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# Modern Methods in Teaching Horticultural Terminology to Nonhomogeneous Bulk Classes

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## ABSTRACT

Being a learner-centred approach and dealing mostly with inhomogeneous adult learners who need to learn English in order to use it in their working domain the teacher has to have a needs diagnose ,and genre analysis, find the appropriate materials and adjust the corpora according to their needs, also the use of general grammar is desired. In the search for the appropriate vocabulary, the teacher takes into consideration the level of the inhomogeneity class after giving them a placement test. The most difficult thing to achieve is the establishing of a singular technical language to use during the class that all specialties have in common. The availability of ESP materials, databases, dictionaries, agricultural and horticultural web sites, books, and courses help the ESP teacher in choosing the best vocabulary to bring forth to the class, thus a deep knowledge of the subject matter is often of great help in managing to tackle with new terms, especially in the developing world of agriculture.

**KEYWORDS:** *terminology, corpora, vocabulary, needs analysis, inhomogeneous*

Any terminology work starts with concepts. It aims at the strict delimitation of concepts. The sphere of concepts is independent of the sphere of terms. While terminologists talk about concepts, linguists talk about the meaning of words.  
(Felber, 1984: 98)

## Introduction

The importance of frame words (Higgins, 1966) or the technical vocabulary which students from technical faculties already have, poses challenges for the ESP teacher, who, besides the fact she/he has to be familiar with it, she/he has to prepare a corpus for inhomogeneous bulk classes to teach at the same time, encompassing students

from several specialties such as **Horticulture**, **Agriculture**, and **Biology**. Teacher's role in such situation becomes challenging because if dealing with the corpora for one specialty is demanding, three specialties become a real issue to take into consideration. A scientific vocabulary to encompass the three specialties is difficult to put together because the ESP teacher has a multi semi-technical vocabulary to deal with, not to mention the fact that she/he must find those lessons that meet the needs and comprehensive skills of all specialties. The general domain is the Horticulture and Agriculture but when it comes to particular specialties, the teacher faces the challenge of choosing those precise lessons to address the specialties at the same time. The homogeneity issue deals both with the diversity of the specialty class and of the students attending it, whose age, background, English skills and technical vocabulary and cultural identity differ. The ESP teacher has to be prepared to face the huge responsibility of mastering the specific technical vocabulary required and have a corpus discourse ready to use, also, a resourceful teacher, possessing technical knowledge, must have the ability to give the most appropriate translation for the technical students to comprehend.

A competence of mastering both native and foreign language terms is required if not mandatory and the use of bilingual dictionaries is a must because the role of the ESP teacher extends to the point of finding corresponding terms in the native language, terms which are sometimes difficult to find in technical data bases. Context is also an important part of the multilingual communication because it provides help in translating the specific terms.

## **Material and Method**

Bulk classes of Horticulture, Agriculture, and Biology. Being a learner-centred approach and dealing mostly with inhomogeneous adult learners who need to learn English in order to use it in their working domain the teacher has to have a needs diagnose, and genre analysis, find the appropriate materials and adjust the corpora according to their needs, also the use of general grammar is desired. *“ESP specialists accept the responsibility for finding out what their learners will likely need and want to be able to read, write, speak and comprehend as listeners to achieve their goals.”* (Paltridge & Starfield, 2012) *“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.”* (Swales, 1990: 58)

In the search for the appropriate vocabulary, the teacher takes into consideration the level of the mixed class after giving them a placement test. The most difficult thing to achieve is the establishing of a mixture of technical languages to use during the class that all specialties have in common. The availability of modern ESP materials, databases, dictionaries, agricultural and horticultural web sites, books, and courses help the ESP teacher in choosing the best vocabulary to bring forth to the class, thus a deep knowledge of the subject matter is often of great help in managing to tackle with new terms, especially in the developing world of agriculture.

