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**Teaching Through Content-Based and ESP Theories: Need for  
Vocational English in Agronomy and Veterinary Sections in Beni  
Secondary Schools**



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## Teaching Through Content-Based and ESP Theories: Need for Vocational English in Agronomy and Veterinary Sections in Beni Secondary Schools.



<sup>1</sup>Kakule Kavulikirwa Edmond, M.Ed, <sup>2</sup>Prof. Tembue Zembele wa Ololo, PhD

<sup>1</sup>Oicha Teacher Training College

Department of English and African Culture

<sup>2</sup>Bukavu Teacher Training College

Department of English and African Culture

<https://orcid.org/0009-0008-4741-2455>

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### ABSTRACT

**Purpose:** The study objective is to substantiate the effectiveness of teaching English through content-based and ESP theories in agricultural and veterinary options in Beni secondary schools.

**Methodology:** In order to complete the research, the study used fieldwork for data collection. The collected information was subject to content analysis in order to understand what the respondents meant.

**Findings:** The results reveal that English teachers teach more general English (72%) than vocational English (28%). Yet, agrovet pupils expressed the need to learn less general English (8%) than vocational English (92%). The materials in general English could not bring learners to comprehend, express, read, and know materials of their domains.

**Unique Contribution to Theory, Policy and Practice:** Researchers tailored to pupils' needs a syllabus containing texts of their fields. They made exercises to help teachers approach the texts. The proposed methodology is eclectic with much focus on visual aids. This implies that a change in content and pedagogy is likely to make agrovet pupils proficient in English and conduct their profession easily.

**Keywords:** *Content-based Theories, Vocational English, Eclectic Method, ESP Theories*



## **INTRODUCTION**

### **Background**

In Beni, most vocational English teachers teach the way they do for General English. They conduct lessons the way they do it in classes where the English course is devoted 5 hours a week. Consequently, they teach quickly and make pupils write notes that pupils do not understand.

Some teachers select specific vocational texts far from pupils' environment. Still, they do not understand why English course appears on their program. They lose interest in learning English at school. Some pupils promise to register with language centers to upgrade their proficiency in English after their formal English instruction in secondary schools.

### **Research Problem**

There is no syllabus to teach vocational English in agrovet sections. The teachers do not have any official content based on pupils' needs. They do not have any official resources to illustrate the materials in the pupils' environment. Pupils' low English proficiency results from this.

In order to resolve the problems above, the investigation is directed towards tailoring agrovet texts so as to reduce imbalance in the English language instruction in Beni secondary schools. The way the teacher has to approach the texts and sequence lessons is an integral part of the research.

### **Research Questions**

The present study attempts to answer a main question and two secondary questions.

- Main question: How can English effectively be taught in agrovet sections?
- Secondary questions:
  - What kind of materials should be taught to enhance the learning of English in agrovet sections?
  - What content should form the core of materials to select for agrovet sections?

### **Research Hypotheses**

This study has a main hypothesis and two subsidiary hypotheses.

- Main hypothesis: English could effectively be taught in agrovet sections by using an eclectic method. The teacher is suggested to focus on visual aids about materials pupils already know in French and use techniques and drills of other communicative methods. The teacher's role would be to help pupils say in English what they already know in French.
- Subsidiary hypotheses:
  - The kind of materials that should be taught to enhance the learning of English in agrovet sections are materials from pupils' field contents likely to help pupils

understand English indications on products and tools. They are also materials of the kind that helps pupils communicate easily using the technical jargon.

- The content that should form the core of materials to select for agrovet sections are contents based on pupils expressed needs about sub-branches of agronomy and veterinary sciences.

## **Research Objectives**

### ***General Objective***

This study aim is to substantiate the effectiveness of teaching English through content-based and English for Specific Purposes theories in agrovet options in Beni secondary schools. The investigation assesses pupils' needs in order to tailor agrovet English teaching materials that fit the needs of pupils and to propose how teachers are suggested to approach these materials.

