IOSR Journal of Business and Management (IOSR-JBM)
e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 25, Issue 2. Ser. V (February. 2023), PP 24-36
www.iosrjournals.org

A Proposal of Some Materials and Texts for Pupils of Building Option in Some OichaSecondary Schools

PalukuKavuthiJosias
Junior Lecturer at Oicha Teacher Training College, (Democratic Republic of Congo, North Kivu Province).

Abstract
Practically speaking, when teaching English as a foreign language, a teacher must look for materials that really meet the need of the targeted pupils. It is not an easy job of course, but as teachers are trained for that case, there must be a great effort. This article is an attempt to get materials which best suit for pupils of Building option otherwise called Construction option. We do think that, selecting texts of their domain and pictures representing their daily used tools will help them become fond of English. French being the national language of DR the Congo, our country, usually make English a boring language for young learners. They do know well that their materials have catalogues which are written in English.
An easy way to make pupils of building option speak English is that of teaching them vocational English. This is to say that what they will be done in every sub branch of the English (Grammar, Vocabulary, and Reading for Comprehension, Reading for Pronunciation, Dialogues, and Composition) will turn on materials treating construction affairs. First of all, the teacher must select texts dealing with the domain, and then all the grammar sentences should have words painted in construction field. By the end of the year, every learner will have started speaking English. That is the concern in this article.Lastly, pupils should be shown the importance of English in the world.
Key concepts: *Teachers of English as a Foreign Language, English Teaching and Texts for Builders.*

Date of Submission: 13-02-2023 Date of Acceptance: 28-02-2023

I. Introduction and Background to the Study

Since the beginning, the ISP-Oicha has been following the objectives set for its opening. The first three objectives stipulate the following:

- To provide general and technical secondary schools with scientifically and pedagogically qualified teaching personnel.
- To organize scientific and pedagogical research in order to discover the best means to improve the quality of secondary school teaching.
- To publish the results of this research and distribute school syllabi and textbooks appropriate to levels of teaching.

As practice makes perfect,the ISP-Oichahas led its students for researches to observe and write the results on how English is being taught in secondary schools: both as general English, but also English for specific purposes. The following can be exemplified: chronologically. Already in 2019 K.Wasukundi,whowrote about Teaching English in Veterinary and Nutrition Options, presented the Importance of teaching appropriated materials to learners of English as a Foreign Language.

In 2020 K. Mutsunga wrote about the Teaching of English in Technical Schools, Challenge and Perspectives: case of 4th form Mechanics some schools of OichaTownship. Whereas,K.Kasika 2021 wrote Teaching Vocational English in DRC High Schools: case of Computer Management in Oicha.

The general observation from all these papers is the qualification of actors involved in the teaching of English, the documents and didactic materiel used to facilitate the learning of English, the mastery of the English national programme, to end with practical suggestions on how to easy the learning of English.

The difference between these works and ours is that, this article deals mainly with visual aids together with their respective definitions and some texts. It is just a way to help teachers of English as a Foreign Language, transmit vocational materials.

Problem of the Work

There are a lot of problems which can hinder the teaching of technical English in teaching young learners, especially in building domain. Most of EFL Teachers are used to fusing on general English using impropriate books for specific domains, yet these books do not contain English related to pupils' domain. Among those teachers, there are others who consider even pupils as ''Tabula rasa" when they teach them

without considering learners' participation into the lesson. In addition, the long range plan of concerned teachers, have not any background in building matters yet it is said that ''before teaching the hand a teacher has to know the entire arm''. Then, here are questions which will guide our article:

1. Why are pupils from buildingoption become unable to speak English using words of their domain?
2. What are materials that teachers of English use in Building domain?
3. How are building pupils taught in their schools?

Thesis

It is as if English is being taught in secondary schools in Oicha without priorpreparation of teachers: only good teaching strategy will bring about good learning to true beginners. To overcome all these problems, the teachers should attend seminars about the teachingof different lessons of English as a FL.

What is surprising today is that education level in DRC is decreasing. So, in matters of English teaching, the case of OichaTownshipis not among exceptions. We have discovered that there are many factors among them we cite some that help as answers to the questions we formed in the statement of the problem. When listing those factors, we found that on the one hand, they are related to the pupils and on the other hand, they are related to teachers but also to the government.

Pupils are naturally ready to welcome every material of their interest and they learn things very well. Also, it is not easy to force things which are not the interest of the one who will learn. By these ideas, if TEFL teachersbegin by interesting pupils in their language; these ones will welcome it. In fact, if they meet the needs of builders, English would not sound difficult as such.

