

USE OF SPECIFIC ENGLISH LANGUAGE IN THE FIELDS OF AGRICULTURE AND ENVIRONMENT

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Abstract. *Agricultural education has been able and had to demonstrate, in recent decades, a capacity for adaptation to maintain its attractiveness and legitimacy, in a changing environment. It has diversified, both in terms of the audiences welcomed and the training provided, while consolidating the assets and specificities that underpin its success. In the academic field, within HEIs, the future professionals, actual students need to possess and adequate English language, in all relevant areas of study, especially in those registering a faster evolution, agriculture itself, environment, climate change. We might ask ourselves why and how come that these areas need English language. Well, in a more modernized era and fulminant evolution, new terms and vocabulary have been introduced within these areas, new European and worldwide policies have been issued and in order to be updated one must possess good English knowledge to be a true professional and to increase the chances with a competitive labour marked after graduation. In addition to his, more and more equipment and gear, fertilizers and all tools and substances come from abroad, thus it is compulsory to have good level of English language and appropriate terms. It is important not only to have the appropriate vocabulary but also to use correct grammar rules, consequently starting with the first years of study, not only basic English language rules must be thought but also ESP and specific vocabulary from several fields of interest. One may notice that the evolution of the above-mentioned fields of Agriculture is a worldwide one and being updated and informed must be done from worldwide sources and most of them are in English.*

Keywords: *English, agriculture, environment, students, language*

INTRODUCTION

While past developments may have contributed to making the identity of the system less readable, future developments are encountered with concern not concealed by all actors. However, they are necessary and, far from being to be feared, open new prospects and promising opportunities that the agricultural training system, with its qualities, has every legitimacy to invest. The current context, marked by the establishment of a new budgetary framework, opens up an opportunity to project the system into the future. An appropriate use of English language is the perfect tool for the students to be perfectly integrated with higher chances into the appropriate labour market and to be as competitive as possible (PAȘCALĂU ET ALL., 2020). Fruit of a long tradition, agricultural education no longer has - and could no longer have - the same vocation as yesterday:

- by diversifying its training offer, it is now preparing for a wider range of professions.
- by the nature of the audiences it trains, it is addressed to all, and no longer only to young people from the agricultural world with specific purposes within climate change and environmental ones (ȘMULEAC ET ALL., 2020);
- finally, through the knowledge provided, it has become a very important teaching tool in touch with emerging challenges (PAȘCALĂU ET ALL., 2021);

Its identity is built on a clear project, based on a double objective:

- an objective of educational and social promotion: agricultural education must contribute to the training effort for young people from agricultural or rural areas; (ȘMULEAC ET ALL., 2013);

- a "technical" objective to support the development of the activity of the agricultural sector and developments in English agriculture and environment, in particular through the role of farm-schools in the demonstration, dissemination and popularization of knowledge, serving this way to establish a direct link between the country's agricultural policy and the training policy for professionals in the sector, thus serving as a driving force for the modernization and development of agriculture's English speakers specialists (PAȘCALĂU ET ALL., 2021).

Bilingual education and especially the second language to be English, in the fields of agriculture and environment will also increase the visibility of the institution in an international level, although the study programs offer in English and for environment in French are already highly demanded.

ESP nowadays is very important for our sectors within the large area of Life sciences HEIs. Knowing specific vocabulary from the fields of agriculture, environment, climate changes and all the related areas will allow students to have access to a wider range of information, materials, resources from worldwide libraries, attendance of international conferences in the field, with specific topics (FRASER,2001).

MATERIAL AND METHODS

All the research used methods are relying on identification and practice ones, with clear examples for the relevant fields, namely agriculture and environment, highly pointed out the practice methods, in class and in the field, during traineeship stages or Erasmus+ SMP mobility in applied profile companies, abroad in the Program or Partner countries.

An appropriate use of English language, after having all the basic grammar rules, from the tenses to the sequence of tenses, is based upon specific vocabulary and topics from situation in the field. All of the course's content might be put into practice better when the student is facing real situations, during traineeship stages, summer ones or Erasmus+ ones, facing the need to reply and use specific vocabulary in clear context and not only in writing reports and searching for data but also expressing themselves in the most correctly way possible. (PAȘCALĂU ET ALL., 2020).

All the gathered material represents research along the last 4 years based on teaching experience in class, at the different study years from fields related to the theme, first and last year of studies, but also practical research performed in profile universities and public/private companies while developing a training STT E+ mobility, highlighting the importance of the English language, and collecting all the relevant data from the field, creating a data basis with relevant vocabulary and notions to be taught and to be put into exercises with simple and complex phrases, in written activities but also in oral communication , in pair to pair activities.

RESULTS AND DISCUSSIONS

The large area of agriculture and environment with all extended subdomains include a large variety of terms and notions to be applied in the daily activity, most of them present in specific articles and news for each topic.