### ***Specific objectives***

In particular, the research is conducted to make teachers of English able to:

- Use agrovet subject materials and content for the teaching of relevant skills.
- Enable agrovet pupils to resolve exercises using agrovet jargon characteristic of their occupational contexts that this study proposes as pupils' syllabus.

## **LITERATURE REVIEW**

The following lines present relevant literature on English for specific purposes and relevant literature on content-based theories.

### **Relevant literature on English for specific purposes (ESP).**

Hutchinson, et al. (1987, p.19) said '*ESP is an approach to language teaching in which all decisions as to content and method are based on learner's reason for learning*' (as cited in Tembue, 2015). Otherwise, it is something that cannot interest learners. Hutauruk added that ESP aim is to determine the needs of a specific group of learners. ESP is often divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Further sub-divisions of EOP are sometimes made into business English, professional English (e.g. English for doctors, lawyers) and vocational English (e.g. English for tourism, nursing, aviation, bricklaying...).

According to Dudley-Evans (2001) the absolute characteristics of ESP are:

- ESP is designed to meet the specific needs of the learners.
- ESP makes use of the underlying methodology and activities of the specialism it serves.
- It is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities. ESP practitioners are also becoming increasingly involved in intercultural communication and the development of intercultural competence.

For Dudley-Evans (2001), the defining characteristic of ESP is that teaching and materials are based on the results of a needs analysis. The key questions are what do students need to do with English? which of the skills do they need to master and how well? and which genres do they need to master either for comprehension or production purposes?

Traditionally, ESP courses were typically designed for intermediate or advanced adult learners. Nowadays many students can start to learn academic or vocational English at an earlier age and at a lower level of proficiency.

### Importance of ISP

ESP has become increasingly important as there has been an increase in *vocational training and learning* throughout the world. With the spread of globalization has come the increasing use of *English as the language of international communication*. More and more people are using English in a growing number of occupational contexts. Students are starting to learn and therefore master general English at a younger age, and so move on to ESP at an earlier age. Although the teacher perhaps does not need to be an expert in a specialist area, he needs to have some awareness and feel for a particular vocational area.

Bell (2002) advocates the three Cs for helping teachers to improve their knowledge and skills in a particular area of ESP:

- Curiosity: The teacher should be interested in the subject area and want to learn more.
- Collaboration: Teachers should seek out subject specialists, show them their work and ask for feedback.
- Confidence: Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

Harding (2007) stresses that the general skills that a general English teacher uses, for example being communicative, using authentic materials and analyzing English in a practical way, are also applicable to ESP. He suggested, thus, that teachers should:

- Think about what is needed and do not just follow an off-the-shelf course or course book.
- Understand the nature of their students' subject area.
- Work out their language needs in relation to their specialism.
- Use contexts, texts, situations from their subject area.
- Use authentic materials.
- Make the tasks as authentic as possible.
- Motivate the students with variety, relevance and fun.
- Take the classroom into the real world and bring the real world into the classroom.

English for Specific Purposes (ESP) is different from English as a Second Language (ESL), also known as general English. Most people come to ESP in order to communicate a set of



professional skills and to perform particular job-related functions. Therefore, an ESP program is built on an assessment of purposes and needs and functions for which English is required. The focal point of ESP is to integrate important subject area to learners in the teaching materials in order to enhance the most needed language skills. However, ESL stresses equally on listening, speaking, reading and writing skills. Therefore, a teacher has the responsibility to adapt his teaching skills for the teaching of English for Specific Purposes. The teacher needs to look for content specialists for help in designing appropriate lessons in the subject matter field she or he is teaching. An ESP teacher has roles to play such as to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students' progress. The learners must come to the ESP class with a specific interest for learning, subject matter knowledge, and learning strategies. They are in charge of developing English language skills to reflect the subject area knowledge. They must bring the learning skills to the task in order to learn faster and more efficiently. They have to profit from the opportunities school opens to understand and work with English language in a context that they comprehend and find interesting.

