

Some Guide lines for teaching English in Technical classes: Case of carpentry and joinery domains

KAHINDO NGUNDE Pius Canisius *

Abstract

Presently, English has become a language of communication all over the world. It is in this respect that several domains such as communication, medicine, diplomacy, computing, internet, construction, carpentry and so on, English intervenes in a way or another, for many catalogues and notices are written in English. Thus, the necessity of learning or teaching English imposes itself. The great problem encountered in our schools is that of finding appropriate books for technical sections. Mill's English for Africa series being very general, a teaching for speciality is to be thought of, in a sense of adaptation at the level and need of learners.

This work is an attempt of reference in favour of teachers as well as learners, for it proposes a way of teaching English in joinery and carpentry domains, a great need of teachers and learners. We also wish that English, apart from joinery and carpentry sections, be taught and adapted to all other sections of study in secondary schools as well as in colleges and universities.

Keywords: *Teaching, English, Technical courses, Carpentry, Cabinetmaking.*

Résumé

Actuellement, l'Anglais est devenu une langue de communication à travers le monde entier. C'est une langue utilisée dans presque tous les domaines comme le commerce, l'école, l'internet, la médecine... Le plus grand problème qui se pose dans nos écoles techniques est celui du manque des livres appropriés au domaine de l'orientation de l'enseigné. En fait, il n'y a pas de livres destinés aux élèves des écoles techniques. La plupart de nos enseignants se servent de la série de David Mills dans English for Africa qui ne prévoit nulle part de la matière pouvant être enseignée, par exemple, aux élèves maçons, aux électriciens, aux menuisiers, aux charpentiers... Il s'agit simplement d'une série de livres en caractère général, surtout pédagogique, et non de l'Anglais adapté aux techniciens cités ci-haut.

* Enseignant au Département d'Anglais à l'Institut Supérieur Pédagogique – ISP – de Mahangi., E-mail : canisiusngunde@gmail.com.

Ce travail va servir, tant soit peu, de point de repère en faveur et des enseignants et des élèves car il propose non seulement de la matière à enseigner mais aussi la façon de l'enseigner, surtout dans le domaine charpenterie et menuiserie.

Mots clés : Enseignement, Anglais, Cours techniques, Menuiserie, Ébénisterie.

I. Introduction

Nowadays English is gaining more and more ground in a lot of domains of human activity, all over the world. It is a language which is used in almost all domains like teaching, communication, medical domain, traveling, electricity and so forth. The main problem is that of communicating in English whereas it's an international language. For instance most of catalogues from abroad are written in English. Taking into account the domain of teaching, we find that the series of books, English for Africa, made by David Mills contains no reference to the English to be taught to technicians such as builders, electricians, joiners, carpenters and so on. It's simply a series of books about general English.

In this work, we focus our attention on technical domain and more particularly on carpentry and joinery domains. It does not contain all, but at least, it'll have positive effects on the teaching of English since it'll be used by teachers and pupils.

II. Useful items related to carpenters and joiners

1. Introduction

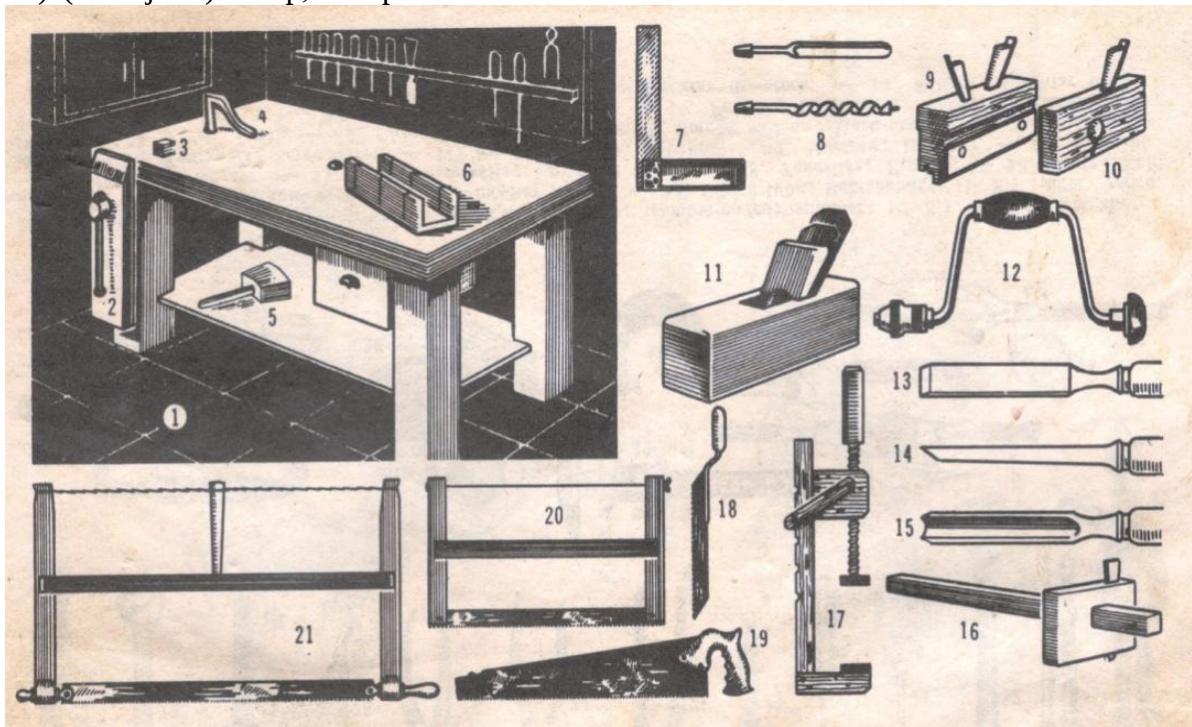
A carpenter, a bricklayer and a joiner are all of them very important in the society since they contribute to the development of the world through their works. All of them are classified in the group of builders since while building a house; the bricklayer arranges stones and bricks to make a wall. The carpenter makes the roof and the joiner adds the furniture in the house. In our work, we focus our attention on a carpenter and a joiner.

