Meeting students' needs: ESP teaching at the department of political sciences

Khadidja Hadj Djelloul[1]* and Mohamed Melouk[2]

[1]Faculty of Law and Political Sciences, University of Saida, Algeria.
[2]Faculty of Letters, Languages and Arts, University of Djillali Liabes, Sidi Bel Abbes, Algeria.

ABSTRACT

This paper examines the current situation of learning ESP in a non-English Department at the University of Saida, Algeria. Data were collected from the targeted population which was an ESP teacher and a group of 46 first-year License-Master-Doctorate political sciences students. Three methods of data collection were used to investigate the suitability of the designed curriculum in meeting students' needs, to analyze the teacher's methods and to see whether they are effective in boosting active ESP learning. The study uncovers the students' learning deficiencies. Results suggested that curriculum designers need to clarify some components and point out the importance of reconsidering some teaching practices in relation to needs analysis. Eventually, some recommendations are suggested to conduct ESP teaching and make it a beneficial learning opportunity.

Keywords: ESP, teaching ESP, political sciences, political science program.

*Corresponding author. E-mail: khadidjahadj10@gmail.com.

INTRODUCTION

In the speed of its development, the area of English for Specific Purposes (ESP) teaching has witnessed differences in different educational contexts. Each educational context seems to reflect specific needs, problems, challenges, teaching practices and other specifications. These differences make the area of ESP seem to be a non-universal phenomenon (Hutchinson and Waters, 1987). In each particular teaching context, it is considered as separate but similarities can always be found though. In the Algerian educational context, English has been granted priority over French, which used to be widely taught in many university departments across the country. Besides, it represents a decisive factor for students' success, particularly if they aspire to pursue a brilliant academic career in higher education. In light of this, the Algerian higher education institutions have started to provide courses (subjects, in fact) to teach special English to students in different fields of study (sociology, hospitality, politics, business, tourism, economy, engineering, and so on). With the continuous and constant call to provide special English courses to university students from different fields and to equip them

with the necessary language skills and field knowledge needed for their studies and work, the Algerian educational institutions started to introduce the teaching of English at the BA, MA and even PhD levels. Teaching the new special language course requires recruiting or, at least, seeking to find English teachers to be in charge of this. Thus, teachers of English, who are usually those of GE (general English), ELT (English language teaching) or TEFL (English as a foreign language) start to teach GE at the level of BA, mainly, to introduce specific-field students to the system of the English language as a whole (grammar, syntax, phonology, morphology). At advanced levels, they shift from teaching GE to teaching field-specific English (the case at the MA and Ph.D. levels). Teaching in the area of ESP aims to provide courses in English on the basis of students' needs. However, this may not be exactly what happens in the different ESP teaching contexts. In the ESP course, the type of English that Algerian students need to learn is the one that trains and prepares them for success in academic and/or professional contexts as clearly pointed out by Basturkmen (2010). Put differently, ESP courses aim to

make students specialists in their professional fields. Algerian educational institutions have emphasized ESP courses in different fields of study at different levels to develop learners' language skills and competencies. Yet, despite the fact that these courses are being stressed, the area of ESP education and students' needs have neither been met nor do they have received the required importance. When it comes to the specialty of political sciences as a major, university students find English of paramount importance since the majority of the adopted academic references are originally written in English. ESP in newly established divisions as the department of political sciences has faced fundamental issues which are mainly related to the design of the curriculum and its objectives, the methods of teaching and the assigned roles to teachers.

LITERATURE REVIEW

English for specific purposes

English for Specific Purposes (ESP) refers to a wide area of English language teaching concentrating on both occupational/vocational and academic disciplines as seen in Figure 1.

ESP courses are normally a response to an identified need, either in an occupational or an academic setting. These settings usually originate from areas and the courses will usually have titles that reflect them; such as " EST: English for (Academic) Science and Technology", " EMP: English for (Academic) Medicine Purposes", " EMFE: English for Management Finance and Economics" or "ELP: English for (Academic) Legal Purposes". However, Dudley-Evans and St. John (1998) believe that ESP should not be used solely for subject-specific teaching. If a class were to focus on common core skills or genres, this would also be considered part of an ESP framework.

