

From Blueprints to Boardrooms: Mastering English in Engineering Careers

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ABSTRACT

Information utilizing English inside the regulatory center is imperative for developing effective English dialect instruction bundles in Higher Education Institutions (HEIs). but, put of commerce dialect wants are nevertheless understudied, especially in Vietnam. thus, this paper reports on component of an assignment-based completely wants examination thinks about assignment performed by implies of a Vietnamese university to improve its regulation English dialect tutoring packages to viably plan college understudies for work. particularly, it investigates the assignments embraced in English with the help of proficient engineer's interior the put of work and the significance of English dialect instruction at HEIs for tending to the one's communicative needs. The insights have been accumulated the utilize of parallel variations of a wants assessment survey presented to 291 master engineers and forty bosses and supported up by way of interviews with 39 of the engineers. outcomes perceive 30 authoritative center obligations that proficient engineers routinely treated in English, showing an error among those analyzed put of job requirements and the English dialect tutoring at HEIs, and imparting sensible pointers to upgrade designing students' preparation for employment. This paper gives valuable truths for analysts and practitioners inquisitive about upgrading the viability of English language education for proficient purposes at HEIs in Vietnam and conceivably throughout the Asia-Pacific area.

Keywords: English for Specific Purposes (ESP), Needs Analysis, Engineering Communication, English Language Education, Higher Education Institutions (HEIs), Task-Based Language Instruction, Professional Communication Curriculum Development.

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I. INTRODUCTION

Globalization and the coming about rise of multinational organizations have extended the utilize of English in more disciplines, in more places, and by more individuals, getting to be the world to begin with worldwide dialect (Northrup, 2013). As the lingua franca of commerce, science, and technology, English is pervasively utilized in different working environments not only by local English speakers but too by those who talk English as a moment or extra dialect (Hee & Zainal, 2018; Mauranen, 2018; Panero, 2017; Seidlhofer, 2005).

As a result, creating students English dialect competence to meet work environment requirements has gotten to be one of the most destinations of Higher Education Teach (HEIs) in non-native English-speaking countries (Chan, 2021; Muhammad, Kamil & Druckman, 2021), including Vietnam (Vietnamese Government, 2008, 2017). In arrange to realize the objective of creating graduates English competence for workplace communication, it is fundamental to explore the utilize of English in assorted work environments to illuminate the plan and improvement of English dialect courses and educational module, particularly English for Specific Purposes (ESP) courses at HEIs.

Be that as it may, comparative to the situations detailed in a few inquire about considers (Nezakatgoo & Alibakhshi, 2014; Yatroon, 2020), in Vietnam, the plan of ESP courses and programs is based generally on English teachers' instinct and involvement in creating educating materials or on selecting or adapting commercial reading material to characterize the educating substance and methods (Lam, 2011; Tran et al., 2019).

Restricted inquire about has been conducted to examine the need for English dialect within the workplace in Vietnam. In this way, this paper reports on portion of a task-based English dialect needs examination extend conducted by a Vietnamese university to make strides the arrangement between college English language instruction and working environment necessities.

In specific, it investigates the work environment errands that proficient engineers in five professional regions - Mechanics, Automobiles, Data Technology, Electrics, and Gadgets - regularly bargain with in English. It also investigates the engineers' suppositions on the significance of the English language instruction

arrangements at Vietnamese HEIs to their work environment needs and their proposals for moving forward such arrangements to superior prepare undergrad understudies for business.

II. Literature Review

2.1. English for Specific Purposes and Task-based Needs Analysis:

Writing Survey English for Particular Purposes and Task-based Needs Analysis English for Particular Purposes (ESP) could be a language teaching approach that points to meet the desired needs of specific bunches of learners (Dudley-Evans, 1998; Hutchinson & Waters, 1987). Distinctive from English for common purposes, which is language-centred and deals with the advancement of common English dialect capacity, ESP is learner-centred and relates to particular disciplines or callings. Given the point to develop the English competence of a specific gather of learners who got to utilize English in particular scholastic and workplace settings, surveying learner needs is the cornerstone (Alibakhshieal., 2022, p.59) and a prominent recognizing feature (Belcher, 2006, p.135) of ESP.

