

## AN ATTEMPT TO ASSESSING LEARNERS' NEED OF ENGLISH AND SPECIFIC ENGLISH LANGUAGE SYLLABUS DESIGNING IN GENERAL MECHANIC SECTION AT SECONDARY SCHOOL: CASE STUDY OF 5<sup>TH</sup> YEAR AT ITFM/BUKAVU

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**ABSTRACT:** The present article investigates over the teaching of English in technical sections namely general mechanic at one technical secondary school called Institut Technique Fundi Maendeleo (ITFM/ BUKAVU; in acronym) in order to be aware of the mismatch among the syllabus, the learners' needs and the relevance of the course to the national curriculum objectives which cause a blockage of professional communication of learners. It also attempts to design specific English teaching material related to learners' actual needs of English. To come to this end, library work was at a great use for the corpus of English for Specific Purposes (ESP) and for designing the syllabus. The field work had been carried out for data collection; learners need analysis and the interpretation of the result. After a critical look at the course taught and after thorough analysis of pupils' need, the result proved that the course in fact is not relevant to the learners' need since it does not contain any specific term or material related to their future professional life. For this reason, It was worth attempting to design a syllabus relevant to learners' actual needs followed by pedagogical implications.

**KEYWORDS:** Teaching Of English, Foreign Language, General Mechanic Section.

### INTRODUCTION

The present article is entitled "an attempt to assessing learners' need of English and specific English language syllabus designing in general mechanic section at secondary school: case study of 5<sup>th</sup> year at ITFM/Bukavu" . With reference to the education system of the Democratic Republic of Congo, the English Language learning and teaching in schools and universities constitute a puzzle on the parts of teachers and learners. This is due to the fact that the DRC is a French speaking country with French as a language of education and as one of the subjects of study from primary school up to university level; but with English as only a subject of study starting in the 3<sup>rd</sup> year secondary school. Thus, from primary school to secondary school the English Language is taught for only four years.

Investigation proved that pupils of general mechanic section learn English along their training; and yet they are unable to communicate effectively when they are in their work shops. In trying to assess some of them by speaking in English using technical words related to their field of training, they were lost in speech. Moreover the document used in other non technical classes is the same documents used in general mechanic regardless the different needs pupils can have. Mills D. at al. (1984), "*English for Africa: pupils' book*" is the single English document used as a text book in all the sections all over the country. It is worth mentioning that the documents in use merely contain general English, which is just one part of what the learner need.

### Presentation of Institut Technique Fundi Maendeleo (ITFM)

It a catholic technical secondary school created in 1984 by Jean DECONINCK and located in Bukavu town, South Kivu province in the Democratic Republic of Congo. It runs only technical sections such as electricity, automotive mechanic, sewing, carpentry and general mechanic.

## Research Methodology

Methodology is understood by MACMILLAN English Dictionary for advanced learners as the methods and principles used for doing a particular kind of work, especially scientific or academic research. So this part of our research deals with the procedures, techniques and methods which are systematically involved for the achievement of this work. To carry out this research, we dealt with two main aspects: library work and field work. Library work facilitated the inspiration of the corpus while field work helped in data collection, data analysis and data interpretation and the pilot works. The data were collected by means of interviews and research questionnaires.

## ENGLISH FOR SPECIFIC PURPOSES REVISITED

### Introduction

English For Specific Purposes (ESP), as a language field, is concerned with the learning and teaching of the English language conducted with various aims, namely need assessment, selection of materials and course design.

### What is English for Specific Purposes (ESP)?

According to Hutchison and Waters (1987: 19), ESP should be considered as an approach not as a product. They even demonstrate that ESP is a learning approach centered on the learner's needs. The genesis of ESP is summarized in the following question: Why does the learner need to learn a foreign language? From this question will flow many more questions, some of which will relate to the learners themselves, some to the nature of the language the learner will need to operate, and some others to the given learning context.

