

ISSN 2708-2342

“ Cahiers de l'ENS - Bongor ”



Série A
Vol. 2 (1)

ISSN 2708-2342
Juin 2021

Publié par l'Ecole Normale Supérieure de Bongor - Tchad

DIRECTEUR DE PUBLICATION

DJARANGAR DJITA Issa, Professeur, Université de N'Djamena, (Tchad)

COMITE SCIENTIFIQUE

GONNE Bernard, Professeur, Université de Maroua, (Cameroun) ;
NDOUTORLENGAR Médard, Maitre de Conférences, Université de Sarh, (Tchad) ;
AVEGNON KOMIVI Delali, Maitre de Conférences, ENS d'ATAKPAME, (Togo) ;
DJARANGAR DJITA Issa, Professeur, Université de N'Djamena, (Tchad) ; SAIBOU
Issa, Professeur, Université de Maroua, (Cameroun) ; OGOUWALE Euloge,
Professeur, Université d'Abomey-Calavi, (Bénin) ; WAKPONOU Anselme,
Professeur, Université de Ngaoundéré, (Cameroun) ; KHALIL Alio, Professeur,
Université de N'Djamena, (Tchad) ; EDINAM Kola, Maitre de Conférences,
Université de Lomé, (Togo) ; DJANGRANG Man-na, Maitre de Conférences,
Université de Moundou, (Tchad) ; WOUNFA Jean-Marie, Maitre de Conférences,
Université de Ngaoundéré, (Cameroun) ; PAHIMI Patrice, Maitre de Conférences,
Université de Maroua, (Cameroun) ; MBASSI ATEBA Raymond, Professeur,
Université de Maroua, (Cameroun) ; AMOUSSOU Ernest, Maitre de Conférences,
Université de Parakou, (Bénin) ; BACHIR Bouba, Maitre de Conférences, Université
de Maroua, (Cameroun).

COMITE DE LECTURE

Ndigmbayel Reoular Urbain, Ngaryam Bénoudjita, Maimouna Ymba, Téwéché Abel,
Tob-Ro N'dilbé, Réounodji Frédéric, Gormo Jean, Kouago Abdoulaye, Armi Jonas,
Djebé Mbaindogoum, Balna Jules, Zouyané Valentin, Boniface Ganota, Baska Toussia
Daniel Valeri, Altine Mathieu, Paré Daouda, Magloire Dadoum Djeko, Michel
Naitormbaide, Félix Watang Zieba, Djikoloum Dombor Dingao.

SECRETARIAT DE REDACTION

Dr REOULAR NDIGMBAYEL Urbain, *Maitre-Assistant CAMES, ENS de Bongor*

Dr Barthélemy TIDASNA, *Maitre-Assistant, ENS de Bongor*

Dr ARMI Jonas, *Université Adam Barka d'Abéché*

Dr Haroune ABDOULAYE WADDAYE, *ENS de Bongor*

REALISATION

Dr GOUATAINE SEINGUE Romain

Vol.2 (1) - Juin 2021

ISSN 2708-2342

© Copyright: ENSB, 2021

Edition, Juin 2021

NORMES DE PRESENTATION D'UN MANUSCRIT

Les manuscrits soumis pour publication à la revue *Cahiers de P'ENS-Bongor* doivent être conforme aux normes du CAMES. Cette norme rédactionnelle respecte les consignes recommandées par le CAMES (NORCAMES/LSH) adoptées par le CTS/LSH lors de la 38ème session des CCI. Les manuscrits soumis ne doivent pas excéder 30 000 caractères (espaces compris), soit 15 pages environ.

Pour un article qui est une contribution théorique et fondamentale, la structure est la suivante: Titre (en gras et majuscule), Prénoms et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français [250 mots maximum], Mots clés [7 mots maximum], [Titre en Anglais] Abstract, Keywords, Introduction (justification du thème, problématique, hypothèses/objectifs scientifiques, approche), Développement articulé, Conclusion, Bibliographie.

Pour un article qui résulte d'une recherche de terrain, la structure est la suivante: Titre (en gras et majuscule), Prénoms et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français [250 mots au plus], Mots clés [7 mots au plus], [Titre en Anglais], Abstract, Keywords, Introduction, Méthodologie, Résultats et Discussion, Conclusion, Bibliographie.

Veillez noter que les articulations d'un article, à l'exception de l'introduction, de la conclusion, de la bibliographie, doivent être titrées, et numérotées par des chiffres (exemples: 1. ; 1.1. ; 1.2. ; 2. ; 2.2. ; 2.2.1 ; 2.2.2. ; 3. ; etc.).

La police conseillée est Garamond (taille de 12 points). Les références de citation sont intégrées au texte citant, selon les cas, de la façon suivante :

- (Initiale (s) du Prénom ou des Prénoms de l'auteur. Nom de l'Auteur, année de publication + le numéro de la page à la laquelle l'information a été tirée) ; Exemple : (B. Gonné, 2014, p. 7).
- Initiale (s) du Prénom ou des Prénoms de l'auteur. Nom de l'Auteur (année de publication + le numéro de la page à la laquelle l'information a été tirée). Exemple : B. Gonné (2008, p. 7).

Les sources historiques, les références d'informations orales et les notes explicatives sont numérotées en série continue et présentées en bas de page.

Les illustrations

Les tableaux, les figures, les graphiques, les photos et les cartes doivent être annoncés, numérotés en chiffre arabe (Exemple : Tableau I, Photo 1, Figure 1, etc.), présentés et commentés. Les titres des tableaux doivent être placés en haut, c'est-à-dire au-dessus des illustrations et les sources en bas. Les titres des figures et des photos doivent être placés en bas. Ces deux éléments doivent être bien centrés. Les titres doivent être en gras (Taille 12) et les sources en gras, italique avec la taille 8. Les photographies doivent avoir une bonne résolution.

