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**Understanding ESP Students' Motivation
The Case of Second Year Master Students of
Political Sciences at Tlemcen University**

Dissertation Submitted to the Department of Foreign Languages as a partial fulfillment of the requirements of the master's degree in Language Studies

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Dedication

I dedicate this work to:

To my parents the source of my happiness and success in my life.

To my sisters for their unconditional love and support.

To my extended family and to all my friends.

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First and foremost, all praises and gratitude to almighty Allah for giving me ambition and strength to finish this work.

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Special thanks to all my dear friends: Ahlam, Samia, Wassila , Amina, Bassma, Soumia

I found no words to express my gratitude and my profound admiration to my parents and sisters for their spiritual inspiration, financial and moral support to achieve this academic level.

ABSTRACT

The present research investigates the aspect of motivation with political sciences students at Tlemcen University towards ESP learning. The main purpose of this study is to identify the reasons of political sciences students' insufficient motivation towards the ESP learning .To reach this end , a descriptive case study research was conducted using three research instruments .Students' questionnaire administered to political sciences students, teachers' interview and classroom observation .The results obtained through the three research tools revealed that political sciences students are instrumentally motivated to learn the English language, and the factors that may affect their level of motivation are the insufficient time devoted to English course, students low level of proficiency ,inappropriate teaching methods and materials ,inappropriate ESP teacher training. As an outcome to these findings, the researcher has proposed some suggestions and recommendations to raise students' motivation as well as to improve the status of ESP teaching in general and that related to political sciences in particular.

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LISTE OF ABBREVIATIONS and ACRONYMS

CPR: Communication and Public Relation

EAP: English for Academic Purposes

ELP: English for Legal Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

FL: Foreign Language

GE: General English

LMD: Licence Master Doctorate

PP: Public Policy

GENERAL INTRODUCTION

Students' motivation is one of the most important factors in an efficient education process. In fact, without sufficient motivation even individuals with most remarkable abilities cannot accomplish long-term goals in learning a foreign language. However, in a learning environment developing motivation is a difficult task for the teacher considering that every student learns differently and every student is diverse in their own ways.

Understanding political sciences students' motivation to learn the English language in ESP classroom at the level of the department of law and political sciences at Tlemcen University is a central interest of this study; consequently, the main concern of this study is to answer the following questions:

- To what extent are the political sciences students motivated to learn the English language?
- What are the factors that affect their level of motivation?
- How motivation can be increased ?

To Find reliable replies to the above research questions, the following hypotheses spring, as follows:

- Political students are motivated but not enough; it means that they are instrumentally motivation.
- The factors that may affect their level of motivation are : negative attitude towards the learning of English ,students 'low English proficiency, insufficient time devoted to English course , inappropriate teaching methods and materials , and inappropriate ESP teacher training.
- Student's motivation can be increased by using appropriate teaching methods within an adequately allocated time in order to raise students low English proficiency level, using audio visual aids and authentic materials, appropriate ESP teacher training.

To confirm or reject, the above hypotheses, the researcher uses a descriptive case study dealing with Master Two students of political sciences at Abou Baker

Belkaid –Tlemcen University. To accomplish the research aims, three research instruments are designed; student questionnaire, teacher interview and classroom observation. The necessary data obtained through the research tools are analyzed by both quantitative and qualitative methods .The present research work is divided into three interrelated chapters.

The first chapter attempts to provide a clear idea about the second language motivation and its different orientations .It also presents some factors that may affect student’s motivation .Furthermore, this theoretical chapter offers in brief clear and convenient overview of literature in ESP definitions and its development. Then, it dealt with motivation in ESP context and it ended with the impact of teaching English in human sciences and political sciences.

The following chapter consists of two parts, the first part is designed to the description of research design and procedures .Besides, the second part is devoted to the analyses and interpretation of the data gathered .It also tends to answer the research questions and test the hypotheses whether they are confirmed or rejected.

The third chapter, attempts to clarify the different roles of ESP practitioner and provide some suggestions and recommendation for increasing the political sciences students level of motivation in learning the English language, and to ensure the efficiency of the teaching of ESP in the department of law and political sciences.

CHAPTER ONE : Theoretical Foundation

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1.1 Introduction:

Motivation is considered as an important factor to determine the success or the failure of learning .Thus , learners with high level of motivation result in one way or another the successful learning and effective teaching .

The current chapter attempts to provide a clear idea about the second language motivation and its different orientations .It also presents some factors that may affect student's motivation .Furthermore, this theoretical chapter offers in brief clear and convenient overview of literature in ESP definitions and its development.

Therefore, the main objective of this chapter, is in fact, to review a theoretical framework to better conceptualize the nature of the two concepts second language motivation and ESP.

1.2 Meaning and Scope of Motivation:

This section is devoted to define the concept of motivation in the context of language learning .The researcher attempts to shed light on motivation types and some factors that may affect student motivation in learning ,besides, three underlying theories of motivation will be highlighted .

1.2.1 Motivation Defined:

There seems to be a considerable amount of research on motivation within the learning process. It is one of the variables which have a strong impact on student's success or failure. However, L2 motivation research owes its origins to two Canadian social psychologists, Robert Gardner and Wallace Lambert, who conducted a series of studies in investigating language learning attitude and motivation dating back to 1959. Certainly, the role of others in developing motivation is central to teaching and education, in this fashion, Scheidecker and Freeman (1999:116) cited in Dornyei(2007:01)believe that "*Motivation is, without question, the most complex and challenging issue facing teachers today*".

In fact, numerous studies have attempt to define the student motivation and almost all of them come up with various definition of the concept .In this respect, Gardner (2006:242) states that "*motivation is very complex phenomenon with many facet .Thus, it is not possible to give a simple definition.*"

Harmer (1983:3) defines motivation as “*some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to whatever is necessary to reach that goal*”.

In language learning, motivation is comprised of three levels according to Dornyei (2001) taxonomy: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as, the need for achievement. The learning situation level is also influenced by a number of intrinsic and extrinsic motives as the teaching materials, the teaching method and learning tasks.

To sum up, motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task .Indeed, it is fundamental in learning in the sense that it controls the students’ behavior; it serves as an evidence for teachers to interpret how much students are willing to learn.

1.2.2Types of Motivation:

Gardner and Lambert (1972) in their early theory of language learning distinguished between two kinds of motivation; integrative and instrumental

Integrative motivation according to Gardner and Lambert (1972:132) is “*reflecting a sincere and personal interest in the people and culture represented by another group.*”In other words, integrative motivation is correspondent with the desire in which the students show a positive attitude and interest towards meeting or conversing with the speaker of the target language.

