CREATING AUTHENTIC MATERIALS FOR TEACHING ENGLISH FOR POLITICAL SCIENCES AND INTERNATIONAL RELATION AT SOUTH EAST UNIVERSITY

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ABSTRACT

The research paper shows the importance of English as a Foreign Language integrated in the curriculum of South East European University. After finishing the Basic English levels, students continue with English for Specific Purposes courses. All faculties within the university have their respective ESP course. The paper emphasizes the design of the course of English for Specific Purposes to students at Political Sciences and International Relations department within the Faculty of Contemporary Social Sciences. In order to prepare students begin their professional career path in government, ministries, state and local government agencies, municipalities, public institutions, political parties and non-profit organizations, faculty staff teaching professional subjects and students were conducted for target vocabulary of the course. The students were interviewed on their preference on skills and the results showed that speaking skills and debates would be more beneficial for their future career. In the scope and sequence of English for Specific Purposes 1 and 2 were included the goals of the course, objectives, topics, assignments, materials and target vocabulary. Based on the topics the materials for the courses were selected and Course Readers were prepared for the students. Most of the materials were found online on internet. Moreover, various English books and English version web sites of the Government in the Republic of North Macedonia and the Ministries were used to create authentic materials for students.

Keywords: Authentic materials, ESP, target vocabulary, political sciences, international relations

1. INTRODUCTION

South East European University in North Macedonia started functioning in October 2001. From the very beginning the Language Center was established and was the first independent unit to provide instructions within South-East European University. It provides language services to all SEEU students. Its 20 well-equipped classrooms and the Language Resource Center (LaRC) are designed to meet the educational needs of the students, staff and the community as well as create an environment that is conducive to learning. Language study is a central part of every SEEU student's academic career, both as core subjects and as optional elective courses. Part of the University's mission is to promote a multilingual approach to learning, stressing both the importance of local and international languages. The Language Center has the crucial role in achieving this goal. The primary function of the Center is to provide courses specified in the curricula of the five SEEU faculties. Basic Skills English is the largest of the Center's teaching programs. It provides language courses from Level 1 to Level 4 and Academic English to all first year students at the University. These courses are offered as core courses to the Faculty of Law, Faculty of Business and Economics, Faculty of Contemporary Social Sciences, Faculty of Contemporary Sciences and Technologies and Faculty of Languages, Cultures and Communication. According to the university three and four-year first study cycle, all the students are required to take minimum two semesters of BSE.

2. Courses of English for Specific Purposes at South East European University

Students from all SEEU faculties, with the exception of Department of English Language and Literature are required to complete English language courses specialized to their field. Students generally begin these courses during the third semester. The Language Center provides the syllabus, materials, and instructors for these courses.

Teaching English as a Foreign Language (EFL) to university students requires a lot of preparation, it is time consuming, but interesting and very challenging. This applies especially to teaching English for Specific Purposes, since students' language proficiency is very high, they are well-prepared for the classes and would like to be challenged. English for Specific Purposes has become very necessary in the last decades, so the lecturers at universities need to pay more attention to these courses and prepare students for their future career, where the employment competition in the country and abroad is very high. Hence, it is very important for the teachers to design syllabi, select and develop materials for the courses which meet students' needs and requests. English for Specific Purposes courses offered at SEEU are: Business English, Legal English, English for Political Sciences and International Relations, English for Communication and English for Computer Sciences. As an ESP lecturer I compile Course Packs for students based on their needs, and each semester I do changes in the course syllabus, add materials according to students' needs analysis questionnaire. So ESP lecturers have multiple roles since they are course designers, material providers, researchers and collaborators, and what is more, at the end of the semester they have to be evaluators, as well. The paper emphasizes the design of the course of English for Specific Purposes to students at Political Sciences and International Relations Department at the Faculty of Contemporary Social Sciences. In order to prepare students begin their professional career path in government, ministries, state and local government agencies, municipalities, public institutions, political parties and non-profit organizations, faculty staff teaching professional subjects and students were conducted for target vocabulary of the course. The students were interviewed on their preference on skills and the results showed that the speaking skills and debates would be more beneficial for their future career. In the scope and sequence of English for Specific Purposes 1 and 2 were included the goals of the course, objectives, topics, assignments, materials and target vocabulary.