Les divers éléments d'une référence bibliographique sont présentés comme suit : NOM et Prénom (s) de l'auteur, Année de publication, Zone titre, Lieu de publication, Zone Éditeur, pages (p.) occupées par l'article dans la revue ou l'ouvrage collectif. Dans la zone titre, le titre d'un article est présenté en romain et entre guillemets, celui d'un ouvrage, d'un mémoire ou d'une thèse, d'un rapport, d'une revue ou d'un journal est présenté en italique. Dans la zone Éditeur, on indique la Maison d'édition (pour un ouvrage), le Nom et le numéro/volume de la revue (pour un article). Au cas où un ouvrage est une traduction et/ou une réédition, il faut préciser après le titre, le nom du traducteur et/ou l'édition (ex : 2nde éd.). Les références bibliographiques sont présentées par ordre alphabétique des noms d'auteur.

Sommaire

| | |
|--|-----|
| Eloundou MESSI PAUL BASILE et Ovono NOGO BEAUGARD | 7 |
| Élevage urbain et risques sanitaires à Maroua, Extrême-Nord du Cameroun | 7 |
| Dieudonné LEKANE TSOBGOU | 18 |
| De l'incertitude de la crise sanitaire du covid-19 à la paralysie de l'industrie touristique mondiale..... | 18 |
| YETONGNON Judith Eric Georges | 31 |
| Caractéristiques des aménagements hydro-agricoles dans la commune de Adjohoun au Sud du Benin | 31 |
| Calvin Patrick BANDAH PANGA | 43 |
| Mobilité des objets d'art, difficile conciliation entre la réalité historique et les exigences contemporaines : le cas de l'Allemagne..... | 43 |
| Bruno MOREMBAYE | 54 |
| Effets de la dégradation des sols dans le département de Ngourkosso ; la rigidité des pratiques agricoles en question | 54 |
| Akibou A. AKINDELE | 71 |
| Stratégies endogènes d'adaptation des peuples Shabe de l'arrondissement de Challa-Ogoï (commune de Ouesse) aux contraintes climatiques..... | 71 |
| TCHAOU A. Gabin et KOUMASSI D. Hervé | 82 |
| Déterminants environnementaux de la qualité de l'eau et de la fluorose dentaire dans l'arrondissement de Gobada, commune de Savalou..... | 82 |
| Bosson Brigitte Charleine KOUAKOU Épse BARRAU | 93 |
| Typologie des personnages dans les contes africains : une lecture de <i>Le pagne noir</i> (Dadié Binlin Bernard) et <i>Les aventures de Topé-l'araignée</i> (Minan Touré Théophile)..... | 93 |
| Luc Ogousinya BIAOU CHABI, Alix Servais AFOUDA et Toussaint VIGNINOU | 104 |
| Effets d'électrification sur la vie des ménages périurbains dans la commune d'Abomey-Calavi (Sud-Benin)..... | 104 |
| NAKOPEN AMIDOU Bobbo Amos | 115 |
| Conquérants musulmans, missionnaires norvégiens et mise en place des lamidats dans l'Adamaoua au Nord Cameroun : <i>cas de Mbé</i> | 115 |
| William DJÉDANEM ALMBANG et Marie Madeleine MBANMEYH | 125 |
| Difficultés d'accès à l'électricité dans les quartiers périphériques de Moundou, conséquences socioéconomiques et perspectives : cas de Guelkol et Dokab (Tchad)..... | 125 |
| Valentin NGOUYAMSA | 137 |
| COVID 19 au Cameroun : les relations communautaires à l'épreuve des mesures barrières, entre crise de solidarité et solidarité dans la crise | 137 |
| David TISSIDI | 148 |
| Evaluation de la gestion participative et difficultés de conservation des ressources ligneuses dans la réserve forestière de Kalfou (Extrême-Nord Cameroun) | 148 |
| Abel TEWECHE et Paul KALDAOUSSA | 159 |
| Dégradation des peuplements ligneux d'une végétation sahéenne sous l'effet de la variabilité pluviométrique et des pratiques paysannes à l'est de Mokolo (Extrême-Nord, Cameroun)..... | 159 |
| Stanislas GANG LANG'NE, Boniface GANOTA, Félix WATANG ZIEBA et Bernard GONNE | 173 |
| Evaluation de la dynamique du couvert végétal du massif forestier de Ouro-Doukoudje dans la région du Nord-Cameroun..... | 173 |
| Saïdou OUEDRAOGO et Côovi Aimé Bernadin TOHOZIN | 188 |
| Analyse multicritère pour l'installation de nouvelles succursales bancaires à Ouagadougou au Burkina Faso..... | 188 |