### Differences between ESP and General English

ESP appears so broad that many people ask what the difference between ESP and General English is. Hutchison and Waters (1987: 53) provide an answer to this question quite simply when they state that: 'In theory nothing, in practice great deal' that means all language teaching should be based on the learners' needs. Thus in theory there is no difference between ESP and general English teaching; in practice, however, there is a great deal of difference. According to Laurence Anthony, (Google: [http://www.eyes.com/archive/article/English\\_for\\_specific\\_purposes](http://www.eyes.com/archive/article/English_for_specific_purposes)), at the time Hutchinson and Waters wrote their book, teachers of general English courses, while acknowledging that students had specific purpose for studying English, would rarely conduct a need assessment to find out what was actually necessary to achieve. Teachers nowadays, however, are much more aware of the importance of need analysis, and certainly materials production. Clearly, the line between where General English courses stop and ESP courses start has become very vague indeed; it sounds rather ironical when many General English teachers can be described as using an ESP approach, basing their syllabus on a learner's needs analysis and their own specialist knowledge of using English for communication.

### Overview of the kinds of ESP

It is worth knowing the terms denoting different types of ESP, their meaning and the kind of syllabus they describe. Kennedy and Bolitho (1984:3) show that ESP is subdivided into two main situations, namely: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchison and Waters (1987: 17) push this matter further by demonstrating that the English Language Teaching (ELT) is represented as a tree with so many branches among which there is ESP.

### Approaches to course design

Hutchison and Waters (1987: 65) argue that course design is the process by which the learning needs are interpreted in order to produce and integrate series of teaching-learning experience in order to lead the learner to a particular state of knowledge. Practically, this brings to the production of a syllabus, by selecting, adapting or writing materials in accordance with the syllabus, to developing a methodology for teaching those materials and establishing evaluation procedures. By approaches to course design, there are important aspects which should not be neglected, namely: Learning-Centered Approach, Role of a syllabus in the course design process, and material design model.

## A CRITICAL ANALYSIS OF THE ENGLISH COURSE CONTENT USED IN GENERAL MECHANICS SECTION AT I.T.F.M

### Introduction

The preceding parts have dealt with methodological approaches which helped me review the literature on ESP and on course design, get the data, analyze them and suggest a course which somehow matches the learners' needs of English. The

present part discusses the English teaching program in use at ITFM/Bukavu, and in all Congolese secondary schools which run the general mechanics section. It tries to contrast what is done by teachers and what the national curriculum sets as objectives with the reference to what learners actually need. Furthermore, it makes a contrast between what is actually taught, what the national curriculum says and what the pupils' needs are.

### **A critical look at the curriculum in use at ITFM**

#### **The course**

I had a look at pupils English copy books, and I noticed that the content of the course has nothing related to mechanics (their field of study). What I noticed was that pupils' copy books contained items generally found in English for Africa text book, which have nothing to do with mechanics; and this is what makes English a boring course for the pupils.

Moreover, concerning the teacher's outline appended at the end of this work, nothing related to mechanics is mentioned in there. Thus, I decided to be in contact with the teacher for more details. The teacher argued that he cannot do otherwise since the national programme suggested only David Mill et al.'s "English for Africa" text books in all the sections of secondary school all over the country.

A paradox rises since the national curriculum aims at helping pupils to read and understanding specific texts, but it provides only general English text books. Moreover, what the teacher does has nothing to do with the national goals assigned, nor with the pupils' needs. The English course which must be taught in the general mechanics section must not be only the general English but also specific English. Teachers may be wrong to set objectives before passing through some steps such as pupils' analysis or need assessment because teachers should take pupils where the latter want but not the other way around. This is what we mentioned in the first part as a learning centered approach.

Before setting objectives and designing an ESP course, the political leader should put in their minds that the course design is a dynamic process. It does not move in a linear fashion from initial analysis to a completed course. Needs and resources vary with time. Course design, therefore, needs to have built-in feedback channels to enable the course to respond to the developments (Hutchinson and waters 1987:74).