Rather than focus on general grammar rules or language structure, ESP courses focus instead on the language used in specific contexts. ESP courses will differ from one context to the next (Benesch, 2001). The students are aware of the traditional setting of the ESP course, and they need to understand the English presented to them in the classroom so that they will have broad background knowledge of their chosen field. An ESP course should be based on the results of a Needs Analysis (NA), and based on what the students need to learn. Dudley-Evans (2001) states three questions that teachers of ESP courses need to ask:

● What do students need to do with English?
● Which of the skills do they need to master and how well?
● Which genres do they need to master, either for comprehension or production purposes?

Although a NA is not exclusive to ESP (Brumfit, 1984) and much of ELT is based on NA, with ESP the students' needs and goals are that much more clearly defined. Indeed with ESP, the students' needs are "defined by a learning or occupational situation in which English plays a key role." (ibid, p.131). Therefore NA has been described as the "cornerstone" (Dudley-Evans and St. Johns, 1998, p.122) and the "starting point" (Jordan, 1997, p.22) of ESP course design. As mentioned above, the definition of need and whose need can play a large role in determining the course shape and outcome. Hyland (2006) puts forward that the learner's needs are central to ESP course design and that ESP practitioners (eg. teachers) are responsible for making the initial assessment of what those roles are likely to be. This assessment evolves alongside the course, the ESP practitioner constantly reflects on and evaluates the classroom practices.
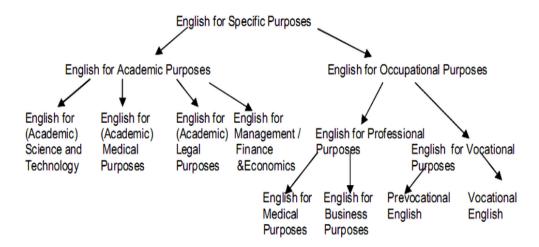

Figure 1. Classification of ESP (Dudley-Evans and St. John, 1998, p. 6).

English for academic purposes

In the 1980s, EAP emerged from the fringes of the ESP movement to become an important force in English language teaching (Hyland and Shaw, 2016). As noted by Hyland (2006, p. 1):

> "English for academic purposes (EAP) has evolved rapidly over the past twenty years or so. From humble beginnings as a relatively fringe branch of English for Specific Purposes (ESP) in the early 1980s, it is today a major force in English language teaching and research around the world."

So, Being a branch of ESP, English for Academic Purposes (EAP) covers the communicative needs and practices in academic contexts, it covers a range of activities and "goes beyond preparing learners for study in English, to understanding the kinds of literacy found in academy," (Hyland and Shaw, 2016: 2). In recent years EAP has expanded greatly due to the number of universities based outside English-speaking countries which began offering courses taught in English. Apart from native English-speaking countries where English is used as the first language; there are many other countries, like Algeria, where English is used as the second language and/or has official status and where it functions as a major language in higher education. Therein the discipline of EAP in the field of English language education has become increasingly important.

EAP courses aim to provide university-level students with academic language learning such as the reading and speaking skills required to perform in an English-speaking academic context. So, reviewing practices in the EAP classroom can help reflect on the effectiveness of current classroom practices and teaching methodologies.

Description of the ESP course in the Algerian university context

Learning English has become a major concern for many communities to keep in touch with the rest of the world. More specifically, educated individuals tend to learn English to be updated on what is going on around them and what is new in any area of their expertise. In the Algerian university context, English is being the centre of attention of both students and teachers. The former seeks to learn the language to gain more knowledge and have the upper hand among their peers to show more progress. While the latter needs to have more data that are recent and updated for their pedagogical and research purposes in reaching a larger audience; as well as efficient communicative skills.

It is imperative to note that Algerian universities do not offer adequate specialized ESP courses. This might not be an accurate estimation of the ESP situation in Algerian universities. However, the fact that ESP courses are assigned randomly to undergraduate students of English and without any fixed syllabi, in addition to the lowest credit and coefficient allocated to ESP courses in comparison to specialty modules, makes students from different specialties take this course for granted. This leads to neglecting the fact that English is one of the main factors affecting intellectual circles.

Generally, in an Algerian ESP course, the teacher provides students with a text to read. The topic of the text is not necessarily related to the students' field of study. The teacher is supposed to explain the lesson (the topic of text) and the students are required to follow to get the information and meaning. Due to the students' weak level in the English language, certain teachers usually feel obliged to switch to the French and/or Standard Algerian Arabic, or even dialectal Arabic to make them understand. In this sense, this ESP classroom takes the nature of a multilingual class as a way to help ESP students in understanding the text written in English.