*Career Paths: Agriculture* (O'Sullivan & Libbin, 2011) seems to meet the needs of the mixed technical vocabulary thus using the concise agricultural and horticultural vocabulary to obtain discourse, to communicate in a foreign language using specialised vocabulary as Sager implied, talking about the use of terminology from the communicative point of view “*Consequently we identify three dimensions of a theory of terminology, a **cognitive** one, which relates the linguistic forms to their conceptual content, i.e. the referents in the real world, a **linguistic** one which examines the existing and potential forms of the representation of terminologies, a **communicative** one which looks at the use of terminologies and has to justify the human activity of terminology compilation and processing.*” (Sager, 1990: 13)

In search for the best material to use in classroom a teacher uses the internet to find texts, modern ESP books, data bases or the modern cloud data bases where specific, technical vocabulary is saved in order to be accessed by anyone using a computer and logging in the internet, so basically a student using a smart phone can access such data bases containing dictionaries, and specialized vocabulary. As a language teacher, the ESP teacher must be as good\ familiar with that domain as the other teachers in that specific science or the students themselves, the key point is the study, followed by the materials, the **technical literature**. *Career Paths: Agriculture* fits best the need of the students, especially the nonhomogeneous of the bulk classes, because it is a modern, powerful tool for developing communication goals based on specific technical vocabulary, with incorporated glossary, CDs, providing audio and pictures, having visual stimulation in describing processes such as nitrogen cycle or the impact of **weeds, pests and disease** on farm lands:

Three of the greatest threats to farmers are weeds, pests, and diseases. Nevertheless, an informed farmer can develop effective strategies for dealing with these problems. **Weeds** grow everywhere, but they seem to prefer farmer's fields. Use a weed map to identify problem areas. Then apply herbicides as needed for suppression. If mulching weeds is not advised to apply mulch directly to your fields. **Pests**, primarily insects

but also small mammals and birds destroy countless crops every year. This is why farmers need a sound pest management strategy. These can be chemical biological. Chemical controls refer to pesticides. They tend to be very effective but carry safety risks. Less risky, though sometimes less effective, are biological controls. An example is the predatory ground beetle, which feeds on crop-eating ground worms. **Disease** arrives from one of three types of pathogens: bacterial, viral, and fungal. The first two are rather difficult to fight. The best defence is maintaining good soil and growing conditions to keep plants strong. Prevent fungal diseases with fungicides. Finally, simply sanitizing equipment can sometimes prevent the spread of blight.

(O'Sullivan & Libbin, 2011: 37)

### **Incorporated Glossary** of Weeds, pests and disease:

*bacterial* [AOJ- U7] If something is bacterial it has to do with bacteria.

*biological control* [N-COUNT -U7] A biological control is an organism such as a predatory insect used for pest management.

*blight* [N-COUNT -U7] Blight is a disease that kills plants.

*fungal* [ADJ-U7] If something fungal is has to do with fungi.

*fungicide* [N-COUNT -U7] A fungicide is a chemical that kills fungi.

*mulching* [N-UNCOUNT -U7] Mulching is the process of cutting plants into small pieces usually to put on the ground as a cover to hold in moisture

*parasite* [N-COUNT -U2] A parasite is an organism that lives on or in another organism.

*pathogen* [N-COUNT -U7] A pathogen is any organism that causes illness or disease.

*pest management* [N-UNCOUNT -U7] Pest management is the practice of preventing, suppressing, or destroying organisms that harm crops.

*pesticide* [N-COUNT -U7] A pesticide is a chemical that kills insects and other pests harmful to crops

*sanitize* [V-T- U7] To sanitize is to clean something so that no bacteria remains.

*suppression* [N-UNCOUNT -U7] Suppression is the act of reducing the amount of a pest so that it is no longer a threat

*weed* [N-COUNT -U7] A weed is an unwanted wild plant that interferes with crops growing in a field.

*weed map* [N-COUNT -U7] A weed map is a diagram showing the location of weeds that is used for planning a weed management program. (O'Sullivan & Libbin, 2011: 34-39)

## **Results and Discussion**

After previous analyse of the text and talking to students it seems that the technical text meets the needs of students from all three specialties who take classes together; firstly the Weeds paragraph was of real interest for both the Agriculture and Horticulture students, who learn about the harmful impact they have on farm lands, especially associated with pests and disease which are of interest for biologists; they learn about insects and diseases, both of bacterial, viral, but also fungal origin. The modern technical text, encompassing three paragraphs satisfy the needs of the bulk, nonhomogeneous class; furthermore, the book has an explanatory glossary, where specific terminology has its scientific explanation or definition to improve the understanding of the concepts, of the terms employed, which students find of paramount importance, as they work along, in providing the best translation for the lesson.