| | |
|---|------------|
| NORDJOE KOSSI Kouma et AVEGNON Komivi Delali | 202 |
| L'expression du développement dans les paremies eue..... | 202 |
| Dorothée Béatrice NDOUMBE | 218 |
| Les journalistes, acteurs des crises sociopolitiques au Cameroun | 218 |
| Stanislas GANG LANG'NÉ, Simon Pierre PETNGA NYAMEN, Félix WATANG ZIEBA et Bernard GONNE | 233 |
| Fondements socio-économiques de la mutation du territoire de Guider, une ville secondaire du Nord Cameroun..... | 233 |
| NDAM NJOYA Youssouf Nasser | 247 |
| Les œuvres d'art, une contribution à la conservation et à la transmission d'une mémoire au Cameroun à travers l'exemple des dessins chez les Bamoun, des origines à nos jours | 247 |
| Robert MAMADI et Kouago ABDOULAYE | 257 |
| Pérégrinations lors de la quête d'emploi dans <i>Au pays des démocrates ou la débrouillardise</i> de Ahmad Taboye et <i>Au pays du non voyant</i> de Olivier Guiryanan..... | 257 |
| Laurent MININAMOU WINA, Abraham KRAME et Evelyne MAIWAHNTI WARAI | 272 |
| Quartiers populeux face à la problématique de l'enregistrement des naissances : cas de Maroua, Extrême-Nord Cameroun | 272 |
| Emmanuel DEKANE | 282 |
| Les <i>baby-sitters</i> et ou <i>femmes de ménages</i> au Cameroun : nécessité de recadrage et de professionnalisation d'un métier controversé entre abus, protection et <i>prédation</i> | 282 |
| Dényse KWENDAHOUA NSANGOU | 298 |
| VIH/SIDA et pulsion de mort chez les personnes infectées à Yaoundé | 298 |
| Dényse KWENDAHOUA NSANGOU | 311 |
| VIH/SIDA et clinique de la métamorphose chez les personnes infectées à Yaoundé | 311 |
| Louissette PIEPPOUO GNIGNI NSANGOU | 326 |
| Éleveurs bororos et agriculteurs Bamouns de l'ouest-Cameroun : des territoires rivaux aux territoires complémentaires | 326 |
| Abbo MAHAMAT | 340 |
| Projets de développement et amélioration des conditions d'apprentissage des élèves de l'Extrême-Nord du Cameroun..... | 340 |
| Hamadou FAISSAL | 352 |
| Dynamiques hydro-pluviométriques et évolution morphologique des cours d'eau en zone soudano-sahélienne : le cas du Logone dans le tronçon Yagoua (Extrême-Nord Cameroun) ... | 352 |
| Paul DJIBRILLA, Maurice TSALEFAC et Boniface GANOTA | 365 |
| Calendriers des saisons des pluies potentiellement utiles dans le sud de la région de l'Extrême-Nord Cameroun..... | 365 |
| Julienne WOYANG et Abel TEWECHE | 375 |
| Les effets de la variabilité pluviométrique sur les rendements de <i>Muskwaari</i> dans la plaine de Salak (Extrême-Nord du Cameroun) | 375 |
| Doriane Linda TATSABOU et Mérimé AGUEKAM NGAKO | 390 |
| Le développement de la culture d'eucalyptus comme nouvelle donne économique chez les populations paysannes de Fongo-Tongo (Ouest-Cameroun)..... | 390 |
| Abraham DAOKA | 401 |
| Eboussi Boulaga et le devenir-libre du sujet africain dans un état postcolonial..... | 401 |
| Salamatou LOUMBAIN NTANTIÉ et Théodore NGOUFO SOGANG | 413 |
| L'évolution de la participation politique des femmes dans le département du Noun (1992-2013) | 413 |
| Jean - Joël WANGSO | 422 |

| | |
|---|------------|
| Les enjeux du regard en contexte multiracial dans le roman francophone postcolonial : l'Africain de J.M.G LE CLEZIO et de Marie France l'orpailleuse d'Angeline Solange Bonono..... | 422 |
| Katchédé Etienne IWIKOTAN | 432 |
| A study of the teaching of ESP in vocational agricultural secondary schools in Benin | 432 |
| Abdouraman TOM | 442 |
| Insécurité, fermeture de frontière et mutation des circuits de commercialisation dans le Nord-Cameroun | 442 |
| Charles Lambert BABADJIDE | 456 |
| Enjeux socio-sanitaires des équipements d'approvisionnement en eau potable dans la commune de Toffo | 456 |
| Gwladys Laure NGUIEYEP | 471 |
| Insécurité foncière et appropriation de l'espace par les personnes déplacées internes de la catastrophe du lac Nyos au nord-ouest Cameroun..... | 471 |

A STUDY OF THE TEACHING OF ESP IN VOCATIONAL AGRICULTURAL SECONDARY SCHOOLS IN BENIN

Katchédé Etienne IWIKOTAN

Université d'Abomey-Calavi

ekiwikotan@gmail.com

Abstract

This study has been conducted to explore the teaching of English for specific purposes in vocational agricultural secondary schools. As such, it has two specific objectives which are to determine how EFL teachers teach ESP in agricultural secondary school classes and to find out the difficulties experienced by EFL teachers and learners in teaching and learning ESP in vocational agricultural secondary schools. To that effect, a questionnaire was administered to three ESP teachers in two agricultural secondary schools. The data collected revealed that the teachers an eclectic teaching method combining grammar translation and communicative language teaching. They also use various strategies such as concrete objects, field visits, and gestures to teach vocabulary. Technology is hardly mainstreamed into the instructional procedures. Lack of teaching documents, lack of interest on the part of the students, and time management are some of the difficulties encountered by ESP teachers in their daily teaching practices. To overcome those difficulties, it has been suggested to increase the number of hours allocated to ESP, to train teachers in time management and to design adequate curricula and teaching materials for English for Agricultural Purposes.