ESP teachers in Algerian universities maintain, however, that if they use only English to teach the content of the ESP course, then the learners may get only the least percentage from this course. As it has been stated, in an ESP course, the teacher provides students with a reading text which is not always related to their major. It is said to expose them to different and various vocabulary and terminology as well as field-specific concepts. In light of the text provided for reading, ESP students are involved in questions of comprehension. In some cases, an ideal ESP course may take the form of just reading and practicing language structures, vocabulary and grammar. What is more, is that the ESP course is not usually really designed to teach and integrate the four language skills which are usually ignored.

Aims of the study

The aim of this study was to investigate the current teaching as well as the learning situation of ESP in a context where English is used in the academic setting in Algeria. It sought to examine whether the curriculum was professionally designed to promote the effective teaching of ESP and thus meet the students' needs or not. Eventually, it was interested in identifying the extent to which the adopted methods of teaching correspond with the principles of teaching ESP and suggest some practical recommendations for such teaching to make it effective and meet students' needs in the department of political sciences.

Participants

This study encompassed the active participation of two populations. The first targeted population was an ESP

teacher, who has a Magister in ESP and she has taught it in the department of Political Sciences for five years long. The second involved population was a mixed-ability group of 46 first-year License-Master-Doctorate political sciences students. They have been studying English for seven years (four years in middle school and three years in secondary school).

METHODOLOGY

To get reliable data about the current teaching and learning situations of ESP in the department of political sciences and to examine the existing issues from different perspectives, the researcher relies on triangulation. Altrichter et al. (2005) assume that it is very significant for any research question to rely on the triangulation method in the procedure of data collection. Triangulation consists of combining various methods of research whereby data is collected from three perspectives. Besides, by triangulating the research methods, all the involved participants in the study have equal status though they have different ranks. For instance, the researcher can count on the teacher's point of view as well as that of the students' because they can also contribute to the understanding and the explanation of the status quo situation.

Interview with the teacher

The research interview with the English teacher revealed issues related to teaching strategies followed to meet the students' needs, students' motivation and possible collaboration opportunities. She agreed that learning English and being able to use it enables the learning task effectively as most of the political references are written in English. Besides, for those who have a diplomatic orientation, English is a suitable asset for them.

With regard to the identification of the students' needs, the teacher agreed on the importance of identifying those needs before designing the course and setting the learning outcomes. As to the classroom strategies that the teacher used to enhance the classroom interaction, she reported that teaching ESP was devoted to one hour and a half a week and that the students had to assume responsibility for their learning during the session. She declared that she provided them with a list of political terms and concepts such as Politics, Political Sciences, Social Contract Theory, Power and Authority, and Political Regime, and asked them to work in groups in which they prepare a written version of the presentation, which includes terminologies of some political words with their definitions in English and Arabic. Moreover, she gave a reading comprehension text with the set of political terms given as keywords. The text comprised questions for the answer. During the analysis of the text, the teacher would intervene to clarify any misunderstanding or to add any important pieces of information while students would be taking notes and discussing the ideas being tackled. Each student's work would be evaluated and given a mark from a total of 05 points. In their exams, they were required to give the definitions in Arabic of some studied political terms. Furthermore, they were provided with a passage with questions for choice. Their exams were evaluated on a scale of 10 points and their attendance was marked out of 05 points. So, the average of the module is based on having three marks. Though the idea of enabling the students to assume responsibility for their learning is a valid goal, there had to be a basis for reaching this goal.

The main principle of helping students to be independent learners is the ability of the teacher to monitor their performances and classwork so that she can have a clear account of their strengths and can work out some remedial tasks to encourage them to overcome their learning weaknesses and deficiencies. Besides, the aim of teaching ESP is not only to demonstrate the students' ability to make presentations, which is the ultimate product, but the students also needed a sort of guidance on the importance of going through a learning process to get the task accomplished. And within this process, the students would learn a set of given strategies and techniques that they would rely on later on to do other tasks on their own. Finally, the teacher overlooked the main pillars of ESP which are related to the uniqueness of any taught discipline, which is in this situation the domain of politics, and to another dimension which is the students' needs and how she could identify them.