2. Items related to carpenters and joiners.

At the very start, we have to mention that a carpenter and a joiner use almost the same tools but the main difference between them is that a joiner makes the furniture of a house whereas a carpenter makes the roof, but some joiners are also carpenters and

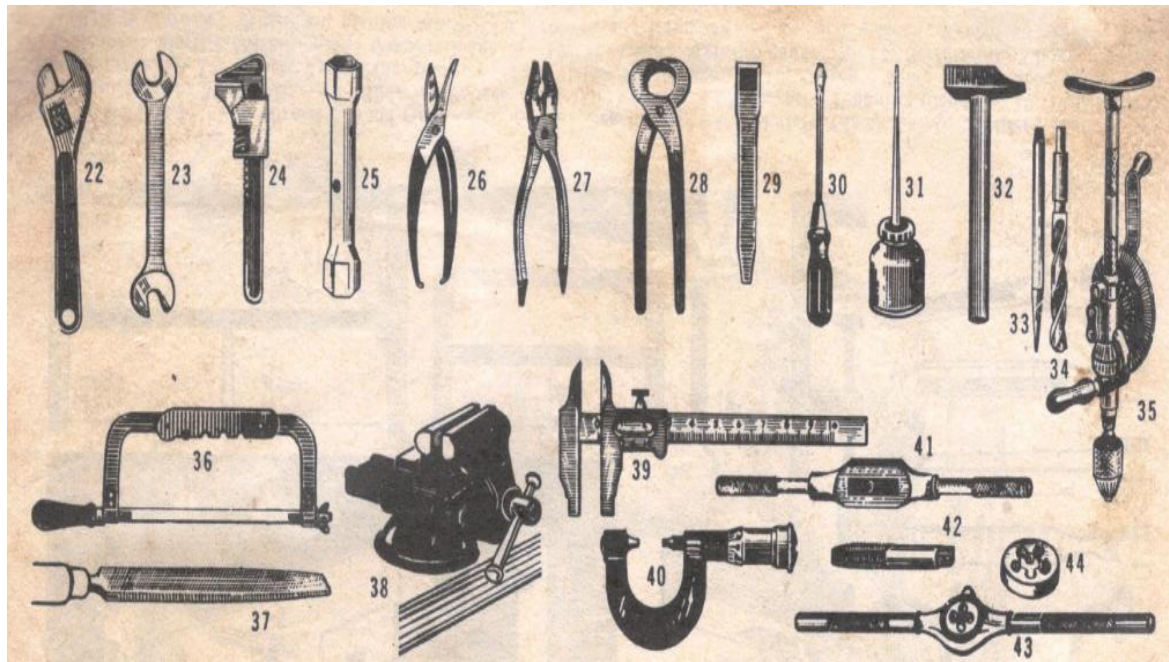
some carpenters are joiners. According to Prigent (1983: 3) and Larousse (2000: annex pages), a carpenter uses different tools. They list the following terms and images:

- 1) (établi) bench
- 2) (presse) wood-vice
- 3) (griffe) bench-stop
- 4) (Volet) clamp
- 5) (Maillet) mallet
- 6) (boîte à onglet) mitre-box
- 7) (équerre) square
- 8) (mèche) bit
- 9) (bouvét) tonguing-plane
- 10) (buillaume) rabbet-plane
- 11) (rabot) jack-plane, plane
- 12) (vilebrequin) a brace
- 13) (ciseau à bois) chisel, wood chisel
- 14) (bédane) mortise-chisel.
- 15) (gouge) gouge
- 16) (trusquin) marking-gauge
- 17) (serre-joint) clamp, cramp



- 18) (scie à araser) tenon-saw, planing-saw
- 19) (scie égoïne) hand-saw
- 20) (scie à tenon) tenon –saw
- 21) (scie à refendre) bold-saw
- 22) (clef anglaise): crescent (type) wrench

Ref : A Photocopy from **Larousse de poche, dictionnaire bilingue, Français –Anglais ; English- French**, annex pages.



- 23) (clef plate) double-ended, spanner , or in American English : an open-end wrench
- 24) (clef à molette) adjustable wrench ,or in American English : a monkey wrench
- 25) (clef à tube) box-spanner. It's also called ' socket wrench' in American English
- 26) (cisailles) shears
- 27) (pinces universelles): universal pliers
- 28) (tenailles): pincers
- 29) (burin) cold chisel
- 30) (tournevis) screwdriver
- 31) (burette à huile): oil-can
- 32) (marteau): hammer
- 33) (pointeau) : punch
- 34) (foret): drill.
- 35) (chignole) breast- drill
- 36) (scie à métaux) hack-saw
- 37) (lime) file
- 38) (étau) engineer's vice
- 39) (pied à coulisse) calipers
- 40) (palmer) micrometer
- 41) (tourne - à- gauche) wrench
- 42) (taraud) screw-tap
- 43) (porte-filière) circular die-stock
- 44) (filière) circular die.

III. Teaching materials to pupils of carpentry and joinery schools

1. Introduction

After giving some items in the first chapter, the second is about samples of texts and teaching materials in carpentry and joinery schools.

Our objective is to help teachers of English find reliable material for their teaching. Indeed, we've found that it is very important to adapt the material to pupil's domain and level. That is why, teachers should know what and how to teach in technical sections. We propose a sample of technical texts because studying a text which has no relationship with the domain or level is boring and tiresome for the learners. It's also a way of discouraging the learner who confronts difficulties when he studies other materials different from his own specialization.

Then, in order to clarify teaching material in carpentry and joinery domains, we find it better to proceed in the following way:

We first present a text. Then, we make it followed with some definitions of the vocabulary and expressions found in the text, and we provide some reading comprehension activities. Some of the new words are accompanied with phonetic transcription to help the learners of English as a Foreign Language (EFL) remember their correct pronunciation. The new material is also reinforced in some writing activities and through visualization in different drawing illustrations.

