

OUR TEACHERS: COLLECTED MEMORIES OF PRIMARY EDUCATION IN DERBYSHIRE SCHOOLS FROM 1944 - 2009

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Abstract

This paper presents findings from narrative interviews undertaken with 24 narrators who attended primary school in the decades from 1944 - 2009. Deductive themes were first selected by examining the quantity of content and relevance to the study. Four deductive themes were drawn from the narrators' recollections: *Our Teachers*; *The Lessons We Learned*; *Our Friendships and the Games We Played* and finally *The Books we Read*. The focus of this paper is on the findings from one of the deductive themes: *Our Teachers*. Once the stories had been transcribed, they were analysed for inductive themes. These were identified as: *Pupil-teacher relationship*, noted across each of the decades. A *gendered workforce*, reflected in each decade, except 1999-2009. *Teacher personality* was common across all decades. *Corporal punishment* was common in the decades from 1944-1987, but not present after 1987. Finally, *Teacher professionalism* was a prevalent theme in most decades except 1999-2009. Key findings related to the connections that come with the relationship the teacher forms with their pupils. Teachers who break the mould are well remembered by pupils. The nature of the primary school workforce has changed since 1944, and is now female dominated. Because of changes to legislation, the role of the teacher has evolved, the changes in professional behaviour are noted in the narrators' stories, from decade to decade.

Keywords: *Memories, education, teachers, schools, narrative.*

1. Research context

In this paper, I share findings from one of the deductive themes from a larger piece of research, which utilizes narrative inquiry to understand people's personal perspectives on the phenomena of their experience at primary school. The overarching aim of the research was: *To understand the changing nature of primary education in Derbyshire schools through the stories of those who have experienced it over 65 years from 1944 – 2009*. There were 24 participants, male and female, four from each decade, 1944-1954, 1955-1965, 1966-1976, 1977-1987, 1988-1998 and 1999-2009. These participants attended different types of primary schools: two from state schools, one from a church school and one from a private school in each of the decades. There were four research questions:

1. How do narrators from different decades discuss primary schooling?
2. What were the key themes identified from the stories?
3. How do narrators' stories reflect the policy, literature and social context of the era?
4. How do stories of primary school help us understand educational identity?

The research questions provided a platform to explore the application of narrative to understand how narrators from different decades discuss primary school, in relation to a number of themes. Additionally, the research questions presented an opportunity to understand further, how the stories reflected the political and social context of the time, as well as gaining a better understanding of the educational identity of the narrators. The names of the teachers have been changed for ethical purposes; the names I have given to the teachers are reflective of the personalities described by the narrators.

This paper presents findings from some of the narrative interviews undertaken with the 24 narrators. The narrators all gave permission for their names to be used in the research study, when a narrator is cited, the dates in brackets denote the decade that they attended primary school. Deductive themes were first selected by examining the quantity of content and relevance to the study. There were four deductive themes drawn from the narrators' recollections: *Our Teachers*; *The Lessons We Learned*; *Our Friendships and the Games We Played* and finally *The Books we Read*. The stories were then analysed for inductive themes, presented later in the paper. The focus of this paper is on one of the deductive themes: *Our Teachers*.

2. Our teachers

Teachers are at the heart of every school. Many of us remember our favourite teachers, we remember why we liked them and we remember those we liked less well. In the narrators' stories, we see teachers described in many ways and we can see why and how they are remembered. In this research strand, we see how the role of the teacher is varied and how teacher behaviours change over the decades, often alongside the changes in policy and legislation. We see a shift in the teaching profession reflected in the societal expectations and changes over time. The stories demonstrate the influence teachers have on pupils' lives, how their words and deeds have a lasting memory with the narrators. There is a clear picture of how the role of the teacher changes as we move through the decades and how the profession has changed since 1944. I first present the inductive themes, and extracts from the narrators' stories highlighting these themes, with discussion in relation to the social and political context woven through the paper.