Students' questionnaire

The questionnaires aimed to measure the students' perceptions and attitudes in terms of language needs and to highlight areas where students felt that their needs were not being met. To enable students to have a better understanding of the questionnaire items, the questionnaire was translated into Arabic; the students' native language, as Mackey and Gass (2005, p. 96) advise that 'questionnaires should be administered in learners' native language'.

Students' perceptions of the political content course taught in English

This part (see Appendix I) was carried out through multiple choice questions for the sake to investigate the influence that the political science subject might have on learners' attitudes towards the English course.

When the students were asked about their attitudes towards learning political sciences in English, 74% of the participants showed that they liked so. Only 2% of them can best understand political texts which are written in

English. Yet, the majority of the participants (89%) argued that Political texts written in English are hard to understand; while 8% asserted dealing with political texts in English helps to learn specific terms related to politics. The results gathered showed also that the teacher puts much emphasis in her teaching on reading comprehension rather than specific terminology which is quite important in the teaching of ESP. Hence, it is the role of the teacher to take such a positive perception on the part of the students as an advantage to prepare lessons that are adequate to the level of interest in English language learning.

Students' attitudes towards the teacher's method

This question investigates the students' attitudes towards the method used by their teacher of English and the course delivery. This covered mainly their perception and their opinion about the way the English course is taught and to what extent it fulfills their expectations and matches their wants and desires. The students' attitudes were ranked (Appendix II), on a three-point Likert scale ranging in a degree of agreement: 1 = agree, 2 = disagree, 3 = neutral).

The majority of the students (93%) accepted that the teacher should have presented the syllabus and clarified the learning aim at the start of the meeting. There were 86% of students agreed with the method. Nearly 82% of students agreed that the lecture is a kind of stimulation for the students. Moreover, 89% of students concluded that the teacher had a thorough understanding of the subject, and 86% of them also agreed the lecturer gave the task under the material. It is associated with the lecture's roles; ESP teachers should be aware of the course objectives, have a good understanding of the course content, and be flexible with students. However, almost 87% of students disagreed with the learning methods used as being adequate to achieve the learning goal. They argued that their level is inadequate to master the learning aim behind the teaching methods used. It is in line with 67% of students who disagreed that the given teaching pattern and feedback would increase students' motivation. In summary, Fatmawati et al. (2018) applied that the various strategies create an attractive atmosphere in the teaching-learning process. Lectures' competence in teaching ESP is essential since they are the motor generating other main components in conducting ESP class, namely material and evaluation (Akhiroh, 2017). Vong and Kaewurai (2017) stated that materials strategies directly focus on developing students' thinking based on the instructional process.

Document study

To provide more understanding of the current study situation, the researcher resorted to collecting and studying documents related to the planning and the teaching of the political sciences module at the University of the Research in hands. These documents included the general objectives of the English module implementation in the department curriculum and handouts of the reading comprehension texts.

Designed curriculum and how it should be

There is no ESP-designed curriculum for political sciences in the addressed university; it is rather created by the teacher of the module. The module is entitled: English 01 and it is a horizontal unit, which means that this module has to be taught in a foreign language other than Arabic. The major aim of teaching this unit is that by the end of the semester, the students would be able to improve their English due to the fact that this language represents an indispensable role in studying this discipline. In addition, it is helping the students acquire political terms and emphasizes the significance of equipping them with the skills and competencies that would assist them in studying and analyzing English-written political texts. Students should be tested upon their required prior knowledge in the fields (philosophy, economy, contemporary history and a range of administrative and legal concepts) to provide them with a clear understanding of political events and issues, and lead them to interpret successfully.

Furthermore, there is a kind of summative assessment at the end of the semester of this unit. As to the topics that the teacher should deal with and prepare the suitable material for, she thought about the following themes (introduction to political concepts, political systems, approaches to studying politics, and fields of political sciences such as international relations, international organizations, local administration and public policy). The objectives behind this were to equip the students with the appropriate knowledge about politics, to reinforce their linguistic competence and the skills that will enable them to learn effectively. However, there are some challenges in making this workable. To begin with, if students have already acquired prior knowledge in the early-mentioned areas, this should be for one year at least. And even if the students have prior knowledge in these domains, it must be acquired in the medium of Arabic and not in the target language. Besides, in the Algerian teaching-learning contexts, the students still hold the misconception that teachers are in charge of everything and the students are merely passive recipients of knowledge. Moreover, the modes of assessment need a clear explanation on how to conduct them successfully, in particular, when it comes to formative assessment (assessment for learning).

