

### THREE EASY WAYS TO IMPROVE THE PROFICIENCY OF LEARNING ENGLISH FOR AGRICULTURISTS

*Turg'unboyev Muhammadbobur Faxriddin o'g'li*

*Namangan chet tillati instituti o'qituvchisi*

*Email: boburteacher99@gmail.com*

**Abstract.** The main objective of this article is to highlight the importance of learning English for the students who opt to work in agriculture and offer some ways to enhance the proficiency of learning English for agriculture students. Learning English is crucial for students pursuing a career in agriculture because it opens up a world of knowledge, communication, and opportunities. In an increasingly globalized world, the agricultural sector is no longer confined to local practices; it's a vast, interconnected network of research, technology, and commerce. For students to thrive in this environment, a strong command of English is essential. In this article, how the English language and agriculture are connected with each other is demonstrated and some easy and efficient ways to learn English are given. The students in agricultural college are chosen as a sample population of this study and most students are inclined to learn English much easier and further boost their interest towards the sphere they have chosen. The result of this study is expected to help both teachers and students to achieve their goals, like for teachers – making to teach especially new vocabulary efficiently, using new teaching strategies which encourage their students to learn more and enhance their skills.

**Key words:** learning English, agriculture, new vocabulary, specialized vocabulary, terminology, immersive learning, context-based learning, communication, practice.

## **Introduction**

Learning English and teaching it are incredibly important across many different spheres of life. The reasons for this importance can be understood through two key concepts: English as a lingua franca and English as a gateway to specialized knowledge and opportunity. Learning English is not just about communication; it is about access. It grants access to global knowledge, professional networks, and career opportunities in almost every field. For educators, teaching English means providing students with the keys to unlock these doors, equipping them with a tool that will empower them to compete and succeed in a globalized world. English and agriculture are broadly connected because English is the global language of science, research, and business, and agriculture is a major global industry. This connection is vital for modern agricultural practices, research, and trade. In the first place, English is access to knowledge. The latest agricultural research, including studies on crop science, genetic engineering, and sustainable practices, is predominantly published in English. Major international agricultural organizations like the Food and Agriculture Organization (FAO) and the Consultative Group on International Agricultural Research (CGIAR) publish their crucial reports, data, and technical guidelines in English. Without proficiency in the language, agricultural professionals would be unable to access this cutting-edge information and remain isolated from global advancements. Secondly, English serves as the primary language at international conferences, workshops, and forums where experts, researchers, and policymakers from different countries share knowledge and collaborate on solutions to global challenges like food security and climate change. It also enables professionals to connect with peers, share their own findings, and build networks that can lead to partnerships and professional growth. Last but not least, agriculture is a key component of international trade. English is essential for navigating the global market. It allows farmers and agribusiness professionals to negotiate with foreign buyers and suppliers, to understand international market demands and regulations. In essence, English is the tool that bridges the gap between local farming practices

and the global agricultural system, making it indispensable for anyone looking to have a successful career in the field today. The significance of English proficiency in agricultural communication cannot be overstated. With English widely recognized as the lingua franca of international trade, diplomacy, and academia, its relevance extends far beyond native English-speaking countries. As emphasized by Horton and Barker (2019), English proficiency enables farmers, researchers, policymakers, and industry stakeholders from diverse linguistic backgrounds to engage in effective knowledge exchange, technology transfer, and market access.<sup>1</sup> However, there are also some challenges which make learning process difficult for agricultural students. Language barriers persist within and across agricultural communities, hindering effective communication and knowledge exchange. These barriers are exacerbated by factors such as limited access to language education and training, cultural differences, and unequal distribution of resources. As noted by Bello-Bravo and Tippins (2021), addressing these language barriers is essential for promoting inclusivity, diversity, and collaboration in agricultural development efforts<sup>2</sup>. For these reasons, it highly essential for teachers to establish new and effective teaching methods steadily to make learning process easier.

### **Methods**

B2 level students of agricultural college are selected as a research population to study the effectiveness of proposed ways to improve the proficiency of learning English for students in the field of agriculture. This research involves 20 students and they were all non-native speakers and had similar scores on a proficiency test administered at the beginning of the semester. At first , 20 students were divided into two groups randomly and the group A was continued to be taught using the materials according to the curriculum and the group B was assigned to be taught through specialized vocabulary and terminology, immersive learning and context-based learning as well as communication and practice for a month.

