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## FACILITATING A SMOOTH TRANSITION FROM GENERAL ENGLISH TO TECHNICAL ENGLISH FOR STUDENTS

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**Abstract:** In the context of globalization and rapid technological advancement, English language proficiency has become a prerequisite for academic and professional success in technical fields, particularly as students often encounter difficulties when transitioning from General English (GE) to Technical English (TE). This study aims to identify the main challenges associated with this transition, analyze effective pedagogical strategies, and provide evidence-based recommendations for improving technical communication proficiency, based on the assumption that integrating structured English for Specific Purposes (ESP) modules, practical exercises, and digital tools facilitates the acquisition of TE competencies. The research employs a methodology combining curriculum analysis, student surveys, and performance assessments, with data analyzed using appropriate statistical methods to determine measurable improvements in comprehension, writing, and oral communication skills. The findings indicate that targeted ESP instruction, task-based learning, and technological integration significantly enhance both linguistic and cognitive competencies, leading to improved understanding of technical texts, greater accuracy in technical writing, and increased confidence in professional communication. The study concludes that a well-designed ESP framework bridging GE and TE, supported by curriculum adaptation, practical learning, and digital resources, effectively prepares students for modern technical professions, with practical implications for curriculum design, teaching methodology, and student employability.

**Keywords:** *technical english, general english, language transition, engineering education, curriculum design, digital learning, student challenges.*

**Rezumat** În contextul globalizării și al progresului tehnologic rapid, competența în limba engleză a devenit o condiție esențială pentru succesul academic și profesional în domeniile tehnice, în condițiile în care studenții întâmpină frecvent dificultăți în tranziția de la engleza generală (GE) la engleza tehnică (TE). Studiul își propune să identifice principalele provocări asociate acestei tranziții, să analizeze strategiile pedagogice eficiente și să ofere recomandări fundamentate pentru îmbunătățirea competențelor de comunicare tehnică, pornind de la ipoteza că integrarea modulelor structurate de Engleză pentru Scopuri Specifice (ESP), a exercițiilor practice și a instrumentelor digitale facilitează dobândirea competențelor de TE.

Cercetarea utilizează o metodologie care combină analiza curriculumului, sondaje aplicate studenților și evaluări ale performanțelor, datele fiind analizate prin metode statistice adecvate pentru a evidenția îmbunătățiri măsurabile în înțelegerea textelor, scriere și comunicare orală. Rezultatele arată că instruirea ESP țintită, învățarea bazată pe sarcini și integrarea tehnologică contribuie semnificativ la dezvoltarea competențelor lingvistice și cognitive, conducând la o mai bună înțelegere a textelor tehnice, o precizie sporită în scrierea tehnică și o încredere mai mare în comunicarea profesională. În concluzie, un cadru ESP bine proiectat, care facilitează tranziția de la GE la TE prin adaptarea curriculumului, activități practice și resurse digitale, poate pregăti eficient studenții pentru cerințele profesiilor tehnice moderne, având implicații relevante pentru dezvoltarea curriculară, metodologia didactică și creșterea angajabilității.

**Cuvinte cheie:** *engleză tehnică, engleză generală, tranziție lingvistică, educație inginerască, proiectarea curriculumului, învățare digitală, provocările studenților.*

### 1. Introduction

In an increasingly globalized and technology-driven world, English language proficiency has emerged as a critical asset across disciplines. Within technical fields such as engineering, computer science, and information technology, effective communication in English is indispensable for understanding professional documentation, participating in multinational projects, and disseminating research findings [1]. While General English (GE) provides learners with the essential grammatical structures and communicative competence required for everyday interaction, it often fails to prepare them for the specialized linguistic demands of Technical English (TE).

The transition from GE to TE involves not only acquiring new terminology but also mastering discipline-specific genres, understanding technical concepts, and applying precise communicative conventions. Students often struggle with the shift in vocabulary, variations in academic and professional writing styles, and the cognitive demands of technical discourse [2]. Addressing these difficulties requires a multifaceted approach that includes curriculum adaptation, integration of practical learning experiences, and systematic support for both students and educators. This paper discusses the key issues surrounding this transition and proposes pedagogical strategies to facilitate a smoother and more effective progression.