According to Brookhart (2008), formative assessment is based on a set of skills, which include the fact of setting clear learning targets, designing well-crafted lessons and inside and outside classroom activities, and connecting

all these skills with a primary skill that is giving effective feedback. Secondly, the inclusion of guidelines about the role of formative assessment in teaching and learning is significant because it is not widely considered an imperative factor in the language classroom and many teachers are not competent in administering it due to the fact that it is a demanding form of assessment on one hand and the number of students per class exceeds thirty students on the other hand, which makes it challenging to address every single student's weaknesses and needs. The curriculum created by the teacher of the present study does not include any of these and suggested references that would provide the module with the accredited knowledge about politics.

Text as a teaching material

An outlook of a range of texts given as teaching material to students during the reading comprehension session revealed a set of ordinary features that students may be exposed to in texts of other disciplines apart from the type of vocabulary and the content they entail. These texts were carrying simple vocabulary that is more general than specific content area terms. Most examined texts carried the students' annotation. The teacher seems to rely on the translation task as the main activity to make students understand the target texts and, thus, she did not feel the need to devise extra activities. While the authenticity of texts has often been stressed as a strong motivating strategy; most target selected texts were presented without mentioning their source. According to (Tomlinson and Masuhara, 2013), texts and tasks should be authentic in order to prepare the learners for the "realities of language use" especially in the lack of a textbook.

The target texts dealt with topics that revolved mainly around political sciences themes such as Politics, Human Rights, Democracy, Justice, Conflicts, etc… It was clear that the teacher's choice of certain topics (Politics, for instance) was a deliberate choice that was in accordance with the content subjects. However, it is still worth asking on what basis the teacher's selection of other topics was done.

RECOMMENDATIONS

As noticed earlier, the findings showed differences in the learning process of the sample population. As such, the researcher comes to suggest some recommendations that ESP practitioners in the department of political sciences at the Algerian university context should take into account to teach this unit effectively.

Awareness of the need

According to Hutchinson and Waters (1987, p. 53), the aspect of 'an awareness of the need' is unique to ESP. In this regard, this addresses the aforementioned teacher. That is to say, the teacher of the sample study should regard her students' needs at the heart of her teaching. For that, she should direct her attempt to seek the appropriate methods that can help her analyze and understand these needs. In this context, two key questions would be relevant:

- What are the needs of the students of political science in the area of studying ESP?
- How can the teacher help students to fulfill these needs?

The first area of interest encompasses two dimensions: The first one is to articulate the students' needs. The teacher needs to be well-aware of the basic practices of ESP, especially, needs analysis and has to be able to demonstrate her ability to conduct it professionally. The second one is the nature of the tasks and the activities that would normally take place to ensure effective learning of ESP and meet the objectives of the curriculum. Basturkmen (2010) identifies the aspects that need analysis should address:

- Analyzing the situation in which the target group will use English. For instance, students learning English in the department of political sciences may need it to write political speeches.
- Identifying the learners' prior knowledge and abilities and whether they can meet the requirements of the target situation.
- Identifying learners' motivational state, their learning styles and what perception they hold about their needs in the area of learning.
- Studying the characteristics of the teaching environment and what the ESP course and the teacher have to equip the students with.

Fulfilling the needs

The ability of any ESP teacher to prepare lessons that engage the student in learning and getting benefits from their course depends a great deal on the quality of the designed needs analysis questionnaires or interviews and the information they yielded. According to Day and Krzanowski (2011), an ESP lesson plan can include the same elements as any other lesson designed for a General English class. In this respect, the teacher needs to have clear indicators about the following components: the characteristics of the ESP students group, the specific aims of the designed tasks and activities, any expected learning difficulties and the materials that the teacher would rely on to get the appropriate content for his learners' specialty. In this context, the students ought to be trained on the skills, that they would need in their future careers. For instance, they would be required to write political speeches and reports. Therefore, the

teacher in charge should design lessons that would help students to realize their learning goals like developing their writing skills and analyzing the subject of the political speeches that they would generate. For instance, they come to brainstorm the relevant ideas, organize them into an outline and finally select the appropriate terms for the political context and the audience to whom the speech would be addressed. In addition, the teacher should discuss with her students how she can drag them in the process of equipping them with knowledge and training them to be able to perform a set of skills that they would rely on in their future careers. In this respect, she could provide them with the curriculum as well as some related biography on the content and the practical side of learning English, which they could consult and enrich their knowledge on one hand. On the other hand, the students cannot learn and practice every aspect of ESP in one hour and a half. Therefore, it would be very beneficial if she assigned her students tasks that they can do outside the classroom and which require them to use the references that the teachers of the other modules provided them with. Once those tasks would be accomplished, the teacher could correct their work and give them feedback on their performances so that the learners could take responsibility to improve their learning.