Key words: *ESP; teaching; agriculture; secondary education*

Résumé

Cette étude a été menée en vue d'explorer l'enseignement de l'anglais de spécialité dans les lycées agricoles. De ce point de vue, elle a deux objectifs spécifiques à savoir déterminer comment les professeurs enseignent l'anglais de spécialité dans les lycées agricoles et d'identifier les difficultés auxquelles les professeurs et les apprenants sont confrontés dans l'enseignement et l'apprentissage de l'anglais de spécialité dans les lycées agricoles. À cet effet, un questionnaire a été administré à un échantillon de trois enseignants dans deux lycées agricoles. Les données collectées ont révélé que les enseignants utilisent une méthode éclectique qui combine la méthode grammaire-traduction à l'approche communicative de l'enseignement des langues. Ils font également recours à diverses stratégies comme l'utilisation d'objets concrets, les gestes et les visites de terrain pour enseigner le vocabulaire. La technologie n'est pratiquement pas intégrée dans l'enseignement. Le manque de matériels didactiques, le désintéressement des apprenants et la gestion du temps constituent les principales difficultés auxquelles les enseignants sont confrontés dans leurs pratiques quotidiennes de classe. Pour surmonter ces difficultés, il a été suggéré d'augmenter le quota horaire alloué à l'anglais de spécialité de former les enseignants en gestion du temps et de concevoir des curricula et des matériels didactiques adéquats pour l'anglais de spécialité.

Mots clés: *Anglais de spécialité; enseignement; agriculture; enseignement secondaire*

Introduction

This introduction presents very briefly the statement of the problem, the significance and the purpose of the study, the research questions, the scope and limitations of the study.

1.1 Statement of the Problem

Most ESP teachers encounter many difficulties due to lack of adequate teaching materials and lack of training. According to Tomlinson (2001), the materials can be anything that is useful for teaching and learning English and they are not limited to books. Sometimes, ESP teachers,

especially in agricultural secondary schools, are alone and they have no colleague with whom to discuss their problems.

Concerning learners, many of them neglect English because they view their subjects of specialization as more important than English. They also have difficulty in learning ESP because of the difference between the methods used to teach them in general secondary school and the ones used by ESP teachers. What makes ESP difficult for learners at the agricultural secondary schools is that they do not master general English and they are compelled to learn the language as it is used in the agricultural field.

In view of the forgoing, what can be the contribution of this study to the resolution of the problems related to ESP teaching?

1.2 Significance of the Study

Much research has been conducted on the teaching of ESP in vocational schools in general but research on English for agricultural purposes remains limited in Benin. This study will therefore contribute to the knowledge available in the field.

Besides, the literature review also includes theories on ESP teaching methods. As a consequence, teacher advisors and inspectors can design training for ESP teachers using the theories highlighted in the study. The study also presents difficulties confronting ESP teachers and learners and it put forward suggestions that can be implemented to overcome those difficulties. Learners will also take advantage of this study because their teachers could teach them better after receiving adequate training.

1.3 Purpose of the Study

The general objective of this study is to explore the teaching of ESP in agricultural vocational secondary schools. It has two specific objectives that are

- 1- To determine how EFL teachers teach ESP in agricultural secondary school classes;
- 2- To find out the difficulties experienced by EFL teachers and learners in teaching and learning ESP in vocational agricultural secondary schools.

1.4 Research Questions

- 1- How do EFL teachers teach ESP in vocational agricultural secondary school classes?
- 2- What difficulties do EFL teachers and learners face in teaching/learning ESP in vocational agricultural school classes?

1.5 Scope of the Study

In the statement of the problem, it is clearly indicated that teachers and students are the main stakeholders of ESP teaching in vocational training schools. Therefore, this study focuses on ESP teachers because they play the most important role and it covers only two vocational secondary schools in the South of Benin.

1.6 Limitations of the Study

This research work is a case study, so the sample size is very small. The study covers two vocational training schools in the southern part of Benin. Therefore, the findings cannot be generalized to all vocational agricultural secondary schools in the whole country.

2. Literature Review

For the purposes of this literature review, three areas have been explored including the understanding the concept of ESP, designing ESP courses and lessons, and the teaching of ESP to agricultural students.

2.1 Understanding the Concept of ESP

ESP stands for English for Specific Purposes and it focuses on the teaching of English to students whose first language is not English but who need it for a particular job, activity, or field of study. Johns and Dudley-Evans (1991) viewed ESP as an international movement whose primary concern is the future roles students will play in their adult lives as speakers and writers of the English language. However, the long-standing debate is what the content of an ESP should be. In the past, teachers believed that their roles consisted in teaching vocabulary related to the specific field of the learners but over time, it became known that in an ESP course, learners need

to know how to use words appropriately to make sentences and —how to understand authentic texts with certain field-specific expressions, or how to communicate effectively in typical situations that arise in their jobs. (Kern, 2013, p. 90). This is all the truer since the learners in an ESP class often know more about their field than their teachers (Day and Krzanowsky, 2011).

From a historical perspective, the emergence of ESP stems from —the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and the increasing amount of overseas students in English-speaking countries (Ramirez, 2015, p. 380). It can be inferred from this idea that ESP was initially intended to prepare foreign students in English-speaking countries to be able to take courses in these countries even though its scope has expanded to the extent of becoming international today. This implies that it is taught all over the world nowadays and its objectives have become more complex.

According to Basterkman (2008), the teaching of ESP has five main objectives including: to reveal subject-specific language use; to develop target performance competencies; to teach underlying knowledge; to develop strategic competence; and to foster critical awareness (Basterkman, 2008, p. 133). It is beyond the scope of this paper to discuss all five objectives. Nonetheless, the development of critical awareness is important in order to prepare students to think critically and avoid reproducing inequalities that are often hidden behind language teaching programmes.