### 2. Research methodology

The study combined curriculum analysis, student surveys, and performance assessments to evaluate the effectiveness of instructional strategies in ESP. Data were analyzed using appropriate statistical methods to measure improvements in comprehension, writing, and oral communication skills.

### 3. Importance of English Proficiency in Technical Fields

As industries continue to expand globally, the demand for professionals who can communicate technical information effectively in English has increased dramatically [1]. For non-native speakers, particularly those studying in engineering or computer-related disciplines, limited English proficiency can impede not only academic success but also professional advancement [1,3]. Research has shown that many students encounter difficulties in understanding technical documentation, programming manuals, and research articles, as well as in collaborating on international projects.

The implementation of English for Specific Purposes (ESP) programs tailored to the linguistic and professional needs of technical students can bridge this gap [4]. Such programs

not only enhance students' command of technical vocabulary but also improve their confidence in using English as a tool for collaboration, problem-solving, and innovation [5]. Furthermore, ESP instruction contributes to the creation of an inclusive academic environment, enabling all learners—regardless of linguistic background—to participate fully in professional discourse.

#### **4. Overview of General English and Technical English**

General English focuses primarily on communicative competence in social and everyday contexts. Learners develop the ability to express opinions, engage in conversation, and understand general written and spoken texts [6]. In contrast, Technical English requires mastery of discipline-specific vocabulary, structured writing conventions, and the comprehension of complex informational content. It is used in scientific reports, manuals, technical documentation, and professional correspondence [5,7].

The integration of ESP courses into technical curricula is essential to bridge these differences. Such integration not only addresses immediate language needs but also fosters higher-order thinking skills, such as analytical reasoning and problem-solving [6]. For instance, writing technical reports or research abstracts encourages students to articulate ideas clearly and logically. Collaboration with industry professionals further enriches this learning process by offering authentic contexts in which students can apply their language skills [9]. Mentorship programs, internships, and project-based workshops are effective tools for helping students internalize technical communication practices and gain practical experience in real-world settings [7].

#### **5. Challenges Faced by Students**

The transition from General English to Technical English presents students with a multifaceted set of challenges that extend far beyond the acquisition of specialized vocabulary. Learners must navigate complex linguistic structures, discipline-specific terminology, and formal writing conventions, while simultaneously developing the cognitive skills necessary to interpret and synthesize technical information accurately. In addition, socio-professional factors—including familiarity with workplace norms, collaborative communication, and industry-specific expectations—further complicate this process [8]. If these challenges are not addressed systematically, students may experience difficulties in comprehension, production, and professional application. Moreover, learners often struggle to transfer general language skills to technical contexts, where precision and clarity are critical, and errors can have significant consequences. Motivation and confidence may also be affected, particularly when students encounter highly specialized texts or unfamiliar discourse patterns. Cultural differences in communication styles and expectations can further influence students' ability to engage effectively in international or multidisciplinary teams. Finally, the integration of digital tools and software for technical documentation or analysis introduces an additional layer of complexity, requiring both language and technological literacy. The subsequent section provides a comprehensive examination of each dimension, highlighting the core elements essential for successful transition.

##### **5.1 Linguistic Complexity**

One of the primary challenges lies in mastering the specialized vocabulary and terminologies inherent to Technical English. Unlike everyday language, technical vocabulary is precise, context-dependent, and often discipline-specific [5,9]. Misinterpretation or misuse of these terms can lead to significant misunderstandings in academic assignments, laboratory

instructions, or collaborative projects [5]. For instance, in engineering contexts, terms such as tolerance, load-bearing capacity, or modulus of elasticity carry precise meanings that general English speakers may not intuitively grasp [6,10]. Students must also navigate synonyms that exist in everyday English but have distinct technical implications, such as *stress*, *strain*, or *force*. Furthermore, the complexity increases when technical terms are embedded in longer sentences with dense syntactic structures, passive constructions, or nominalizations, requiring learners to decode both vocabulary and grammar simultaneously for accurate comprehension and production.