3. Inductive themes

Once the stories had been transcribed, they were analysed for common themes. These were identified as: *Pupil-teacher relationship*, noted across each of the decades. A *gendered workforce*, reflected in each decade, except 1999-2009. *Teacher personality* was common across all decades. *Corporal punishment* was common in the decades from 1944-1987, but not present after 1987. Finally, *Teacher professionalism* was a prevalent theme in most decades except 1999-2009.

3.1. Pupil-teacher relationship

There has been much research which illustrates why effective relationships are key for good learning to occur (Muller, 2001; O'Connor, Dearing and Collins, 2011; O'Connor, Collins, and Supplee, 2012) this relates to forming attachments for academic and social adjustment and how good classroom relationships can provide a stable platform for progression through the school years. Effective teachers engage in practice which creates a positive climate for learning (Shelton, 2016). Coe, Aloisi, Higgins and Major (2014) discuss the importance of the quality of interactions between teachers and students, the expectations of teachers and the need to create a classroom that is constantly demanding more, whilst still recognising student self-worth.

In the 1950s and 1960s, school was very different for children to the classrooms of today. During the 1950s, there was a teacher recruitment crisis, with more children being born post-war, these were the 'baby boomers'. Classroom sizes were larger than in most classrooms today, the narrators in these decades often reported on a distance between the pupils and the teachers, which give an indication to the nature of classroom interactions.

Jean (1944-1954): "They were nice but they were very remote, they were the teacher, they were treated with respect and we were just the children that they taught."

A key part of the positive interactions is how the narrators remember their teachers showing an interest in them. Andy and Tony both recall the teachers they liked, because of the interest shown in them, Bruner (1991) referred to canonicity and breach, the idea of breaching the canon relates to the ways that narrators remembered where their teachers had broken away from the archetypal teachers they knew. These teachers 'breached the canon' of the time and this is likely to be why they were remembered so well. In the recollections of those narrators from 1944-1976, those breaching the canon were likely to be the teachers that were well liked. Narrators from the more recent decades tended to report on breach of canon of those teachers whom were disliked:

Andy (1955-1965): "And then we went up to Mr Marvel's class, I think he was the best and most up to date teacher there. And he was really nice and and I remember us being in that classroom and being very happy there. He was the one who always took us to football and cricket and things like that..."

Tony (1966-1976): "I always used to like Mr Wright. He did songs and we did maths with him. He cared about us."

Getting on with teachers is important for healthy development and progress through school, some pupils are quick to learn this and play the games of the classroom (Waters, 2013), conforming to the expectations laid out by the teacher.

Chloe (1999-2009): "I liked having good relationships with my teachers and felt that it was advantageous to have teachers who liked you and wanted to push you to achieve your best."

There are of course relationships that are less positive as experienced by Emily.

Emily (1977-1987): "I think my year 3 and year 5 teacher got me and enjoyed me, my year 4 teacher did not, my year 6 teacher seemed pretty indifferent."

3.2. Gendered workforce

Leading up to the 1950s, the teaching profession was male dominated at both the primary and secondary phases. This was evident in the descriptions the narrators gave of the schools, with some, for example, making reference to the *headmaster*.

David (1944-1954): “There were four teachers, a headmaster and a secretary...”

Jean (1944-1954): “A lot more men then, than there are now, the headmaster was male.

Val (1944-1954): “There were only two teachers... One in the juniors and there was one in the infants and old Mr Jones was the Headmaster...”

David and Kevin (1955-1965): “Strange enough I liked Mr Gamble, headmaster, I found him interesting.”

Simon (1966-1976): “And the headmaster seemed like he was ancient...”

Jon (1977-1987): “He went on to be headmaster...”

With much discourse over the last 20 years on the feminisation of the primary school, the gendered nature of primary schools has changed in the current educational context. Whilst males do not dominate the primary workforce today, it is still a gendered workforce, but now female dominated, with 82.4% female teachers at primary school level in the UK, a proportion that is steadily increasing (British Educational Suppliers Association, nd).