Some Teachers of English in Oicha have not any idea about building materials. So, they must have knowledge of what they are going to teach and it must be related to the domain of pupils in order that they will assimilate it courageously. Teachers should create an environment with English of their domain. This is to give them their building English materials.

II. Objectives of the Work.

First, the work intends to make the readers, who might be teachers of English as a foreign language, know that English is being taught inDR the Congo, is not only for prestigious issues. It is to open the field of youngsters' world widely.The objective of the present articles is to help teachers of English as a foreign language to set their English lessons. That is to say when the targeted teachers will read this work, they will have less trouble in teaching English in building option.

The other objective is to help teachers to provoke the need of the English learning in pupils of building option; or to allow them to speak Building English. i.e. to use technical words in their daily speech.

Finally the last objective is to facilitate the feedback in the teaching of English as far as pupils will have got materials of their need; that they use in their daily activities.

III. Methodology

For the fulfillment of this research paper, we have decided to have direct contact with some teachers of English and some building pupils in different high schools of Oicha Township. This is called field work method in its technique called interview.

Moreover, in order to reach the target of our work, wereadbooks to analyze the ideas of other researchers. This method is called desk work. In the same method, we consulted the internet websites related to our topic for some precisions.

Significance and the Importance of the Study

On the first side, this article is a warning to both teachers and the government that English teaching is gaining the interest of young learners in DR the Congo. So, the beginning of language learning should be handled with much care; there should be a team working on the true need of the learners and another team to collect the needed materials.

Secondly, this work is an alert that English is taught without any appropriate documentation; mostly, by nonqualified teachers. Meanwhile, the findings and ideas from this study will constitute a lobbying to the government for the teaching of English in building secondary schools. Inspectors in secondary schools should try to help teachers of English not only in Building options of DR the Congo, but also in other technical options of the country.

Frame of the Work

This study is framed on the approach of applied linguistics. Considering Van ELS, etal (quoted by Mathe 2013), applied linguistics can be juxtaposed to the teaching and learning of a foreign language (FL). This approach gives all that is necessary about teaching a FL.: language policy (language planning), success in language

teaching and the attitude toward language teaching. There are factors influencing language learning: age, aptitude, learning style and individual learner's affective characteristics. This is also well developed by DuBeyet al (1986).

Scope

The scope here is the teaching of English in some schools in the town of Oicha. schools in which English is being taught. The study concerns mainly somesecondary schools organizing Building Options.

Body of the work

There are so many instruments that Building Pupils use when dealing with their practical works; also that they will be using everywhere in their activities. Here are some tools we picked from internetwww.builinghousetools.com , and www.carpentersregister.com. We hope that, if they are taught to the pupils, it will help their vocabulary load.

1. ***Carpenter's rule:***

a flat, rectangular measuring or drawing device with graduations in units of measuring a straightedge with markings.

2. ***A jigsaw :***

a saw with fine teeth and a narrow blade which can cut curvesin wood or metal

Eg: to cut a wood, metal, a joiner uses a jigsaw

3. ***Wood :***

The substance making up the central part of the trunk, and branches of a tree. Used as a material for construction, to manufacture various items.

Eg: - Some tables are made in wood

4. ***Extension cord :***

An electrical cord with a plug one end, and a single socket or multi –part socket at the other end, used for powering one or more devices at a distance, too far from the wall outlet to be reached by the normal cords of the device or devices.

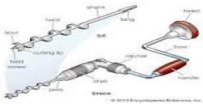
5. ***Outlet :***

a wall-mounted device such as socket or receptacle connected to an electrical system at which current is taken to supply utilization equipment or appliances.

6. ***Saw :***
A tool with a toothed blade used for cutting hard substances, in particular wood or metal.

Eg : a saw has teeth

7. ***Brace :***
A curved instrument with a handle of wood, for holding and turning bits, etc; a bitstock.



Eg: While making doors a brace helps to hold

8. ***Monkey wrench :***A wrench (spanner) with an adjustable jaw.

9. ***Hammer :*** a tool with a heavy head and a handle used for bagging things.

Eg :Kule used a hammer and nails to fix the two planks together.

10. ***Scraper :*** an instrument by which anything is scraped

11. ***Pegboard:*** a perforated form of had board

12. ***Hook :***a bent or curved piece of metal etc; for hanging things on or for Catching hold of something

13. ***Hacksaw:***
a saw with, a blade that is put under tension, for cutting metal

Eg: A hacksaw helps for cutting metal.