1.2 ESP Curriculum Design and Teaching

Critical to an ESP curriculum design is the notion of needs analysis. Needs analysis enables curriculum designers to have an idea of what students really need in order to tailor instruction to those needs. For Johns and Dudley-Evans (1991), ESP learners' needs have grown from simple to sophisticated and for this reason, they recommended searching for authentic materials which include —language of the situations in which students will be using the language (p. 299). When the needs analysis is conducted in this way, it enables to come up with syllabi that are motivating to the learners (Basterkman, 2008). For better needs analysis, Veranita and Koto (2017), used two data collection instruments (interview and questionnaire) which enabled them to identify two language skills (reading and speaking) needed by agricultural students in a vocational school in South Bengkulu. With these two instruments, they also called data on what aspects of their fields students wanted to learn about in English.

Once the needs analysis is carried out and a curriculum designed, how should teachers proceed with teaching ESP? Many attempts have been made in the field to answer this question. It was stated earlier that ESP students are supposed to be more knowledgeable in their field than their ESP teachers. For that reason, ESP teachers need to display honesty and openness, preparation and confidence (Day and Krzanowsky, 2011). ESP teachers must be honest and honest to tell their learners that they are not familiar with a given field, hence avoiding arousing too high expectations from their students. In addition, because they are not experts in technical fields, ESP teachers need to plan their lessons adequately by conducting research before the course, and designing strategies to deal with vocabulary (Day and Krzanowsky, 2011, p. 8). However, this lack of knowledge should not create lack of confidence in teachers as they have to trust that they have what it takes to teach their classes. Furthermore, Johns and Price (2014) suggested that ESP practitioners need to co-teach with experts in the specific field. They further suggested that the practitioners should teach skills and strategies for far transfer which imply introducing students —to learning with real-world situations and challenges (p. 478).

From a practical perspective, Careira (2017) indicated that proverbs are very useful in teaching English for agricultural purposes in that agriculture is a field rich in proverbial texts. They described their experiment in the following terms: —Each month, each student had to introduce a Portuguese farming-related proverb, explain its meaning so that the whole class could find out the equivalent of that proverb in English. This enabled the class to gather 96 proverbs with the

accompanying vocabulary, which really shows the importance of proverbs in teaching ESP to agricultural students.

After the brief review of the literature, the research methodology can be explained.

3. Methodology of the Study

3.1 Research Design

To conduct this research work successfully, the mixed method has been used as it enables researchers to answer questions about most aspects of the study. According to Johnson and Onwuegbuzie (2004) —Numbers can be used to add more precision to words, pictures and narratives (p. 21). Both methods are complementary and, therefore, add more precision to the research findings. According to Adjinanoukon (2019), —the combination of the quantitative and qualitative methods enables to answer research questions that the use of a single method cannot enable to answer (p. 26). That is the reason why qualitative as well as quantitative data were collected through the questionnaire administered during the study.

3.2 Research Population

The population of this study includes ESP teachers at Sékou and Akodeha Vocational agricultural secondary schools.

3.3 Sampling

For the purpose of this study, the convenience sampling strategy has been used. According to Fraenkel and Wallen (2006), a convenience sample is a group of individuals who are readily available for a study and easily accessible. After selecting the two vocational schools covered by the investigation, I administered the questionnaire to all the teachers in both schools. Table 1 below presents the number of sampled teachers in each of the schools.

Table 1: Sampling

| Schools | Number of teachers |
|-------------------------------------|---------------------------|
| Lycée Agricole Médji de Sékou. | 2 |
| Lycée Technique Agricole d' Akodeha | 1 |

3.4 Data Collection Instrument

To collect the data related to this research work, a questionnaire has been used. This data collection instrument is preferred to others because it is easy to administer and provides enough task for respondents to think well. It is made up of fifteen items related to the skills taught by ESP teachers, the teaching approaches used, the books used, the frequency of their classes and most importantly the content of their courses.

3.5 Data Collection Procedures

To carry out the investigation, I went to *Lycée Agricole Médji de Sékou* and I met the two teachers through the school vice-principal. He helped me to contact them. They asked me to send the questionnaire by e-mail. The following day, I sent the questionnaire to both teachers and one week later, they returned the completed questionnaire through the same channel.

The procedures at *Lycée Technique Agricole d' Akodéha* were not the same as the ones at *Lycée Agricole Médji de Sékou*. In Akodeha, I met the Deputy General Supervisor who took me to a teacher in Comè. I met her in a public primary school and she completed the questionnaire on the spot and returned it to me.

3.6 Data Analysis Procedures

Most of the data collected were qualitative and they were analyzed using the coding system suggested by Dornyei (2007) which consists in identifying themes in the statements made by the respondents. Tables and graphs were used to present the quantitative data.

4. Findings of the Study

This section includes the findings of the study and the discussion of the findings.

4.1 Presentation of the Findings

The biographical data collected from the respondents show that two of them are male teachers and one is a female teacher. In terms of teaching experience, two (66.66%) of them have been teaching for 1 to 5 years whereas one (33.33%) has been teaching for more than 11 years as shown in Table 2 below.

Table 2: Teaching experience

| Teaching experience | Frequency | Percentages (%) |
|---------------------|-----------|-----------------|
| 1–5 | 2 | 66.66 |
| 6–10 | | 00 |
| 11–15 | 1 | 33.33 |
| Over 16 | | 00 |
| Total | 3 | 100 |

4.1.1 Strategies Used to Teach ESP in the Vocational Agricultural Secondary Schools

With regard to the teaching of the language skills, the results are shown in Table 3.