3.3. Teacher personality

The personality of teachers was a theme that resonated across all the decades. This was evident in the way the narrators described their teachers and is reflected in the names that I have given to the teachers in protecting their identity. This theme correlates to the pupil-teacher relationship theme because those that created a classroom climate for learning, which was conducive to the narrators enjoying school, were remembered for that. Conversely, those who ruled by making children fear them, or those who could not manage their classrooms well were remembered for being unkind or ‘off the wall’.

Remembering his teachers’ personalities, *Nic (1966-1976)*: “Yeah the teachers were, with the exception of one or two, slightly eccentric characters not in the way of dangerous or abusive, but you know, looking back to the standards of the 60s the regime was reasonably liberal and teachers were quite sensitive.”

And *Suzanne (1977-1987)*: “Loved them, absolutely loved them at the time, really, you always knew that there were ones that were slightly stricter than others and you knew who they were but they were all really lovely and they had a lot of time and clearly in hindsight really dedicated to what they were doing.”

Amy (1988-1998): “So yeah. I remember that my teacher was really creative, and I remember I wanted to be her when I was older, and we did quite a lot of fun stuff mixed in with that.”

Theresa (1988-1998): “I remember Miss Wild who looked like she’d been electrocuted, because she was so nice but really strange. Miss Super, because she was younger and the cool teacher and played netball...”

Nathan (1999-2009): “...Mrs Noun ... my English teacher, and she was also the leader of the school play, I was always a really, really shy kid... Mrs Noun was probably the one who involved me in things the most, who told me to audition for this school play... she was kind of the one who brought me out my shell a little bit, and helped me to express myself a little bit more.”

Nathan’s story shows how teachers can have a positive impact on our lives, they can influence us to aspire to things we did not know we were capable of achieving. Good teachers are at the heart of effective schools and quality of instruction is at the heart of all frameworks of teaching effectiveness (Coe et al, 2014).

3.4. Corporal punishment

During the 1940s, 50s and 60s, class sizes were large due to the numbers of babies born after the war and there was crisis in teacher recruitment. To keep children in line, teachers were often very strict, it was common for a child to be rapped over the knuckles, on the buttocks or on the palm of the hand with a ruler (Castleow, nd).

Corporal punishment was commonplace in schools, children were often ‘controlled’ by fear. Corporal punishment gave teachers the opportunity to exercise their power with items such as slippers, canes and rulers. There were no common rules across schools, so misdemeanours would be tantamount to five lashes of the cane for instance, whereas other might get five lashes for much more serious transgressions.

Andy (1955-1965) tell us: “Mr Cordial who was very genial, I remember him always having a smile on his face even when he used corporal punishment. He didn’t hurt you on the backside, he never used a cane he used a ruler. A relatively minor misdemeanour was one ruler used on your palm half a dozen times. Next stage was to use about four rulers and bend them back and let them whack down onto your

palm. Then next stage demeanour was hand over, and the edge of the ruler hit on your knuckles – that used to come keen but I loved him, I really liked Mr Cordial.”

Tony attended a church school; he recalled how the nuns could be harsh.

Tony (1966-1976): “I think two or three particular nuns who were teachers at the time... you knew you’d steer clear of really, because they would be dragging you off into the headmistress’s office, who was a nun - and she wouldn’t stand there and take any explanations from you at all. She’d just dish out the cane, or whatever.”

The strictness of the nuns is a clear and lasting memory for Fran, she remembered their harshness vividly and her descriptions depict a hard, frightening classroom where the nuns ruled with severity, chastisement and canes. I felt a strong sense of justice when Fran recalls the time she stood up to the nuns, although she was met with an even more frightening threat.

Fran (1944-1954): “I was told off all the time for talking, and I was threatened with the cane and I happened to say I don’t think nuns should use canes, and they told me “Fran, if you say that again I’ve got five canes and I’ll use them all on you”.... I did suffer the most terrible, awful nightmares where even when I woke up I could not get rid of this feeling of fear. I’m still very anxious and I’m sure it’s goes back to that fear.”