Course design is a process of designing an ESP course, but what we discovered at ITFM/BUKAVU is that though pupils need ESP courses, what is taught to them is just the General English, which is only one of their needs. Moreover, no one cares about the assessment of their needs. This way of doing things is due to the lack of information on the identification of learners; the identification of teaching situation; the identification of skills and knowledge needed by pupils.

This program is supposed to be covered in one school year, but experienced teachers of English have demonstrated that even better organized schools, with sections where five hours per week in the fifth form classroom, hardly happen to end up with this programme. Other teachers claimed that this program is too long to be totally covered in a single school year. Other teachers argued that this program is well quantified but requires a serious concentration and regularity.

Thus, the national curriculum devotes only two hours per week for the English language, as a subject, in the fifth form of general mechanic section. This means that no teacher of English can pretend to cover it totally as there is a mismatch between the quantification of the materials and the number of hours devoted. When analyzing these facts, it has been noticed that learning English for two hours per a week is to cover only a third of the program. Everyone can agree that starting a journey without getting to the destination is a mere waste of time. Thus, even if the curriculum were appropriate, it would not be ended and the goals would not be achieved so the teacher would have worked for nothing.

Moreover, the English course content in technical sections contains only general English regardless the pupils' needs. In fact, this does not contribute to the training of pupils in a technical school such as ITFM/BUKAVU. It is worth handling the English teaching programme in the way that it should go hand-in-hand with technical courses in order to fulfill the goals assigned by the national curriculum as well as by the school itself. Apart from the above critical view of the English course taught at ITFM, I also found that the course does not conform to the following principles often referred to for the evaluation of communicative language teaching.

#### **Making real communication the focus of language learning**

Following his principle, I expected to find various exercises that would promote communication taking into account professional purposes. But most of the exercises found in the text book in use at I.T.F.M are structural ones that can hardly promote communication. The language exercises given are just correctness drills. For example, the teacher asks pupils to associate sentences found in column A with sentences found in column B on a sheet of paper. And sometimes pupils are

asked to make written sentences using the words or the structures suggested by the teacher. Besides, the text book contained no authentic texts to train the pupils in using English during their future professional activities.

### **Creating opportunities for communication through activities such as information sharing, problem-solving and role playing**

At this level, I expected from the text book or from the pupils' copy books some drills or activities which might create opportunities to promote communication. These drills can be interactions in groups or in pairs, or role playing. In so doing, pupils can take advantage to communicate by exchanging or discussing with peers. The discussion they may hold may help them improve their speaking and listening skills and even enrich their vocabulary.

However, in pupils' notes there is no sign of opportunity for communication through activity during the English class, and none is seen in the documents used by the teacher. I noticed that pupils are learning language data just to fill up their notes but not to promote communication for the sake of their profession.

Providing opportunities for learners to experiment and try out what they know.

Taking into account the aim of the national curriculum of English in technical section, the only expectation from pupils at this stage is to express, in groups, what they know in their field of study using English through different tasks. However, when I tried to look at the course out line, the only task I could find was just dialogue; in the teacher's course outline there is nothing stated about what the dialogue will be about, and in the pupils copybooks the dialogue found in there had nothing to do with mechanics.

Moreover, since the textbooks are still those containing texts of general English, I did not find any way pupils can experiment and/or tryout what they know in English since they learnt it in French. So far they have no idea of how to talk about mechanics in English.

Providing opportunities for learners to develop both accuracy and fluency

As said above, most of the exercises found in the text book are good to develop accuracy but they can hardly be used to develop fluency. The learner is not taught to express his own ideas, that is to produce language, but only to manipulate the language forms or structures given to him.