### ***Relevant Literature on Content-Based Theories***

Generally speaking, content-based theories explain why human needs change with time. They also explain the specific factors that motivate behavior. Finally, they probe that needs may rise and be changed by the change of the context. Content-based theories are needs theories, too. They are associated with a view that concentrates on the importance of determining 'what' motivates people. In other words, they try to identify what people's 'needs' are. They relate motivation to the fulfilling of these needs. They are the earliest theories of motivation.

The understanding of agrovot pupils' needs is valuable for teachers to create more interesting, engaging learning environments. Pupils are interested in learning what meets their needs. The integration of agrovot concepts in vocational English is the fulfillment of agrovot pupils' needs. It determines pupils' attitude towards English learning. It is liable to increase their motivation. Gardner and Lambert (1959) first made the distinction between integrative motivation and instrumental motivation. This has influenced virtually all research on the topic of motivation and SL learning. The basic idea is appealing. Motivation is identified primarily with the learner's orientation towards the goal of learning a second language. Integrative motivation occurs when the learner's goals for learning a second language are derived from positive attitudes towards the target language group and the potential for integrating into that group, or at the very least an interest in meeting and interacting with members of the target language group. Instrumental motivation refers to more functional reasons for learning a language: to get a better job or a promotion, to pass a required examination, or just to be a well-educated person. From the beginning of this line of theory and research, integrative motivation was held to be a superior support for language learning. Gardner (1979) suggested a link between integrative motivation and additive bilingualism, and between instrumental motivation and subtractive bilingualism (Gardner, 1979).

Gardner's socio-educational model continues to stress the idea that languages are unlike other school subjects. They involve learning behavior typical of another cultural group. The attitudes towards the target language community will at least partially determine success in language learning. Having been elaborated considerably, the model differentiates among cultural beliefs arising from a social milieu, motivation as a source of individual differences in language learning, formal and informal learning situations, and linguistic and nonlinguistic outcomes. Attitudes and motivation in second language learning are reasons for failure to learn a foreign language (Gardner, Lambert 1972)

Thus, content theorists suggest that manager's job is to create an environment that responds positively to individual needs. Such things as poor performance, undesirable behaviors and decreased satisfactions can partially be explained in terms of dissatisfied needs. Also, the motivational value and rewards can be analyzed in terms of 'activated' needs to which a given reward does or does not respond.

Maslow's hierarchy of needs and a person's desires to satisfy them can be considered intrinsic. He holds that these needs were universal to humans, but that they could manifest in myriad ways based on environmental conditions and an individual's culture and history (Maslow, 1987, pp. 28-29). This is important because if his theory is valid, although individuals may behave differently in different contexts, the assumption is that motivation is highly individual and individually constructed. In the situated view, motivation is seen largely as a result of socio-cultural constructs and interactions with the environment (Pintrich, 2003, pp. 667-686).

There are two kinds of motivation: intrinsic and extrinsic motivations. Intrinsic motivation is that which comes from within the individual. It inspires action even when there is no perceived external stimulus or reward. Extrinsic motivation, in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes (Diana, 31 May 2014, p. 2). Diana Stirling (2014) says that the classification of motivation was done by Ryan and Deci (Ryan, 2000, pp. 54-67). Over time they began to distinguish different types of extrinsic motivation. They recognize that extrinsic motivation varies in the degree to which it is inclusive of autonomy, that is, extrinsic motivations may be more or less internalized. They conceive a continuum of extrinsic motivation with categories of increasing autonomy: a motivation, external regulation, introjection, identification, and integration. Ryan and Deci (2000) explain that external regulation was the only type of extrinsic motivation recognized by the behaviorist theorists (Diana, 31 May 2014, p. 7).