David and Kevin (1966-1976): “... if you’d done something wrong fair enough, Mr Brandish’d give you a slap and that’d be it and it didn’t carry on...”

Rosemary (1966-1976): “...the teacher, her name was Mrs Good-hand, but we called her Mrs Bad-hand because she was very, very stern. She would smack you around the back of the head, we did as we was told.”

Corporal punishment was permissible in schools in England until it was banned in state schools in 1987. The professional nature of teaching has increased over time with standards produced for professional behaviour. The introduction of The Teachers’ Standards, in 2007 and updated in 2011, define the minimum level of practice from trainees and teachers from the point of being awarded qualified teacher status, and are applicable to all teachers who are appraised under the ‘The Education Regulations’ (Department for Education (DfE), 2011). One of the standards states that teachers must ‘establish a safe and stimulating environment for pupils, rooted in mutual respect’ (DfE, 2011: 10). Our contemporary classrooms, and the teachers who teach in them, are therefore now bound by a professional code of conduct. Positive behaviour management techniques are promoted and encouraged by school leaders and inspectors.

3.5. Teacher professionalism

Teaching has developed as a profession since 1944. Le Grand (1997) suggests that there was a so-called ‘golden age of teacher control’ from 1944 to the mid-1970s. During this time, parents of children in state schools were expected to trust the professionals and accept that teachers knew what was best for their children (Whitty and Power, 2000). This is in stark contrast to the education system as we know it today in England. The government makes key decisions about schools, and teachers are highly accountable to the Office for Standards in Education (Ofsted) and for the delivery of the curriculum, exam results, children’s progress and school improvement. Up until the 1970s the state did not seem to want to intervene, even though effectively it paid teachers’ salaries. From the mid-1970s to the current day there has been increasing intervention from the government in education. Arguably, the autonomy afforded to teachers has diminished, with greater compliance expected in relation to outcomes, testing and curriculum delivery.

Teacher professionalism has evolved with the Teachers’ Standards (Department for Education, 2011), teachers are bound by a professional code of conduct that must be evidenced leading up to qualification and upheld throughout their career. Examples of unacceptable teacher behaviour can be evidenced by stories told by some of the narrators attending school prior to 1970.

David and Kevin, (1955-1965): “Mrs Gamble used to send you down to the shops for her fags. You were basically her lackey.” In our education system today, it is hard to believe that children would be sent to the shops to buy cigarettes for their teacher. Emily also shares a story that would now be defined as unprofessional behaviour.

Emily (1977-1987): “Least favourite was Mrs Loathsome, she was bat shit crazy. Brushed her teeth in the middle of lessons, ate ‘Crunchies’ while we all did silent reading, had a heater facing her desk and the classroom was bloody freezing in the winter.” Again, Bruner’s (1991), canonicity and breach can be seen in these recollections. The younger narrators, those attending school from 1988, also remember teachers who did not fit the mould, but stories of unprofessional behaviour are not evident in their narrations, it is likely that this is a result of The Teachers’ Standards (2011).

4. Conclusion

It seems evident that what the narrators remembered are the connections that come with the relationship the teacher forms with their pupils. The narrators tell us about the people these teachers were, their personality and what it was about them, as people that they liked and disliked, when they were pupils in their classes. The narrators are fond of those teachers who helped them to learn, those whom showed an interest in them and those whom they looked up to. Teachers who break the mould are also well remembered by pupils, the narrators particularly remembered those teachers who are eccentric, unkind or different. The nature of the primary school workforce has changed, males do not dominate the primary workforce today, but it is still gendered, it is now female dominated, as reflected in the statistics presented. The stories told by the narrators demonstrate how teaching has changed considerably since 1944 and this is reflected in the recollections. The nature of behaviour management and therefore the classroom interactions has changed in schools since 1987, when the ban on corporal punishment was first introduced. Because of changes to legislation, the role of the teacher has evolved and the memories of how teachers are recalled seem to change over time. Of course, it is important to recognise that time plays a role in the way we remember, our stories can lose richness of detail and stories are often embellished as they are told and retold. However, regardless of this, it is clear that teachers are remembered for their personalities, the relationships they form with pupils and their classroom interactions, all fundamental to support student progression and achievement.