In expansion to data about the background and characteristics of learners, collecting data about what learners have to be able to do in English within the target contexts where they consider or work - learner target needs examination - is a vital step in effective ESP course design and improvement (Lambert, 2010). Task-based needs investigation (TBNA) is an approach to learner target needs investigation that recognizes communicative needs in terms of the tasks learners got to be able to do to operate viably within the target contexts (Dousti & Alibakhshi, 2019; Long, 2005). The employment of errands as a unit of investigation is considered to be substantial both conceptually and educationally in ESP course plan (Lambert, 2010). In respect to concept, it is less demanding for experts and masters within the field to get it and depict them utilize of English in terms of the tasks they attempt instead of the linguistic knowledge or abilities they use at work.

In respect to instructional method, organizing learning in terms of tasks may bind together other conceivable units of examination, such as lexicon, structure, work, etc. since those viewpoints are included within the assessment criteria of fruitful assignment execution. In expansion, information on the exercises and assignments the learners are likely to undertake in English within the target settings can moreover give input for 35 Tue Ngoc Hoang, Duyen Thi Tran, Giang Thi Huong Hoang & Trinh Thi Tuyet Tran designing classroom exercises that reflect those of the target circumstances and offer assistance learners get it and relate their classroom learning experiences to their real-life, future utilize of English (Benavent & Sánchez-Reyes, 2015; Lambert, 2010; Long, 2005).

Rose and Bhuvaneswari (2022) investigate how Indian art and media employ animal characteristics to convey stories, demonstrating the expression of culture. In their subsequent study from 2025, they analyse "*The Tall Tales of Vishnu Sharma: Panchatantra*" and demonstrate how the use of animals enhances the creativity of storytelling. Bhuvaneswari, Rose, and Baptist (2023) also consider the past, present, and future of Indian writing. They draw attention to how modern technology is transforming Indian literature and storytelling while preserving traditions. Renuga and Kumar (2016) propose altering the conventional sequence in which skills are learnt. They suggest speaking, listening, reading, and writing in place of speaking, listening, reading, and writing. Improving pupils' communication skills is the aim.

In acknowledgment of its benefits for ESP course plan and improvement, TBNA has been employed in different needs investigation investigate thinks about (Alibakhshi et al., 2022; cal et al., 2022; Dousti & Alibakhshi, 2019; Hayes, 2022; Lambert, 2010; Trager, 2022). TBNA is, in this manner, embraced in this study to investigate the English communication needs of proficient engineers in working environments and the pertinence of English dialect education at HEIs to those target needs of designing understudies.

2.2. English Language Uses in Engineering Workplaces:

A few considers have examined English dialect utilize in engineering work environments in numerous nations. In Taiwan, Spence and Liu (2013) recognized different assignments that prepare integration engineers frequently attempted in English, among which were perusing and writing emails, reports, and assembly minutes as well as tuning in and speaking for teleconferences, phones, face-to-face client meetings and introductions.

They too found that all four dialect macro-skills were required, in spite of the fact that perusing and composing were utilized more as often as possible than talking and tuning in. In Malaysia, Kassim and Ali (2010) uncovered an assortment of both talked and composed communicative errands that engineers frequently utilize English to lock in in, including taking part in work-related discourses and every day conversations, teleconferencing, introductions, calling, composing reports, proposition, minutes of gatherings, memos, and formal letters. The ponder moreover demonstrated that English dialect instruction programs should put more accentuation on verbal instead of composed communication abilities.

In Thailand, Kaewpet (2009) inspected the communication needs of engineers and recognized four communicative tasks to join into instructing materials: talking almost ordinary tasks and obligations, perusing manuals, composing reports, and perusing textbooks. In the meantime, Changpueng and Pattanapichet (2015)

investigated engineers composed communications and found that requests, and reports were the errands they most habitually 36 proficient engineers dealt with. In Turkey, Cal et al., (2022) found that responsive English language abilities, particularly perusing, were the foremost critical and speaking was the slightest imperative, and the foremost as often as possible embraced tasks incorporate perusing manuals and enlightening, perusing reports, listening to introductions and in gatherings, composing introduction slides, emails, and reports and talking in teleconferences and video conferences.