Including ESP in teaching EFL departments

One way to improve practicing ESP in the Algerian context is by including an ESP module for those who were originally EFL teachers but enrolling in master's and doctoral studies. By doing so, they would be exposed to the chief principles of ESP, the approaches to teaching it and how they design and conduct central practices like needs analysis, and how they can use the appropriate materials to prepare well-crafted lessons and tasks, which make learners capable of fulfilling their wants and needs, and acquire the suitable knowledge and skills so that they can be ready for their professional careers.

Designing the syllabus

As might be expected, results from research in this study led us to draw the following suggestions and recommendations: There should be a proposal for an ESP curriculum based on a universal, authentic document and based on learners' needs. It should be relevant to the target situations in which ESP students will function as specialists. Its content should be based on levels of proficiency and take into account the students' needs and backgrounds. Teacher training should be stressed and can be realized through an initial EFL training, where an ESP component should be introduced.

Needs analysis

Students' needs are the absolute characteristics of ESP (Dudley-Evans and St. John, 1998) together with using the underlying methodology and activities of the discipline it serves and focusing on the language skills. As stated in Kareva (2013) as recommended by Richterich and Chancedrel (1980, in Belchar, 1986) a needs analysis considers the needs expressed by the learners themselves, by the teaching establishment, by the user institution, or by all three. In analyzing the needs of our students, we administered a questionnaire to a number of learners; and we consulted the teacher who had taught this course previously and whose syllabus we could consider. Students gave us the most valuable information about what they thought they would need English most.

Designing syllabus for ESP course

To design a syllabus is to decide what gets taught and in what order. Munby (1987) views syllabus design as a matter of specifying the content that needs to be taught and organizing it into a teaching syllabus of appropriate learning units. It includes the criteria consisting of (a) progress from known to unknown matter, (b) appropriate size of teaching units, (c) a proper variety of activities, (d) teachability, and (e) creating a sense of purpose for students. In the process of syllabus design, the choice of the syllabus is the major decision in language teaching, and it should be made as consciously and with as much information as possible. To do this, teachers' and syllabus designers' belief in language learning theory plays an important part in determining which type of syllabus will be adopted. Once a particular type of syllabus is determined, then all variables to which teachers and syllabus designers have to pay attention, are categorized (Amran Halim, 1976) into two: 1. Linguistic variables, which include the linguistic relation, between the language to be taught and the language or languages which students use in their daily activities, and 2. Non-linguistic variables range from policy to social, cultural, technological and administrative variables. Especially for ESP programs in which both language and content are taught within the classroom, such analysis of students' needs and interests in learning gains primarily concern and precedes all stages of the syllabus design procedure. Besides the needs analysis result, the important factor which affects the selection and organization of syllabus content is the kind of reference that teachers and syllabus designers may make to the general language ability of students. In this organization stage, collaboration with content teachers is needed to provide beneficial inputs regarding instructional objectives, materials, methods and evaluation. Hence, syllabus design involves a logical sequence of three main stages: 1) needs analysis, 2) content specification, and 3)

syllabus organization. This formulation is itemized into: (1) need analysis; (2) formulation of objectives; (3) selection of content; (4) organization of content; (5) selection of learning activities; (6) organization of learning activities; (7) decisions about what needs evaluating and how to evaluate (Taba, 1962).