2. Text 1. A Carpenter, a bricklayer and a joiner

A carpenter is a very important person in the society since he builds houses for human beings. For instance, people cannot suffer from cold weather, heat and so on because carpenters are found everywhere in the society. A carpenter has nothing to do in case a bricklayer doesn't intervene. The bricklayer makes the wall and the carpenter climbs up to make the roof of the house.

In addition, we cannot forget a joiner when we speak about building a house. A joiner is as important as a carpenter and a bricklayer. He makes the furniture of a house. Tables, cupboards, chairs, lamp supports and benches constitute the result of his hands. He works on a big and large table called 'bench'. When he perforates wood, he uses a chisel and a mallet. A mallet is a wooden hammer without any claw. Many other tools

are used by a joiner and the list is very large. We can cite: pincers, universal pliers, hack-saws and hand-saws, planes and trying planes, square and so on.

- ***Vocabulary and expressions***

1. Roof (plural form: roofs): A roof is a structure covering or forming the top of a building.
2. Bricklayer: A bricklayer is a person who arranges the bricks while building.
3. Furniture of a house: Tables, beds, cupboards and so on in a house constitute the furniture of a house.
4. a claw : A claw is a forked part of a hammer used to pull a nail out from wood.

- ***Reading for better understanding***

A. Read the text above and answer the questions based on it:

1. What's the main job of a carpenter on a house?
2. How many carpenters are there in the society?
3. Is a bricklayer as important as a carpenter? Explain your answer.

B. Multiple choice form

1. Point up the correct answer:

- a. A carpenter is more important than a bricklayer
- b. Making roofs is the job of a joiner and a bricklayer.
- c. The work of a bricklayer can be confused with that of a carpenter.
- d. Both, the carpenter and the bricklayer are very important in the society.
- e. A wooden hammer also has a claw.

2. Choose the correct answer

- a. A large and big table of a joiner is a Mercedes Benz.
- b. Bricks are also called tools.
- c. Another name of tables, chairs ... in a dining-room is furniture
- d. A carpenter can't be a joiner.
- e. A bricklayer is also called carpenter.

3. Another title of the text can be

- a. A carpenter is more important than a joiner.
- b. Works of carpenters, bricklayers and joiners.
- c. A joiner works harder than a carpenter.
- d. Building a house, a difficult task.
- e. Air planes moving in the sky.

After answering the multiple choice form questions, hachure the square which corresponds to the answer in the following chart:

	A	B	C	D	E
1					
2					
3					

- **Phonetic transcription**

- 1) carpenter /'ka:pəntə/
- 2) bricklayer / brik'leiə/
- 3) joiner / 'dʒɔɪnə /
- 4) house [haus] / houses / haʊzɪz /
- 5) weather / 'weðə /
- 6) intervene / ɪntə'veɪn /
- 7) chisel / 'tʃɪzl /
- 8) furniture / 'fɜ:nɪʃə /
- 9) bench /bentʃ /
- 10) mallet / mæɪlɪt /
- 11) hacksaw / 'hæksɔ:/ and handsaw / 'hændsɔ:/
- 12) pincers /'pɪnsəz / pliers / 'plaiəz /

- **Composition**

Build a logic paragraph containing the following twelve words below: Carpenter – bricklayer – joiner – house – weather – intervene – chisel – furniture – bench – mallet – hacksaw – pincers.

- **Visual Aids:** Look at the following images for better understanding.





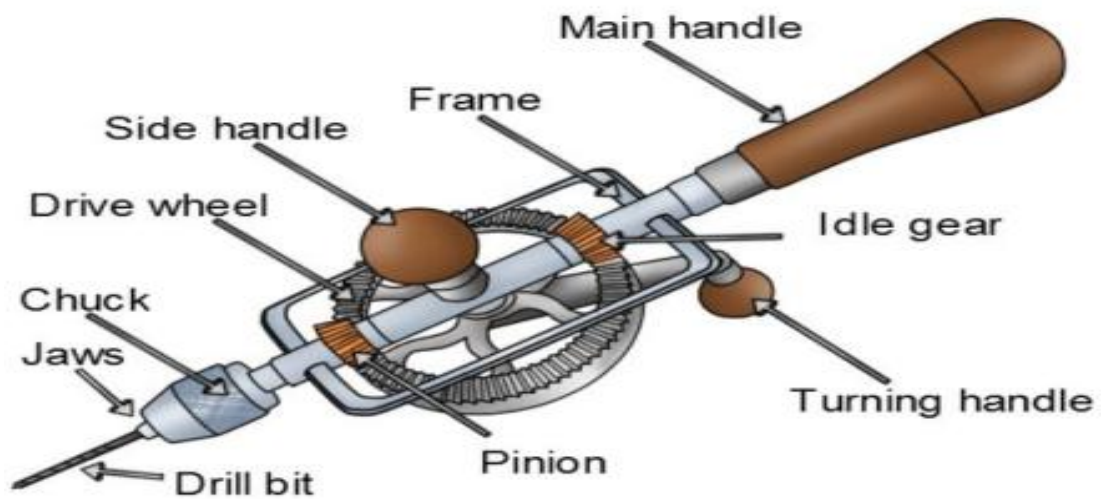
How Sharp Should a Machete Be? - Knife Up