In the other hand, instrumental motivation is described as “*reflecting the practical value and advantages of learning a new language.*”(Ibid). That is to say, the instrumental motivation reflects the student’s goals, and functional motives.

However, with more recent theories of motivation, dichotomy of the integrative and instrumental motivation has been gradually replaced by “*intrinsic*” and “*extrinsic*” motivation (Ushioda,2001).

Baily (1986) further distinguishes integrative and instrumental motivation according to intrinsic and extrinsic motivation, the table below clarifies this added distinction:

Motivation	Intrinsic	Extrinsic
Integrative	Learner wishes to integrate with the second culture (e.g.: for emigration or marriage)	Someone else wishes the learner to know the second language for Integrative reasons. (e.g.: Japanese parents send kids to English language school)
Instrumental	Learner wishes to achieve goals utilizing second language (e.g.: for career)	External power wants learners to learn second language (e.g.: corporation sends Japanese businessman to US for language training)

Table: 1.1: Integrative and instrumental motivation contrasted by intrinsic and extrinsic source (Baily 1986, as cited in Brown 1987:117)

Although there is contrasting evidence as to whether instrumental or integrative orientation is better, both types have been shown to lead to successful language learning (Brown 2000; Ellis 1994).

1.2.3 Factors Affecting Students' Motivation:

There are many factors that can affect learners degree of motivation in learning second / foreign language ,In fact ,among the crucial factors there are attitude ,interest , learning environment ,teacher responsibility .

1.2.3.1 Attitude

Attitude towards a particular language can be deduced from the respondents' patterns of language choice and use as well as their intention of using the language in different domains of use. The concept attitude is described by Kayagil and Trivil (2011:01) as "*the intensity of positive or negative effect towards psychological object*". Gardner (1985) viewed attitude as component of motivation in language learning .Accordingly, Gardner (1985:1) states that "*motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes*".

In addition, motivation of learning a language is affected by its negative or positive attitude. Spolsky (1989:149) showed a complete agreement with Gardner's view when he stated that "*attitudes do not have direct influence on learning but lead to motivation which does*". What is made clear by Brown (2001:81) is "*That second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation*" That is to say , the positive attitude increases the degree of motivation in learning a foreign language, whereas , the negative attitude decreases the level of motivation .

In the same line of thought, in the field of English language learning, Kaharan (2007:84) believes that "*positive language attitudes let learner have positive orientation towards learning English.*".Thus, English language learning is closely related to the attitude towards the language.

1.2.3.2 Interest:

According to Woolfolk and Margetts (2013) there are two kinds of interest personal or individual interest and situational interest .He considers the individual interest of the student as "*students with individual interests in learning in general*

seek new information and have more positive attitudes towards schooling.” Woolfolk and Margetts (2013:384) .

Whereas, situational interests are defined as “*short-lived aspects of the activity, text, material that catch and keep the student intention*” (Ibid). Therefore, the student’s interest on the task or activity can affect student’s motivation to learn, and students interest was identified as one of the important motivational constructs that influences students’ engagement and achievement in learning

1.2.3.3 Learning Environment:

Teaching and learning processes are shaped by their physical, social and organizational environment, and the design of learning environments is, in turn, influenced by the processes that take place within them. Therefore, learning environment is the complete physical, social and pedagogical context in which learning is intended to occur.

In a learning environment developing motivation is a difficult task for the teacher considering that every student learns differently and every student is diverse in their own ways. But students expect the teacher to guide and encourage them in a constructive manner (Shadlyn, 2004).

1.2.3.4 Teacher Responsibility:

The major motivational factor in language learning is the teacher; in fact, the teacher remains the best model for motivation. Thus, the way of teaching and teacher attitude and motivation will affect learners’ motivation. Ames (1990:421) asserts that “*Effective schools and effective teachers are those who develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and that will contribute to quality involvement in learning*”.

Therefore, it is important for the teacher to be mindful of the fact that how he/she structures the course and the teaching methodologies he/she uses can greatly affect his /her students’ motivation to learn. By providing the students with a basic framework of expectations and guidelines.

1.2.4. Theories and Views of Motivation:

Over the past decades, theorists, in an attempt to clarify the concept of motivation, carried out numerous studies that showed various explanations. Thus, the term motivation was conducted and examined under the umbrella of three different theories behavioural, cognitive and humanistic.

1.2.4.1 Behavioural View:

According to the behavioural view, an understanding of motivation begins with a careful analysis of the incentives and rewards presents in the classroom as providing grades, sticks, and other reinforces for learning. So, from the behavioural theory considers motivation as the anticipation of reinforcement .In this respect Brown (2001: 73) says that *“to be motivated to acquire positive reinforcement, and motivated by previous experiences of reward for behaviour go hand in hand in order to achieve further reinforcement. Behaviourists explain motivation in terms of external stimuli and reinforcement.”*

1.2.4.2 Humanistic View:

In the 1940, proponents of humanistic psychology such as ¹Carl Rogers argued that the dominant schools psychology behavioural adequately explained why people act as they do .So, the humanistic perspective, to motivate means to encourage people’s inner recourses and their senses of competence as self –esteem.

Humanistic views of motivation perceive the individual as a whole and examine the interrelationship of the diverse human needs. One of the most influential humanistic theories is the Abraham Maslow hierarchy of needs which was introduced to the world in the 1940s and 1950s.

¹ Carl Rogers : American psychologist and among the founders of the humanistic approach to psychology.

Maslow believed that people have several needs to satisfy during the course of their life. He, figuratively, classified these needs hierarchically in a pyramid from the lowest to the highest.



Figure 1.1 Maslow's hierarchy of needs (1970)

(<http://www.marketinglearningzone.com/consumer-markets-and-business>)

1.2.4.3 Cognitive View:

In the end of sixties, the cognitive development theory was conducted by Piaget. Motivation emphasizes the individuals' decisions, in the cognitive theory people are viewed as active and curious, searching for information. This theory develops the reaction to behavioural view. That is, the cognitive theorists believe that behavior is determined by our thinking not by rewarded or punished behaviour. According to Keller (1983:389) quoted in Brown (2000:160) motivation is *“the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.”*

1.3 ESP Defined:

From the 1960s onwards, there was an increasing need to use English for the expression of knowledge within professional and educational fields. A clear sample of this demand is the way in which international communication takes place, no matter whether English is used in the world of science and technology or in foreign trade activities. All these demands and requirements fostered the expansion of one particular aspect of ELT, namely the teaching of academic and professional English, more commonly known as English for Specific Purposes. Therefore, in ESP situation the learner wants to learn the target language in order to meet specific ends. In this respect Harmer (1983:1) defines ESP as "...situations where the student has some specific reasons for wanting to learn a language.

