

# English Teaching in Agricultural Universities

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**Abstract:** This study looked into the quality of English instruction in agricultural universities in Uzbekistan. English is a supplemental subject offered in agricultural universities to equip students for global communication issues. Following graduation and post-graduation, students prepare to serve in a variety of local and worldwide organizations and corporations. Because English is the primary medium of communication in the business, English demands additional emphasis in addition to students' subjective skills. Employers frequently advise candidates to improve their English language skills when recruiting. As a result, teaching and mastering English is an important priority for agricultural universities. The researcher focused on many stages of students' academic connection with English in this study, including students' academic competency in English upon admission, needs analysis, syllabus design, course aims as ESP, content quality, hours invested, and assessment.

**Key words:** Syllabus design, ESP, EAP, CLTA, needs assessment

## Introduction

English is presently regarded as the world's most prominent lingua franca. It is an integral aspect of the academic and professional sectors. From an academic standpoint, English is taught to participants in order to equip them to face global language issues. It addresses both the curriculum and the syllabus. Employers frequently need higher levels of English competence in the professional sphere. Organizations, particularly multinational corporations, recruit their human resources from multilingual populations. This technique benefits organizations based on their level of technological ability. Employees from various linguistic origins require a common language to digest ideas and actions. This job has been held by English. Effective staff communication and company connection with external entities demand exceptional English performance. Thus, the degree of the participant's academic relationship with English effects their recruitment and standing in the relevant companies. Because Uzbekistan is an agriculturally focused country, there are hundreds of enterprises and organizations seeking to grow the industry. These businesses and organizations typically hire graduates of agricultural institutions. Recruiters frequently detect English language weaknesses during assessments. A number of candidates have just rudimentary English abilities despite their professional expertise. As a result, human resource specialists frequently recommend that potential employees improve their English language skills. To justify the scenario, the university syllabus design comes first as a worry. As a result, the study topic is to identify appropriate techniques for developing second language learning in agricultural university courses. This investigation focuses heavily on the agricultural education system, because when HR teams recruit a group of employees to serve at the national and international levels, their English proficiency reduces overall company performance, including negotiations, project adoptions, and scholarships for higher education. Inappropriate hiring results in a loss of money and employee quality. The purpose of this research was to better understand the curriculum and syllabus design of academic English at four agricultural institutions. The way needs analyses are maintained in these curricula, as well as the degree of implementation in the classroom, are also taken into account. Needs assessment considers both academic and professional views. Observation and survey methods were used to acquire data about syllabuses. Finally, this study suggests some potential ideas that may be developed in those universities.

**Methodology:** In order to perform the aforementioned inquiry, the researcher must first establish a theoretical foundation by reading certain literature. These concerns are addressed in pedagogical research.

**Curriculum:** According to Candlin (1984) and Nunan (1988), curriculum is the broad presentation of "language learning, learning purpose and experience, evaluation, and the role of teacher-learner relationships." Nunan (1988) divides curriculum into two categories: planning and implication.

A syllabus provides a limited picture of language acquisition. According to Candlin (1984), a syllabus is a specialized presentation of linguistic resources that are "more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to

their own situation." The contents of the syllabus are assessed based on implicational variables derived from the curriculum. Nunan (1988) divides curriculum into two groups. The first is a product-oriented curriculum, which focuses on "the knowledge and skills that learners should gain." It has one significant category: functional-notional syllabus. Another is process oriented syllabus, also known as procedural syllabus, which delivers material that is "organized around tasks, rather than in terms of grammar or vocabulary" (Richards, Platt, and Weber, 1985 in Nunan, 1988). The implementation of "techniques and procedures for collecting information to be used in syllabus design" (Nunan, 1988) is referred to as needs analysis. It is divided into two streams. The first is learner analysis, which makes use of participant data. Through a survey, it covers specific issues concerning learners, such as gender or race, as well as professional position. The second step is task analysis, which refers to the selection of activities that may be assigned to participants as a classroom or practical exercise while focusing on the concerns identified during learner analysis. The combination of these two elements is critical in evaluating the data offered in this paper. In agricultural institutes, the Communicative Language Teaching Approach (CLTA): The Communicative Language Teaching Approach (CLTA) is now the most well-known English Language Teaching (ELT) curriculum. It focuses on four types of communication skills: listening, speaking, reading, and writing. It produces language phrases by following generic and minimal, but not zero, grammatical functions. CLTA's objective, according to Richards and Rodgers (1986), is "learning to communicate." The CLTA syllabus necessitates a combination of concept and function. Experts recommend different syllabus modules at various times. Yalden (1983) illustrated some of the most important communicative syllabus kinds. Because English is the medium of teaching at universities, English as a supplemental subject should be given. Their requirements are divided into two categories: academic and professional.