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ENGLISH FOR SPECIFIC PURPOSES – CHALLENGES FOR POST-GRADUATION OUTCOMES

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Abstract

The current level of global economy and the continuous increase of international communication in various fields involve a wide landscape of career opportunities and imply well-prepared professionals. Most students, future specialists, need to become proficient in a foreign language, usually English, in order to meet a predictable range of communicative needs. Thus, the demand for English for Specific Purposes (ESP) is expanding in technical universities. This requires a special language teaching approach, that combines English language teaching and the students' professional concerns. The present paper explains an experiment that consists of teaching ESP in an academic context, but under unusual circumstances. The professional purpose is not only the shaping of future engineers or economists, but also the desire to make language learning interesting, attractive and useful. The novelty of the experiment consists of moving the language classes from the usual classroom into the place where the students perform their practical activities. The new professional environment, which increasingly involves certain accomplishments, is a real provocation for students, more and more interested in terminology acquisition. The students' universe has no limits regarding the power of information conveyed in the foreign language. The lexical material supposed to be acquired is easily kept in mind because the new linguistic material is linked to actual facts and situations from the surrounding environment. Students become more creative and more confident in their professional capacity. Moreover, the course, taught under such circumstances, requires flexibility from the teacher in his choice of methods and techniques, but also the obligation to stick to the requirements of the curriculum.

Keywords: *Communication, terminology, practice, language proficiency, professional environment.*

1. Introduction

The current level of global economy involves a wide landscape of career opportunities and implies well-prepared professionals. This is why graduate students of technical universities should become successful members of the global workforce. Most students, future specialists, need to become proficient in a foreign language, usually English, in order to meet a predictable range of communicative needs. In a global economy, English is, obviously the queen, and knowledge of English is increasingly a prerequisite for a high-paying job and a career in a growing variety of fields. The best environment to achieve this purpose is the language course offered by the universities the students belong to.

2. Design

A rising number of scientific university programmes in Europe include workplace experiences as elements of educational provisions. Students realize more and more that the opportunity to engage in such activities promote their learning and prospect their post-graduation outcomes. Educators, on the other hand, are engaged in challenges to provide useful and productive experiences for their students. This tendency is even more obvious in agricultural universities, where, however theoretically the teaching process is conceived, "learning by doing" is the best method that the university programme can offer. Students always keep in touch with the most provoking challenges of society and, when it comes to global ambitions, most of them wish to be prepared to get a place in a global environment. According to the British linguist David Graddol, there will be two billion people speaking or learning English within a decade. Everywhere, today and obviously tomorrow, English will be present in the lives of all people around the world. It is the most frequent tool for operating in most fields: banking, politics, diplomacy, science, travelling, internet. The display of computer technologies — especially the Internet — have expanded the use of English to the

remotest corners of the globe, and the new generations from Seoul to Athens to Santiago de Chile are all growing up with a knowledge of English. Moreover, as corporations become truly multinational, English tends to become their official corporate language, regardless of the company's location. As the European Union expands and becomes more multi-lingual, it too has shifted more and more to English. The ultimate insult to continental powers is that, even though the UK stay out of the EU, its language is and will be English.

3. Objectives

According to Tuula Lehtonen, "...the ability to communicate is paramount." "Languages play a role both in recruitment and at work and (inter)cultural knowledge and communication skills are important." Undergraduate students who are preparing for careers in the global economy by taking courses in English, are aware of all these facts and they know how useful thorough knowledge of English for Specific Purposes (ESP) is. They are in the process of developing expertise that will enable them to succeed in their future internships and future jobs. They need to master communication skills in English. Young people are aware that English is a world language, the dominant language of science, computing and academia in general. In technical universities ESP is taught in an academic environment where the aim is not only the formation of future specialists in economics, agriculture, or horticulture, but also the desire to make students enjoy English classes for the way teaching takes place, for the manner of delivering information and for the passion for this language transmitted during classes. Moreover, we consider that teaching ESP leaves room for creativity, opens gates towards improving general knowledge, towards a universe where there are no limits regarding the power of information conveyed in English. Because practical work is very important for students of the University of Agricultural Sciences and Veterinary Medicine, we started an experiment which involved moving out of the usual lecture room for English into the students' work placement: green houses for students of Horticulture, banks, tourist information centres and consultancy centres for students of Economics, breweries and milk processing factories for students of Food Processing.