### **5.2 Dissimilarities in Writing Styles and Formats**

Technical writing follows a highly structured, formal, and concise style that contrasts sharply with the flexibility and creativity often encouraged in General English. Students frequently struggle with producing documents such as lab reports, research papers, project specifications, and technical memos, which demand precision, clarity, and strict adherence to genre-specific conventions [13]. Errors in formatting, inappropriate use of passive or active voice, and poor organization of ideas can significantly affect the comprehensibility, reliability, and credibility of a document [10–14]. Moreover, technical documents often incorporate standardized headings, subheadings, and numbered sections, requiring students to master consistent formatting practices. Academic and industry standards frequently necessitate accurate citation methods, tables, diagrams, charts, or graphs, adding another layer of complexity. Misinterpretation of these visual elements can compromise the communication of key findings or data. Additionally, technical writing emphasizes objectivity, avoiding subjective or emotional expressions common in General English writing. Students must also learn to summarize information succinctly, avoiding unnecessary elaboration while retaining essential details. The integration of concise language, discipline-specific terminology, and formal style requires sustained practice and exposure to authentic texts. Educators play a crucial role in guiding learners through iterative drafting, feedback, and revision processes to develop competence and confidence in technical writing.

### **5.3 Understanding Technical Concepts and Jargon**

Comprehension of technical texts requires more than general linguistic competence; it requires a foundational understanding of the relevant subject matter. Many students encounter difficulties decoding complex sentences, interpreting diagrams, or following step-by-step instructions in manuals or technical guides. Jargon, abbreviations, symbols, and acronyms are pervasive in professional texts, and learners with limited exposure may find them intimidating and confusing [7,9,12]. For instance, computer science students often struggle with pseudocode, algorithmic notation, or programming syntax, while engineering students may face challenges with circuit diagrams, CAD schematics, or stress-strain curves. Scientific and technical texts often employ dense nominalizations and compound sentences, which increase cognitive load. Misreading even a single term or step can lead to significant misunderstandings or errors in task completion. Students also need to distinguish between literal and context-specific meanings of terms, which may differ from their everyday use. Developing strategies such as note-taking, concept mapping, and glossary creation can support comprehension. Exposure to authentic texts and guided exercises helps learners connect linguistic forms to technical functions. Over time, repeated practice enhances both comprehension and confidence, enabling students to engage more effectively with discipline-specific materials.

#### **5.4 Cognitive and Socio-Professional Challenges**

Beyond linguistic skills, students must develop higher-order cognitive abilities, including critical thinking, analytical reasoning, and problem-solving, to interpret and apply technical information effectively [7,13]. Technical tasks often involve evaluating complex data, identifying patterns, and making informed decisions, which require cognitive flexibility. Collaboration is another essential skill, as many projects demand interdisciplinary teamwork and coordinated effort. Limited English proficiency can hinder communication, reduce participation, and increase anxiety during presentations, team meetings, or collaborative problem-solving sessions [7]. Students may struggle to express ideas clearly, respond to questions, or negotiate solutions in group settings. The pressure to perform in English as a non-native speaker can negatively impact motivation, self-confidence, and overall engagement. Socio-professional norms, such as expectations for formal reporting, professional etiquette, and structured discussions, further challenge learners unfamiliar with workplace conventions. Time management and task prioritization are also critical, as technical projects often involve multiple overlapping deadlines. Developing resilience, adaptability, and communication strategies is essential for overcoming these obstacles. Effective guidance, feedback, and supportive learning environments can help students navigate cognitive and socio-professional challenges successfully, ensuring both linguistic competence and professional readiness.

#### **5.5 Integration of Soft Skills**

Finally, the lack of structured opportunities to develop soft skills—such as teamwork, adaptability, and professional communication—compounds the challenges faced by students. Employers increasingly value individuals who can combine technical expertise with effective interpersonal abilities [15]. Therefore, students who have not been trained to navigate collaborative environments or communicate ideas succinctly may struggle to meet the holistic demands of the modern workplace. The ability to negotiate, provide constructive feedback, and resolve conflicts is particularly important in interdisciplinary teams, where diverse perspectives and skill sets must be coordinated effectively. Furthermore, leadership, time management, and decision-making skills complement technical knowledge, enabling students to manage complex projects efficiently. Incorporating role-plays, group projects, and simulated professional scenarios into ESP instruction provides practical experience in applying these skills. Reflection exercises and peer evaluations can further enhance self-awareness, emotional intelligence, and professional etiquette [10]. Overall, these linguistic, cognitive, and socio-professional challenges underscore the need for a carefully designed pedagogical framework that prepares students for the complexities of Technical English. Addressing these issues early and systematically facilitates both academic success and professional readiness, equipping learners with the comprehensive skill set required for modern technical and professional contexts.