In fact, after assessing the pupils' needs and analyzing the existing programme in use at ITFM in the fifth form general mechanics, we have noticed that the programme does not join, in any way, the other technical disciplines to satisfy pupils' needs as expected. Thus, the school cannot go on pretending to train complete technicians while the content of the programme it applies for the English language is still that of the general English as Trimble (1978: 75), quoted by kabaseke (1986: 9), states:

... and, again even more than the student scientist or engineer, the student technician could not hope to be prepared for his professional work by being exposed to "general" or "classroom" English.

This is the head of the problem which pushes me to provide a proposal of a common fitting programme for fifth form general mechanics.

### **The aim of the general mechanics option**

Training pupils to become good general mechanics is the aim of this option. It should enable the pupils to earn their own living and contribute to the development of the country after their studies.

The effectiveness of this objective is evident because after his/her studies at this secondary school, the pupil usually get a job that allows him/her to earn not necessarily a good living, but at least the minimal means to take care of his/her family. Moreover, we all know that whenever someone works, he/she does it not for his/her own good but also for the good of the whole society indirectly, so the objective set by the political authority is relevant enough.

### **Aims of the national English curriculum as regards the technical sections in the D.R.C**

As any activity is done with a specific purpose, the national curriculum also has its aims. This curriculum aims at developing the four language skills taking into account simple specific texts. The "programme national du cours d'Anglais (et commentaire), enseignement spécialisé" which is used in all the Congolese schools which organize the technical sections states :

Les professeurs d'Anglais dans les sections techniques disposent d'un horaire nettement plus réduit :

7 heures/semaine pour les 4 années aux lieux de 20 heures.

L'objectif du cours, sans négliger l'acquisition du langage écrit de base, consistera donc principalement à amener les étudiant(e)s à lire et à comprendre des textes simple à caractère Spécifique (eg : thème artistiques, sociologiques ; techniques industrielles ; Techniques agricoles, sciences vétérinaires, métiers féminins, etc.

The above quotation states that the teachers of English in technical sections have at their disposal a neat reduced time table: they have 7 hours per week, for the four classes, instead of twenty hours, without rejecting preliminary written language acquisition, will consist mainly of providing pupils or students with skills to read and understand simple specific texts.

The ideas quoted above are exciting, but still they are theoretical from the time the ideas are about how to promote language learning by helping student and that theory has been handed down to teachers to be applied.

Here, our main concern is to see whether or not the existing curriculum is appropriate and contributes to the fulfillment of the assigned purposes. In fact, the efficiency of a curriculum is appreciated if only it leads to the fulfillment of the assigned goals. Thus, every section has its aims assigned by the political authority and works for their achievement.

### **Pupils' Needs of English**

As it has been mentioned in the preceding points about methodology, I designed a questionnaire for the teacher and for 5<sup>th</sup> form and 6<sup>th</sup> form pupils of the general mechanics section in order to assess pupils' different needs of English. I was in contact with the school head teacher who allowed my contact with pupils and their teacher. I explained them my objective and what I needed from them. Then I submitted a questionnaire to each of the pupils: forty-four pupils (48) in the fifth form and thirty-four pupils (34) in the sixth form of the general mechanics. I distributed 90 copies but I received 82 copies back. I was also interested in sixth form pupils because they are more aware of what a general mechanics can need in English than the fifth form pupils. Thus, the total number of pupil who made my sample is forty-one, since four of the selected sample did not hand in their copies, for the reasons which are not known by us.

Our investigation through the questionnaire proves that ninety-five percent of our subjects are interested in English and need specific English. All their needs turn straight towards communication in different contexts. Below are the details and the statistic chart of pupils' needs of English.

### **Pupils' interested in English, generally speaking**

Generally speaking, I found that 78 out of 82 or 95.1% of my subjects have great interest in English. They display a desire to communicate in English, be it in their work shop or in other living settings. This was checked thanks to the first question. Despite the pupils' need of English in general, there are also some specificities according to each pupils' ambitions.