Effective method for teaching ESP

Effective teaching ESP in the classroom involves a student-oriented and learning process. It is a type of instruction that can inspire students, provide knowledge, communicate concepts, and assist students with learning disabilities. According to Souriyavongsa et al. (2013), college teaching necessitates a thorough understanding of the information to be communicated as well as how to explain it to students. As a result, college ESP classes place a greater emphasis on current awareness, discussion, and presentation. Furthermore, successful teaching ESP provided by the lecture is expected to be able to handle the learning process to motivate students to learn by inspiring them and acknowledging their challenges. According to Young and Shaw (1999), as cited in (Devlin and Samarawickrema 2010), effective teaching has six components: 1) the importance of teaching materials, 2) motivated students, 3) a friendly classroom setting, 4) the composition of teaching materials, 5) effective communication, and 6) a student-centered approach. Furthermore, success is dependent on human and non-human factors. Human elements are linked to the positions of the lecturers as well as the characteristics of the students. They also involve the contact between students and lecturers in the classroom. Non-human components include textbooks, syllabi, teaching aids, and hours. The aspects of teaching ESP, such as materials development, class management, and evaluation mechanism are all conducted by the lecture. Besides, the roles of lecture in ESP are not only as a teacher but also as researcher, collaborator, motivator, and evaluator. Following the materials designer, the lecturer has to determine and select the appropriate materials to emphasize teaching ESP. Besides, it needs to modify and add to make them more appropriate to the students' needs (Syarifah, 2017). For both students and teachers to participate in teaching and learning events, effective teaching is critical.

 A good and competent lecture is encouraged to make materials to fit the students' needs. However, in developing or designing the materials, some factors should be considered. According to Jo McDonough (2013), a lecture should be guided by a syllabus in teaching materials. It is derived from the goals wanted to be achieved from the language program. The goal is formed by the language teaching program's natural context: the students themselves and the educational setting where the teaching will occur. The designs of material by Nunan (1991) are:

1. Material should base on the curriculum.
2. Material should be authentic in text and task.
3. Material should stimulate interaction.
4. Material should allow learners to focus in formal language.
5. Material should encourage the learners in developing learning skills and skills in learning.
6. Material should encourage a student's application outside the classroom.

Based on the researcher's observation, teaching ESP in the Political Science Program was found to be challenging because most students still lack the competence to communicate English effectively despite learning it for at least seven years.

CONCLUSION

Though English is gaining more attention and importance in the Algerian teaching and learning disciplines at universities, ESP, in particular, still has a long journey to be well-established and well-implemented in different specialties. ESP teaching-learning purposes are communicative competence. To achieve the students' needs, teaching ESP should be based on the basic concept of the target students' core language needs, which should be aided by the use of teaching materials and practice (Poedjiastutie and Oliver, 2017). However, it provides students' needs, and communicative activities should include the ESP approach's emphasis. Therefore, the teaching method of ESP for the Political Science program should be designed for positive learning. Creating positive learning is closely linked with motivation. Motivation is an important part of students' needs. It encourages them to learn ESP deeply. All in all, these should be relative to a curriculum design. Furthermore, ESP courses should be recommended at the university level to replace general courses because they are more concentrated and provide grounds for students' increased success rate. As learning emphasizes both outcomes and the learning process, teaching must completely engage students. In other words, the lecture has to focus on the students during the learning process.

REFERENCES

Akhiroh, N. S. (**2017**). Teaching English in Non-English Departments: Empowering Teacher Towards Improvement. IJEE (Indonesian Journal of English Education), 4(1): 49-62.
Altrichter, H., Feldman, A., Posch, P., and Somekh, B. (**2005**). Teachers investigate their work: An introduction to action research across the professions. Routledge.
Basturkmen, H. (**2010**). Developing courses in English for specific purposes. Springer.
Benesch, S. (**2001**). Critical English for academic purposes: theory politics, and practice. Mahwah, NJ: Lawrence Erlbaum Associates.
Brookhart, S. M. (**2008**). How to Give Effective Feedback to Your Students. Alexandria, VA: Association for Supervision and Curriculum

Development.

Brumfit, C. J. (1984). Communicative Methodology in Language Teaching. Cambridge: Cambridge University Press.

Day, J., and Krzanowski, M. (2011). Teaching English for specific purposes: An introduction (1ed). Cambridge: CUP, 5-7.

Devlin, M., and Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context. Higher Education Research and Development, 29(2): 111-124.

Dudley-Evans, T. (2001). English for specific purposes. In Carter, R., & Nunan, D. (Eds.) The Cambridge guide to teaching English to speakers of other languages (pp. 131-136). Cambridge. Cambridge University Press.

Dudley-Evans, T., and St. John, M. (1998). Developments in ESP: A multi-disciplinary approach . Cambridge: Cambridge University Press.