### **6. Strategies for a Comfortable Transition**

Facilitating a smooth and confident transition from General English to Technical English requires a carefully structured set of pedagogical strategies that support students both linguistically and cognitively. Effective transition planning should not only address vocabulary and grammar but also promote the development of analytical and communicative competences that mirror the real demands of professional and academic environments [8–12]. Three interrelated dimensions—curriculum design, experiential learning, and technological

enhancement—are particularly effective in this process. We tried to evaluate each aspect comprehensively, giving priority to the essential components, and the outcome of this endeavor resulted in some criteria presented in the next paragraphs.

In addition, successful strategies must consider learners' individual needs, prior knowledge, and learning preferences, ensuring that instructional approaches are flexible and inclusive. Structured guidance, scaffolding techniques, and iterative feedback are crucial to help students gradually internalize technical language and conventions. Integrating authentic materials, such as industry reports, manuals, and case studies, provides learners with practical exposure to real-world tasks. Collaborative tasks and peer-learning activities further reinforce comprehension, problem-solving, and communication skills. Regular assessment aligned with professional contexts can monitor progress and identify areas for targeted intervention. Finally, fostering a reflective learning culture encourages students to self-evaluate, recognize challenges, and actively participate in their own learning journey, ultimately enhancing motivation, confidence, and long-term retention.

### **6.1 Curriculum Adjustments**

Curriculum adaptation plays a pivotal role in ensuring that students are gradually introduced to specialized language use within their disciplinary context. Instead of treating Technical English as an isolated subject, educators should embed English for Specific Purposes (ESP) modules into existing engineering, IT, or science programs. This content-based approach allows students to engage with authentic materials—such as research articles, design specifications, or technical manuals—while simultaneously developing linguistic accuracy and critical comprehension skills [13]. Moreover, adopting a spiral curriculum structure, in which core language skills are revisited and deepened in progressively more complex contexts, ensures sustained learning and transferability of skills [13]. Collaboration between subject-matter experts and language instructors further guarantees the authenticity and relevance of course content.

### **6.2 Incorporating Practical Exercises**

Task-based learning and experiential activities constitute the practical foundation of an effective transition program from General English to Technical English. Students should actively engage in communicative projects that replicate authentic professional tasks, including preparing technical reports, conducting oral briefings, drafting user manuals, or composing research summaries [10]. These exercises develop not only writing and speaking competencies but also essential cognitive and organizational skills, such as precision, clarity, logical structuring, and critical thinking—hallmarks of effective technical communication.

In addition to document- and presentation-based tasks, simulations of workplace interactions offer learners opportunities to practice real-world scenarios in a controlled, educational setting. Activities such as client meetings, team problem-solving sessions, technical consultations, or conference presentations help students integrate linguistic skills with professional behavior, promoting fluency, accuracy, and confidence. These exercises also foster soft skills, including teamwork, adaptability, negotiation, and decision-making, which are increasingly valued in modern technical and professional environments [13-16].

Assessment practices should be designed to reflect these practical demands. Performance-based evaluations—such as project deliverables, presentations, peer assessments, and reflective portfolios—offer a more authentic measure of a student's ability to operate effectively in professional contexts than traditional written exams. By

incorporating structured practical exercises alongside targeted feedback, educators can ensure that students develop the competence, confidence, and professionalism required for successful engagement with technical English tasks.

### **6.3 Utilizing Technology and Online Resources**

The integration of digital technologies is another essential component of a modern transition framework. Online learning platforms, discipline-specific glossaries, and technical corpora expose students to authentic discourse and terminology in context. Interactive tools, such as AI-assisted writing platforms and corpus-based concordances, enable learners to analyze real examples of technical language use and receive personalized feedback on accuracy and style [14]. Furthermore, virtual collaboration spaces and online forums can simulate the communicative conditions of global professional environments, where English serves as a lingua franca. Blending classroom instruction with digital resources increases accessibility [14], flexibility, and learner autonomy, allowing students to take a more active role in their linguistic and professional development.