### **Pupils' needs of English for common communication**

When analyzing pupils' answers, It had been noticed that 32 out of 82 or 39.4% of my research subjects need English to communicate with friends and relatives for everyday communication. In the additional details of the answers, pupils showed that a profession or a job can come to an end one day; but if one still has friends and relatives with whom to communicate they still make use of the language acquired. They showed how though English course content should be technical; the communicative aspect is something not to be neglected. All the above details were investigated thanks to the question number 16.

### **Pupils' needs of English for communication in their work or work shop**

As far as pupils' need of technical English is concerned, 76 out of 82 or 92,8% of them are interest in technical English. They suggested their teacher to teach them technical terms during the English classes (see question N°9). Moreover, they want to be able to express the knowledge they have in English. Thus the teacher should be in contact with the teachers of technical subject in order to design a communicative course with materials needed by the learners.

### **Pupils' need of English to read and understand warnings and instructions written on devices**

Thanks to answers given to the sixth question I noticed that 56 out of 82 or 68,3% of my sample need to learn some expressions used to warn, to provide applications, instructions, etc. these short notices contain new and difficult vocabulary. Pupils want to be able decode the message written on any tool or device.

### **Pupils need English for work in a UN agency**

With the help of the question N°13, and the answers given by pupils, I noticed that 48 out of 82, that is 58.5% of pupils, need English related to their profession, but also to get any job which requires the speaking of English, be it technical or

general. It is in perspective that pupils express the need of English to enable them to write reports, or any other document, if by any chance they are employed in a UN agency.

**Pupils’ need of English for work in English speaking countries**

Some pupils displayed a desire to move abroad but still they are reluctant due to the fact that, according to them, English is tending to overwhelm the world, and they have not enough knowledge of English to allow them face employers who are English speakers. It is by the interpretation of answers given to question N°12 that I noticed that among the subjects, only 36.6%, that is 30 out of 82 pupils are concerned with the detail provided above.

**Pupils need English to identify names of tools, devices and parts of motor car**

Pupils argued in their additional commentary showing that being a mechanic is to know parts of any machine with their names, the role of each one, detect what goes wrong and repair if necessary. So, this would be impossible if ever the mechanic were working with English speakers but without knowing the name of tools, parts of a machine and other devices in English. Thus, the analysis of pupils’ answers provided for questions N°8 and N°15 prove that 78 out of 82 or 95.1% of pupils need to know the parts of a vehicle and be able to name the related tools and devices. Moreover, they demonstrate that they may be making some repairs for an English speaking person, and they need a tool or device to ask their boss. Thus English will be technical vocabulary will be needed. Bellow is the table summarizing pupils’ needs of English.

*Table of the summary of pupils’ needs*

	PUPILS’ NEEDS OF ENGLISH	SAMPLE: 82PUPILS	%
1	Pupils’ interest in English generally	78	95.1
2	Pupils need English for common communication	32	39.4
3	Pupils need technical English for communication in their work	76	92.8
4	Pupils need English to read and understand warnings and instructions written on any device	56	68.3
5	Pupils need English for work in U.N. agencies	48	58.5
6	Pupils need English for work in English speaking countries	30	36.6
7	Pupils need English to name tools and devices in English	78	95.1
8	Pupils need English to know parts of motor car in English	78	95.1
9	Pupils satisfied by the taught English materials	16	19.5
10	Pupils not interested in English	4	4.9

**SUMMARY**

This part has dealt with different facts related to the analysis of what is going on at ITFM as far as English Language is concerned and the analysis of pupils’ needs of English. First, it surveyed the aims of ITFM in general and that of the general mechanic in particular. Second it also surveyed the existing English teaching programme applied in this school. It also displayed data analysis where pupils’ needs of English are contrasted with the existing English teaching programme. This contrast led to a short criticism of the existing programme, and through that criticism I concluded that pupils need a technical English course, which is the subject matter discussed in the next part.