It has moreover been found that engineer communicative needs and their complexity depend to a great extent on the working and social settings they are in (Alhilali & McKinley, 2021; Cal et al., 2022). In Vietnam, except for the small-scale consider by Vo, Wyatt & McCullagh (2016), which examined the characteristics of working environment communication in English by data innovation staff, we have been incapable to locate any ponders conducted to recognize English dialect communicative assignments embraced by engineers in their work environments. We, therefore, made this a key center of the consider detailed here. In expansion, there has as of late been a developing concern that HEI graduates are not satisfactorily arranged for their work in terms of English dialect (Do & Cheng, 2021; Hellekjaer & Fairway, 2015; Vo, Wyatt & McCullagh, 2016).

Be that as it may, to our information, no studies have been conducted to look at engineers sees on the relevance of English dialect preparing at HEIs for their workplace language needs. Hence, this think about was planned to require one step in that heading. The consider points to reply the taking after inquire about questions:

1. What working environment errands do engineers regularly carry out in English in Vietnam?
2. What are engineers' points of view on the English dialect education arrangements at HEIs in terms of planning them for such working environment needs?

III. METHODOLOGY

The consider utilized a mixed-method investigate plan utilizing self-developed surveys and semi-structured interviews. Members were working engineers and managers, either company pioneers or human asset directors, locked in in five proficient regions: Mechanics, Automobiles, Data Innovation, Electrics, and Electronics. The purposive inspecting criteria required members to work in one of these five proficient regions and to utilize English at slightest some of the time in their work. The surveys were sent to the potential respondents through two strategies made accessible by a metropolitan college in Vietnam: ex-students, drawn closer by their instructors, and companies joining forces with the university Center for Endeavor Association.

An add up to of 291 engineers and 40 managers working in 174 companies over Vietnam reacted. Each survey comprised of three segments. The to begin with looked for data approximately respondents' proficient zones, their working environment (sort and estimate of the company), and the sum of time utilizing English at work. The moment segment looked for conclusions on the significance of person English dialect large scale abilities and the frequency with which engineers locked in in different communication tasks in English.

The communication errands were created from the list compiled by West & Tompos (1990) of composed and talked content types or classes utilized by all proficient zones. Survey items were coded concurring to the four large scale aptitudes (L1-L6 for listening, S1-S14 for talking, R1- R20 for perusing, and W1-W23 for writing). There were open questions at the conclusion of each errand list, allowing respondents to include more errands on the off chance that conceivable. The recurrence was estimated on a four-point Likert scale extending from 1 to 3, respectively demonstrating never, once in a while, in some cases, and habitually.

The working engineers (from now on essentially engineers) were inquired to rate frequency concurring to their work environment involvement, whereas the employers were inquired to rate concurring to their understanding and expectations of their employee's work. The third survey segment asked the design respondents to assess the fittingness of their college English dialect preparing as arrangement for meeting workplace prerequisites and to supply recommendations for advancement. The Cronbach alpha score for the things in each large-scale aptitude extended from .907 to .973, showing that the survey study had great reliability and there was tall consistency among the things. To obtain subtler elements on the utilize of English within the work environment and graduate engineers sees on English dialect instruction at HEIs, the questionnaire concluded with a welcome to take an interest in a subsequent semi-structured meet.

Thirty-nine engineers volunteered: five worked in Data Innovation, four in Mechanics and Automobiles, and the leftover portion in Electrics and Electronics. The interviews were conducted in Vietnamese by means of Zoom, lasting from 15 to 30 minutes, and focused on participants' purposes, channels, recurrence, and challenges in utilizing English within the working environment and their recommendations for moving forward college English dialect programs. Data collected from the surveys and interviews were analyzed independently.