4. Methods

The participants in the experiment were students of Biology, Finance, Business and Management. The experiment was very provocative and complex. After sending their Cvs, the students were delighted to be accepted by companies which might represent their future workplaces and were surprised to have the chance to learn English at the same time. Their concern for learning English was different: they became more motivated and learned faster.

4.1. Students of finance, business and management

English has long been the language of finance. As financial markets become ever more global and round-the-clock operations, the importance of English keeps increasing. The English classes with students of Business and Management moved out from the usual classroom into a bank during the students' placement. Before their placement, the students had acquired the new terminology and then practiced it in various ways to reinforce the new vocabulary. Here are some of the words that all the students were supposed to know:

Account: There is a *checking account* and a *savings account*. The *checking account* (or *current account* in British English) allows taking out money anytime. The *savings account* allows saving money and also earning interest. *e.g. They needed to transfer some money from the savings account to the checking account so that they could pay for the new GPS they wanted to buy balance.*

Balance is the money someone has in an account. This is the difference between what someone spends (debits) and what someone receives (credits). *e.g. He always checks his balance before completing a transaction.*

Credit: *Credit* is the money a bank lends someone. *Credit* can also refer to the financial reputation someone has when considering borrowing money from a bank. A *credit card* is a card that allows spending more money than someone has, but then interest must be paid. The word *credit* can also be used in a general sense: to give someone credit, means to acknowledge his efforts or worth. *e.g. The credit of our company was good, so we didn't expect the bank to reject our loan application.*

Debit: *Debit* means money taken out of the bank account or money someone owes. A *debit card* allows the use of money in someone's account by paying in stores or online. This card can also be used for getting money from a cash machine or ATM. This word can be used as a verb: *to debit money* means to take out money from an account. *e.g. They always use debit a card, so that not to be tempted to spend more money from the account. The bank debited the money from his account.*

Loan: A *loan* is money borrowed from a bank or another institution or person. The bank *lends* (gives) the money, and the customer *borrow*s (receive) it. The bank is the *lender*, and the customer is the *borrower*. e.g. *They needed a loan to buy a building for their company, but they couldn't find a lender.*

Debt: A *debt* is an amount of money that is owed. The word can be used in a general way: A person who is *in debt* to someone, owes him a favor or is grateful for something. e.g. *They could not pay their debt, so they had to sell part of their land.*

While in the usual lecture room, the students wrote sentences with the new words in order to use them in new contexts and carried out role-play activities in order to reinforce the new vocabulary, but this time it is a real life situation. Things really happen. A group of eight students, accompanied by their teacher of English, do their placement in a bank. The professional target is twofold: learning about banking and improving the English terminology necessary for working in a bank. The student is sitting at his desk, a real desk, in a bank, a real bank, and there is a customer, a real customer, in flesh and blood, in front of him. It is an information desk for foreign customers and the student in question has to speak English. An employee of the bank is sitting by his side, prepared to help or step in. The teacher of English is also there, close to the desk, watching carefully, taking notes and preparing the next terminology session, according to the gaps and requirements that he notices. Every 20 minutes the student is replaced by a colleague of his, so that during three hours all the eight students in the group perform this activity. The bank offers a room, which becomes the actual classroom, where students gather after performing the "bank clerk" role. From this point on the teacher can discuss all the words, expressions, idioms, that he noticed his students need discussing. He adds a whole list to what has been previously taught. An employee of the bank attends this meeting as well in order to give extra information and to answer the students' questions. Thus, the actual work performed by the student during his placement goes hand in hand with learning English. During this activity other words and expressions needed to be discussed. The students understood the actual meaning of a lot of terms, which they had previously just heard or learned by heart. Here are some of the new terms that needed to be discussed:

Interest Rate: If you borrow money from a bank, you'll need to pay it back. In addition to this, you'll need to pay *interest*. The amount of interest is decided by an *interest rate*, which is calculated for a given period of time. If you have a savings account, the bank will pay you *interest* for being able to use your money over a certain period of time.