Indeed, agricultural education prepares for four major "families" in the following professional sectors and the most important area using English language are:

- production (agricultural, horticultural and aquaculture production, viticulture-oenology, agro-equipment, horse or pet trades);
- processing (agri-food industries);
- landscaping (landscaping, spatial planning, environmental protection, forestry, water management and control) (HILLMAN, 2007).;
- services in rural areas (services to individuals and businesses, trade, tourism).

These five missions included are as follows:

- provide initial and continuing general, technological and vocational training.
- contribute to the educational integration of young people and the social and professional integration of young people and adults.
- participate in the animation and development of territories.
- contribute to development, experimentation and applied research activities (LOPEZ, 1998, P. 132).
- participate in international cooperation actions, in particular by promoting exchanges and the reception of pupils, apprentices, students, trainees and teachers.

These missions enshrine the territorial anchoring of schools, namely universities, and imply an opening to their social and professional environment, which is often opposed to the withdrawal of institutions under the national education system. Their exercise in synergy is a strong point of the system, which contributes to its success and which it is therefore imperative to preserve (DESCOLA P., 2013).

Using an appropriate correct English language students will be able to develop their skills in speaking activities and writing ones, mastering better their vocabulary and grammar. An intensive course from the very first years of study might be designed for students who want to improve their knowledge of English, mainly targeting the agriculture and environmental areas. It is also a suitable choice for students in low frequency modules or study programs, farm managers as well as owners of business in the agriculture areas, sales agents especially those working for international companies in the mechanical field, or equipment and gears, and other persons who have contact with specific terminology in agricultural areas, or even direct contacts with foreign partners. Various topics are addressed, such as business correspondence, specific telephone conversations, international trading notions, research of data from different types of soils, from international laboratories, exchange of information, etc. (CALLICOTT JB. 2001).

They will be able to familiarize themselves with updated terminology and will be able to better understand and keep updated their knowledge in the relevant fields. (PIKE & SELBY, 1988). All new press releases are in English, research data from prestigious universities or institutes are in English. It is not enough anymore in a so competitive labour market just to know how to introduce yourself into English. Agricultural sectors and especially environmental one, including a lot of international provisions and regulations, projects and financing suppose a good knowledge of English language with specific terminology. Tooling, industrial products that contribute to agricultural production, official federal regulations, everything comes through English.

The implementation of language training is very important but requires a strict selection on the subjects or skills to be taught, in other words, it is a question of focusing on priority, teaching him about the different communication situations that the learner will face later in his professional activity (ROMM, J.J., 2007)..

An English class, especially for language training is supposed to be precise and made on a particular aspect (linguistics, discursive), to be taken into account by the curriculum designer, or adapted by the teacher, according to the specific of the study program/ class, namely if it is agriculture, environment, with well-defined competences and all the pedagogical activities envisaged which must target in the occurrence, the language competence concerned (LOTZ- SISITKA, 2010).

We therefore note that the practice classes should focus on oral exchanges, as well as on the behavioural dimension and cultural aspects related to European integration.

A brief structure of an English lesson in agriculture and environment will include reading and comprehension activities with a focus on vocabulary with several words, general words but with main meanings used in agriculture and environment, then exercises with main meaning and their derivatives by suffixes and prefixes, including compound words if there is the case, while the listening activities will include the understanding of the lecture, sorting out unknown words, trying to identify the main subject of the text and also point out main ideas, taking notes.

The speaking activities will consist of own ideas related to the listened text, or from own notes taken during the listening activities, and the written ones will be derived from the general ideas from the text, representing tasks to be completed, in short abstracts of 100 -150 words at maximum, or questions requiring a written answer with more or less the same number of words. (SELBY, 2007).

The major aim of this structure is to prepare the students from agriculture and environment field to be prepared and to understand the main ideas, to acquire new vocabulary and learn how to use it in sentences and phrases, to be able to produce an own content based on a previously written text or starting from it, to cope with new input texts, briefly to be able to understand and to express own opinions and debate subjects and themes relevant for this main domains.

In addition to the reading part including vocabulary exercises, grammar short lessons with exercises from the lesson taught will be done and practiced.

CONCLUSIONS

An appropriate use of English for agriculture and environment, considered ESP because it is not a general language but one for specific purposes, two areas very important for the evolution of any society, may contribute to the education of the future pillars and decision makers within the areas. Most of the resources within the two areas in addition to the conservative and the classic ones come or are provided and found only in English. The knowledge and the content of all information provided or generated by the European institutions or the international organisms issuing laws, policies and regulations within the two fields represents an advantage, an enrichment for a student who studies in the field, but also a privilege that each of them may use to become true professionals. The understanding of international policies in the fields, in addition to the provided specific education, enables students to have an overview at an international level of the domain they study, enables them to be able to take action, to communicate worldwide and also to discover new horizons in their professional path.

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