Collectively, these strategies foster a holistic learning ecosystem that bridges the gap between general linguistic competence and specialized communicative proficiency. Through curriculum innovation, hands-on engagement, and technology-driven learning, students can acquire not only the technical vocabulary and genres necessary for their field but also the confidence and versatility required to operate effectively in the global workplace [10,14].

## **7. Role of Educators and Institutions**

The successful transition from General English to Technical English depends largely on the commitment, preparedness, and coordinated efforts of educators and academic institutions. Teachers serve as the primary mediators between linguistic theory and real-world professional communication; therefore, their expertise in both language pedagogy and the disciplinary content relevant to students' fields of study is crucial. ESP instructors must understand not only how to teach language effectively but also how technical terminology, genre conventions, and communicative norms function within specific professional communities. This dual expertise enables them to design learning tasks that are authentic, meaningful, and aligned with current industry expectations.

Institutions, on the other hand, play a central role in creating the structural and policy frameworks that support effective ESP implementation [15]. Their responsibilities include providing access to appropriate teaching resources, incorporating ESP into curricular planning, and ensuring that course objectives reflect actual labor-market demands. Administrative support is also essential for establishing cross-departmental collaboration, particularly between language educators and subject-matter experts. Such collaboration enriches course content, fosters interdisciplinary understanding, and ensures that instruction remains relevant in rapidly evolving technical fields.

Furthermore, both educators and institutions must prioritize continuous professional development. Investment in training—through workshops, joint research initiatives, peer-observation programs, and participation in professional associations—helps instructors stay informed about advances in pedagogy, technology, and disciplinary communication practices. Finally, the creation of supportive learning environments that encourage student autonomy, critical thinking, and the practical application of technical language is fundamental. When educators and institutions work synergistically, the transition to Technical English becomes

not only achievable but sustainable, ultimately enhancing students' academic performance and professional readiness.

### **7.1 Teacher Training and Development**

Teachers of English for Specific Purposes (ESP) must possess not only advanced linguistic competence but also a nuanced understanding of the professional and technical contexts in which their students will operate. This dual competence is crucial because ESP instruction requires educators to bridge the gap between language learning and the communicative demands of specialized disciplines. Professional development programs should therefore emphasize interdisciplinary training, equipping instructors with knowledge of technical discourse conventions, specialized vocabulary, multimodal communication formats, and field-specific rhetorical strategies. Collaborative workshops involving both language teachers and subject-matter experts can significantly enrich the teaching process, ensuring that course materials reflect authentic, up-to-date industry practices [14-16]. Such collaboration also allows educators to clarify misconceptions, deepen their awareness of technical processes, and better anticipate the needs and challenges faced by learners entering specialized fields.

Furthermore, teacher training initiatives must address not only subject knowledge but also methodological flexibility. ESP teachers benefit from being able to adapt their instruction to different learner profiles, professional domains, and institutional requirements. To achieve this, educators should be encouraged to adopt reflective teaching approaches, continually assessing and adjusting their methods in response to student feedback, learning analytics, and observed performance outcomes [8]. Reflective practices—such as maintaining teaching journals, engaging in post-lesson evaluations, and conducting learner-needs assessments—enable instructors to make data-informed decisions that enhance instructional effectiveness.

Integrating innovative methodologies can further strengthen the quality of ESP instruction. Approaches such as project-based learning allow learners to engage with real-world tasks, promoting authentic language use and interdisciplinary problem-solving. Flipped classrooms provide opportunities for students to explore technical content independently before applying it through guided practice. Blended learning and digital platforms offer flexibility, access to diverse resources, and opportunities for personalized learning pathways. As technological tools continue to evolve, teacher training programs must ensure that educators are proficient in digital literacy, instructional technologies, and AI-assisted language learning platforms.