Furthermore, Stevens (1988) defined ESP by identifying its "*absolute*" and "*variable*" characteristics. Speaking about the "absolute" characteristics, ESP consists of English language teaching which is:

- a) Designed to meet specific needs of the learner.
- b) Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.
- c) Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics...etc, and analysis of this discourse in contrast with general English.

While the variable ones, ESP may be, but not necessary, restricted as to the language skills to be learned (e.g. reading only); not taught according to any pre-ordained methodology. (Stevens, 1988, 1-2)

Besides, ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level:

- ▶ ESP is generally designed for intermediate or advanced students;
- ▶ Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

1.3.1 Types of ESP:

ESP is divided into two main categories according to Hutchinson and Waters (1987) which are:

- ❖ English for Academic Purposes (EAP)
- ❖ English for Occupational Purposes (EOP)

That is to say, English is learned whether for academic or occupational purposes. This is related on the field of study in which English is taught. Evans and St John (1998:7) have provided a diagram through which they classify EAP and EOP according to discipline or professional area:

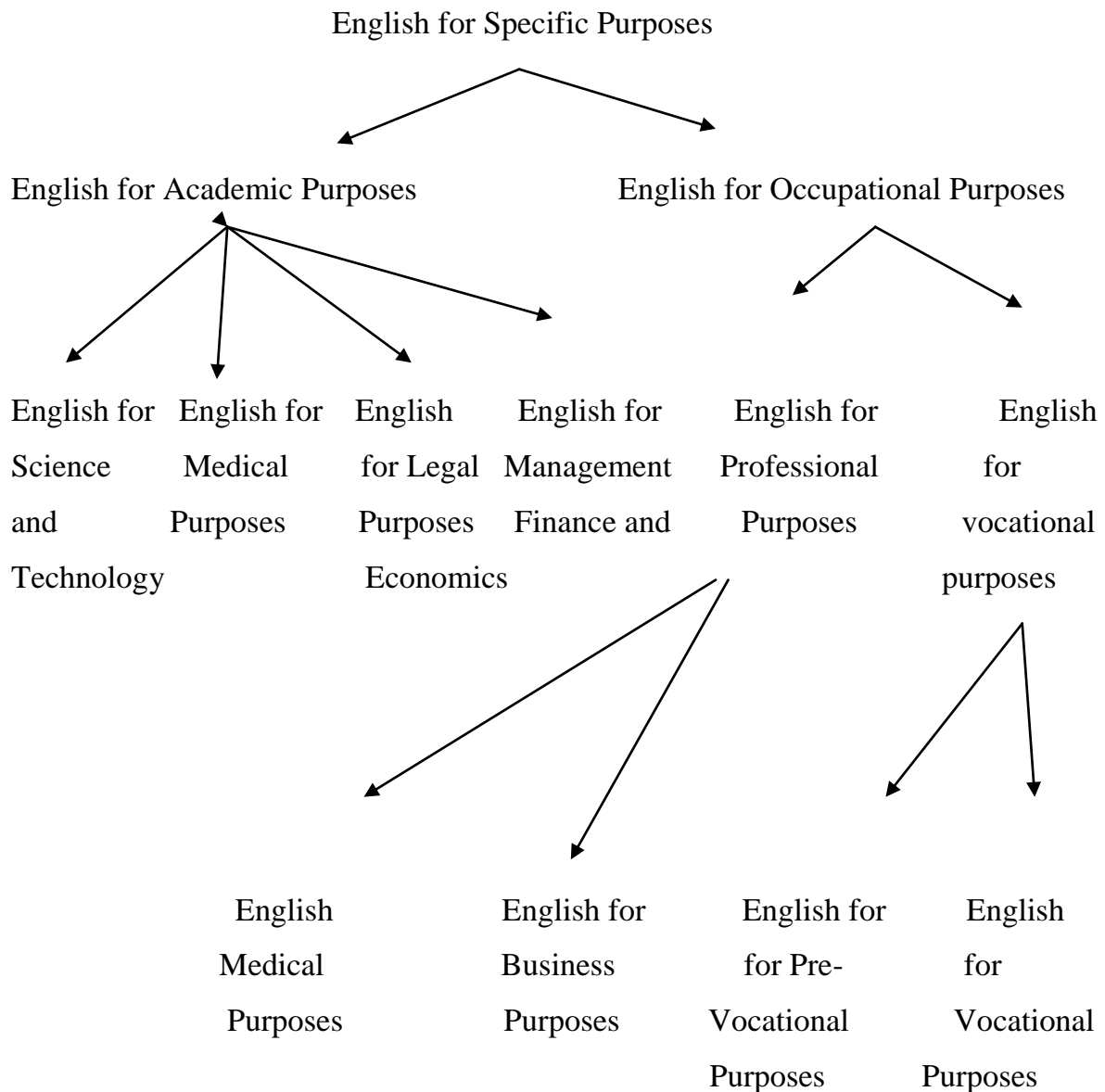


Figure1.2. ESP Classification by Professional Area (adapted from Dudley Evans and ST John, 1998:6).

Therefore, this current study is concerned with English in Law and Political Sciences, it is considered as a branch of ELP (English for Legal Purposes). Consequently, learners have to inform with all the terminology in this area which provided in English language.

What is more, Robinson (1991:100) differentiates between EAP and EOP by stating “EAP is thus specific purpose language teaching, differentiated from EOP

by the type of learners: future or practicing students as opposed to employee or worker.”

Besides, in the last few years, a third subdivision of ESP has come to the fore, which is called English for Science and Technology EST. This branch which satisfies the scientific and technological requirements. Some specialists would maintain that EST can be introduced within the two first elements, depending on the area where English is used since it interest for occupational purposes. Streven (1977) and Blue 2001 say that EST is branch of EOP and EAP.

1.3.2 Development of ESP:

Early beginning of ESP in the 1960s .It has undergone five main phases to emerge Hutchinson and Waters (1987).

❖ Stage One: *The Concept of Special Language: Register Analysis.*

When the language teacher where teaching the learners from different specialties they have remarked that each specialist learners require a specific register different from general English .Whereas the aim of register analysis was to identify the grammatical and lexical features of these registers and the analysis revealed that there was very little that was distinctive in the grammar of sentence besides some forms found in general English (GE).Therefore ,the motive behind register analysis was pedagogical ,that is, to design an ESP course relevant to the learners needs and requirements . And also to produce a syllabus which gave priority to the language forms in science studies.