## **Conclusions**

The lesson works on the four skills necessary in the acquisition of the foreign language, reading, listening, speaking and writing and is received with great interest by the bulk classes, as it is a mixture that meets the needs of all three groups, at the same time. The modern, mixt material has served its purpose, students from Horticulture, Agriculture, and Biology finding the text useful student-centred and realistic, reflecting the syllabus, their technical language “(...) *the context necessary for activating existing knowledge and accurate processing. Once good texts have been selected, and then activities can be written. These will relate to the overall purpose of reading the text and so the process begins from using the information gathered.*” (Dudley-Evans & St John, 1998: 100).

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# Adapting Methods and Techniques in E.L.T.

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## ABSTRACT

In the teaching process, the teacher always interacts with other models of teaching as we are integrated with an open system, with clear purposes, which is defined by organicity. Regardless of the level of the institution of education, starting with elementary schools and ending with the academic establishments, the teacher relates to other members of the educational domain. The people involved in the teaching process are a link that influences the coherence and the cohesion of the entire system. The way of action of each individual teacher depends on the solid professional preparation and the ability to develop continuously, to adapt to the new conditions encountered in his activity.

In order to acquire specialized language in the academic institutions, the student should master all the basics of the grammar of a foreign language. The teaching of the grammar basics is done on the concentric principle according to which each learning sequence contains the steps of actualization, systematization and retention of the information. When the teacher encounters errors or missing parts in the students' previously acquired knowledge, he will be forced to use specially customized lesson sequences in order to fix those errors. This procedure will help the teacher to acquire the necessary theoretical knowledge for speaking practice and a system of rules to apply whenever this type of situations occurs. The use of possession in English is the perfect example for this type of difficulties.

**KEYWORDS:** *model, link, normative guide, methodology, instruction*

In the teaching process, the teacher always interacts with other models of teaching as we are integrated with an open system, with clear purposes, which is defined by organicity. Regardless of the level of the institution of education, starting with elementary schools and ending with the academic establishments, the teacher relates to other members of the educational domain. The people involved in the teaching process are a link that influences the coherence and the cohesion of the entire system.

The way of action of each individual teacher depends on the solid professional preparation and the ability to develop continuously, to adapt to the new conditions encountered in his/her activity.

The teacher acquires models from the study of psycho-pedagogy and general didactics, from other teachers' experiences in formal, institutional frameworks, but, as a practitioner, the teacher builds his/her own teaching-learning model. This model must comply with the rules of didactics and the principles of the methodology of teaching, which are normative guide marks in the process of teaching.

Among these, the principle of respecting the scientific character of the knowledge that is taught to students is inflexible. It does not allow loose interpretations and requires maximum attention from the teacher, no matter what the object of study may be.

In the area of Linguistics, the scientific criterion is applied in the way of organizing the teaching contents and in the quality of academic information. Using this principle has the purpose of establishing the logical relationship between the empiric linguistic experience and the scientific linguistic experience.

The teaching methods and techniques can be improved or renewed, having as goal a faster and easier assimilation of the information. The notional contents transferred to students must have epistemological value, they must be clear of approximation or ambiguity. Science is the domain of confirmed hypotheses and of certainty, therefore the exactness with which the teacher selects the scientific information that is to be taught to students must be similar to the cult for a religious dogma. Such an attitude generates students' trust that the information they are about to receive cannot be criticized and cannot admit any objections. This is the way in which students' scientific thinking is helped to develop.

The teacher should have the ability to assume normative attitudes at all levels of education. If in the academic establishments professors have the possibility of creating their own courses, they can also encounter errors in the students' former scientific preparation that they may need to fix. The teacher in the secondary school or highschool sometimes faces difficulties regarding the selection of the appropriate coursebook and especially of the auxiliary teaching materials, which hardly ever comply with justified didactic requirements. The poorness of the information has as consequence the inability of finalizing the study of a modern language, more exactly the inability to speak and write, to express thoughts, ideas and feelings in a variety of language registers.

The novelty regarding the teaching techniques and methods must not be necessarily judged through their momentousness, but through their degree of improvement and efficiency that they mark. After all, it is not about the inventing or discovering other teaching methods, but about the modernization of classical methods and the

use of their adapted versions. Using phonetic and imagistic support, no matter how rich it might be, the diversification of certain types of exercises, the programmed training or interdisciplinary or pluridisciplinary experiences are not considered to be new methods of teaching, but versions that have been adapted throughout time which confirm the authority of traditional models of teaching.

