HOW TO TEACH ENGLISH TO FUTURE ARCHITECTS IN EFFECTIVE WAY

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https://doi.org/10.5281/zenodo.19548338

Abstract. *Teaching English to future architects requires more than general language instruction. Architecture is a multidisciplinary field that combines art, engineering, environmental science, urban planning, and digital technologies. Therefore, English instruction for architecture students should be profession-oriented, communicative, and practice-based. This article explores effective strategies for teaching English to future architects, focusing on English for Specific Purposes (ESP), project-based learning, vocabulary development, digital tools, interdisciplinary integration, and assessment methods. The study highlights the importance of authentic materials, collaborative learning, and real-world communication tasks to prepare students for international professional environments.*

Keywords: *English for Specific Purposes, architecture students, professional vocabulary, communicative competence, project-based learning, interdisciplinary teaching.*

Introduction

In the era of globalization, English has become the dominant language of international communication in science, technology, and professional collaboration. For future architects, proficiency in English is essential for accessing global design trends, participating in international competitions, communicating with foreign clients, and studying architectural literature. Many influential architectural journals, conferences, and software platforms operate primarily in English. Additionally, English facilitates participation in global forums, workshops, and conferences, where experts from around the world share their expertise and discuss emerging trends. This access to international knowledge fosters cross-cultural collaboration and equips architects and urban planners with the tools to create impactful, context-sensitive solutions inspired by global experiences.

In essence, English serves as a key to unlocking the vast repository of global knowledge, empowering professionals to stay at the forefront of innovation and contribute meaningfully to the development of architecture and urban planning. One of the most significant advantages of English in the field of architecture and urban planning is its role in providing access to diverse approaches and case studies from around the world. Leading countries often document their projects, innovations, and lessons learned in English, making these resources widely accessible to a global audience (D.M.Mamaraimov, 2025). Therefore, teaching English to architecture students should not follow a traditional general English approach. Instead, it should focus on professional communication skills and subject-specific vocabulary. The central question of this article is: *How can educators effectively teach English to future architects in a way that meets their academic and professional needs?*

One of the most effective methods is the English for Specific Purposes (ESP) approach. ESP focuses on teaching language that learners need for their specific field of study or profession.

For architecture students, this includes terminology related to design, construction, materials, sustainability, urban planning, and digital modeling. For example, students should be familiar with terms such as *façade, blueprint, load-bearing wall, spatial composition, sustainable design,* and *urban infrastructure.* Teaching vocabulary in context – through case studies, project descriptions, and architectural critiques – helps students understand how these terms function in real communication. ESP also involves analyzing students' needs. Teachers should conduct needs assessments to determine whether students require English mainly for academic reading, presentations, client communication, or technical documentation.

Content and Language Integrated Learning (CLIL) is another effective method. In this approach, language is taught through subject content. Architecture students can study design concepts, famous buildings, or sustainable architecture while simultaneously improving their English. For instance, students may analyze iconic structures such as the Burj Khalifa or the Sydney Opera House in English. They can describe architectural styles, structural systems, and materials used in these buildings. This approach increases motivation because students see the direct relevance of English to their professional interests.

CLIL encourages critical thinking and discussion. Students can compare modern and classical architecture, debate environmental challenges, and present innovative design ideas in English. Project-Based Learning is particularly suitable for architecture students because their primary mode of study involves design projects. Teachers can integrate English tasks into architectural projects.

For example, students may:

- Prepare a project proposal in English.
- Present a 3D model to an international client.
- Write a sustainability report.
- Conduct peer reviews of design concepts.

Such activities simulate real-life professional situations. Architects often work in international teams, so practicing English presentations and negotiations prepares students for future careers. Group projects also develop collaboration skills. Students learn to discuss ideas, defend their design decisions, and give constructive feedback in English. Vocabulary acquisition is crucial. However, memorizing word lists is not effective. Instead, teachers should use:

- Visual aids (architectural drawings, diagrams, models)
- Contextual learning through texts and videos
- Word maps and terminology charts
- Corpus-based activities

For example, students can watch interviews with famous architects and identify frequently used professional terms. They may also read articles about modern architects like Zaha Hadid and analyze descriptive language used in architectural criticism.

Role-play activities are also beneficial. One student may act as an architect explaining a design concept, while another plays the role of a client asking questions. Authentic materials increase engagement and exposure to real language. Teachers should incorporate:

- Architectural journals and magazines
- TED Talks on urban design
- International competition briefs
- Building codes and technical documentation

Websites of global architectural firms, such as Foster + Partners, provide valuable real-world content. Students can analyze project descriptions, mission statements, and sustainability reports. Authentic materials help students understand professional discourse, tone, and structure. They also improve reading comprehension and critical analysis skills. Modern architecture relies heavily on digital tools, and English instruction should reflect this reality. Teachers can integrate:

- Online design platforms
- Virtual presentations
- Architectural software tutorials in English
- Collaborative tools such as Google Workspace

Students may record video presentations explaining their design process in English. They can also participate in international webinars and online workshops. This approach enhances both digital literacy and language proficiency. Artificial intelligence tools can assist vocabulary learning and pronunciation practice. However, teachers should guide students on how to use technology responsibly and critically. Future architects must communicate effectively with clients, engineers, and urban planners. Therefore, English classes should emphasize:

- Presentation skills
- Negotiation strategies
- Academic writing
- Email communication

Simulated meetings and design critiques help students practice persuasive language. They learn how to justify design choices and respond to feedback politely and professionally. Assessment should reflect real professional tasks. Instead of only grammar tests, evaluation may include:

- Oral presentations
- Project reports
- Portfolio descriptions
- Group discussions

Rubrics should measure clarity, accuracy, professional vocabulary use, and communication effectiveness. Continuous feedback encourages improvement and confidence. Teaching English to future architects requires a specialized and innovative approach. Traditional grammar-based instruction is insufficient for meeting professional demands. Instead, educators should implement ESP principles, integrate content and language learning, and use project-based methods. Authentic materials, digital tools, and real-life communication tasks enhance motivation and relevance.

Conclusion

By creating interactive, profession-oriented learning environments, teachers can equip architecture students with the linguistic and communicative skills necessary for global professional success. Effective English instruction empowers future architects to participate confidently in international collaborations, research, and creative innovation.

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