14. ***Circular san:***
a power saw with a circular cutting blade, whose teeth rotate rapidly
Eg : A circular saw is an up dated one

15. ***Pliers :***

a pincer – like gripping tool that multiplies the strength of users of hand, often used for bandings things.

Eg : I need a pair of pliers to get a good grip on that broken screw.

16. ***Tape measure :***

a graduated flexible ribbon used for measuring lengths.
Eg: In topography, tape measurers are important tools.

17. ***Workbench :***
A sturdy bench or table at which manual works are done by a carpenter, machinist, etc.

Eg: A joinery work room must have a workbench.

18. ***Toolbox :***
a storage case for tools. He is keeping his tools in a toolbox.

eg: He is keeping his tools in a toolbox.

19. ***A screwdriver :***
a hand or machine which engages with the head of a screw and allows torque to be applied to turn the screw, this driving it or loosening it.

Eg: Electricians usually have screwdrivers to better their job

20. ***Phillips screwdriver :***
a screwdriver having across-shaped tip rather than the rectangular tip of a standard (flat-blade) screwdriver.

21. ***Sandpaper:***
A strong paper coated with sand, ground glass, or other abrasive materials for smoothing and polishing.

22. ***Paintbrush:*** a thin brush for applying paint
Eg : A paintbrush is helpful for applying paint.

23. ***Paint :***
a substance that is applied as a liquid or paste, and drivers into a solid coating that protects or adds color / colour to an object or surface to which it has been applied.

Eg: After applying paint on the walls, they are smart.

24. ***Wood plane:***

Used to smooth the boards.

25. ***Glue :*** anything that binds two things or people together

The following vocabularies are used mostly at the building site.

1. ***Shingle :***

a small, thin piece of building material, often with one end thicker than he other for laying in over lapping rows as a covering for the roof or sides of a building.

2. ***Spirit level:***

A tool employing a chamber with a colored liquid (usually alcohol, hence spirit) and an air bubble, used to determine a horizontal or vertical reference line.

3. ***Hard hat :***

a helmet, usually made from plastic, used on construction sites to pro tect the head from falling objects
Eg : It is adviced to all builders to put on hard
hat at the building site.

4. ***A builder :*** a person who builds or constructs things

Eg : In DR the Congo, IBTP college trains good builders.

5. ***Scaffolding:*** a temporary modular system for tubes (or formerly wood)

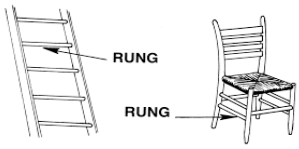
forming a framework used to support people and material
in the construction or repair of building and other large
Structures.

Eg: If scaffolding is not well built, builders run risks of falling down.

6. ***Ladder :*** a frame, usually portable, of wood, metal, or rope used for

ascent and descent, consisting of true sides pieces to which are
fastened rungs (cross strips or rounds acting as steps).
Eg : Look at John, he is climbing up a ladder

7. ***Rung :*** a crosspiece forming a step of a ladder; a round



8. ***Cement :*** a powdered substance produced by firing calcium carbonate (Limestone) and clay that develops strong cohesive

properties when mixed with water.The main ingredient of concrete.

Eg: Mixing water with cement, the late become solid.

9. ***Foundation :*** the lowest and supporting part of a wall,

including the base course and footing courses in a frame house, the whole substructure of masonry.

Eg: Alpha's foundation was well built.

10. ***Bricks :*** a hardened rectangular block of mud, clay etc. used for

Building.

Eg : This wall is made of bricks

11. ***Pickax :*** a heavy iron tool, with a wooden handle; one end of the head is pointed, the other has a chisel edge.

12. ***Construction worker :*** an employee working on a physical construction site

Eg: Construction workers are needed at the building site.

13. ***Shovel*** : a hand tool with a handle, used for moving portions of materials such as earth, snow, and grain from one place to another, with some forms also used for digging.

14. ***Linesman***: a person employed to work electrical lines.

15. ***Cherry picker*** : a piece of equipment consisting of a large basket at the end of an extensible boon, to reach inaccessible places such as power lines and tall trees.

The following words are used in road construction.

16. ***Cone:*** A solid of revolution formed by rotating triangle around one of its altitudes.

17.Borricade : A barrier constructed across a rood, especially as a militarydefence.

18. Jackhammer: a portable percussive power toot that combines a hammer and chisel used to drill or break hard matter, for instance rock or concrete.

23. Wheelbarrow: A small one- wheeled (rarely two – wheeled) device with handles at one end for transporting small loads.

24.Center divider : a place in middle of the road which helps to show the left and right side in the road.