❖ Stage Two: *1970s Discourse Analysis*

This phase focuses on the analysis from sentence level to discourse level .Thus, ESP become involved in the field of theoretical analysis, that is, the analysis of sentence combination into discourse to produce a meaning. The main aim of this analysis is to produce ESP course books based on a functional analysis of the language, and also to develop related communicative abilities.

❖ **Stage Three:** *Target Situation Analysis.*

The aim of the analysis is to take the existing knowledge and set it on more scientific bases by establishing procedures for relating language analysis more closely to learners reasons for learning, purposefully for , enabling the learners to function adequately in the target situation.

❖ **Stage Four:** *Skill and Strategies.*

Unlike the three previous stages which aimed at the analysis of the surface form of the language The stage of skills and strategies aimed to look below the surface .In this respect , Hutchinson and Waters (1987 :13) claims that “ *therefore , no need to focus closely on the surface forms of the language. The focus should rather be on underlying interpretive strategies.*”

❖ **Stage Five:** *Development of Learning –Centred Approach.*

The four stages in the development of ESP were based on the description of language use which are developed to define course objectives .The fifth stage which was based on the assumption that a valid approach to ESP must be based on understanding the processes of language learning.

The importance of this stage is to make a distinction between language use and language learning and it took into consideration the learners learning environment .In this context, Hutchinson and Waters (1987: 14) states that “*our concern in ESP is not with language use –although this will help to define the course objectives .Our concern is with language learning*”.

1.3.3 Difference between ESP and GE:

English for Specific Purposes (ESP) and General English (GE) are two branches of English Language Teaching (ELT). Thus, ESP and GE share the same principles of language teaching in which their aim and objective is to have effective and efficient learning.

Whereas , Hutchinson and Waters (1987) have explained that the main difference between ESP and GE lies in the awareness of need .Therefore , ESP learners are current or future specialists who need English for their specific area and who are aware of their need ;they know what exactly they need English for ,they also know what ESP course should offer them . It can be noted that what distinguishes ESP from GE is not the existence of a need as such but rather an awareness of the need.

1.4 Motivation of Learner in ESP:

Motivation is one of the crucial factors that influences the success of language learning ,it plays an indispensable role in learners achievement .Thus, Hutchinson and Waters (1987: 8) asserts that “*Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.*” Thus, in ESP context, learners show a great interest to learning, since they are aware of their needs.

Besides, the ESP teaching is intended to develop language learning skills and structural knowledge of English under the promise that interest in content of the ESP language subject .Also selecting appropriate teaching materials can help to raise learner’s motivation and keep them stimulating .Stevens (1988), an ESP specialist, gives four implications for higher motivation in ESP courses:

- Being focused on the learners’ needs, they waste no time
- They are relevant to learners
- They are successful in imparting learning
- They are more cost-effective than General English courses.

1.5 The Impact of Teaching English in Political Sciences:

As modern theory of science is looking back to multidisciplinary as a source of a better comprehension, English is being the necessary mean as it became an international language in all contemporary studies, political sciences in its impact as one of the major sciences that study the political phenomena that studies all related aspects, has to follow that trend.

In the International relations and due to the fact that the new world order is being led by the United States of America and its allies in western Europe and as this block is presenting the civilization in all its features, including in the first stage the scientific issues, It is of a big importance for political sciences students to learn English as a main and elementary conduct line to be able to understand political speech of political leaders all over the world, a world that knows a chain of mutations and transitions from a regime into another, conflicts and crime organizations rising up in different spots, which finally are presenting a challenge and a threat to break down our peace as it is shaped into the modern type of state.

1.6 Faculty of Law and Political Sciences:

The present enrolled program at the LMD system is organized through two years of common core ,then the third year the students has the right to choose between two different streams namely ;International Relation and administration affairs. Moreover, after finishing the three years to get the licence degree the students have the ability to continue post graduation studies in the two years master. The coming figure will illustrate different specialities in third year licence.

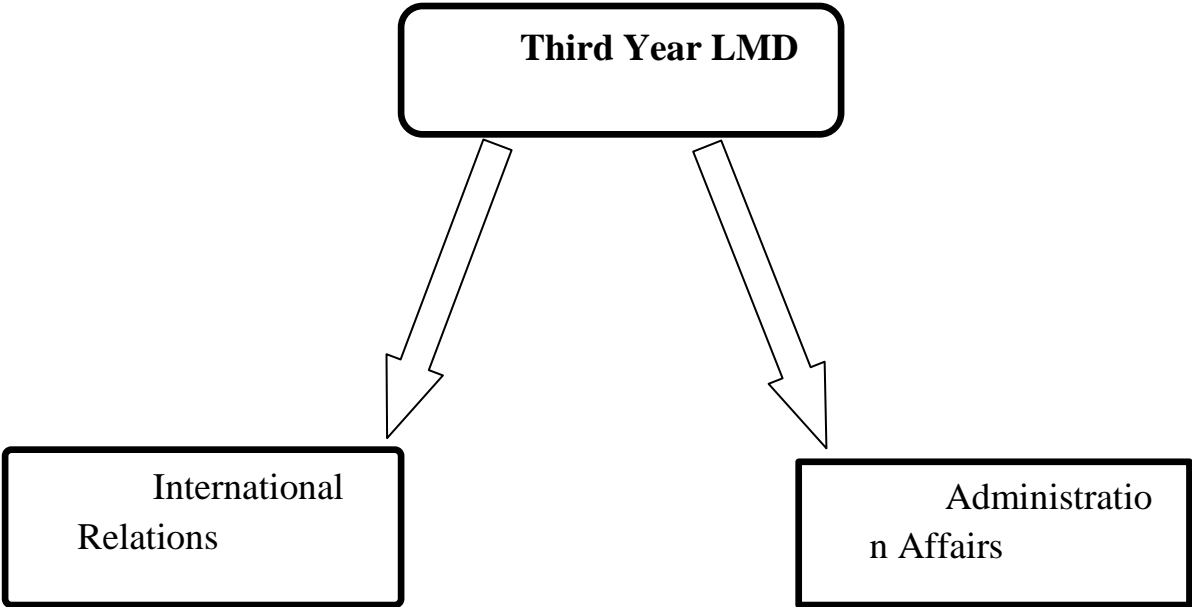


Figure1.2. Third Year LMD Specializations in the Faculty of Law and Political Sciences.