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<sup>1</sup> Language bridges in agriculture; exploring the vital role of English proficiency in connecting diverse agricultural communities and practices. Smbm Arshad. (2024)

<sup>2</sup> Language bridges in agriculture; exploring the vital role of English proficiency in connecting diverse agricultural communities and practices. Smbm Arshad. (2024)

<https://scientific-jl.com/>

Here is the explanation of the methods which were used for the group B.

The first one is giving importance to Specialized Vocabulary and Terminology

The agricultural sector has its own unique lexicon. Focusing on this vocabulary is the fastest way to become proficient in professional contexts.

For example Vocabulary Apps and Dictionaries are the best to improve vocabulary. It is beneficial to use mobile apps or online dictionaries specifically designed for agricultural terms. Since these resources often provide clear definitions, pronunciations, and examples in context.

Creating a Personal Glossary is also highly beneficial. As a teacher it is crucial to Encourages students to keep a personal glossary of new agricultural terms they encounter in textbooks, research papers, or lectures. They can organize it by subfield (e.g., crop science, animal husbandry, soil management).

The second one used in the our study is Immersive and Context-Based Learning

Learning is most effective when it is directly relevant to the student's field.

Students are motivated to read Agricultural Journals: Reading professional journals, magazines, and research articles in English is an excellent way to absorb technical vocabulary and improve reading comprehension. The FAO learning Academy offers free multilingual courses, many of which are in English.

Watching Documentaries and Videos is also encouraged. Documentaries, webinars, or YouTube channels about global agriculture, farming techniques, and agribusiness in English can help improve listening skills and provides visual context for new terms. Finally, take online courses from international universities through platforms like Coursera or edX cannot be also neglected as these courses cover a wide range of agricultural topics and are often taught in English, which allows students to learn a subject while simultaneously improving their language skills. Last but not least, through communication and practice agriculture students are proven to boost their skills in their field increasingly. The Constructivist Theory of Learning aligns well with the practical nature of agricultural education by

emphasizing the importance of experiential learning. Dewey (1938) and Piaget (1954) argue that learners construct knowledge most effectively through experience and reflection. This theory informed the inclusion of experiential learning opportunities, such as fieldwork, internships, and practical exercises, where students could apply their English skills in authentic agricultural contexts. These activities not only promote deeper understanding and retention but also help students develop critical thinking and problem-solving skills essential for professional success in agriculture.<sup>3</sup> Practicing communication is essential for fluency. Language Exchange Apps: Apps like Tandem or HelloTalk allow users to connect with native English speakers who are also interested in agriculture. This provides a platform for real-time conversation and helps students practice their speaking skills in a natural, low-pressure environment. Participating in English-language forums, social media groups, and communities for farmers, agricultural students, and researchers is a great way to practice writing and reading in a collaborative setting. Role-Playing Scenarios: Practicing role-playing conversations related to agriculture, such as discussing crop yields with a foreign buyer, presenting a research proposal, or negotiating with a supplier builds confidence and prepares them for real-world interactions. By combining these methods, agriculturists can move beyond basic English and gain the specialized language skills needed to succeed in a globalized industry.

## **Results**

The finding of the research shows that using above mentioned three ways can enhance the proficiency of learning English for agriculturists. This can be seen from the result analysis of tests, it was noted that at the early stage of the research, the students were weak in English, especially to memorize new words in the texts and comprehending overall meaning of the passages and to speak coherently before using the methods in the study. Theoretically, the enhancement was achieved because the students had been treated with the method above. The students make

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<sup>3</sup> Improving English proficiency among agriculture students: an intervention using CLT and CLIL methods. Sajida Bhanu, Vijiyakumar. S. (2025)

progress in their vocabulary with the method applied. This can be seen from the score gained by the students in the test. It was identified that after being treated with the method, the teaching learning process become much better and enjoyable and effected positively to enhance students both lexical resource and reading comprehension. Implementing this method is deduced to bring a good impact to students to have

a greater motivation to learn English and improve their professional skills

a meaningful visual image upon what is described in the texts

an opportunity to learn new words in the texts and make conversations with each other about their sphere

### **Discussion**

Based on the findings of the implementation of the aforementioned methods, any English teacher can use this method to teach English to any EFL students to boost their professional skills . As a result, the process of teaching and learning become more creative and enjoyable. For the future researchers the finding of this research project can also be used as references. They, future researchers can also carry out this method for other level at which to strengthen the present result so that they can be applied for more classroom setting.

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