Really, the notion of motivation should be cared for to make education profits society. It is believed that a well-educated work force will help a nation's economy to prosper. Likewise, he will enable individuals to have a standard of living that supports health and well-being. Another perceived benefit by some is that formal learning environments can encourage the development of

pro-social behaviors and effective social skills. Finally, some believe that cultivating a deep love of learning can help sustain a high quality of life for individuals and communities.

## RESEARCH METHODOLOGY AND DESIGN

### Research Design

Mixed method design was used to complete the investigation. The qualitative research method was used to collect pupils' knowledge in English, reasons and needs for learning English in agrovets sections. While using quantitative research method, the observations were quantified in order to discover prevalent point to include in the course book.

### Sampling

The investigation dealt with Mulekera township English as a Foreign Language learners in schools organizing vocational sections of the 'Sous- Division de l'Enseignement Primaire Secondaire et Technique Antene de Beni' in the educational area of 'Nord-Kivu II'. There were 600 pupils in agricultural section and 425 in the veterinary one from 7 schools (one official school, four church schools and two private schools) (Générale, 2019-2020). I used Slovin's formula (Slovin, 2012) to get the sample in order to directly sample every member. It is a random sampling technique. It is computed as  $n = \frac{N}{1 + Ne^2}$  where 'N' is the population size found by computing pupils' figures in classes of selected schools. 'n' is the sample size made by replacing each letter from Slovin's formula by its value as follows:  $n = \frac{N}{1 + Ne^2} = \frac{1025}{1 + 1025 * (0.05)^2} = \frac{1025}{1 + 1025 * 0.0025} = \frac{1025}{1 + 2.5625} = \frac{1025}{3.5625} = 287.71$  or 288. The sample was also purposeful. I selected all the classes from 3<sup>ième</sup> (today's 1st form) up to 6<sup>ième</sup> (the current 4th form) agrovets with the objective of tailoring specific texts at all EFL classes level.

### Methods

The present study used fieldwork. Fieldwork is a practical work done outside the school, office etc. (Hornby, 1995, p. 432). Fieldwork was started on Monday, 8th April 2019, when I assumed that the research questionnaire was completely turned to review according to the validation of pupils from 'Institut Kalemire'. Fieldwork continued up to October 2020.

Fieldwork generated qualitative and quantitative data. I used open-ended questions as Dornyei (2007) maintained that a qualitative study often uses open-ended questions to elicit subjective information on the quality of the matter investigated. And quantitative method was more reliable instrument and more convenient to work with. It allowed an objective evaluation of the research matter by providing an acceptable sample. (DORNYEI, 2007). The study sample I used was made of agrovets pupils from Beni secondary schools. Their reactions allowed me to know the real needs of pupils for learning English. These needs were combined and transformed into specific materials in teaching English as a Foreign Language in the said options. The way these teaching materials were to be taught (methodology), sequenced, improved, readjusted, assessed was treated, too.



Finally, deskwork alongside with its documentary method, library research, internet browsing approaches, farming and breeding experts equipped me with most excellent books to fulfill the investigation.

### **Techniques of Data Collection**

In order to collect data, I used two techniques: consultation, questionnaire. The consultation was about the reasons why agroveter pupils learn English. This was a fruitful standpoint from which the required professional language was analyzed. It gave a necessary background to challenge the pupils' real English language learning needs.

I also made a questionnaire for agroveter EFL pupils. The questionnaire includes open-ended questions that require qualitative analysis as claimed by Dornyei (DORNYEI, 2007, p. 101). This technique was a successful instrument during data collection. Thanks to it pupils expressed their wish to see a syllabus including materials of their respective domains being tailored to make pupils able to interpret English catalogues, notes, indications on tools and products.

### **Techniques of Data Analysis**

I used content analysis to examine the opinions of agroveter pupils. Content analysis is the interpretation of what is contained (content) in a message. It is actually the study of contexts, meanings, subtexts, intentions contained in the messages. In simple terms, content analysis is the analysis of what is being said, written or recorded. Respondents gave freely their opinions about different questions related to learning English in vocational options. I depicted what individual respondent really meant. The descriptive statistics helped me in representing data in tables using excel analyzer.