In addition, in post graduation studies of the two years master , there are five different specialties namely are ; Security and Strategy Studies (SSS), Public Policy(PP) and Communication and Public Relation(CPR), Diplomacy, Administration. The coming figure will illustrate different specialities in Master LMD.

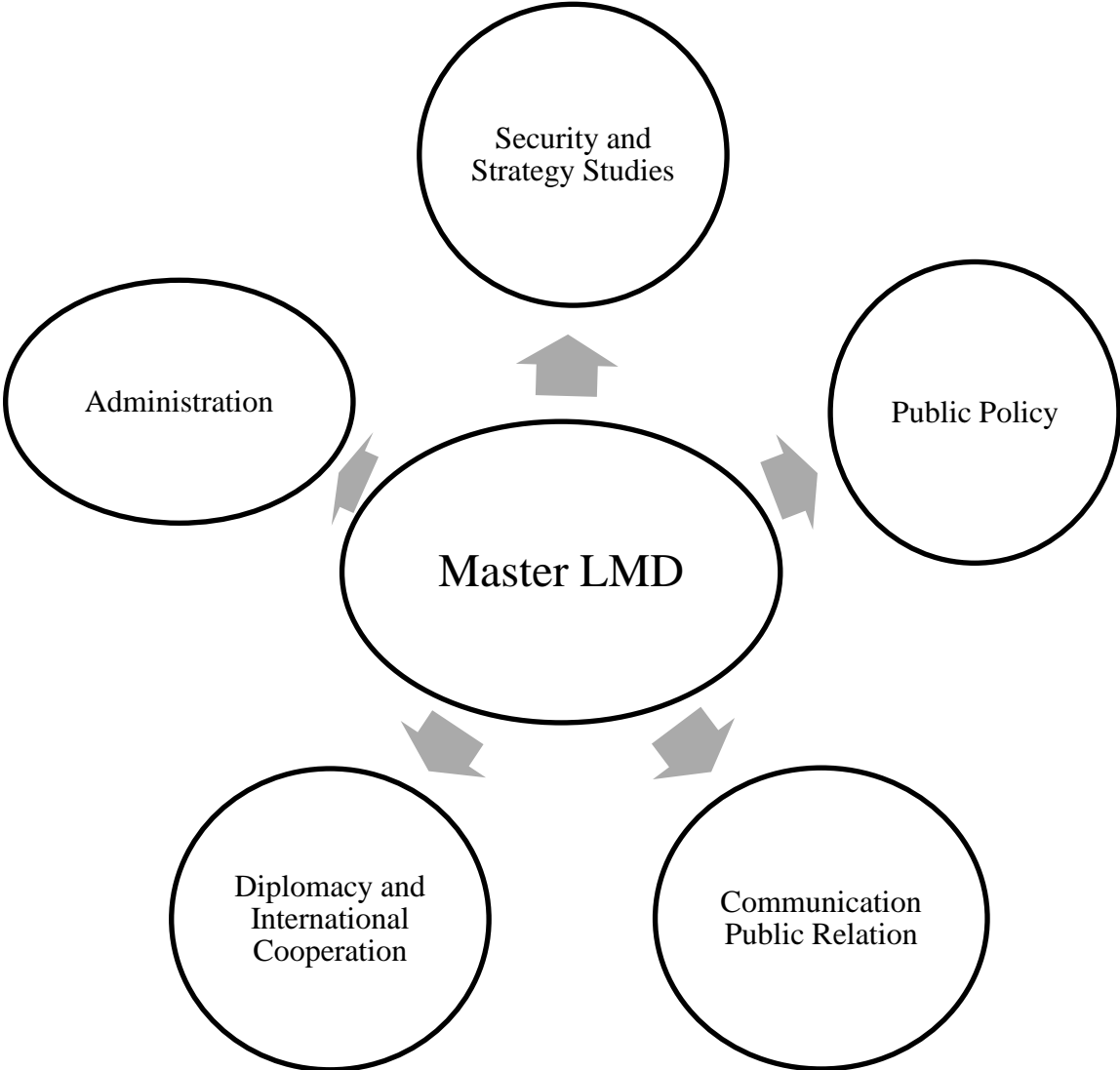


Figure1.3. Master LMD Specializations in the Faculty of Law and Political Sciences.

Concerning English instruction, the department of politics has introduced English as compulsory module from the first year of graduation of studies.

Whereas, in Master studies the students have the right to choose between two different foreign languages English and French .Therefore, the learning of English language enable the political sciences students to read the literature concerned with their field of study, and also to keep abreast of the newest research works.

1.7 Conclusion:

The present chapter has provided some definition of the two concepts second or foreign language learning motivation and ESP, whereas, the two different concepts are regarded as a very important part of literature, containing a multiple areas of interest as motivation orientations and theories, ESP types and development.

Furthermore, the forthcoming chapter will deal with research design and procedures

CHAPTER TWO: Data Collection and Data Analysis

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2.8. Interpretation and discussion of the main results

2.9. Conclusion

2.1. Introduction:

Unlike the previous chapter, this chapter gives an outline of the research methods followed in the present dissertation to investigate political sciences students' motivation in learning the English language, by shedding light on causes behind their low level of motivation and the solutions suggested and proposed to increase their degree of motivation.

Correspondingly, this second chapter overviews the objectives of the study and points out the research design, approaches and procedures, moreover, contains data collection and discussed them, and then the data analysis will be reported. The study based on both quantitative and qualitative approaches, as they will be used to collect data. Thus, the work is directly based on three research instruments; students' questionnaire, teachers' interview, classroom observation.

After reporting data and obtaining results we will provide it with practical answers to research questions and at the end this chapter sheds lights on the conclusions drawn after the discussion of the results obtained.

2.2. Research Objectives:

The purpose of the following research work is an attempt to describe political sciences students' motivation at Tlemcen University, concentrating on determining the factors that may affect their level of motivation. Finally, this investigation aims also at providing some suggestions as solution to improve and increase political sciences students' motivation to learn the English language in ESP classroom.

2.3. Research Design:

In any research work ,the research design is considered as an important step ; that aims at obtaining data in order to answer the research questions .Thus , the researcher usually goes through a general plan of data collection and procedures

used in data analysis .In this respect ,Mc Millan &Schumacher (1993 :31)define it as :“ ...*the procedures for conducting the study, including when from whom and under what conditions data were obtained .Its purpose is to provide the most valid , accurate answers as possible to research questions* ”.The present work is a case study of master two political sciences students, in the Department of Laws and Political Sciences, at Abou Beker Belkaid University of Tlemcen.