**DESIGNING A COURSE FOR FIFTH FORM PUPILS OF GENERAL MECHANICS SECTION**

**Introduction**

The preceding part has tried to criticize the English teaching programme in use at ITFM/ Bukavu and has tried to study the actual pupils’ needs. The present part is going to attempt to design specific materials for fifth form pupils in general mechanics section, and to provide with some methodological guidelines. Moreover, this part is concerned with the selection, the sequencing and the justification of the content of the curriculum with regard to pupils’ needs. As it has been pointed out in the third part, most pupils’ needs turns round technical English. I made a selection of specific manageable technical texts, from the internet for pupils. Thus these texts are the main component of this part from which will come almost all the classroom activities. Finally I attempted to suggest a readymade preparation card of a sample of a lesson of vocabulary.

## **COURSE DESIGN**

This point attempt to display the procedures I passed through to design the English course to pupils of general mechanics section:

### **Pupils' needs**

When analyzing pupils, I had to talk with them, so they could give me what they need to learn. Student's analysis is better than their needs' analysis because they will give the teacher more information about their needs of learning specific technical English related to mechanics. It is thanks to these needs that I happened to set objectives and design the specific text book for general mechanics pupils. I finally noticed that they expressed the needs of an ESP course. Many problems are in the second language classes because the teacher does not know the learner the learner, neither their needs.

### **Formulation of goals**

These designed materials aim at enabling pupils in general mechanics to use the English Language for general and usual communication on one hand, and talk, read and speak about different topics related to mechanics during their work (profession). Pupils should also be able to name and able to read different labels on tools, instruments, and devices used in their workshop in English. Finally, they should not fear to move abroad, especially in the English speaking countries, for their profession. On the contrary they should have confidence of having less problems of communication in English.

### **Conceptualizing the contents**

Technical terms are concepts which should be included in this text book from the time these terms are what pupils need. And it is in this perspective that I formulated the goals and objectives. The concepts in fact can be tools, parts of motorcar, car devices, mishaps, breakdown, etc.

### **Selecting and developing ESP materials with technical terms**

Books, theses, and most of the time the internet are the sources where all the selected materials derive from. I selected these texts because they are the exact texts pupils need. Moreover, I selected these texts because I found that they fit the pupils' level as far as the content and the language are concerned.

### **Course planning**

Planning the course is a step which comes after all the above steps have been passed through. At this step, I organized activities which are dealt with in the text book. To conform to the pupils' needs in technical vocabulary, only specific technical texts should be of great use; here is one example:

#### **LESSON 1: DRIVING A CAR**

**Gloria:** It won't start!

**George:** Since you have not turned the key, I am not surprised it won't start

**Gloria:** Ah! Yes, it won't go now!

**George:** Because you have put your foot on the brake and not on the accelerator, dear.

**Gloria:** Now what! George! It makes an awful noise!

**George:** All right! As you cannot remember what I told you last time, let's begin again.

**Gloria:** Yes, dear...

**George:** Always look in the mirror before moving, then put your foot on the clutch and put the Car into the first gear. That's all right! Now put your foot on the accelerator-not hard: That is why it is making much noise. Take your foot off the clutch slowly and well done! Now foot on the clutch again and in the second gear, Good! Oh! Gloria.

**Gloria:** We have to stop

**George:** Due to the fact that you took your foot fast to the accelerator and put it to the brake again. One more try. Put on the hand brake. We are rolling down hill.

**Gloria:** Goodness George!

**George:** Yes dear- you have put on the light instead of turning the key.

**Gloria:** I wanted to turn on the windscreen wipers because it is raining, and I pulled a wrong knob, that's all

**George:** Mmm, Gloria-why are we going backwards? You have put the car into reverse.

**Gloria:** You didn't know I could do that, did you? Since I can't put up with your teaching, I am parking the car. You can drive.