### **DATA PRESENTATION**

Data presented in this section are about agroveter pupils' reasons for learning English, the materials they already know in English and their needs in the English learning process in agroveter options. Pupils' reactions about each question are presented in the following lines.

*Why do you learn English in agroveter sections?*

Pupils' reactions revealed that the reasons for learning English are situated at five levels namely expression (36%), knowledge (35%), comprehension (8%), reading (10%), and the English learning process (11%). The expression development is useful for telling orally what learners think. It also helps the learner to access to the work after completing his studies in a company chaired by English speakers. Finally, knowing how to express oneself opens doors to the world. The knowledge of English facilitates the reading of indications on medications of plants and animals, work tool names, seed, plant and animal callings, medication names, agroveter vocabulary. The learning of English makes agroveter learners comprehend agroveter concepts and documents,

catalogues while reading them. The English learning process prepares learners develop the English language skills and spellings and teach agrovet English.

*What have you learnt in English?*

Agro vet pupils confirmed that they learnt some items of the domain (28%) from some agrovet texts. They mentioned texts like “in the garden, going to field, Patrick’s cow, Joseph’s cocoa tree, at the farm, Tommy’s livestock, Bob’s dog, going to farm, Tommy’s farm”. In addition, they learnt General English (72%). Basic grammatical items are more focused than the functions of general English and the four linguistic skills.

*What agrovet materials do you need to learn in English?*

Agrovet pupils expressed needs to learn more agrovet materials in English (92%) than general English (8%) did. Agrovet materials include phytology, phytopharmacy, animal pathology, agroforestry, agricultural operations, other disciplines, rural engineering. From this broad classification, pupils specified materials they needed to learn. For instance, they needed to learn names of plants, plant reproduction, types of plants, plants improvement, plants maladies, plants treatment, plants medication, parts of the tree, tree systematics. In addition, they needed to know animal maladies, parasitology, obstetrics, posology and pharmacology, agricultural operations, chemical products, organic products, zootechny, entomology, parts of the garden, the agronomist behaviors, veterinary surgical operations, pisciculture, biology, apiculture, horticulture, pedology, phytotechnology, phytosanitary, used tools by an agronomist and veterinarian, entrepreneurial actions and making medicine.

As far as General English is concerned, they raised the need to learn reading, functions of general English, English speech parts (adverbs of manner, possessive adjectives...), English grammar, English pronunciation, English texts, materials to improve communication within society, authorities calling and English conjugation (tenses).

## **DATA ANALYSIS**

Agrovet pupils wanted to learn English for expressing themselves at 36 % because it is ridiculous not to be able to take an active part in an English conversation. It is also shocking to lose a post because one did not develop English-speaking skills. This is the reason why inside the category of expression pupils desired to improve orality at 54%. They believed that this fact is likely to open doors for them to get job at 21 % and travel to English speaking countries at 25 %. Agrovet pupils liked to learn English for knowing materials from their field of instruction at 35 % because many books as well as catalogues on products of their domains are written in English. If they knew English, they could easily interpret notices on products and avoid intoxication of plants, animals and people who eat vegetal and animal products. They wished they studied English for comprehension at 8 % because nothing cannot get into the mind without being understood. Agrovet pupils needed to learn English for reading at 10 % because reading is one of the learning styles.

There are people who cannot know some materials if they do not read them. Finally, some pupils preferred to learn general English at 10 % because their interest is to learn vocational English and teach it after school instruction completion.