In fact, one of the most practical methods used in the pedagogical sector is case study and it is also termed monograph. According to Gerring (2004: 342) case study is: “*an intensive study of a single unit for the purpose of understanding larger class (similar) units*». Therefore, the present study is a descriptive case study set for the purpose of giving a better understanding of political sciences students’ motivation phenomenon.

2.4. Sampling and Research Informants:

In addition to the research design and methodology followed in this research, sampling is a crucial point that the researcher should deal with it, because it provides a source of evidence and different data techniques. Thus, a number of sampling techniques is used in this research.

2.4.1. Sampling Techniques:

The current study deals with master two students of political sciences and with two English teachers namely the general English teacher and subject specialist teacher however, it is not possible to gain data from a whole population. Thus, the researcher works with small –scale sample including (30) thirty students and (2)two teachers in order to represent the whole population, taking into consideration the above highlighting facts, using the probability sampling techniques which is called random sampling is appropriate way which allows every member in the population to have an equal chance of being selected.

2.4.2 Students Profile:

This investigation concerns master two political sciences students from three different specialities namely ;Security and Strategy Studies (SSS), Public

Policy(PP) and Communication and Public Relation(CPR) at Tlemcen university, during the academic year 2015/2016.Thirty informants (30) are selected randomly to answer the questionnaire.

The choice of this sample is motivated by the fact that they experienced the learning of English language during five years in university ,they are also aware of the importance of learning the English language in their field of speciality and for their future work. Therefore, the questionnaire tends to elicit opinion and attitude about the English language and the factors that may affect their level of motivation and at the end the researcher invites the political sciences students to propose some suggestions in order to make political sciences students more motivated to learn the English language.

2.4.3Teacher Profile:

This research paper also involves two English teachers, who have been requested to answer some questions concerning the underlying research. The teachers have different teaching experience; the subject specialist holds magister degree in political sciences and he has also experienced the learning of English when he worked in foreign company out of Algeria and he has been teaching the English language during two years in university. On the other hands, the general English teacher holds master degree and she is preparing her doctorate theses, in addition, she has been teaching the English language for three year in political sciences department of Tlemcen University.

2.4.4Classroom Observation:

The observation takes place in the middle of the first semester where the second semester the political sciences students will be busy in writing their theses. The researcher attends three sessions with political sciences students; with Communication and Public Relation students in which they are taught by subject specialist and the time devoted to each observation is one hour and half.

2.5 Data Collection Instruments:

There are various methods that researcher can depend on to collect data and it is necessary to include more than one research tool in order to ensure the validity of results. In this study, the researcher relied on three research tools: students' questionnaire and teachers' interview, and classroom observation. The reason behind choosing those instruments is to give a more reliable and valid findings about the study.

2.5.1 Students' Questionnaire:

The questionnaire is self –report instrument for collecting data in form of series of questions about a particular subject ,useful for economically and speedily of respondents and easily to analyse the gathered data . In this respect, Gass and Mackey (2007:148) refer to the concept of questionnaire as: “*written instruments that present all participants with the same series of questions or statements, which the participants then react to either through providing written answers*”. The questionnaire then, is a mean of data collection that is generally a set of short planned questions concerning a specific topic designed to get particular information.

As shown in appendix A, at the beginning the researcher introduces the topic and set the purpose of the questionnaire and of course asks for the consent of the informants. Moreover, the researcher formed a questionnaire based on three types of questions for the sake of getting different data that can attribute to the study .It is worth noting that the questions vary from close-ended ,mixed and open-ended question. In close-ended questions the researcher provides a set answers and the informant choose one answer from the suggested answers .Whereas, in open-ended questions the informant has the opportunity to answer in their own words in order to determine the informant opinion and suggestions concerning the subject under study. On the other hands, mixed questions are used as a combination of close-ended and open-ended questions.

It should be mentioned that the questionnaire is made up of thirteen (13) questions classified as follow:

Question one: is informative question about student gender.

Question two: tends to identify student field of specialty.

Question three: is set to know how many years the student has been learning English language at university.

Question four: is designed to know the student attitude about the English language.

Question five: is structured to know the student level of proficiency.

Question six: has been addressed to the informants to identify the students' type of motivation (integrative or instrumental).

Question seven: aims at showing the time devoted to the English course.

Question eight: is asked if the time devoted to the English course is sufficient or not.

Question nine: is designed to see if the students consider themselves motivated or not.

Question ten: aims at understanding reasons behind Students' low level of motivation. Question eleven: asks the students if they are taught by using technology.

Question twelve: asks the students about the benefits of using technology.

Question thirteen: invites the students to make suggestions for raising students' motivation.

Furthermore, the questionnaire was piloted with three students who were not a part of the target sample. Consequently, the three students made certain remarks that push the researcher to change the wording of some question to make them understandable.

2.5.2 Teachers' Interview:

The current research uses a structured interview. This instrument is a fixed format interview in which all questions are prepared in advance and are put in the same order to each interviewee. Structured interview is similar to questionnaire in which the researcher has to prepare a number of useful written questions to use and asked during the conversation. In this type of interview, the researcher is obliged to use formal style (Dornyei, 2007).

As showed in the appendix B, at the beginning of the interview, the aim is clarified to the two teachers namely; subject specialist and general English teacher. In addition the researcher use recording to record the teachers answers. Moreover, the interview is composed of twelve (12) questions that vary from closed-ended to mixed questions, and to open-ended questions.

Question one: is designed to identify teacher qualification.

Question two: is set to know the teacher field of specialism.

Question three: asks the teacher about his/her teaching experience.

Question four: is informative question about ESP training and the type of this training.

Question five: asks about the availability of the syllabus for teaching the English language.

Question six: is designed to ask about the students' proficiency level.

Question seven: asks about the use of technology in lecturing.

Question eight: inquires about the factors affecting students' motivation.

Question nine: tries to ask teacher opinion about his student motivation

Question ten: asks the teachers about how they classify their students' motivation

Question eleven: aims at eliciting information about how the teacher tries to motivate his students.

Question twelve: is designed to find out which suggestions can be made to make student more motivated to learn the English language.

The interview questions were pilot with small sample individual. They were asked first to comment on such aspect as clarity, appearance, layout, legibility and relevance. This pilot mainly aims to highlight the flaws through testing its content validity.

2.5.3 Classroom Observation:

Classroom observation is a tool of data collection which allows the investigator to obtain more information and better explore the situation under investigation in its natural environment .In this respect Bailey (2001;65) asserts: "A

classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis". Therefore, the researcher uses this kind of research instrument in which she attends three sessions with political sciences students.