(Sue Lake 1977: 84-85)

**Lexical items from the text to teach:**

To start,      to turn the ignition key,      to foot on the brake,      to foot on the clutch,  
 Hand brake,      To look in the rear mirror,      to put on hand brake,      to shift into 2<sup>nd</sup> gear  
 Gear stick,      windscreen wipers,      to take the foot off the clutch

**Grammar:** *Expressing Condition*

Eg. If you do not turn the key, the car will not start.

You will hardly have an accident if you look in the mirror before moving.

**Communicative activity**

In groups of three or in pairs, write down a dialogue in which you will have to express condition. At the end you will be asked to act it out in front of the class.

**Comprehension exercise**

Tell your friend how to drive a car in a short time

**More texts:**

**LESSON 2:** Starter Motor: Dismantling

**LESSON 3:** How To Check The Car Engine When Bying A Used Car

**LESSON 4:** My Car Won't Start: What Can I Do Then?

**LESSON 5:** Engine Valves

**LESSON 6:** Suspension System

**LESSON 7:** Some Tools

**LESSON 8:** How Car Engine Works

**LESSON 9:** Plain Bearing

**Course implementation**

The designed text book should, at this level, actually used for teaching the pupils it is intended for. It is thanks to this step that shortcomings or imperfections of what is designed are displayed. That why I designed some methodological guideline where I provided a readymade preparation form of a model lesson to help teachers of English who should be using this course in the mechanics section.

**Evaluation of the course**

Course evaluation is the last step and it goes hand in hand with the second step which is 'formulating goals and objectives'. At this level, the ESP developer tries to check whether or not he achieves his objectives or not. So, this is possible in two different ways: implicitly or explicitly.

**SUGGESTION ON THE DESIGNED COURSE**

The designed course puts much importance on the aim of ITFM in general and that of the general mechanics in particular, which consists of training pupils to become technicians. That is why this course intends to conduct the teaching of English towards the aim of the school training.



General English is still considered at this level as efficient. Thus, it is important not to consider technical English as an area of development separate from the rest of the English language teaching. It depends, on the contrary, on general English. Thus, technical English cannot be taught out of general English context. In order to keep pupils' motivation higher when learning the English language, this course approaches the materials to teach nearer the field of learners. In so doing, they would feel themselves concerned with learning. Moreover, they will sometimes tend to give more explanation about the content of their technical courses to the teacher of English and meanwhile language acquisition will be taking place.

## **LEARNERS' BACKGROUND**

### **a. Prerequisite**

As this programme has to be taught in English, the very first prerequisite to check must be the skills of understanding and speaking on the part of the learner to whom the course is intended. Indeed, I do estimate that the fifth form pupils at ITFM have already enough notions of general English to allow them face this specific course. This ability, however, should not be compared with that of the university level. The pupils' vocabulary repertoire is still poor enough; consequently, the teacher of English is required to use visual aids and/ or mimicry, if necessary, when teaching a given lesson. The visual and gestures will be used not only to explain technical words but also to explain words of general English which go together with technical words.

### **b. Prospective level to reach**

There are several areas in techniques and each of them has its specific purposes. Consequently, after attending this course, the technical English knowledge that a learner should possess must be related to his training or technical area. This article is limited to the general mechanic field with some English notions of mechanic and electricity. In fact, after the learners have attended this course, they should acquire a number of elementary technical vocabulary items which would give them the ability to read notices, instructions in workshop manuals, safety precautions, technical communication, etc. This reading competence has a double advantage. On one hand it helps someone to perform a given job, and on the other hand it can protect him from a danger.

### **Teaching setting**

The design course is just an inspiration to teachers of English rather than a change of methods or procedures. This means that the teacher should use text books and the teaching should take place in a classroom where the blackboard and pieces of chalk are of great importance. Nevertheless, we should mention that technical terms are usually learned by contact. Therefore, while preparing lesson, the teacher has to make sure that he/she has got sufficient visual aids. These visual aids should most of the time be real objects and rarely pictures, he should also foresee some visits to work shops as the school which runs the mechanics section must have at least one.