In order to finish their academic activity, former pupils must understand English. General study, class lecture, class quizzes, examinations, presentations, drafting thesis or research paper, academic article for journal, and other activities may be included. They need basic and intermediate English grammar as well as a large vocabulary to accomplish their tasks. Linguistic performance enhances their academic knowledge presentation in examinations. As a result, the emphasis here is solely on language rather than task-based activities. The latter, professional dimension, refers to how to equip pupils to face the rigors of a competitive professional life. Application, cover letter, CV, business English (memos), official dealings (joining letter, letter of reference, letter of recommendation, letter of acceptance, letter of rejection, letter of resignation), competitive writing (translation, instant paragraph/essay on contemporary writings, free-hand writing, etc.), and documentation are all examples of writing genres. In terms of "speaking" ability, it includes effective communication using influential languages as well as excellent word choices (managing situation and negotiation), social English as well as identifying formal and informal situations (greeting, introducing, welcoming, thanking, saying bye, farewell, asking advice/suggestion, giving advice, offering something, inviting, asking for opinion, agreeing, disagreeing, complaining, apologizing, responding to apology, and so on), interview (preparation, language code, possible interview questions and answers), Professional presentation (plans, preparation, and evaluation areas), coping with difficult and competitive teams, public speaking, and so on. Professionals must determine the proper sound code as well as the necessary IPA for "listening" purposes. Every instruction and query should be clearly and firmly understood. These are the potential requirements for English as a supplemental course. Basic grammatical things are highlighted in these curricula, while advanced topics are left out. Professional abilities are included, but only briefly. Students must learn social and business English since these abilities will pave the route for them to reach the pinnacle of professional achievement. If these talents are not thoroughly explored alongside students' subjective domains, their work performance decreases. The questionnaire addresses instruction, internal learning (academic), external learning (professional), and personal impressions of participants. Some challenges in data display have evolved in three categories: positive, negative, and suggestion. Positively, a huge number of students have taken English as a course. A number of respondents are able to speak well with international teams who often visit this country for various commercial and corporate activities, but many participants, although possessing professional abilities, have no clear understanding of social and business English. Despite the fact that many of them are prepared for professional or work areas, they lack self-confidence in their English skills. They understand that English, along with subjective expertise such as official responsibilities assigned to them in various agricultural sectors in agriculture-based organizations or agencies, is also

associated with their professional success, but they often fall short of developing the necessary competence. As a result, they advise the individual colleges to place a greater emphasis on this communicative talent, which is required in all aspects of life, both academic and professional. The researcher draws some conclusions and recommendations based on the aforesaid analysis. To begin with, syllabus design is a critical topic. The majority of the programs at these colleges are theoretical in nature. Some of which, in terms of curriculum design, are not well adapted to current labor market need. It is true that students in agricultural institutions are not required to be language experts, which is a cause for concern, and this should be more of a reason for students to practice and perfect competency in General English. Based on this study, a proposal is made: colleges should divide the dimensions into two categories. The first stream is academic, with information designed to help students achieve in academic exams using English as the medium of communication. The second point to make is about professional communication. Students should prepare themselves for exceptional professional performance in this course, where they may grasp management tactics for professional skills. That is, the role of English is critical in both cases.

## Conclusion

Excellent English proficiency is the ultimate key to academic and professional success. The preceding discussion covered data analysis through theoretical difficulties. Participants shared their thoughts and early comments on syllabus design and the value of English in the workplace. The analysis, debates, and suggestions mirror the reality that agricultural institutions are developing their present English teaching system. The development of English with technical skill is required to attain a leading position in the employment market. Because agricultural colleges in Uzbekistan are making significant contributions in their different fields, they should share their success and benefit with the rest of the globe. To get this area, an English language course must meet worldwide standards, which include an improved and advanced curriculum design, a standard learning technique, and enjoyable class time. Students may be provided special classes to help them improve their communication abilities. Because the agriculture industry is now a member of the global village. The agriculture sector's branding is in high demand. As a result, Agriculture and English should be conducted together.

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