3. Previous Studies

Various authors have different answers to 'What is ESP teaching?' and 'What do you understand by the term ESP teaching?' Dudley-Evans and St John (1998) in defining ESP say: "If ESP has sometimes moved away from trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation." Dudley-Evans and St John (1998, p.1)

There are also many researchers who have shown that preparing questionnaires play a crucial role when designing syllabi for different courses in Academia - the people, activities and institutions that are connected with education, especially in colleges and universities. Hutchinson and Waters, see ESP as an approach rather than a product. They suggest that "the foundation of ESP is the simple question: Why does this learner need to learn a foreign language?" Dudley-Evans and St John (2003, p.3)
As far as syllabi are concerned there are many classifications, and one of the classifications is as follows:

3. 1. Types of Syllabi

1. A Structural (Formal) Syllabus - A structural syllabus is a collection of the forms and grammatical structures of the language being taught such as nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.
2. A Notional/Functional Syllabus - A notional/functional syllabus is a collection of the functions or of the notions such as informing, agreeing, apologizing, requesting, and so on.
3. A Situational Syllabus - A situational syllabus is a collection of real or imaginary situations in which language occurs or is used. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations such as seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on.
4. A Skill-Based Syllabus - A skill-based syllabus is a collection of specific abilities that may play a part in using language. The primary purpose of skill-based instruction is to learn the specific language skills and to develop more general competence in the language.
5. A Task-Based Syllabus - A task-based syllabus is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning such as applying for a job, talking with a social worker, getting housing information over the telephone, and so on.
6. A Content-Based Syllabus - The primary purpose of this syllabus is to teach some content or information using the language that the students are also learning. An example of content based language teaching is a science class taught in the language the students need or want to learn. While doing this, we also make with linguistic adjustment to make the subject more comprehensible. (Dinçay T, p.15-16)

4. Methods

The methods that I used for this research are of scientific overall statistical methods, where the data is presented in quantitative ways given in statistical tables. I prepared a questionnaire for students about the skills that they would feel comfortable to practice more:

1. Which language skills would you like to practice more?

a) Reading b) Writing c) Speaking through debates d) Listening

I also gathered data to design a new syllabus and to select materials by interviewing the students and preparing the target vocabulary for English for Specific Purposes 1 and English for Specific Purposes 2, and the scope and sequence of the course, and according to those new syllabi and materials were selected to motivate students, engage and give assignments on topics that they will use on a daily basis.

4. 1 Participants and Procedure

The participants in this study were the students studying at the Department of Political Sciences and the Department of International Relations at the Faculty of Contemporary Social Sciences. There were 60 students who participated in this study. The students were taking the ESP 1 and ESP 2 courses in both Campuses in Tetovo and Skopje. 36 participants were attending ESP 1 course and 24 students attending ESP 2 course. The survey was done at the beginning of Summer Semester 2020.

5. The Results and Discussion of the Questionnaire and Interviews

The results for question 1: Which language skills would you like to practice more?, is given in the following figure 1, which shows that 63% of the students, studying Political Sciences or International Relations would rather practice their speaking skills through debates. 22% were more interested to write a project, and practice and enhance their writing skills, and 14 % of students would rather prefer to read more authentic texts.

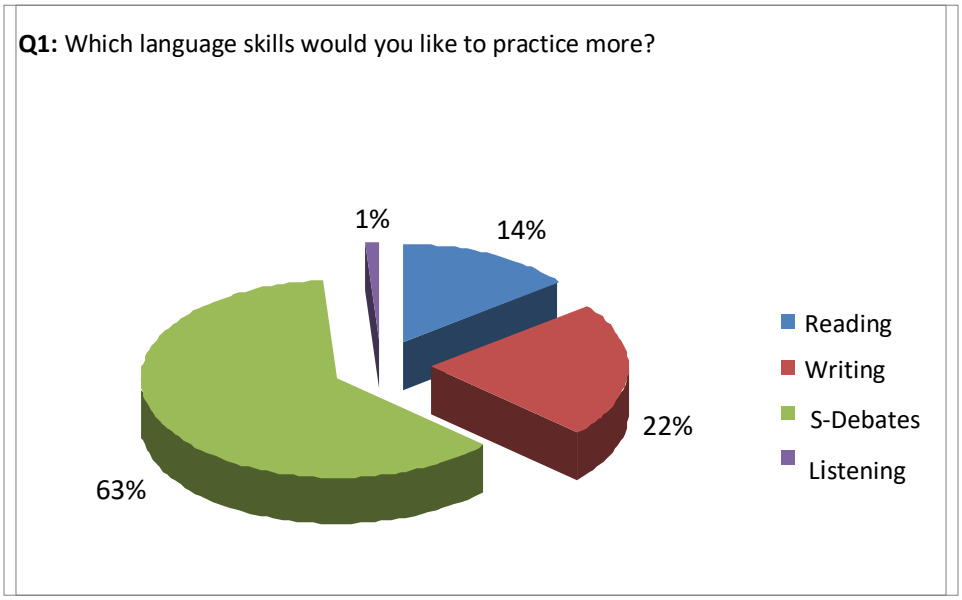


Figure 1: Results from question 1

The Scope and Sequence of ESP for Political Sciences and International Relations
The Scope of English for Specific Purposes 1