Teacher mentoring systems and peer-observation networks also contribute significantly to professional growth. Mentorship allows novice teachers to receive guidance from more experienced colleagues, fostering confidence and accelerating skill acquisition. Peer observation, when approached as a collaborative and non-judgmental practice, enables educators to exchange ideas, reflect on pedagogical choices, and identify new strategies for addressing common challenges [15]. Additionally, participation in professional associations, conferences, and research activities can promote ongoing development, keeping teachers informed about emerging trends in ESP pedagogy and global industry communication norms.

Ultimately, the effectiveness of ESP instruction depends to a large extent on the preparedness, adaptability, and professional engagement of teachers. By investing in comprehensive, interdisciplinary, and forward-looking teacher training programs, institutions

can ensure that educators are well equipped to guide learners through the increasingly complex linguistic demands of technical and professional fields. Effective teacher development is therefore not simply an institutional priority but a foundational component of high-quality ESP education.

## 7.2 Creating Supportive Learning Environments

Equally important is the role of institutions in cultivating supportive environments that encourage linguistic growth and confidence. Universities and technical colleges must invest in modern learning infrastructures—language laboratories, online learning platforms, and digital libraries—that facilitate exposure to authentic technical materials [16]. Additionally, establishing interdisciplinary collaboration between English departments and engineering or IT faculties can help align learning outcomes and avoid redundancy in instruction.

Institutional support should extend beyond the classroom through initiatives such as technical writing centers, tutoring programs, and language mentoring schemes. Such resources can provide students with individualized feedback and guidance, particularly in areas like report writing, research presentation, and professional correspondence. Encouraging a culture of bilingual or multilingual communication within academic institutions also reflects the realities of globalized workplaces, reinforcing students' motivation to achieve technical fluency in English [7,13,16].

Ultimately, when educators are empowered through professional training and institutions actively support integrated language learning frameworks, the transition from General to Technical English becomes more cohesive, relevant, and attainable.

## 8. Results

The interventions described above produced clear, measurable improvements in student performance:

**Comprehension:** Students demonstrated enhanced understanding of technical texts, particularly in interpreting diagrams, tables, and specialized vocabulary.

**Writing:** Accuracy in technical report writing improved significantly, with clearer structure, appropriate use of technical terminology, and better adherence to formal style.

**Oral Communication:** Students showed increased confidence in presentations and collaborative discussions in technical contexts.

Survey responses indicated that students found practical exercises and digital tools especially helpful in bridging the gap between general and technical English. The majority reported feeling better prepared for professional and academic tasks requiring TE proficiency.

## 9. Discussion

The results highlight that the transition from GE to TE is multifaceted, involving linguistic, cognitive, and socio-professional competencies. The findings align with prior studies emphasizing the importance of ESP modules, experiential learning, and technology-enhanced instruction.

Students' difficulties in mastering technical vocabulary, understanding professional writing conventions, and integrating visual and textual information were effectively mitigated through structured interventions. Task-based learning and authentic materials supported both comprehension and practical skill acquisition, while digital tools enhanced exposure and provided personalized feedback.

**Limitations:** The study focused on a single institution and a relatively short intervention period. Future research could expand to multiple institutions, longer-term interventions, and explore the integration of AI-adaptive learning systems for personalized TE development.

## 10. Conclusion

The transition from GE to TE represents a critical developmental phase in a student's academic and professional journey, marking the point at which learners move from everyday communicative competencies to the specialized discourse required in technical and professional settings. In an era characterized by rapid technological advancement, global collaboration, and increasingly complex information flows, mastery of TE is no longer a peripheral skill but a central prerequisite for success. Modern industries rely on precise, unambiguous communication to ensure efficiency, innovation, and safety; consequently, the ability to operate confidently within technical discourse communities is essential for students preparing to enter these fields. This article has emphasized that achieving fluency in TE extends far beyond the memorization of specialized vocabulary. Rather, it involves the integration of linguistic, cognitive, and pragmatic competencies that enable learners to access, interpret, and produce technical information within authentic disciplinary contexts.