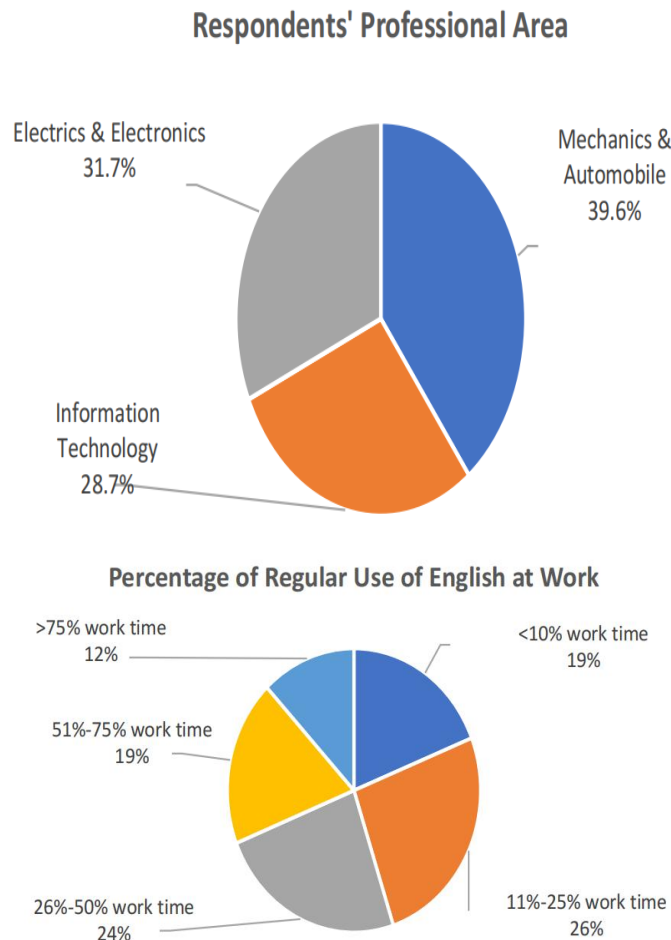
Information from the survey were coded in Exceed expectations and at that point exchanged to SPSS 25. Recurrence measurements, graphic statistics, free test T-tests, and the one-way investigation of variance (ANOVA) were utilized to distinguish the foremost visit assignments and to compare the normal appraisals of distinctive respondent bunches. Data from the interviews were deciphered and coded into three primary

categories: the engineers utilize of English at work, their troubles when utilizing English and their proposals for making strides English language programs at colleges. The comes about were then specifically synthesized to reply the investigate questions.

IV. RESULT

Respondents Profiles

As illustrated in Figure 1, approximately one-third of the respondents worked in Electrics and Hardware, more than one-third of them worked in Mechanics and Automobiles, and the rest (28.7%) worked in Data Innovation. Over half of the respondents utilized English for over a quarter of their work time.



The engineers evaluated tall recurrence of English utilize may well be explained by the reality that more than half of the respondents worked for multinational enterprises. More than two-thirds of the respondents in Electrics and Gadgets worked for huge multinational enterprises; more than two-thirds of respondents in Mechanics and Automobiles worked for medium or expansive multinational enterprises, whereas approximately two-thirds of respondents in Information Innovation worked for expansive private companies

V. DISCUSSION

4.1. English Language Needs of Professional Engineers in the Workplace

The investigate comes about displayed and analyzed over uncover important experiences into the English dialect needs of proficient engineers in Vietnam. To begin with, English plays a noteworthy part in engineering business. Partaking engineers by and large have to be use all of the four large scale dialect aptitudes for proficient communication, in spite of the fact that responsive abilities (perusing and tuning in) were used more regularly than profitable abilities (talking and composing). Second, the engineers English dialect needs shifted concurring to the working environment setting. In this think about, the engineers working in multinational organizations were found to carry out more errands in English with the next recurrence than those working in private companies.

Due to the distribution of members, data related to other company sorts (state-owned, joint ventures) and sizes isn't adequate to draw any assist conclusion, but it is anticipated that those contextual components might moreover impact engineers' dialect needs. Third, in spite of the impact of workplace context, there were a few English dialect errands that all proficient engineers frequently required to cope with within the work environment. Cases incorporate perusing specialized materials and guidelines manuals; perusing and composing emails, reports, and inside messages; perusing and tuning in to item specifications and working enlightening; examining with outside customers; and clarifying issues to bosses and colleagues who are not Vietnamese.

5.2. Professional Engineers Perspectives on the English Language Education Provisions at HEIs

This ponder has investigated proficient engineers' viewpoints on English dialect instruction arrangements at HEIs from two points of view: relevance to working environment needs, and ranges for enhancement. In terms of relevance, the inquire about comes about appear that numerous of the partaking engineers were not fulfilled with the English courses in HEIs in terms of planning them for their work environment dialect prerequisites. In reality, more than 60 per cent of the overview respondents thought the college English courses were not pertinent to their working environment needs. Backing this up, nearly all of the met engineers detailed having various challenges when communicating in English at work.