26. ***Cement Mixer :*** a device used in construction in which cement,and water are slowly mixed to get concrete.

Eg : Nowadays Beni people are using cement mixer in Building sites.

26. Backhoe:a multi-purpose tractor with a front – mounted loading bucket and a rear – mounted digging bucket

27.Bulldozer: a tractor with an attached blade for pushing earth and building debris for coarse preliminary surface grading, demolishing building structures, etc.

29. Excavator: A tractor which puts loads in tracks.

Besides these very important tools that should be taught as vocabularies, mean while being visual aids, the EFL Teachers should sit well to propose necessary materials. These materials should be well taught in good texts that would be putting pupils in different recalls of nice memorable sentences.
The table below provides some evidence-based suggestions for teachers.

Planned activity	Suggestion
Giving a lesson on text structure	Start instruction using a text about topic families to pupils andone inwhich the structure is easy to identify. Then progress to a text on a less familiar topic and with a somewhat more complex structure
Introducing a strategy to pupils	Select a text where the strategy is easily applied. Once pupils have had time to practice, select a more challenging text.
Building pupils' depth of understanding	Avoid text thatsimply reinforce a student's knowledge of sound-letter relationships, as these are more suitable for practicing decoding and word recognition.
Teaching pupils to make predications	Select a text that is unfamiliar to them and in which many vocational materials are possible.
Reading with pupils	Select a text that is just above the pupils reading level.
Reading to pupils	Select a text that is well above the pupils reading level but at their listening comprehension level.

Bellow are texts we proposed to teachers of English in building options to facilitate them teaching vocational English to their pupils. The address www.constructiontechnologies.com we consulted helped us a lot.

IV. TEXT I: TYPES OF HOMES

There are three categories of buildings: Building for commercial purposes, building public affairs, and building for residence. Commercial building is used by business as stores. Public buildings, such as a city hall are for public use. Residential buildings are the buildings in which people live. They include multiple family housing and single family housing. Simple family homes make up about two-thirds of the households in the cities.

Comprehension questions
Read your text and answer these questions
1. What are basic types of building?
2. Where does the family stay?
3. What is the difference between residential building and public one?
4. Why do you think that residential buildings are more numerous than public?

V. TEXT 2: BUSINESS HOUSING

Most stick-built houses are built on the site where they will be located. Manufactured houses are parts of these houses. There are also "prefabricated houses" factory production of houses uses less energy, less row materials, and less labor than building them on the site. Factories can also make more houses in less time.
The houses made in sections and are delivered by tricks to the site where a concrete foundation has been installed. Large cranes position them on the foundation and everything is bolted together.
Mobile homes and trailers are also manufactured houses. They have their own wheels and can be easily moved. Some can be put on water as boats.

Comprehension questions
1. Can you show the difference between a site built house and a manufactured house?
2. What are advantages of a manufactured house?
3. What are models of manufactured houses?

VI. TEXT 3: EMPIRICAL HOUSING

During the 1800s, there were no construction companies in many regions. Pioneer farmers constructed shelters for themselves and their animals. Neighbors helped, and every one worked together. They had no power tools, few metal rails, and no printed building plans. Their basic construction techniques are still being used today for some categories of engineers.

Comprehension questions

1. What is the name of the first house model?
2. Did specialists of buildings exist? How was it in old times
3. Can we reject old style of building? Why?

VII. TEXT 4: HOUSE DESIGN

Selecting a house design depends on several factors besides personnel preferences. These factors include building lows and codes, cost and climate. Other factors may include the way in which the house will function.In some local lows restrict, the type of houses can be constructed in arrears. These lows protect the home owners already there. They can be sure the neighborhood will appear about the same.

After choosing the general design, the next step is to determine the size of the house. House size is calculated by its floor area. Small houses must have 1,400 to 1, 600 meters.

Comprehension questions

1. How do we select a house design?
2. What are conditions to consider when building a house?
3. What is the last step to design a house?
4. Is there a low in DRC for house design?

VIII. TEXT 5: THE BUILDING FOUNDATION

Building contains a variety of subsystems. The foundation is the important part of the house that supports all other supplementary structures. The foundation starts with a trench dug where the outside walls will be located. Its depth depends on the local building code. Concrete is poured into the trench to create footings.

The foundation usually includes a low wall sized a full basement or a crow space. The foundation wall is made from poured concrete or pre-cost concrete blocks with large holes to reduce weight. The blocks are positioned on the footing and fastened together with mortar to concrete but locking (missing).