To overdraw: *To overdraw* is to try to withdraw more money than you have in your account. In this case, you generally have to pay some extra fees. It's advisable (a good idea) to pay attention to your balance so you don't *overdraw* money. e.g. *They were careful not to overdraw money from their account, because the penalties are quite high with his bank.*

Direct Debit: This is an arrangement to make regular payments of different amounts, usually for utilities (services like electricity and water) or credit card bills. By using *direct debit*, you avoid having to make monthly transactions. e.g. *The company uses a direct debit for its mobile phones bill.*

Safety Deposit Box: A *safety deposit box* is a safe that the bank rents for people to store their valuable items. e.g. *After he came back from the US, he decided to keep his important documents in a safety deposit box.*

Mortgage: A *mortgage* is an agreement by which someone can borrow money from a bank to buy a house. The bank becomes the owner of the house until the debt is paid up. e.g. *Many people need to take out a mortgage to buy a house.*

Collateral: This is something, like a house, that's used as a guarantee (assurance or backup) when taking out a loan. If the borrower cannot pay the debt, the bank becomes the owner of the *collateral*. e.g.: *They did not have any collaterals, so they decided to take out a mortgage.*

Appraisal: *Appraisal* is the evaluation of the value of a property, usually done by a bank representative. An appraisal is usually carried out before taking out a mortgage. e.g. *He wanted to use his land as collateral for the loan, but first the bank needed to appraise its value.*

Payoff: This is the complete payment of a loan. e.g. *He was feeling relieved that he had completed the payoff of the debt.*

Learning banking vocabulary will not only help students when working in or doing business with a bank. They will also feel more confident when doing any kind of business in English, which means that they will be successful business people.

4.2. Students of biology

The ESP experiment with students of Biology started in the classroom, with a discussion on environment and pollution. The checking of the vocabulary acquired in high school was important because some of the students may not have learned the simple science words in high school and they could have difficulty understanding more advanced vocabulary connections. Only after this stage more complicated

science materials can be presented. Usually students get involved easily because talking about environment is a topic they enjoy. This subject of science involves the usage of many biology terms, which essentially need to be comprehended correctly. People involved in the science field encounter innumerable jargons during their study, research, or work. Moreover, since science is a part of everyone's life, it is something that is important to all individuals. Here are some words the meaning of which the students proved to know:

Bacterium: a single celled, omnipresent organisms appearing in spiral, spherical or rod shape.

Biomass: Total mass of living matter present in a given habitat, expressed as volume of organisms per unit of habitat's volume or weight per unit area.

Biotechnology: Use of living organisms, tissue or cells for the manufacture of drugs or products intended for human benefit.

Blade: The broad, flattened, conspicuous part of the leaf called lamina that is distinguished from the petiole or stalk.

Bark: Tissues of the vascular cambium forming tough layer on the outer region of the woody stems and roots.

Budding: Type of asexual reproduction involving formation of new cells from protrusions arising from mature cells. Yeast reproduces via budding.

Development: Changes pertaining to the growth and differentiation of plant cells into various tissues and organs.

Embryo: The immature sporophyte formed after fertilization from the zygote in the archegonium or ovule.

Family: Category of classification above the genus category and below the order category.

Fruit: In angiosperms, the ripened ovary wall produced from the flower, usually containing seeds.

Ecology: Branch of biology involving study of interactions of organism with the environment and with each other.

Petals: The colored segments of the corolla of the flower, which most often are involved in drawing in pollinating agents.