These results bolster the discoveries of past considers that college undergraduates were not satisfactorily arranged for the English requirements of the work environments (Talif & Noor, 2009) which there seems to be a bungle or a crevice between dialect preparing and workplace needs (Compassionate & Murugavel, 2015; Do & Cheng, 2021; Hayati, 2008; Hellekjaer & Fairway, 2015; Nezakatgoo & Alibakhshi, 2014; Vo, Wyatt & McCullagh, 2016).

As in thinks about somewhere else, the Vietnamese engineers in this think about gave a clear course for colleges to update the English dialect courses at HEIs particularly to reflect the target errands (Benavent & Sanchez-Reyes, 2015) and to be custom fitted to workplace-specific requirements (Do & Cheng, 2021; Talif & Noor, 2009; Vo, Wyatt & McCullagh, 2016).

Although the members were not specialists in dialect educating pedagogy, their recommendations (area 4.4) by and large adjust with the principles of communicative dialect educating and task-based instruction (Brandl, 2008). Given such arrangement and the engineers learning and working involvement, it is exceedingly prescribed that their suggestions be taken into cautious thought within the plan and delivery of English dialect courses at HEIs.

5.3. Engineers Thirty Most Frequent Tasks in English

1. Perused working manuals, enlightening, security enlightening, warning names, etc.
2. Studied descriptions/specifications of products services, etc.
3. Tune in to depictions and clarifications of hardware, processes, etc.
4. Examined professional/academic e-mails
5. Tune in and take after hand-outs and shows on PowerPoint slides at conferences, gatherings, etc.
6. Examined professional/technical materials
7. Perused proficient letters
8. Studied professional/technical reports
9. Tune in to informational and notices, e.g. security strategies, operating instructions
10. Deliver portrayals and clarifications of hardware, forms, machines, etc. to remote visitors
11. Type in professional/formal e-mails
12. Tune in and take notes whereas talking about with customers
13. Take portion in professional/academic interviews, e.g. work interviews, grant interviews, media interviews, etc.
14. Studied reference materials (word references, registries, Yellow Pages, etc.)
15. Take part in proficient meetings and dialogs (with doctors, legal counselors, bank supervisors, engineers, etc.)
16. Grant enlightening and notices, e.g. working informational, safety procedures
17. Bargain with customers' complaints, request and demands
18. Tune in to proficient talks, introductions, etc.
19. Studied cost records and catalogs
20. Examined proficient takes note, inner messages
21. Take portion in day-to-day discussions in English
22. Examine with customers
23. Type in professional/technical reports
24. Take portion in face-to-face business/professional meetings
25. Perused professional/scientific books, articles

26. Arrange commerce contracts: costs, generation standards, the progress of conveyance, etc.
27. Studied programs, agendas, plans, etc.
28. Allow presentations to remote guests approximately their claim work, responsibilities, working conditions, etc.
29. Perused audits of items on gatherings
30. Examined minutes of meetings

VI. CONCLUSION

The wide conclusion that can be drawn from this think about is that the workplace communication needs of engineers are not as it were complex but moreover intensely subordinate on both the proficient range and the working setting. Besides, based on the information and discourse presented within the previous, the taking after extra conclusions can be made. First, there's a got to make strides English dialect education programs at HEIs in Vietnam to enough plan undergrad engineers for the English dialect prerequisites within the work environment. Second, the English courses/curriculum for undergrad engineers should specifically reflect the key errands distinguished in this ponder as frequently managed with by engineers within the workplace which such courses reflect the relative significance relegated to the macro-skills for English within the working environment, specifically Perusing, Tuning in, Talking and Writing, conjointly consider the engineer recommendations for progressing teaching hones. Third, it is fundamental to conduct need examinations, especially task-based investigations of undergraduates' target needs, and to ensure the commitment of working environment partners to educate the design and improvement of tertiary English instruction, particularly ESP programs. Since undergrad understudies got to learn English not only for their business after graduation but moreover for their tertiary study, a future needs examination might moreover examine the English needs for effective undergrad think about so that both may be tended to in an opportune way over semesters.

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