Comprehension questions

1. What do we need to make foundation?
2. What is a foundation?
3. Give steps of making a foundation?

IX. TEXT 6: THE FLOOR

After the foundation is implemented, the wall is built. Bolts are placed in top of a poured foundation wall. In concrete block wall, holes in the blocks are filled with mortar. After the mortar hardens, a piece of lumber is bolted to the foundation. Floor, supports are mailed to this lumber which is the sill plate. The floor is supported underneath by floor joists. Joists are boards that extend from the front of the house to the near. When the foundation area is large, a wooden or steel center beam, a girder, is installed in middle.

Comprehension questions

1. Is the floor built before the foundation? If yes or no, justify from the text.
2. How is the foundation built?
3. What are elements used to build the foundation?

X. TEXT 7: WALLS

The wall framework is put together on the floor, with openings for windows and doors. When the teamwork is finished, it is raised into position by two or more people and nailed to the floor.Each wall is nailed at the corners to walls that are joined up. The walls are strengthened by ceiling joists connecting the top of the front wall to the backwall. The hea thing mode of engineered wood material encloses the structure. In side walls dividing the home into rooms are assembled and nailed in place.

Comprehension questions

1. What can a builder do after finishing the framework?
2. Whatis the role of ceiling joists in our text?

3. Where do we put the wall framework according to the text?

XI. TEXT 8: THE ROOF

The roof must keep water out when it rains. It also must be strong enough to support heavy snow loads in cold climates. Most roofs have two sloping sides that meet at the center board or ridge. This style is called gable roof. The shape makes a strong and secure cover for the house.

Long pieces of lumber called "rafters" are nailed to the top of the walls and meet at a peak. The ridge board at the peak acts like a central support for the rafters. The rafters are covered with sheets called "roof decking" or "sheathing". Many roofs are prefabricated triangular frame works called trusses.Trusses include the rafters and ceiling joists.

Comprehension questions

What is the main job of the roof?

1. In general, what is the form of the roof?
2. By what are roofs made inside?

XII. TEXT 9: UTILITIES

Buildings contain a variety of subsystem referred to a utility: electricity, material gas water and sewage disposal. These services are provided by business called "public utilities" electricity is used for heating, lighting, cooking, air conditioning,...Natural gas is used for heating and looking. Water is used for drinking and cleaning. Sewage disposal removes wastes from the house. Sub constructions install these subsystems.

Comprehension questions

1. What do you understand by utilities?
2. Are utilities important?
3. The main job of water in the house?
4. What are the subsystems in buildings?

Conclusion

This article has been an attempt to helping both teachers and pupils of building domain (mostly known as construction option in DR the congo) with appropriate materials of their domain. Of course, these materials cannot fit to all the option classes. It only shows to teachers the manner they should be preparing their long range plans.Whathas encouraged us to write this paper is thatit should be helpful to our readers or other researchers to follow up the tracks we have left.

The failure of pupils in speaking English using their technical concepts obliged us to investigate schools organizing Building section to verify the causes. The result of our investigation, after being interpreted and analyzed allowed us to confirm that Building pupils are not capable to speak English using their technical words because of:

- Bad selection of texts related to the domain of pupils. As most of the teachers showed that they are not teaching technical English for building purposes because of missing texts of the cited domain.
- Most of the teachers we consulted do not have methods of teaching English as a foreign language and strategies to follow to make pupils' interest in learning English. Therefore, it impacts negatively to the pupils' speech and consequently these tools will stay unknown by them in the world wide language.

Solving this problem, this research paper provides concerned teachers,with concepts and important tools used in the Building option. Some adapted texts that will be taught in Building domain has been proposedin trying to solve the problem of building learners, of not speaking the English language.

References

[1]. A.S. Hornby (2010): Oxford Learners' Dictionary of Current English. NY, OUP
[2]. Bubey, D., L. Dubey, O., E. &Ndagi, J., O. (1986): Teaching in the primary school. London: Longman.
[3]. Cameron. (2001): Teaching Languages to Young Leaners*;* U.K the Open University.
[4]. Mathe, M. (2006): The Americanization of English in Uganda. A sociolinguistic approach. Kampala: Unpublished M.A. Dissertation. Makerere, University.
[5]. Panwell,E.C. *The New Ox Ford Picture dictionary*; New York, O.U.P. 1988
[6]. Van, ELS et al. (1986): A handbook of applied linguistics. (Trans.). London: Bedford Square.
[7]. www.builinghousetools.com consulted on 23rd November 2022
[8]. www.carpentersregister.com consulted on 23rd November 2022
[9]. www.constructiontechnologies.com consulted on 23rd November 2022 at 13:25