Fatmawati, F., Gani, S. A., and Samad, I. A. (2018). Techniques for ESP Students in Teaching English. English Education Journal, 9(4): 513-526.

Halim, A. (1976). Decision-making in Language Course Design. In Wilson, G. H. (ed.) Curriculum Development and Syllabus Design for English Teaching Singapore. SEAMEO Regional English Language Centre.

Hutchinson, T., and Waters, A. (1987). English for specific purposes: A learning-centered approach. Cambridge: Cambridge University.

Hyland, K. (2006). English for academic purposes: An advanced resource book. London: Routledge.

Hyland, K., and Shaw, P. (Eds.). (2016). Routledge Handbook of English for Academic Purposes . London: Routledge.

Jo McDonough, C. S. H. M. (2013). Materials and methods in ELT: a teacher's guide. Chichester.

Jordan, R. (1997). English for academic purposes: A guide and resource book for teachers. New York: Cambridge University Press.

Kareva, V. (2013). English for specific purposes: Public administration and political sciences. Procedia-Social and Behavioral Sciences, 70: 1477-1481.

Mackey, A., and Gass, S. M. (2005). Second Language Research: Methodology and Design. New Jersey: Lawrence Erlbaum Associates Inc.

Munby, H. (1987). The dubious place of practical arguments and scientific knowledge in the thinking of teachers. Educational Theory, 37(4): 361-368.

Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teacher. Upper Saddle River, NJ: Prentice-Hall.

Poedjiastutie, D., and Oliver, R. (2017). English learning needs of ESP learners: Exploring stakeholder perceptions at an Indonesian University. Teflin Journal, 28(1): 1-21.

Souriyavongsa, T., Rany, S., Abidin, M. J. Z., and Mei, L. L. (2013). Factors cause students low English language learning: A case study in the National University of Laos. International Journal of English Language Education, 1(1): 179-192.

Syarifah, F. Z. (2017). Lecturers' understanding and practice of ESP material development. ELT Tech: Journal of English Language Teaching and Technology, 1(1): 61-70.

Taba, H. (1962). Curriculum Development. Theory and Practice. New York: Harcourt, Brace and World.

Tomlinson, B., and Masuhara, H. (2013). Adult coursebook. ELT Journal, 67(2): 233-249.

Vong, S. A., and Kaewurai, W. (2017). Instructional model development to enhance critical thinking and critical thinking teaching ability of trainee students at the regional teaching training center in Takeo province, Cambodia. Kasetsart Journal of Social Sciences, 38(1): 88-95.

APPENDICES

Appendix I

Tick the response that applies (ضع علامةعلى الاجابة التى تراها مناسبة)

1. **Do you like to study political sciences in English?** هل تحب العلوم السياسية بالانجليزية	**Yes (**نعم)
	No (لا)

2. **I can best understand political texts which are written in :** افهم بشكل جيد النصوص التي تحوي مفردات العلوم السياسية اذا كانت مكتوبة ب :	**Arabic (**العربية)
	French (الفرنسية)
	Anglish (الانجليزية)

3. **Political texts written in English are difficult to understand :** النصوص السياسية المكتوبة باللغة الانجليزية صعبة الفهم	**Always (**دائما)
	Never (ابدا)
	Sometimes (احيانا)

4. **Dealing with political texts in English helps to:** التعامل مع النصوص السياسية باللغة الانجليزية يساعد على	**learn specific terms related to politics** تعلم المفردات الخاصة بالسياسية
	political content knowledge تحصيل المعرفة ذات المضمون السياسي
	General English Vocabulary مفردات الانجليزية العامة

5. **The teacher puts much emphasis in her teaching on :** اثناء التدريس الاستاذة تركز كثيرا على	**Grammar (**قواعد النحو)
	Vocabulary (المفردات)
	Specific Terminology مصطلحات الاختصاص
	Reading Comprehension دراسة النص

Appendix II

N°	Item	Agree	Disagree	Neutral
1.	The teacher introduces the syllabus and explains the learning aim at the beginning of the meeting			
2.	The teacher stimulates students to learn English			
3.	The teacher discusses more in the classroom and responds to the questions			
4.	The task given relates to the material learned			
5.	The teacher understands the material will be taught			
6.	The learning methods used are adequate to achieve the learning goal			
7.	The teaching pattern encourages students to learn			
8.	Feedback given enable to increase students' motivation			