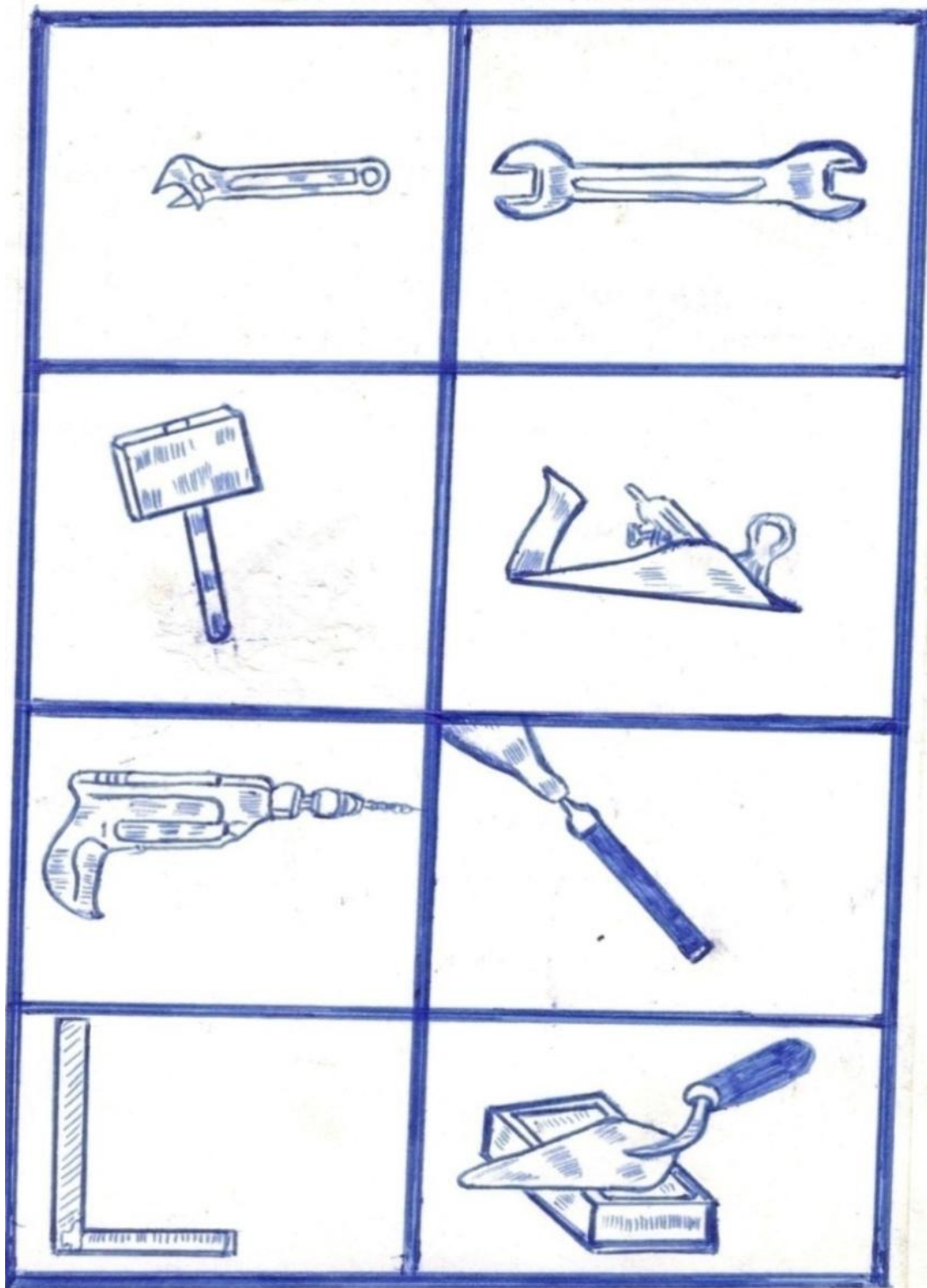
Details about 12 inches 30cm Construction Carpenter Ruler L Shape ...

Ref: www.123rf.com consulted on 10 March 2021

A drill and its parts



A crescent wrench/type wrench 2. An open-end-spanner 3.a mallet 4. A planer 5. A drill 6. A screwdriver 7. Square 8. A trowel on a brick



Reference: These images were drawn in April 2021

Exercise : Identify the following tools : 1. Handsaw, 2. Knife 3. Plane 4. Axe 5. Chisel 6. Drill 7. Square 8. Screwdriver 9. Pliers 10. Hammer 11. Club hammer 12. Hacksaw 13. Ruler



Ref: www.123rf.com Consulted on March 10th 2021

3. Text 2. A hammer and a mallet

A hammer and a mallet are both of them tools used by a joiner. A hammer is different from a mallet in its form and role. A hammer hits a nail whereas a mallet hits the handle top of a chisel.

Also, a hammer is a tool with a heavy metallic head used for breaking things or hitting nails. It has three main parts. We have a handle, a claw and a head. When a joiner or a carpenter hammers, it's the head of the hammer which hits the nail. The

joiner or the carpenter holds a handle when he uses a hammer. A handle is most of the times made of metal or wood. A claw is used to draw out a nail from wood.

Some hammers have no claws. They are simply formed of a big head and a handle. This kind of hammer is called "club hammer" and it is mostly used by a bricklayer.

However, a mallet is a kind of hammer with a long wooden handle and a wooden head, used for hitting surfaces different from the head of a nail. A mallet is most of the times a tool of a joiner rather than a tool of a carpenter.

- ***Vocabulary and expressions***

- 1) whereas / 'wəʊr'æz / conj: in contrast, while
- 2) To **break** / breik / , broke / brəuk / , broken / brəukn / - into /in sth : 'to damage and separate into two or more parts as a result of force.
- 3) To hit / hit / , hit/ hit / , hit/ hit / is to strike somebody or something with the hand or with an object held in the hand.
- 4) heavy / 'hevi / , adj . (-ier , - iest): which weighs a lot, difficult to lift or move.
Example : The box is too heavy for me to carry
- 5) to draw out / drɔ:aut / = to pull away

- ***Phonetic transcription***

- 1) hammer / 'hæmə /
- 2) mallet / 'mælit /
- 3) tool / tu:l /
- 4) chisel / 'tʃizl /
- 5) heavy / 'hevi /
- 6) head / hed /
- 7) wood / wud /
- 8) club hammer / klʌb'hæmə /
- 9) nail / neil /
- 10) handle / 'hændl /

- **Composition**

Compose a paragraph which contains the following words: Hammer – mallet – tool – chisel – heavy – head – wood – club hammer – nail – handle – claw,...Add other words to complete your text.