Table 3: Teaching of language skills

| Language skills used | Frequency |
|----------------------|-----------|
| Listening | 1 |
| Speaking | 2 |
| Reading | 2 |
| Writing | 3 |

Table 3 shows that writing is the skill that the respondents teach most followed by reading and speaking. Only one respondent reported teaching listening, which means that the teaching of listening is neglected by the respondents in general.

Regarding the teaching approach, two of the respondents reported that they use the grammar translation approach whereas one reported using the communicative language teaching. Even though eclecticism is advocated today, the exclusive use of the grammar translation method is no longer encouraged. The use of the communicative method is widespread in language teaching today and it falls within the competency-based approach currently used in Benin.

However, one of the respondents who reported using the grammar translation methods stated that he does not restrict his classroom practices to a single approach. He made it clear that —We combine both the grammar translation approach and the learner-centered approach to carry out our teaching tasks depending on the objective we want to attain.‖ This respondent shows unambiguously that it is better to combine methods for better success and also indicates that the approach to be used depends on the lesson objectives.

Regarding the materials, the respondents reported the use of coursebooks followed by video and online materials. Two of them specified that for vocabulary teaching, they use concrete objects like farm tools, they visit places like vegetable garden, fish ponds, some trees in the forest or some farm animals, depending on the agricultural competence to be developed. None of the respondents reported the use of audio materials.

Concerning assessment, one of the respondents reported that he assesses his learners once a week, which is too frequent. The second respondent mentioned once a month, which is limited. The third one mentioned that he assessed learners twice a month which is normal. Assess students twice a month helps to put pressure on the students so they can learn their lessons on a daily basis.

With regard to the conduct of formative assessment in ESP classes, the respondents indicated various strategies. One of them stated: —At the end of the lesson, I ask students some questions

written to the board. Formative assessment consists here in asking and writing questions on the board. However, writing questions on the board may be time-consuming and can result in a serious waste of time even though this strategy seems appropriate for young learners. Another respondent uses strategies such as individual work and pair work to assess learners formatively. The third respondent stated that —After 8 or 10 weeks of teaching (8 or 10 hours), an assessment is organized. Before the assessment itself a week or 2 hours is devoted to revise previous courses and learners ready for assessment. The duration of the assessment depends on the ESP class: first year and second year: 1:30 am. In the third year, the duration is 2 hours. This respondent seems to confuse formative and summative assessment. The type of assessment described here is rather summative assessment at the end of a period of instruction. However, the revision organized in preparation for the summative assessment for one week or 2 hours can be considered as a form of formative assessment.

From the three statements, it appears that each of the respondents has their own way of conducting formative assessment. Nonetheless, none of the responses provided here shows that the respondents are very conversant with the practice of formative assessment in the EFL classroom.

Furthermore, the use of technology in ESP classes is limited. One of the respondents reported the use of cell phones in the classroom from time to time. However, the respondent did not specify how the cellphone is used in the teaching and learning process. Another one uses ethernet, which includes a series of connected computers. According to the third respondents, —In first—and second-year classes, no technologies are used, but in the third-year classes, there are some tools adapted to their options and it is up to the teacher to make learners appropriate the different terms used in the field. Here we can notice that this respondent does not use any technology in the first and second years. In the third year, the technology used has not been clearly presented. Therefore, it is not certain that the respondent uses technology even in the third year.

Given the importance of vocabulary teaching in ESP classes, the respondents were also requested to explain some strategies used to that effect. The first respondent reported using the following strategies: individual work, pair work and the use of dictionaries or any other documents which could help students. While the use of dictionaries and other documents can be helpful in learning vocabulary, the respondent did not provide any comments on how the individual and pair work strategies can be used to learn vocabulary. The strategies used by the second respondent are: use of the matching strategy (synonyms, antonyms to mention only a few), gaps fillings, word meaning in context, or drawings. The third respondent mentioned the use of gestures and mimics sometimes. It is worth noting that the strategies used by the second and third respondents are likely to help their learners to increase their vocabulary.

In addition, about the questions of any specific training, two of the respondents declared that they haven't received any specific training. Only one respondent observed that he received —A training for the ESP teacher to collaborate with other teachers of the existing options in the field of agriculture. He was trained to make research on every option in agriculture, and be in the close contact with teachers in different options. In fact, this respondent received training on collaboration with others and on how to conduct research in various agriculture fields.

From a different angle, all of the three respondents reported that no syllabus is available for the teaching of ESP at the vocational agricultural secondary school level. Nonetheless, one of them mentioned that —there are some guide lines we are supposed to cover in each class. This means that even though there is no fully fledged syllabus, ESP teachers have some directives that they can follow to develop their own syllabus for each class. In that respect, one of the respondents provided the syllabus for the second semester 2017 which include the following items:

- The timing including months and weeks

- Agricultural competences such as plants and flowers, vegetable garden, fish farming, farm tools, farm animals, agricultural products and their uses, classification of crops, and cultivation of crops.
- Linguistics competences such as tenses, active and passive voice, asking questions, quantifiers, pronouns.

In view of the foregoing, it can be inferred that the ESP teachers are not left to do what they want. At least, this enables them to have an idea of the vocabulary items they must include in their teaching. With the guidelines provided, the teachers can also be more focused and avoid teaching general English that will not be very useful to their learners.

In terms of teaching materials, the respondents reported that there are no textbooks prescribed to the learners. One of them stated that —there is no official textbooks. The teacher manages to get the appropriate documents he needs to carry out his teaching tasks and reach his objectives. The choice of textbooks and useful documents is left to the teachers. The same respondent declared that he uses the following books for his courses: *Essential Practical Agricultural Science for Senior Secondary schools*; *Tropical Agricultural Handbook*; *English for Students of Agronomy* and “other documents related to agriculture science.”