The classroom observation report of this research is composed of three scales of rating from "accomplished successfully" and "need more emphasise" to "not observed".

As appeared in Appendix C, the first part is concerned with teacher presentation of the lesson and how the teacher interacts with his students and how he motivates his students. The second part is devoted to describe the students' engagement and participation in the lesson tasks. The third part is set to observe the teaching materials and the lesson content. Besides, each part is followed by additional comment on the concerned area.

2.6. Data Analysis Procedures:

The process of evaluating data is referred as to data analysis. This process includes: selecting the appropriate analysis, gathering the needed information for analysis and summarising the results revealed through the research instruments.

Particularly, the data collected in this research is of two types: qualitative and quantitative. The most obvious distinction is that the former is descriptive, but the latter is experimental.

2.6.1 Qualitative Data Analysis:

Qualitative method excludes the collection of numerical data in favour of natural data in the form of researchers' field notes. In this present study the use of qualitative data analysis is used to analyse the classroom observation findings. Besides some questions in both the questionnaire and interview will be analysed through using this type of method. Thus, this method relies on coding i.e.; summarizing the informants answers.

2.6.2 Quantitative Data Analysis:

Unlike the qualitative data analysis, the quantitative data analysis is a process of evaluating data in numerical way. This technique is used to analyse the students'

questionnaire and teachers' interview. Moreover, the numerical data can be represented in the form of figures or tables.

Furthermore, the combination of these two types of method is beneficial for insuring reliability and it is obvious that the use of the mixed approach is valuable than using just one method because it can produce insightful results. In this respect Johnson and Onwuegbuzie (2004 :17)says that “ Mixed methods research is formally define here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”.

The researcher summarising the research design adopted in the study in the following figure 2.1.

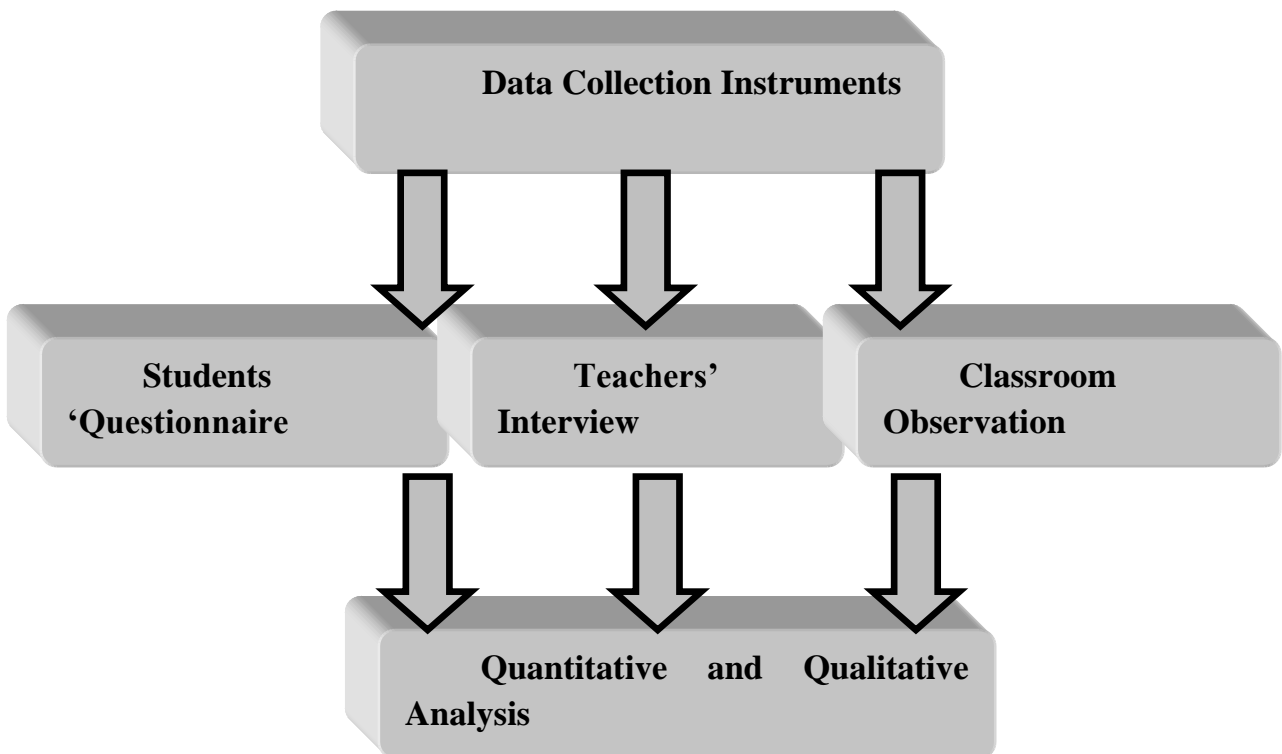


Figure 2.1. Research Design

2.7Data analysis:

This section is set to analyse the research tools findings of political sciences students questionnaire , the teachers interview and the classroom observation .

2.7.1. Students Questionnaire:

To have a clear idea about the central aim of this study .the questionnaire was distributed to thirty (30) political sciences students master two; respectively in the 16th November 2015.In addition ,this questionnaire was delivered randomly to master two students from three different specialities namely; Public Policy(PP) , Communication and Public Relation(CPR) and Security Strategy Studies(SSS).

2.7.1.1The results:

The results obtained through the questionnaire will be analysed in this section.

Questions one and two: *students' gender and speciality*

The researcher designed the two questions to show the students gender and speciality for the purpose of ensuring the diversity of opinions. The results show that among the thirty informants there are 9 males and 21 females .Besides , there are 6 students from Public Policy (PP)and 8 students from Communication and Public Relation(CPR) and the rest 12 students belong to Security and Strategy Studies (SSS)speciality. The following table summarizes the results of both the first and second questions.

Speciality/ Gender	SSS	CPR	PP	Total	Relative Frequency
Male	7	2	-	9	30%
Female	9	6	6	21	70%
Total	16	8	6	30	100 %

Table 2.1. Students' Gender and Speciality

Question three: *students' learning experience in English*

The third question results that there are three students studied English language for 6years at university and they represent 10%. This means that, they belong to the classical system and they studied English for four years in licence and two years in master. Unlike the other 27 students who represent 90% and they studied English for 5years ,this indicates that they studied the English language for three years in licence, two years in master studies and they belong to LMD (Licence Master Doctorate)system.