In vocational classes, teachers taught more general English (72 %) than they taught vocational English (28 %) because they have no documentation related to agrovet fields. Most of them teach texts from *English for Africa 3è, 4è, 5è, 6è pupils' book*. They are documents intended to teach English as a Second Language. This fact is seen when the teachers teach parts of speech of general English at 47 %, functions of general English at 44 %. And they teach a few materials about agrovet field such as work tools, plant names, other agrovet materials and various other materials. Agrovet pupils needed vocational English at 92 %. This is because, as previously said, they know that English opens doors for a rich documentation, travel, studies in English speaking countries and job with English employers.

In this perspective, the agrovet pupils would like to learn phytology at 10 % because the knowledge of plant is important to see what plant is favorable and what is to be done to maintain it well so as to improve its productivity. They would like to learn phytopharmacy and animal pathology at 32 % to have a clear idea about medication to use. Otherwise, the agrovet pupils run the risk to intoxicate plants, beasts and consequently people who consume the agrovet products. The pupils neglected agroforestry (0 %) in which they wanted to learn only about the parts of the tree because the cultivation of trees is not usual in Beni. Also, pupils desired governmental work and jobs in NGO's. They believed these jobs pay well. And for the time of retirement workers are paid pension. It is true that trees farmers wait for almost 20 years to get benefits. However, trees sustain life in old age. Agrovet pupils wished to learn agriculture at 32 %. This is because farming is among the main activities of Beni natives. Beni inhabitants deal with cultivating the ground including the harvesting of crops and rearing goats, sheep, pigs, hens, ducks, turkeys, guinea hens... The pupils desired to learn surgical operations at 2%. This is explained by the fact that most farmers of the area still deal with tillage, husbandry in a traditional way. A few farmers, under the supervision of agronomists and veterinarians, resort to modern agrovet practices. This is the reason why pupils raised only the case of castration and surgery in the veterinary area but nothing was cited in the agrarian field. Agrovet pupils were in need to study other disciplines at 5%. Inside this category there are useful materials pupils neglected because they did not probably know the benefits of those subjects. For example, it is important to know about aquatic animals especially fish raising; the functions and activities of life of organs, tissues or cells in physiology; effects of microorganisms on man and other living organisms in microbiology; relationships of organisms with their environment in ecology in order to conduct well farming. Other materials knowledge about soils (pedology), vegetables cultivation in gardens (horticulture) and use of drugs in pharmacy facilitate increase of agrarian short-time incomes. The pupils wanted to have notions about rural engineering at 6 % because they live in an area where farming is mostly artisanal. The knowledge of agrarian and veterinary tools is an acute need. This is needed for the revolution of

farming in the corner. The agrovet pupils would like to learn other various materials about entrepreneurial actions and making medicine at 2 % because they felt they had to leave theoretical learning to the practical one. They needed to know what they could do with agrovet materials. They cited, for example, making medicine with herbs. This is because there is a belief in the region that ailments which resist to modern drugs are cured with medical herbs. They would like to study general English at 8 %. In general, English agrovet pupils still need reading at 38 % to facilitate the acquisition of wished notions. They would also like to learn functions of the English language at 10 %, parts of speech at 17 % and other various materials at 34 % because people learn the language as long as they come across circumstances which require the use of new items.

After having a close examination of why pupils expressed each item let me present the discoveries under the title findings below.

## **FINDINGS**

The data analysis above unveiled what follows:

- Agrovet pupils were not tabula rasa. They had enough materials about general English and a little knowledge technical English of agrovet subjects.
- General English was taught more than vocational English.
- Teachers were teaching the way they could do it in classes where English is devoted five hours a week.
- English in vocational options was devoted two hours a week.
- Agrovet pupils were not prepared to work with English speaking employers without problems related to English language use.
- Agrovet pupils were not initiated to start business in agrovet fields.
- Agrovet pupils knew materials of their domains in French that could help the teacher show pupils how to express agrovet subjects in English.
- The agrovet pupils believed that plant knowledge is likely to enable them make medicine from medicinal plants.
- The English teachers in agrovet sections were English as a Foreign Language (EFL) teachers who completed studies in Teaching English as a Foreign Language (TEFL) and who started teaching technical English without having training about teaching English in vocational sections.