The impressive development of the present means of communication is an ample pluridisciplinary experiment to which famous researchers have brought their contribution: Benjamin Lee Whorf, Eduard Sapir, Emile Benveniste, Roman Jakobson, Burrhus Frederic Skinner and others. The scheme of communication suggested by Jakobson (1980: 86) by enriching the transmitter-message-receiver relationship with terms such as *context*, *contact* and *code*, as well as Skinner's theses on programmed instruction which have completed, on the basis of the behaviourist theory, the operational scheme of *stimulus-reaction-reinforcement-repetition*, are versions of the process of teaching, in which *the stimulus* equals *information*, *the reaction* equals *perception*, *the reinforcement* equals *comprehension* and *the repetition* equals *application*.

In this relation, everything starts from the stimulus, which is the information sent by the transmitter. If the scientific correctness of the information transmitted to the students is questionable, then the entire teaching process is altered.

The Internet, which represents, in our opinion, a great discovery of the modern times, is the fastest source of information, but, unfortunately, not the safest. The inaccuracies, the false theories, the misspellings and sometimes the lack of diacritics demonstrate that authors have not borrowed anything from the prestige of the inventors of this global network.

The deviation from the grammar rules and the superficiality in professional training of those who post information on the Internet grow at an ever increasing rate. This aspect is an alarming phenomenon, as amateurishness in the domain of grammar has devastating consequences when it takes the shape of instructions on how to use medicines, domestic appliances or chemical substances, and especially when they are translated into more languages.

Starting from the observation of a real assault of grammar errors that we encounter in mass-media every day, we consider that the educational establishments should become more involved in preventing and correcting these abnormalities.

The problem of the teaching methods must be brought into discussion as a way of adapting techniques to the present conditions, in which a class where students learning at the same pace would manage to acquire all the information. Somehow, this attempt still remains an idealistic dream. It comes naturally to ask what the teacher of a foreign language can do if the coursebook he uses contains a lot of inaccurate scientific information. How will he be able to adapt the teaching methods

so that the general opinion that only the written word expresses the truth and has ontological dignity remains unaffected?

In order to acquire specialized language in the academic institutions, the students should master all the basics of the grammar of a foreign language. The teaching of the grammar basics is done on the concentric principle according to which each learning sequence contains the steps of actualization, systematization and retention of the information. When the teacher encounters errors or missing parts in the students' previously acquired knowledge, he/she will be forced to use specially customized lesson sequences in order to fix those errors.

Learning a foreign language is a gradual process, during which mistakes are to be expected in all stages of learning. Mistakes will not disappear simply because they have been pointed out to the learner, contrary to what some language learners believe. Language acquisition does not happen unless the student is relaxed and keen on learning. Fear of making mistakes prevents students from being receptive and responsive. In order to overcome learners' fear, it is essential to create a friendly and relaxed atmosphere in language classrooms, to encourage cooperation through peer work or small group work and apply techniques for language acquisition that suit and involve individual learners.

Another aspect of overcoming fear of mistakes is represented by the way mistakes can be remedied. The majority of EFL professors assume an active role in error rectification, while learners prefer being passive and rely on professors to point out their mistakes. In the long run, this approach is neither efficient nor efficacious, particularly in treating the so-called *fossilized* errors. The contemporary emphasis on learner-centeredness and autonomy suggests that in some settings the learners' self-correction of errors might be more beneficial for language learning than professor's correction. This assumption has neither been confirmed nor disproved in the relevant literature.

We will start our demonstration by making a distinction between errors and mistakes. One of the most distinguished American linguists, Noam Chomsky (1986: 107), separated *errors* from *mistakes* as two distinctive notions. He observed that native speakers make many mistakes when speaking. However, a native speaker has by definition a perfect command of his language, more precisely a perfect knowledge of grammatical rules, lexis and sound system. Mistakes are a common problem, which can occur when we speak too fast, think too quickly, or are nervous or tired. Mistakes are caused by psychological restrictions, memory lapses, distractions, changes of direction half-way through the sentence, hesitation, slips of the tongue, confusion etc. Errors, on the other hand, are a systematically produced problem, which is usually the result of ingrained patterns of language that we are not aware of. Errors are caused by lack of knowledge about the target language.