## **PEDAGOGICAL CONSIDERATION**

### **Guide for the teachers**

As mentioned in the conclusion of the preceding chapter, the content of the designed course does not provide complete information about mechanics or electricity. The teacher, therefore, needs further instruction which will help him with tools to answer learner's question during the classes'. For example, the teacher may carry out further research or undergo a retraining in order to improve his teaching. In other words, this course is not a word of the Gospel, it can be modified, increased or decreased by the teacher according to the learners' needs. Moreover, the method to use is not static, i.e. the teacher is not compelled to apply a specific method. The best method for him is the one which will allow him reach his/her aim, that of promoting communication.

### **Lexical exploitation**

The lexical exploitation sessions are the most important way for transmitting technical words to learners. The words which are not clearly understood by the learners will remain obscured all his learning long. This is why they constitute a blockage for the learner to push further in his learning. Thus for the teaching of lexical terms, we suggest the use of the 'Direct Method' this method is also called natural or oral method. It consists of the use of the target language as means of instruction and communication in the language learning process, and avoidance of the use of the first language. I also suggest the use of 'audio-visual method' whose main feature is visually a presented scenario that provides the chief means of involving the learner in meaningful utterances and contexts.

In fact, with the former method the teacher is asked not to go through the process of translating either in French or in Swahili. The advantage of this method is that the learners partake in the teaching and/or in the learning process.

### **Grammar (structure)**

As this article aims at training the learners in using English for real communication, it should contain some grammatical structures. In fact, in spite of learner's fact of learning technical items, they are in need of communication among them and other people in English. This article is not a technical course or a course of mechanical subject submitted to pupils, but it is an inspiration of a language course intended to prospective mechanics. Thus, the technical items should be transmitted through communicative language. That is, the lesson of grammar should not bring the learner far away from the technical context. In other words, as it is known at this level of secondary school that a sentence is made up of the subject, the verb and the object, the teacher should use technical words as subject, object and/or verb sometimes. This will help pupils to reinforce the technical words in their memory.

### **Reading**

As it has been mentioned, after questioning pupils of ITFM/BUKAVU, they reported that they are in need of specific English to their field of study. The reading lessons should train the pupils in reading and getting the message from texts; for example notices, instructions, in workshop manuals, safety precautions, etc. That is why, during the reading lessons, the teacher's attention should be focused on technical words: how to read them, to know their meaning, and to use them correctly in their speech.

### **Dictation**

The context which constitutes the dictation must contain technical vocabulary items that were taught and/or learned in order to emphasize their spelling. Moreover, composition should not be neglected. It should also be done using technical topics.

### **CONCLUSION**

The aims of this article have been to check whether or not the English course taught in General Mechanic section at ITFM is appropriate and then assess the pupils' needs of English in order to design appropriate specific English teaching materials for them.

To achieve our aims, we made use of library research and field work were used. Library research and internet browsing helped in having the corpus of this article while field work helped in being aware of the background of the matter on the field; collect, analyze and interpret the collected data. All this was made possible thanks to questionnaires and interview.

After a thorough analysis of the English curriculum applied by the teacher at ITFM, it has been noticed that the pupils' note books and the answer provided to the questionnaire about the matching the mismatching between pupils' needs and the course contents, it has been noticed that the course did not really fit both the national program objectives neither the pupils' needs. Likewise, the teacher of English in mechanic section reported that he was aware of his pupils' needs of ESP and the mismatch mentioned above; but still the political designers had never availed any specific text book to use, despite of their recommendations stated in the English national curriculum. It is in fact that for this reason that , taking into account the pupils' needs, I attempted to design an English curriculum intended for fifth form pupils in the general mechanics section, not only of ITFM but also of all the D.R. Congo's schools which run this section. It is worth mentioning that this article is jus a proposal to our political officials.

In fact, this work is not a full answer to all the questions about technical English intended to prospective mechanics, but it has tried to provide the teacher with inspiration of English materials designing for this specific purpose.

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