Photosynthesis: Photosynthesis is a plant activity which includes the synthesis of complex organic substances, peculiarly saccharides, from carbon dioxide, water, and inorganic salts, utilizing sunlight as a source of energy and with the help of chlorophyll and associated pigments.
Plant Anatomy: Study of the internal structure of the plant.

Plant Physiology: The study of plants, which involves processes such as nutrition, reproduction, and other functions.

Plant Taxonomy: The science that refers to the identifications, description, naming, and classification of plants according to their unique characteristics.

Root: Organ of the plant situated below the ground and absorbs water and mineral salts. Buds, leaves or nodes are absent in root.

Transpiration: In botanical studies, the process of emission of water vapor from the plant leaves is known as transpiration.

After the classical lecture hall the students were moved to laboratory, where they performed their practical work. Laboratory environments are excellent settings for ESP Biology students. They are less intimidating places to communicate with other students versus large group discussions with the entire class, they provide an excellent way to use the vocabulary in a more casual setting and a way to work with peers in a less pressure-filled environment. The laboratories we used were the Microbiology Laboratory, the Floristry Laboratory, the Tree Growing Laboratory and the Viticulture Laboratory. All the groups of students were international because they included Erasmus students from many European countries, thus the language used was exclusively English. Alongside with the Biology trainer the ESP teacher was present and offered the necessary explanations. Here are some of the words the students learned, or words the meaning of which was cleared out in this relaxed environment:

Achene: A simple, single-seeded, dry, indehiscent fruit comprising one seed attached to only the base of the pericarp.

Aerobic Cellular Respiration: Part of cellular respiration, and plays a significant role in producing energy required to carry out different functions of the plant. It requires oxygen for the process.

Biennial: Plants requiring two seasons to complete their life cycle. The first season growth is purely vegetative and the second one bears fruit.

Biomass: Total mass of living matter present in a given habitat, expressed as volume of organisms per unit of habitat's volume or weight per unit area.

Food Chain: Natural chain of organisms, in which each organism of the chain feeds on members below it in the chain, and is consumed by organisms above it in the chain.

Gene: Basic unit of heredity, involving sequence of nucleotide containing necessary information for the structure and metabolism of an organism.

Gene Bank: It is a way of preserving plants and seeds for their germ plasm.

Genetic Engineering: Introduction of genes from one DNA form into another, by artificial means is called genetic engineering.

Peduncle: It is the stem which holds either a bunch of flowers or a solitary flower.

Pericarp: It relates to the matured and diversely altered walls of a plant ovary.

Plasmodium: Body of slime mold, which is a large mass of living substance with hundreds or thousands of karyons. Plasmodium ingest fungal spores, bacteria and other tiny protozoans.

Recombinant DNA: DNA molecule created either by crossing over in meiosis or under laboratory environment (in vitro). It is formed when DNA from at least two organisms is taken.

Taxis: The movement of a cell that is triggered by external stimulus, towards or away from the stimulus source, is known as taxis.

Transgenic Plant: A plant which contains DNA inserted by some form of genetic engineering is known as transgenic plant.

Zygosporangium: Large multinucleate sporangium produced by the fusion of two compatible hyphae in Zygomycete fungi.

Zygote: Diploid cell conducted by the fusion of two gametes.

Whenever possible the students took field trips to places like the Botanical Garden from Cluj and to various forests in Transylvania.

5. Conclusions

The endeavours to conceive this ESP experiment outside the lecture room proved to be successful. Due to the new circumstances of studying the foreign language students became more interested and highly motivated. The lexical material supposed to be acquired was easily kept in mind because the words and phrases were linked to actual facts and situations. Students become more creative and more confident in their professional capacity. The intercourse with their international peers brought them self confidence and opened gates to a desire for an international experience. The students will also feel more confident when doing any kind of business in English. This methodological challenge made the teaching of English not only interesting and attractive, but also very useful. The new methods conceived and applied provide different learning opportunities, which address the needs of learners, who realize that the ability to communicate is paramount.

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