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**INTERCULTURAL COMMUNICATION COMPETENCE AS A KEY COMPONENT OF
PROFESSIONAL ENGLISH TRAINING FOR FUTURE ENGINEERS**

In today's globalised world, English has firmly established itself as the principal language of engineering, science, and technology. As Ukrainian technical universities prepare future engineers for international collaboration, it becomes increasingly clear that linguistic competence alone is no longer sufficient. Our students must be equipped not only with professional vocabulary and grammatical accuracy, but also with the ability to navigate diverse cultural norms and workplace expectations. The modern engineer often works in multinational teams, where communication styles, values, and etiquette may vary widely. Therefore, fostering intercultural communication competence (ICC) has become an essential component of effective professional English training.

The challenge lies in systematically incorporating intercultural communication competence into the English language curriculum for engineering students, addressing both theoretical frameworks and the practical demands of global professional interaction.

Janenoppakarn and Rajprasit (2025) emphasise the importance of stakeholder-informed course design in enhancing engineering students' intercultural communication competence. Ergai et al. (2023) highlight the effectiveness of applying UNESCO's Story Circles methodology to foster intercultural skills in project-based learning. Davis et al. (2023) demonstrate the value of study abroad programmes with structured curricula in promoting intercultural learning among engineering students. Xiaoyan et al. (2024) point to the lack of a unified definition and assessment model for ICC, which hinders consistent implementation and evaluation. While these studies contribute significantly to understanding and developing ICC in engineering education, gaps remain in systematically incorporating ICC into English language curricula for engineering students. This article seeks to address this gap by proposing a structured framework for integrating intercultural communication training into English for Specific Purposes (ESP) courses, thereby equipping future engineers with the requisite skills to excel in a globalized professional landscape.

The purpose of this article is to explore effective strategies for integrating intercultural communication competence into English for Specific Purposes courses for engineering students, with the aim of enhancing their readiness for international professional collaboration.

The integration of intercultural communication competence into English language instruction for engineering students has been piloted through a series of targeted classroom interventions at our technical university. These activities aimed to move beyond standard grammar-and-vocabulary instruction, placing students in realistic communicative situations that reflect the diversity of modern engineering workplaces.

One such example involved a role-play simulation «Together» where students took part in an international project meeting between Ukrainian, German, and Japanese engineers. Each student was assigned a cultural background and tasked with negotiating deadlines and responsibilities. Through this activity, students became aware of differing communication norms – such as high-context versus low-context styles, varying attitudes toward time and hierarchy, and indirect versus direct disagreement. Many expressed surprise at how easily communication could break down without cultural sensitivity, even when all participants were fluent in English.

A second example included the analysis of authentic business emails and technical reports written by engineers from different countries. Students compared expressions of politeness, feedback delivery, and the degree of formality across texts. Ukrainian learners learned to soften their tone in English when delivering negative information or making requests – something they previously overlooked due to directness being more acceptable in Ukrainian professional correspondence. This helped them develop a more audience-aware, globally acceptable communication style.

The third activity involved a virtual collaboration project «Renovation» with students from a partner institution in Poland, during which mixed teams worked on a shared technical presentation. Besides practising technical vocabulary, students had to navigate time zone coordination, leadership roles, and communication frequency. Reflection tasks revealed that learners not only improved their English skills but also developed greater confidence in handling ambiguity and intercultural misunderstandings – key traits in today's international engineering teams. These results support the claim that ICC can and should be explicitly taught as part of ESP curricula and that doing so prepares students more holistically for their future professional roles.

This study confirms that the deliberate integration of intercultural communication competence into English courses significantly enhances engineering students' preparedness for global professional environments. These findings support the need to treat ICC as a core element of ESP instruction rather than a supplementary topic. Future research should focus on developing assessment tools to measure students' intercultural growth and on exploring long-term impacts of such training in workplace settings.

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**INTERNATIONAL AND INTERCULTURAL COMMUNICATION
IN SHAPING UKRAINE'S IMAGE:
DEVELOPMENT STRATEGIES**

**MATERIALS
OF THE INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE**

May 01, 2025

Kyiv

Міжнародна і міжкультурна комунікація у формуванні іміджу України: стратегії розвитку: зб. матеріалів Міжнародної наук.-практ. конф. Київ, 01 травня, 2025 р. Київ: Міленіум, 2025. 178с.

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Видання розраховано на науковців, викладачів, аспірантів, студентів.

The collection is compiled on materials of the International scientific and practice conference «International and intercultural communication in shaping Ukraine's image: development strategies» a held by the Department of Philosophy and International Communication of the Faculty of Humanities and Pedagogy of the National University of Life and Environmental Sciences of Ukraine. All the materials are synchronized with the guidelines of the conference.

Forscientists, lecturers, postgraduates, students.

Редакційна колегія:

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