Another respondent reported the use of the following books: *Essential agricultural science* and *General agricultural and soils*. He mentioned the following documents:

4.1.2 Difficulties Related to the Teaching and Learning of English for Agricultural Purposes

The teaching and learning of English for Agricultural Purposes are confronted with some difficulties highlighted by the respondents. In the area of lesson planning, one of them stated that Time management is the great difficulty. ESP is taught only once a week (2h). Within this time different activities are planned: visit to a site, reading activities, activities to develop linguistic and agricultural competences. Finally, it is with difficulties we achieve what has been planned. So, the syllabus we have at the start, has not entirely covered at the end. 2h per week is not sufficient to teach ESP in agricultural schools. ESP should be taught in each class during the whole instead of semesters.

Time management has been singled out as one of the major difficulties in the teaching of English for Agricultural Purposes. In the curriculum, only two hours are devoted to English per week and there are plenty of things the teachers are expected to do. There is a serious issue of time management because the teachers must perform reading activities, teach specialized vocabulary and even organize site visits. Obviously, it is not possible to do all these within the allocated time. That is the reason why the respondents concluded that they do not succeed in covering the entire syllabus, which is confirmed by another respondent who complained that they do not have enough time to provide all the required information.

The third respondent mentioned —Lack of documents about agricultural teaching lessons. This confirms the fact that there are no prescribed textbooks for English for Agricultural purposes as indicated by the respondents earlier.

Concerning learners, they are also confronted with some difficulties. One of the respondents explained that —English in Agricultural schools is considered to the transversal subject, and as such learners show less interest to it. They prefer to devote time and much interest in specialization subjects rather than English. Besides, English as a subject is not assessed in the national exam like the DEAT and BEAT. As a result, learners are not so motivated to learn the language. It is the role of the teacher of ESP to motivate them. However, we are surprised to meet some of our learners in the English department. The first difficulty underscored by this respondent is that the subject is not given prominence in the system as a whole as it is not part of the two national examinations administered to the students. As a consequence, students tend to neglect the subject. They prefer to spend the time working on other subjects that are likely to contribute to their success on the national examinations.

Another respondent declared that the learners do not have any students' workbook. The consequence of this situation is that the learners do not have books in which they can practice what they have learnt in class at home. The third respondent stated that students have —difficulty comprehending texts and pronouncing.‖ For this respondent, the difficulties are mainly related to reading comprehension because the analysis of the strategies revealed that teachers focus more on the teaching of writing than on the teaching of reading comprehension.

4.2 Discussion of the findings

4.2.1 How Do EFL Teachers Teach ESP in Agricultural Secondary School Classes?

Before reporting how teachers teach ESP in agricultural secondary schools, it is worthwhile to mention that one of the respondents has been teaching for more than 11 years whereas the others have been teaching for more than 5 years. Therefore, most of the respondents do not have a long experience in teaching and this may affect the way they teach ESP to their learners.

Furthermore, the data show that the respondents focus more on the teaching of writing than on speaking and reading. Writing is a productive skill and it is not possible to acquire the writing skill without practicing reading comprehension which provides them the opportunity to learn new words and structures. Listening is hardly taught. Likewise, speaking is a productive skill and it is during listening activities that students acquire the pronunciation of new words and fluency. Therefore, without listening, it is difficult for students to be able to speak English well. The integration of the teaching of language skills enables teachers to expose learners to authentic language and to foster interaction (Tavil, 2010; Kalan, 2014). As a consequence, students will learn better if teachers avoid teaching language skills in isolation.

Besides, instructional practices were also investigated. Two out of three respondents reported that they use the grammar translation method whereas one reported the use of communicative language teaching (CLT). Even though the use of grammar translation is still widespread in language teaching today, one of its limitations is that —There is little use of the target language for communication.‖ (Celce-Murcia, 2014, p. 5). However, one of the respondents who indicated the use of the grammar translation method added that he combines this method with the learner-centered methods. This means that the grammar translation method is not widespread in the teaching of ESP in the investigated agricultural secondary schools.

Concerning vocabulary teaching, the respondents use strategies such as matching (synonyms and antonyms), gap filling, meaning in context, drawings, the use of dictionaries, and gestures. Nonetheless, there are plenty of other strategies used to teach vocabulary such as pronunciation and spelling, denotation, collocation, connotation and appropriateness (Ur, 2012) that have not been mentioned by the respondents.

4.2.2 What Difficulties Do EFL Teachers Face in Teaching ESP in Vocational Agricultural Secondary School Classes?

The first difficulty to point out is the lack of syllabus and prescribed textbooks. According to Richards and Schmidt (2010), a syllabus is —a description of the contents of a course of instruction and the order in which they are to be taught.‖ (p. 576). The syllabus is a very important document which tells teachers what they are going to teach and when. The lack of syllabus implies that the teachers have to decide on what to teach by themselves and this what the teachers did. They designed their own syllabus. However, the teachers have not been trained in syllabus design and what they have developed may not be of good quality.

Concerning the textbooks, since there are no prescribed ones, each of the respondents chooses his/her own books. Even the respondents in the same school use different books. Besides, the lack of prescribed textbooks creates additional work for the teachers. According to Vanha (2017), textbooks are very significant in language teaching and they save teachers time and effort. This implies that if there are no prescribed textbooks, teachers are going to spend time looking for books before planning their lessons.