- **Visual aids :**

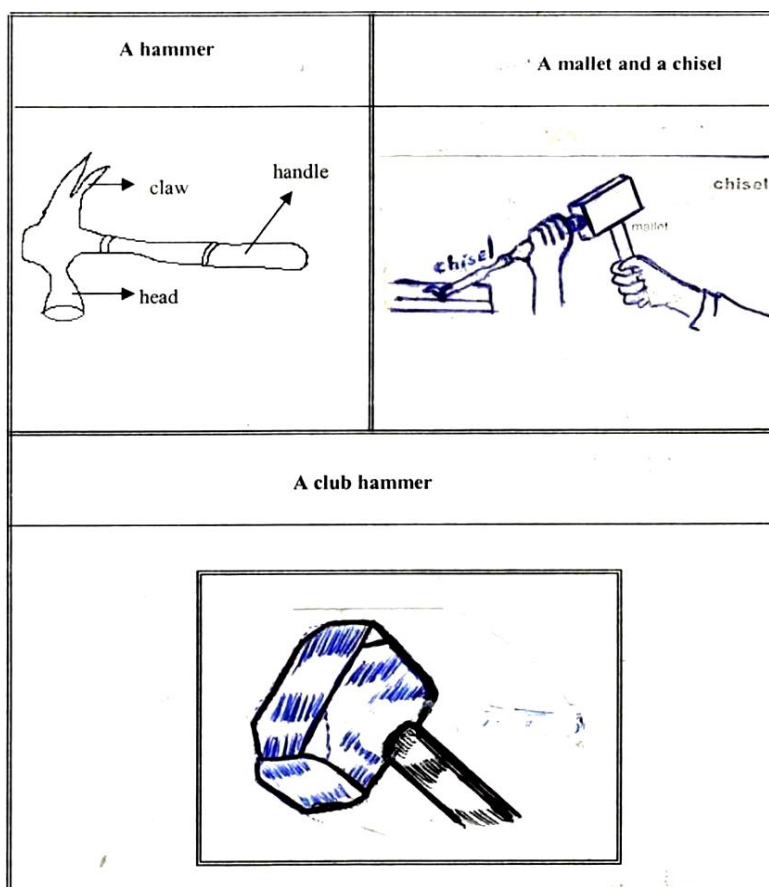
The parts of a hammer



These are club hammers



Ref: www.shutterstock.com>search ha.../ www.123rf.com



Ref: *The above images were drawn in 2021*

IV. Teaching materials

1. Vocabulary

According to the national programme (1982:7), five hundred of active vocabulary words and further number of passive words are to be acquired at the basic level of English while teaching English in general sections. This amount of items should enable pupils to solve problems of listening, reading, speaking and writing. Then, in order to reach this objective, texts must be well selected taking into account the pupils needs and sections. So, if a pupil is in General Pedagogy, he should study general English adapted to his line of studies and if the is in carpentry domain, materials should be about carpentry. If he is in electricity section, he should study English about wires, poles, ties, derivation boxes and so on.

In technical classes, in general and in carpentry and joinery schools in particular, the same objective should be reached and all the texts studied in the

classroom must help the learner acquire new English terminologies from his own domain.

Also, in order to develop knowledge of the pupils, the teacher should do his best to apply the above four skills through words or items from the domain itself. For instance, words like hammer, handsaw, hacksaw, screwdriver, screw and so on should be at the basis of a vocabulary lesson. The pupils must, at the very start, be accustomed to them.

However, teaching vocabulary does not mean making pupils memorize new items, but those items must be taught through certain context and situation. That's to say, pupils should not be pumped with new items without knowing how to use them in a coherent way. That's why, when a teacher starts his vocabulary lesson, he has to check if the new words are appropriate and well adapted to the level of his learners. Then, he introduces them in a situation or a logic sentence. If the items are difficult to understand, the teacher can help his pupils guess the meaning of words from the context or he may pre- teach those new items to avoid comprehension problems.

In the course of Special Didactics, the methodology of teaching vocabulary consists of the following strategies:

1. The selection and presentation of the new item.
2. The controlled practice and the checking
3. The free practice.

So, the teacher must make effort in order to teach the above methodological procedures through the following strategies: synonym and antonym, cognate, definition or explanation, visual aids, demonstration... Then, while explaining every new item, a very useful technique to be used is that of Gower and Walter. It consists of asking questions in order to discover what the word signifies and what it does not signify. In technical schools where the number of hours is not sufficient, another strategy can be added. It's the translation technique. In fact, it is not a big matter if the teacher gives the French equivalent of a technical word which is very difficult to explain. In this case, the teacher has to insist on the item by whispering it, but not loudly. Example: Pupil: 'What's a hammer'? Teacher: 'marteau'

To sum up, the translation technique of a item is used when the teacher finds that pupils have met difficulties in the understating of the new word. So, he simply says,

for example: “pincers” means “ténailles” since this item easily brings to confusion with the French item “pinces”. Also, visual aids or illustrations are very important. They easily push the learner to understand. So, it is better to start teaching the lesson by the didactic material so that the learners can easily get interest in what is taught. Otherwise, the learners do not care much about what is taught to them. To sum up, pupils easily understand in case the teacher shows them the didactic materials he foresaw or when he draws on the chalkboard.

2. Teaching vocabulary through the text

“A Hammer and a mallet”

***Introduction**

According to Joiner E. quoted by BOUCHARD D. et al. (1973-78: 100), “beginning students learn to communicate well when their oral language practice involves realistic and meaningful use of the language”. He wants to say that there is communication in case the teacher makes pupils practice items which are adapted to the pupil’s domain rather than focusing on a domain which is not realistic and meaningful about the learner’s orientation. In the section we are dealing with, the material to be taught should comprise technical terms of carpentry and joinery in order to arouse interest from the pupils or the learners.

-*Teaching vocabulary from “A Hammer and a mallet

1. Draw out = to pull away (definition/demonstration). When the joiner draws out a nail, he uses the claw of the hammer.

When the teacher uses definition, he may simply say that ‘to draw out’ is to pull away from wood, for instance. When he uses demonstration, he may demonstrate in case he has a hammer, but if he has no hammer, he may demonstrate through his two fingers (the index and the long finger, for example) after bending all the other fingers. This demonstration will, at least make pupils understand.