## **DISCUSSION**

In this section of the study, the results are treated in terms of relevance, significance, trustworthiness. Agrovet pupils were not tabula rasa. They had enough materials about general English and knew little about agrovet subjects. In this light, I understand that the pupils were prepared to express themselves in English. They are expected to know agrovet subject materials in French. If materials of pupils' domains were proposed to make the content of the syllabus,

vocational materials would not cause problems because pupils would confront only one reality that of English learning. Agrovet pupils' mastery of materials of their subject areas in French could help the English teacher help pupils say those subjects in English. This is to add the English expression to what pupils knew and started to work with.

As a matter of fact, agrovet pupils were not prepared to work with English speaking employers without problems related to English language use. The pupils had no English content of technical English which they could use to communicate in either oral or written form at the workplace. This communication lack is to be solved by providing agrovet vocational English. However, some agrovet pupils believed that plant knowledge is likely to enable them start a business. They wished for example to produce medicine from medicinal plants. This indicates that pupils were ready to practice what they learned in order to render their agrovet education profitable to them and to the community members. They expected to be prepared to read documents about medical herbs written in English.

General English was more taught than vocational English. This means that learners who were interested to learn vocational English lost motivation because their needs for exercising these skills were not taken into consideration. This explains somehow the attitude some pupils show. When it is time for the English lesson, they fall somnolent and others wish they went outside.

Teachers were teaching the way they could do it in classes where English is devoted five hours a week. The English teachers were conducting lessons quickly and making pupils write ununderstood notes. In this respect teachers broke the teaching principle according to which a teacher has to teach few but well. The result was that pupils had good notes but still could not speak English.

English in vocational options was devoted two hours a week. In other words, teaching materials in agrovet would be reduced. However, pupils expressed the needs to develop the same language skills like what is allowed in general teaching classes where the teacher is equipped with the national program. Yet, in vocational sections there is no syllabus so far. This might hinder the training of all language skills in agrovet sections.

Agrovet pupils were not initiated to start business in agrovet fields. In a way, this fact explains why pupils were not interested to become farmers. But also, the poor life conditions of farmers discouraged young people to become farmers. Beni soil is fertile. The main problem is that there is no good sale for agricultural products. So, most of agrovet experts struggle to gain job in NGO's and State offices. This culminates in farming failure which is increased by insecurity in Beni. Farmers were discouraged by rebels who attacked them when the crops were ready for harvest. The cows, goats, sheep were eaten by these rebels. Owing to these circumstances, people left the rural areas to the town. Joblessness pushes some citizens to become robbers. These force doors to steal domesticated goats, hens, and rabbits at night. Under these conditions none wishes he became a farmer.



The English teachers in agrovet sections were EFL teachers who completed studies in TEFL. They started teaching English without having training about teaching English in vocational sections. They do not deal with pupils' needs analysis to update the syllabus. They do not adapt the teaching materials. They do not teach occasional lessons to answer the preoccupation of pupils with special needs noticed while conducting lessons. They do not render English lessons interesting for learners to be motivated and create a good atmosphere of learning English. They do not consider pupils' strengths, congratulate and encourage learners to keep on making another step ahead through teacher-pupils' and pupils-pupils' interaction inside and outside the classroom.

### ***Overall Check***

This section checks whether or not the research questions are answered, the research hypotheses confirmed and whether the research problem is solved. This study is empirical. The main question 'How can English be effectively taught in agrovet sections?' as well as secondary questions notably 'What kind of materials should be taught to enhance the learning of English in agrovet sections?' and 'What content should form the core of materials to select for agrovet sections?' guided the study. All these questions were answered because their tentative answers were verified.

