasaulinėje inžinerijos veikloje. Straipsnyje nagrinėjama specialiosios paskirties anglų kalbos (ESP) svarba inžinerijos studijose, nes ji suteikia studentams su sritimi susijusį žodyną ir bendravimo įgūdžius, reikalingus tiek akademiniame, tiek profesiniame kontekste. Be to, aptariamas anglų kalbos vaidmuo moksliniuose tyrimuose, profesinėje praktikoje ir karjeros siekyje, kartu išryškinant anglų kalbos mokymo iššūkius inžinerijos studentams. Straipsnyje daroma išvada, kad specializuoto anglų kalbos mokymo integravimas į inžinerijos studijų programas yra būtinas norint parengti inžinierius, kurie atitiktų tarptautinius standartus ir galėtų sėkmingai plėtoti savo karjerą.

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