If the teacher uses Gower and Walter’s technique, he will ask the following questions:

- a) What does a joiner use to enforce a nail into wood? Answer: A joiner uses a hammer to enforce a nail into a wooden thing.

- b) What's the main tool of a carpenter when he fixes a nail into wood? The main tool the carpenter uses is a hammer.

Mallet = A mallet is a hammer made of wood. It is a wooden hammer (Definition and drawing).

Look at the following mallets



Model sentence: A joiner uses a mallet to hit the handle top of a chisel. Question: What does a joiner use to hit the handle top of a chisel? Answer: He uses a mallet.

- What do we call a hammer made of wood only?

Answer: A hammer made of wood is called a mallet.

3. **Hit** (irregular verb) is a verb in the simple past. So, '**hit**' is the past participle of '**hit**'. In fact, '**to hit**' is to strike somebody or something with the hand or with an object held in the hand (Definition).

Model sentence: Kibotine always **hits** his wife Sinasura when he is drunk.

Question: What does Kibotine always do when he is drunk?

Answer: Kibotine always **hits** his wife Sinasura when he is drunk.

Question: What's the reaction of Kibotine when he is drunk?

Answer: Kibotine always **hits** his wife when he is drunk.

3. **Heavy** (adj.). A heavy metal is a metal which weighs a lot. A heavy thing is difficult to lift or to move. Example: A child cannot carry a heavy stone to build a foundation wall.

4. **Reading comprehension** from the text "A Hammer and a mallet"

- Introduction

Before talking about reading comprehension, let us define what reading is. In fact, according to Kenneth Goodman (1976:6), reading is "a process in which a person reconstructs a message encoded by a writer in a printed language".

From the definition above, Goodman found that reading is an active language process which highly depends on prediction. Then, he emphasizes on the meaning of reading as a language process. Reading is affected largely by the same factors which affect oral language among which we find the system of syntax, semantics and phonology.

Apart from Kenneth Goodman, Sylvia Ashton Warner quoted by Barbara E. R, (1984) views reading as a natural extension of the oral language process. She takes reading as an intensely personal act in which the individual attempts to interpret, to assimilate and to react to verbal expressions encoded in a printed work.

So, teachers of technical classes especially those of carpentry and joinery classes must teach reading comprehension since it extends the oral language process, and must do their best to use items adapted to the pupil's domain.

In this part about reading comprehension, we use two sorts of questions. First, we ask pupils to answer questions without choosing answers which are given. Then, we provide a multiple choice form to check if pupils are able to choose the correct or wrong answer from the given statements. At the end, we foresee a chart to be hachured.

- Reading comprehension

A. Read the above text and answer the following questions about it. :

1. Who always uses a hammer and mallet?

Answer: A joiner always uses a hammer and a mallet.

2. What elements can give the difference between a hammer and a mallet?

Answer: The difference is found from their form and role. For example, a hammer is used to enforce strongly the metallic nail into wood but a mallet beats a wooden nail or thing.

3. What's the role of a hammer in the work of a joiner?

Answer: While the joiner is working, he uses a hammer to break things or hit the head of metallic nails .

4. What is the role of a mallet according to the text

Answer : According to the text , a mallet is a wooden hammer used to hit surfaces different from the head of a metallic nail.

5. What are the main parts of a hammer?

Answer : These are the main parts of a hammer : a head , a claw and a handle

B. Questions in multiple choice form**1. Point up the correct sentence**

- A. The head of a hammer draws out a nail.
- B. The claw is used to hit the nail.
- C. A nail is a part of a hammer.
- D. A handle is what the joiner holds with his hand when he works
- E. Hammers without claws are called hoes.

2. Choose the correct answer :

- A. A club hammer has no claw.
- B. A bricklayer doesn't use a club hammer.
- C. A mallet is mostly used by a bricklayer.
- D. A mallet hits the head of a metallic nail.
- E. A hammer with a claw has the same role with a mallet.

Notice: After answering the multiple choice questions, hachure the square which corresponds to the answer in the following chart:

	A	B	C	D	E
1					
2					

Teaching Dialogue***Introduction**

A dialogue is an oral and fluent exercise of speaking. It enables the learner to talk to one another in order to use the target language appropriately in different contexts or situations. It deals with activities of reinforcement of grammatical structures, rules, vocabulary and so on.

The main objective of teaching dialogue is to develop communicative competence. It usually reinforces structures and new vocabulary items which have been taught especially when the teacher leads pupils in order to perform a dialogue in a realistic context. It gives a good example of how the language is actually used in every

day conversation used by native speakers. It also helps to make the language alive for the learners. That is why, it is recommended to the teacher to show how

- to greet each other or one another
- to give directives
- to apologize
- to ask for pieces of information and to give them
- to command or order and so on.

In our work, we are concerned with giving proposals about how to teach dialogues to pupils in general and to those of technical classes in particular. We, then, want to help and lead the teacher so that he can create interest in the class since a dialogue motivates pupils to try to apply what they have already learnt. We also have to notice that dialogues are not exhaustive i.e. they can be modified by the teacher according to the previous materials the teacher taught. So, it's an exercise of assimilation and reinforcement.

***Different methodological procedures of teaching dialogue**

Different methodological procedures of teaching dialogue should be applied by the teacher. Here, they are:

- a) First, the teacher gives a brief account of the dialogue followed by questions and answers to check the pupils' skill.
- b) Then, he orally presents the dialogue i.e. he plays all the roles.
- c) He distributes the different roles to his pupils. Here, the teacher does his best to lead the pupils so that they can perform the question: 'What does ...say?' in order to foresee the interaction between him and his pupils, and to create the interaction among pupils i.e. the pupils –pupils interaction.
- d) There is, then, performance of every role.
- e) The teacher leads his pupils so that they can memorize the dialogue. For instance, he can progressively erase some words from the chalkboard while pupils are repeating the dialogue. If he does not erase some words, he may ask his pupils to repeat what they have read. That's what is called reading memorization.
- f) The erased dialogue is performed by the Teacher and the pupils, then, by the pupils – pupils.