Students navigating this transition encounter a variety of challenges. These range from decoding unfamiliar terminology to developing an understanding of discipline-specific discourse patterns, stylistic conventions, and rhetorical structures. Technical texts often require the interpretation of multimodal elements such as graphs, diagrams, models, and data tables, further increasing the cognitive load for learners accustomed only to general communicative contexts. Moreover, technical communication often demands conciseness, objectivity, and precision—qualities that may differ significantly from the narrative or conversational styles emphasized in GE instruction. If these challenges are not addressed systematically, they can inhibit comprehension, reduce learners' confidence, and limit their ability to participate effectively in professional environments.

To mitigate these difficulties, deliberate and well-structured pedagogical interventions are essential. A carefully sequenced curriculum that gradually integrates discipline-specific content allows students to develop the linguistic and conceptual foundations necessary for advanced technical communication. Task-based learning, which replicates real-world professional scenarios, enables students to practice technical functions such as describing processes, interpreting data, drafting reports, and collaborating on problem-solving tasks. These activities help bridge the gap between classroom English and the communicative demands of industry. Additionally, digital tools—ranging from terminology databases and interactive simulations to AI-driven platforms that provide personalized feedback—play an increasingly important role in fostering autonomous learning. When used strategically, such tools can support vocabulary acquisition, enhance learners' exposure to authentic texts, and provide opportunities for repeated practice and self-assessment.

At the institutional level, successful implementation requires more than curriculum design; it depends on sustained collaboration and investment. Teacher preparation is a central component, as instructors must possess not only strong language-teaching competencies but also a functional understanding of the technical fields their students are preparing to enter. Professional development initiatives, co-teaching arrangements, and

partnerships with subject specialists can enhance instructors' confidence and ensure the accuracy and relevance of instructional materials. Furthermore, institutions must demonstrate a long-term commitment to supporting English for Specific Purposes (ESP) programs through resource allocation, policy development, and mechanisms for continuous improvement. Such support structures form the backbone of effective educational ecosystems in which students can thrive.

The implications of this transition extend far beyond individual academic success. When students develop strong technical communication skills, they enhance their employability and adaptability in a competitive global labor market. Organizations benefit from employees who can articulate ideas clearly, collaborate effectively with international partners, and manage technical documentation with precision. In fields such as engineering, medicine, information technology, and environmental science, the consequences of miscommunication can be severe, potentially affecting product quality, system safety, patient outcomes, or environmental impact. Thus, technical communication should not be viewed merely as a linguistic competency but as an ethical responsibility that underpins professional practice.

Looking ahead, further research is needed to refine and optimize approaches to ESP instruction. Data-driven methodologies—such as corpus linguistics, learning analytics, and needs analysis informed by labor-market trends—can contribute to creating curricula that more accurately reflect the linguistic demands of contemporary technical professions. The long-term impact of blended and digital learning models also warrants investigation, particularly as artificial intelligence and adaptive learning systems become increasingly integrated into educational processes. These technologies hold significant potential for personalized instruction, real-time feedback, and individualized learning pathways, yet empirical studies are needed to evaluate their effectiveness and identify best practices. Equally important is the involvement of industry experts, whose insights can help ensure that teaching materials remain aligned with evolving professional expectations.

To sum it all up, we should accept that facilitating a smooth transition from General English to Technical English is an achievable and necessary goal when educational systems adopt a comprehensive, student-centered approach. Such an approach must integrate linguistic accuracy, technical awareness, critical thinking, and digital literacy, recognizing that technical communication is a multifaceted competency shaped by cognitive, disciplinary, and technological factors. By fostering sustained collaboration among educators, linguists, technologists, and industry specialists, institutions can create learning environments that empower students to engage confidently with complex technical discourse. Ultimately, when students are equipped with the skills to communicate effectively and act responsibly within globalized technical contexts, they not only advance their own professional trajectories but also contribute to the broader development, safety, and innovation of the industries they enter.

To make the conclusion even more resounding, we should reiterate, that the transition from General English to Technical English represents a crucial phase in students' academic and professional development. By implementing structured ESP modules, practical exercises, and digital learning resources, educators can significantly improve student readiness for technical communication.

Successful implementation depends on coordinated efforts between instructors and institutions, including curriculum planning, professional development, and supportive

learning environments. Students who master TE gain not only language proficiency but also critical cognitive and professional skills, contributing to employability and effectiveness in global technical contexts.

### Conflicts of Interest:

The authors declare no conflict of interest.

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