The first hypothesis was that English could be effectively taught in agrovet sections by using an eclectic method. This consists of selecting a mixture of what appears to be the best of various teaching methods. The teacher is suggested to focus on visual aids about materials pupils already know in French. The teacher's role would be to help pupils say in English what they already know in French. This would work well in a line with techniques and drills of other communicative methods. This assumption was reached in the sense that pictures by the side of each text constitute didactic materials to help English teachers address pupils' senses. The teachers are allowed to use the concrete substitutes of these visual aids to permit learners to see, touch, smell and taste (if the concrete object opens this occasion) and hear.

The second hypothesis was that the kind of materials that should be taught to enhance the learning of English in agrovet sections are materials from pupils' field contents likely to help pupils understand English indications on products and tools. They are also materials of the kind that helps pupils communicate easily using the technical jargon. This hypothesis was reached. The proposed texts and exercises include vocational words. The reading of these texts opens opportunities for agrovet learners to comprehend thanks to indications on some pictures and express themselves in agricultural and veterinary fields.

The last hypothesis was that the content that should form the core of materials to select for agrovet sections are contents based on pupils expressed needs about sub-branches of agricultural and veterinary sciences. This proposal was confirmed. The proposed syllabus in this study contains materials agrovet learners wished to know. These are materials related to phytology (10 %),

phytopathology or phytopharmacy and animal pathology (32 %), agriculture (32 %), vet operations (2 %), rural engineering tools (16 %), general English (8 %).

The research problem was solved. From now onwards there is a syllabus as a reference to teaching English in agrovet sections. The syllabus content fits the needs of pupils. The syllabus contains materials about pupils' reasons for learning English in agrovet sections and how the teacher is suggested to help learners express themselves and know materials of their subject areas.

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusion**

The present study attempted to investigate the reasons why agrovet pupils lack proficiency in English. Materials agrovet pupils are studying did not make pupils speak English at the end of formal training at secondary school. Three questions guided the study notably "how can English effectively be taught in agrovet sections? what kind of materials should be taught to enhance the learning of English in agrovet sections? And what content should form the core of materials to select for agrovet sections?"

Researchers did fieldwork to conduct the investigation from 1st to 4th form. The used content analysis to understand pupils' expressed needs. Descriptive statistics were used to depict the preponderant opinion to include in the tailor-made syllabus.

At the beginning of the investigation, researchers discovered that agrovet pupils were unable to answer the questionnaire written in English. In the middle of the study, they found that pupils expressed crucial reasons and needs for learning vocational English. At end of the investigation, researchers discovered that Agrovet pupils were not tabula rasa. Pupils had enough materials about general English and a little knowledge of agrovet subjects. General English was more taught than vocational English was. Teachers were teaching the way they could teach in classes where English is devoted five hours a week. Yet, English in vocational options was devoted two hours a week. The English teachers in agrovet sections were EFL teachers. They started teaching English without prior training to teach English in vocational sections. Consequently, agrovet pupils were not prepared to work with English speaking employers without problems related to English language use though agrovet apprentices knew materials of their domains that could help the English teachers show learners how to express those subjects in English. Agrovet pupils were not initiated to start business in agrovet fields, either. Yet, learners believed materials they were studying were liable to earn life. It is for example pupils expected plant knowledge to enable them make medicine from medicinal plants.

### **Recommendations**

In the view of the findings above English teachers are suggested to:

- Know what pupils master in their domains before including agroviet materials in the different lessons.
- Collaborate with agroviet specialists while designing the syllabus.
- Deal with pupils' needs analysis regularly to update the syllabus because pupils' needs are not static.
- Render the English lesson interesting for pupils to be motivated, prepare pupils for a test and give his feedback after work correction
- Get continual training about teaching approaches in workshops.

As far as the State Exam is concerned, the examiners are suggested to adapt the questions to each option and include oral test of agricultural and veterinary sciences.

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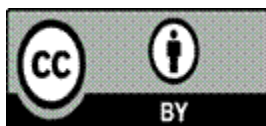
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