- g) As a reinforcement, pupils create their own dialogues referring to the memorized dialogue.

In order to provide material to teachers of technical classes, especially those of carpentry and joinery domains, let us give a sample of what they can, at least, do in order to reinforce the pupil's knowledge about vocabulary, comprehension, grammar,...

***Dialogue from the text: "A hammer and a mallet"**

This dialogue is between a young boy, Answer, who wants to increase his knowledge from his Father. In fact, the young Answer has just come from school and, as the teacher spoke about the different tools of carpenters and joiners in the classroom, the young boy, Answer, would like to know more than what he studied at school. His father is happy to answer questions from the young boy, Answer:

Answer: Good afternoon, Father

Father: Good afternoon.

Answer: I'm sorry, Father to disturb you. My teacher spoke about the tools you always use when you make chairs, cupboards, stools, desks and so on.

Father: Young boy, Answer! What did the teacher speak about?

Answer: He spoke about the role of some tools, Father. May you remind me what he said? What do we use to cut metal?

Father: We use a hacksaw to cut metal with.

Answer: What do we use, then, to cut wooden things?

Father: We use a handsaw to cut wooden things with. Look at this one!

(He shows to Answer a handsaw).

Answer: My teacher also spoke of a hammer and added its parts. What are they, Father?

Father: A hammer has three main parts. We have: a handle, a head and a claw.

Answer: Can a hammer of a bricklayer have a claw, Father?

Father: No! That kind of big and heavy hammer is a club hammer. It has no claw but it's made of a heavy head and a handle.

Answer: I really present you my excuses, but I want to know. Can a joiner use other tools apart from a hammer and a screwdriver?

Father: Yes, of course! When a joiner works, he also uses a mallet, a brace, a gimlet, a plane, and so many other tools which are very important and useful.

Answer: Thank you, Father.

Father: Don't mention it.

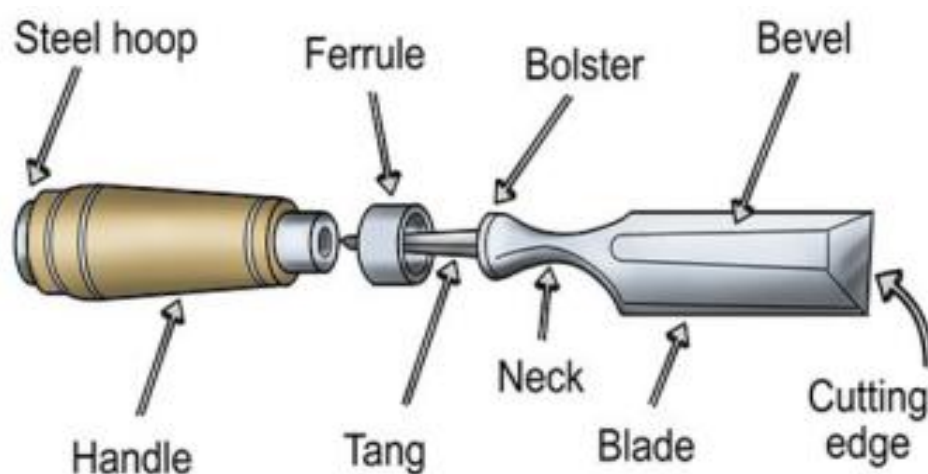
***Dialogue Number 2: The different parts of a wood chisel**

Joy : Mister Answer! Tell me! What are the parts of a wood chisel?

Answer : Here they are: a steel hoop, a handle, a ferrule, a tang, a bolster, a neck, a bevel, a blade and a cutting edge.

Joy : Thank you.

Answer : It was nothing.



***Comment on the dialogues**

The dialogues above are adapted to pupils of carpentry and joinery classes. So, the teacher should do his best to speak about tools and materials related to the pupil's orientation or section at school. Surely, pupils will be interested in the lesson especially if the teacher respects the different strategies cited above.

Apart from the dialogue, some other exercises may be proposed to pupils as a reinforcement activity. New items which have been taught in a vocabulary lesson may also be reinforced in a full lesson of exercises. In this case, the teacher may use substitution drills, close exercises and sentence formation.

Teaching Grammar in technical classes

Introduction

Grammar is very important in teaching activities. It's a way in which words are arranged in phrases and sentences so that the target language can be mastered for comprehension purposes .

In fact , the main objective of teaching Grammar is to acquire new habit of using the target language for communication purposes . Consequently , Grammar is one of the elements that stand at the basis of a language learning , and it is worth taking into account the technical items because we wish to see pupils using the suitable word in its suitable place and circumstance. That's why , while teaching ,our pupils need will not only concern with technical vocabulary words , but they also need to master some rules of Grammar.

As far as procedures are concerned, a grammar lesson may take different forms depending on the approach or method which has been adopted by the teacher. We are not going to develop these methodological procedures since they are clearly explained in many books written by famous pedagogues , and it is not our main concern in this work . Anyway, we may simply cite them to remind the reader about them. We have:

- The presentation stage
- The elicitation stage
- The explanation stage
- The controlled practice
- The free practice stage

Also, while teaching Grammar, the following drills may be used .We have:

- The repetition drill
- The substitution drill
- The transformation drill

Apart from that, the following strategies should be used by the teacher as far as Grammar is concerned :

- Grammar situation
- Grammar progression
- Presentation of rules

Teaching grammar from the text: “A hammer and a mallet”

While exploiting this text, the teacher should allude to grammatical notions, too. For instance, he can teach the plural form of nouns.

The plural form of nouns. A) General rule

1. In the sentence ‘ *A hammer is different from a mallet*’, the noun ‘ hammer’ is in singular form whereas ‘ hammers’ is in plural form .

2. *A hammer is a tool with a heavy metallic head.* Let’s change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Hammers are tools with heavy heads.* Notice that adjectives in English are invariable .They do not change and behave like adverbs which do not change in plural form.