Another constraint related to ESP in the two schools is the time allocated to its teaching. In fact, all the respondents reported that English is taught only two (2) hours per week and for one

semester per year. In addition, the respondents also indicated that time management is a serious issue because they cannot cover all the necessary items in just two hours. The teaching activities cover reading comprehension, specialized vocabulary and even the organization of site visits. It takes time to plan the site visit and organize it, especially with large class sizes.

It is certainly the limited time allocated to the teaching of the above activities that accounts for learners' difficulties such as. In fact, the respondents reported that their learners' difficulties include —difficulties for understanding texts and how to pronounce wordsl as shown earlier in the data analysis.

5. Recommendations and Suggestions for Further Research

Given the findings of the study, it is recommended that ESP teachers should always be enthusiastic and positive because enthusiastic teachers always easily communicate their enthusiasm to their learners. This may help them to involve their learners in the ESP teaching and learning process. The government should also design adequate curricula and teaching materials to ease teachers' jobs as well as sensitize the learners on the importance of English for scientists today. The government should also increase the number of hours allocated to ESP in the vocational agricultural secondary schools in Benin.

In terms of further research, the actual documents used by the teachers should be investigated. Actual instructional practices also need to be investigated and students' opinions captured to have a bigger picture of the problems undermining the teaching of ESP in agricultural vocational secondary schools in Benin.

6. Conclusion

This research work was designed to answer the following questions: how do EFL teachers teach ESP in vocational agricultural secondary school classes? and what difficulties do EFL teachers and learners face in teaching and learning ESP in vocational agricultural secondary school classes? For this purpose, a questionnaire was administered to ESP teachers at Lycée Technique Agricole d'Akodéha and at Lycée Agricole Médji de Sékou. The data collected reveal that there are 02 ESP teachers at Sékou and only 01 teacher at Akodeha.

Furthermore, the findings show that the skill that the respondents teach most is writing. In addition, there is no official syllabus and teachers design their own syllabus and they choose the textbooks that seem appropriate to them. Regarding vocabulary teaching, the respondents reported that they use concrete objects to facilitate the teaching. The findings also reveal that the respondents do not have a clear idea of what formative assessment is. In terms of difficulties, the respondents complained about the limited time allocated to English per week. Besides, English is not on national examinations such as BEAT and DEAT and for that reason, students neglect it.

Reference List

- Ansarey, D. (2016). A study on English teaching standard in four agricultural universities in Bangladesh. *The agriculturists*, 14(1), 142–150.
- Basturkmen, H. (2008). *Ideas and options in English for specific purposes*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Carreira, V. A. (2017). Teaching English for agriculture through proverbs in L1 and L2. *Revista do GEL*, 14(3), 154–168.
- Celce-Murcia, M. (2014). An overview of language teaching methods and approaches. In Celce-Murcia, M., Brinton, D. M., and Snow, M. A. (Eds.). *Teaching English as a second or foreign language* (Fourth Edition). Boston, MA: National Geographic Learning.
- Chalikandy, M. A. (2013). A Comprehensive Method for Teaching English for Specific Purpose. *Arab World English Journal*, 4(4), 310–322.
- Day, J. and Krzanowsky, M. (2011). *Teaching English for specific purposes: An introduction*. Cambridge: Cambridge University Press.
- Dudley-Evans, T. & St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

- Ghafournia, N. & Sabet, S. A. (2014). The Most Prominent Roles of an ESP Teacher. *International Education Studies*, 7(11), 1–9.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Javid, C. Z. (2013). *English for specific purposes: Its definition, characteristics, scope and purposes*. *European Journal of Scientific Research*.
- Johns, A. M. and Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL QUARTERLY*, 25(2), 297–314.
- Johns, A. M. and Price, D. (2014). English for specific purposes: International in scope, specific in purpose. In Celce-Murcia, M., Brinton, D. M., and Snow, M. A. (Eds.). *Teaching English as a second or foreign language* (Fourth Edition). Boston, MA: National Geographic Learning.
- Kalan, A. (2014). Integrating Speaking and Listening Activities into Teaching Anglo-American Academic Writing Rhetoric. *International Journal of English Language Teaching*, 1(1), 101–107.
- Kern, N. (2013). Technology-integrated English for specific purposes lessons: real-life language, tasks, and tools for professionals. In Motteram, G. (Ed.) *innovations in learning technologies for English language teaching*. London: British Council.
- Liu, J. & Berger, C. M. (2015). *TESOL: A guide*. London and New York: Bloomsbury Publishing Plc.
- Ono, Y. A., Morimura, K., 2007. Effective Methods for Teaching Technical English to Japanese Engineering Students: Case Study at School of Engineering, The University of Tokyo, Professional Communication Conference, 2007. IPCC 2007. IEEE International, Oct. 2007.
- Ramirez, C. G. (2015). English for specific purpose: Brief history and definitions. *Revista de Linguas Modernas*, 23, 379–386.
- Richards, J. C. and Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (fourth edition). Harlow: Pearson Education Limited.
- Stevens, P (1988) —ESP after twenty years: A re-appraisal in Tickoo, M. (ed) *ESP: State of the Art*. Singapore: SEAMEO Regional Language Centre.
- Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English language learners' communicative competence. *Procedia Social and Behavioral Sciences*, 9, 765–770.
- Tomlinson, B. (2001). *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Ur, P. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press.
- Vanha, L. (2017). Teachers' perspectives on the role of textbooks in English language learning and teaching in Finland. Unpublished Master's thesis, Oulu: University of Oulu
- Veranita, D. and Koto, I.S. (2017). English for agriculture vocational school students: A need analysis study at SMK Negeri 2 South Bengkulu. *Journal of Applied Linguistics and Literature*, 2(2), 76–87.