When designing a new Syllabus for ESP 1 I first set the goals of the course, objectives, topics, assignments and materials. According to students' interviews and conducting the colleagues who teach professional subjects at the Departments of Political Sciences and International Relations within the Faculty of Contemporary Social Sciences, the new syllabus scope was as follows:
Goals: Become competent in oral and written work in the communicative arts skills.
Objectives: By the end of the course students would be able to express themselves extensively and fluently at topics in political sciences, international relations, build and use vocabulary effectively; state an opinion without anyone's help; apply communication skills in oral and written work.
Topics: Political sciences-what is it? Familiarity with citizenship; political rights; constitutional rights; democracy, what government does? International Organizations? Why do they exist?
Assignments: Debate, group oral presentation project;
Materials: Constitutional rights materials, such as citizenship book: "We the people" The Citizens and the Constitution, Author: Center for Civic Education, Date of publication; 2003

Policy	Social work	Issue	Democracy
Constitution	Politics	Government	Citizenship
Freedom	Petition	Parliament	Courts

Table 1: The Target Vocabulary for English for Specific Purposes 1

The Scope of English for Specific Purposes 2

I followed the same procedure while designing a new Syllabus for English for Specific Purposes 2. Firstly, I set the goals of the course, objectives, topics, assignments and materials. According to students' interviews and conducting the colleagues from the Faculty of Contemporary Social Sciences, who teach professional subjects the new syllabus scope for ESP 2 for Political Sciences and International Relations was as follows:
Goals: Become competent in oral and written work in the communicative arts skills.
Objectives: By the end of the course students would be able to describe the basic principles of participatory democracy; write a research paper that incorporates APA style; organization, and logical arguments; work effectively and responsibly in small group by communicating, sharing and presenting equally; defend a position and opinion
Topics: The topics were similar to ESP 1, but how to use the knowledge of these topics; public administration in North Macedonia; bureaucracy in North Macedonia and how to banish it and political reasoning ability.
Assignments: Written project formal group presentation; brief individual presentation on a ministry within the Government of North Macedonia.
Materials: Story of Stuff video: www.storyofstuff.org; Chapters in: Sharfritz, J. M.& Russell, E. W. (1999, 2nd ed). *Introducing Public Administration.* Addison-Wesley-Longman.

Ministries	Bureaucracy	Administration	Executive Bodies	Management
Public Interest	Public Policy	Regulation	Lobby	Implementation
Municipality	Bureau	Bureaucracy	Bureaucratic	Expertise
Centralization	Department	Hierarchy	Independent	Agency
Local	Government	Ombudsman	Civil Service	Career Service
Non Profit	International	Negotiation	Arbitration	Resolution

Table 2: The Target Vocabulary for English for Specific Purposes 2

6. CONCLUSION

As a conclusion, I can say that the questionnaire and the interview conducted with students helped me a lot, especially with the selection of the materials. Since there is a lack of text books for teaching English for Specific Purposes to students who study Political Sciences and International Relations, I also compiled two Course Readers. The Readers have materials taken from different ELT Books, different websites, pod casts, etc. and are designed for both ESP 1 and ESP 2 courses that will prepare students for their future career. Most of the materials were found on internet, various English books and English version web sites of the Government in the Republic of North Macedonia and the its Ministries.

Thus, students would master new vocabulary related to public administration, human resources and management, political sciences, international relations and the Ministries within the Government of the Republic of North Macedonia.
When students finish their second year of studies, by the end of their fourth semester, they will complete ESP 1 and ESP 2 courses and will be able to communicate in English, because it has become a Lingua Franca in North Macedonia and beyond the globe. They will also able to participate in political debates, mediation and negotiation, ensuring argued analysis of political discourse, possess the skills to write coherent political events and prepare political speeches. The will also be able to demonstrate skills for professional communication with more actors in the team spirit and an inclusive approach.

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