3. *When a joiner or a carpenter hammers, the head of the hammer hits the nail.* Let’s change that sentence in plural form. After changing the sentence in plural form, we find what follows : *When joiners or carpenters hammer , the heads hit the nails.*

Grammatical Rules

A) First rule

In general, we add - ‘s’ at the end of the noun to change it into plural form. Then, this is the structure: NOUN + S. The following chart shows what a teacher in a technical class of carpentry or joinery domain has to talk about.

Number	Item in singular form	Item in plural form
1	Hammer	hammers
2	wooden vice	wooden vices
3	Clamp	Clamps
4	Mallet	Mallets
5	Square	Squares
6	Plane	Planes
7	Braces	Braces
8	Chisel	Chisels
9	spanner	spanners
10	screwdriver	screwdrivers

B) Second rule

- *A switch is most of the times fixed near the door.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows:

Switches are most of the times fixed near the doors.

- *A wooden box is made by using a hammer.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows:
Wooden boxes are made by using hammers.

- *A torch is used by a fitter when he installs a house.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows:
Torches are used by fitters when they install houses.

- *A rafter fell from the roof and smashed a tomato on the ground.* . Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Rafters fell from the roofs and smashed tomatoes on the ground.*

Grammatical rule: When a noun ends in - 'o', 'ch', 'sh', 'x' ... we add **-es** at the end of that noun to make the plural form. These are some other technical terms. Let's change them in plural form, taking into account the above rule.

Number	Term in singular form	Term in plural form
01	bench	benches
02	Torch	torches
03	wrench	wrenches
04	fish	fishes
05	monkey- wrench	monkey – wrenches
06	Mango	mangoes
07	Tomato	tomatoes
08	Dish	dishes
09	Box	boxes
10	Bus	buses

C) Third rule

1. *A good knife ends with a handle.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Good knives end with handles.*

2. *An old wife shouldn't become a carpenter for matter of prudence.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Old wives shouldn't become carpenters for matters of prudence.*

3. *Yesterday, a joiner cut his calf with a handsaw.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Yesterday, joiners cut their calves with their handsaws.*

As far as the grammatical rule is concerned, a noun ending in –‘ f ’ or ‘fe’ changes ‘f’ or ‘fe’ into ‘-ves’, except what we find in the following chart :

Number	Noun in singular form	Noun in plural form
01	Roof	roofs
02	Dwarf	dwarfs
03	Chief	chiefs
04	Gulf	gulfs
05	strife	strifes
06	Fife	fifes

D) Fouth rule: words ending in ...y

1. *A baby should not climb up the roof.* . Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Babies should not climb up the roofs.*

2. *A young lady shouldn't play and climb up a rafter in the ceiling.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *Young ladies shouldn't play and climb up rafters in the ceilings.*

3. *The body of a joiner is strong because he usually works much.* Let's change that sentence in plural form. After changing the sentence in plural form, we find what follows: *The bodies of joiners are strong because they usually work much.*

Grammatical rule: When a noun ends in a consonant and -y, this – y changes into i+ es to make the plural form.

This is the structure: **Noun + consonant + y → noun+ consonant + i- es**

These are other examples. Read them.

Number	Noun in singular form	Noun in plural form
01	baby	babies
02	body	bodies
03	Lady	ladies
04	study	studies
05	City	cities

E. Exceptions

Some nouns do not respect the common grammatical rules to form the plural form. We call them exceptions. These are some examples:

Number	Noun in singular form	Noun in plural form
01	man	men
02	woman	women
03	Child	children
04	Foot	feet
05	mouse	mice
06	tooth	teeth
07	goose	Geese

Conclusion

The present work deals with an attempt of giving some guide lines for the teaching of English in carpentry and joinery classes. We stressed on the technical concepts which require special tact, will and courage in order to adapt the material to be taught to pupils in technical classes. Through the present research paper, it has been revealed that the Books of Mills in *English for Africa* suggest nothing about technical sections such as carpentry and joinery domains. They are about the English to be taught to pupils in Pedagogy section, not in Carpentry and joinery classes.

To sum up, this work is a tool about what to teach and how to teach English in carpentry and joinery sections. It provides to teachers and pupils the kind of English to be studied in the class since the materials are very well adapted to the pupil's need and orientation. Our investigation has been panoramic. That's why, we basically have this

area open for any perspective researcher, and hope that the present work will serve as a reference to anyone willing to deepen the topic under discussion. He can, for instance, work on: ‘Teaching English in technical classes: case of Electricity domain’.

References

- Bonamy D. (1986) *English for Technical Student I*. London: Longman
- BOX, R.(1977) *Programme d’Anglais, Division des Services Pédagogiques*, Kinshasa: Gombé
- Carteledge et Baly (1982) *An English Course for French – Speaker Book Two*. London: Longman.
- Collin P. et al. (1982) *Harrap’s Shorter French and English Dictionary*. London and Paris , Harrap
- Direction des Programmes scolaires et matériels didactiques (1988). Programme National d’Anglais: Enseignement Général et Spécialisé, Département de l’Enseignement Primaire et Secondaire, EDIDESP, Société Missionnaire de Saint – Paul. Dépôt légal No 274/88, 4e Trimestre:
- Hornby A.S. (2005) *Oxford Advanced Learner’s Dictionary for Current English*, London: Oxford University Press (O.U.P.).
- Kakuhi K. (2024) Séminaire de ‘Techniques de Communication Pédagogique, RDC: Butembo: UPN-UAC
- Larousse (2000) *Larousse de Poche:Dictionnaire Bilingue, Français - Anglais*.Paris: Broadard et Taupin.
- Ndavaro P. (2024) *Méthode de Recherche Qualitative et quantitative*, RDC, Butembo: UPN- UAC.
- Ngunde K.(2023) *A text booklet for learners in Joinery, Carpentry, Electricity and Construction Domains*. Butembo: ISP –Muhangi/ CRIISPM
- Prigent P.(1983) *La Menuiserie à la Maison*. Paris: Technique à l’Education aux Organisations Sociaux (A.T.E.C.S.).