Question four: *student’s attitude about the English language.*

The fourth question is designed to show the students attitude about the English language and the data gathered reveal that there are 24 informants answer “Enjoyable” representing 80% and the rest 6 students answer “Not enjoyable ” representing 10 %.

Question five: *Students Proficiency Level in English*

This question is designed to know the students level of proficiency .The result revealed that the majority of the students’ level of proficiency is between weak and average, that is, 23%students with weak level, 70% with average level and 7%with good level .Thus, these results can be represented in the following figure.

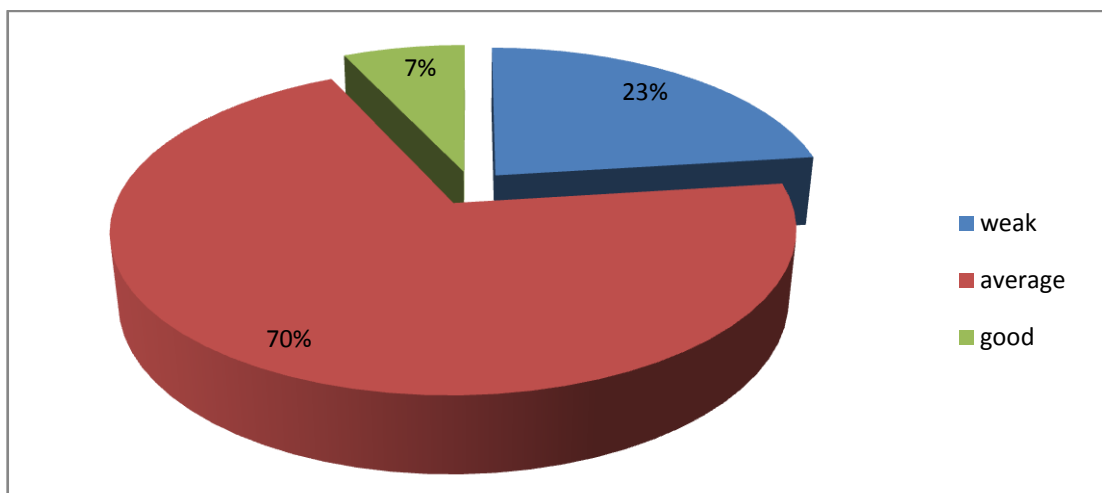


Figure2.2 .Students Proficiency Level in English

Question six: *students’ type of motivation*

Concerning this question, the informants were given this question to identify their type of motivation. In other words, it is very important to know if the students are integratively or instrumentally motivated to study the English language. Consequently, the majority of the respondents representing 67% answered that they need it for their future career or studies. 13% of students answered because they are interested in understanding English speaking films and music, 13% of students answered were to be able to speak with foreign friends and 7% they study English because they like to know more about the English native speaker, their culture, beliefs and traditions. These percentages can be represented in the coming figure.

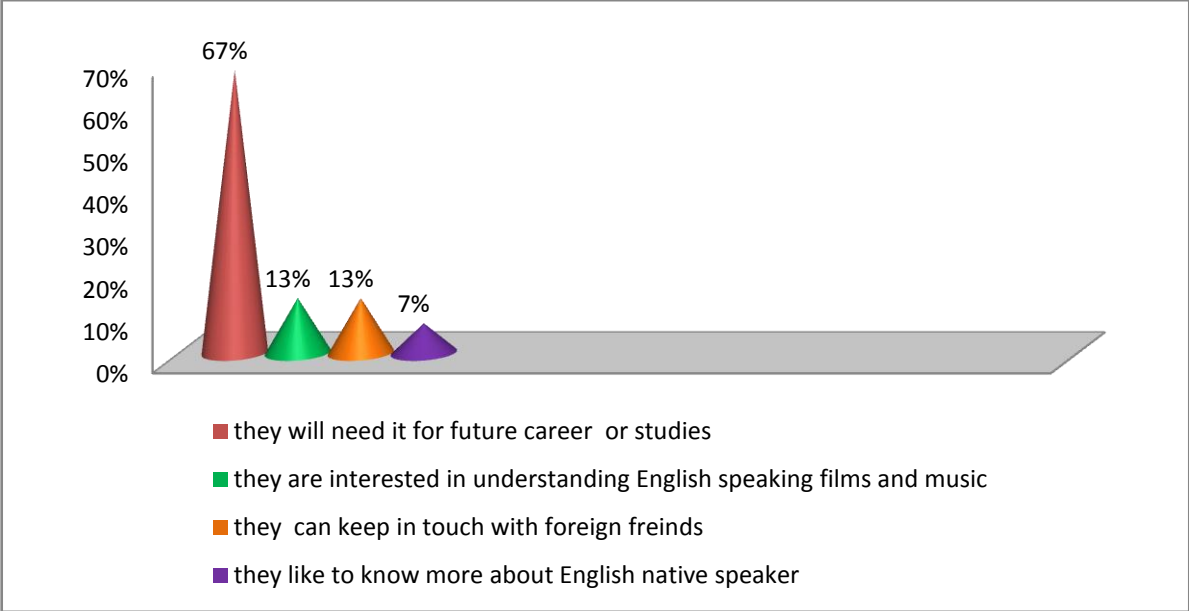


Figure 2.3. Students’ Type of Motivation.

Question seven and eight: *the time devoted to the English course*

Question seven and eight aim at showing if the time devoted to the English course is sufficient or not. The result obtained show that they all have one hour and half per week, however, among the thirty students there are 43% said that the time is sufficient and the rest 57% said that the time is not sufficient.

Question nine and ten: *reasons behind students’ low level of motivation*

Question nine and ten are designed to see if the students consider themselves motivated or not. The results show that 77% of the students consider themselves

motivated .And 21% do not consider themselves motivated because they do not like the way of teaching.

Question eleven: *the use of technology in teaching ESP*

Question eleven asks the students if they were taught by using technology as data show. Concerning this question results, 80% said sometimes and the other20% said rarely.

Question twelve: *students' opinion about the benefits of the use of technology in lecturing*

Concerning this question, the students were asked if the use of technology is helpful to increase their motivation. The results obtained from this question was83 %of the students said 'yes' and the other 17% of the students said 'no'.

Question thirteen: *students' suggestion*

As far as this question is concerned, the students were asked to give their opinion in proposing some suggestions to increase students motivation .The suggestions can be summarised in the following points:

- Using videos contain political speech in English
- Using data show in presenting the lecture
- Do not focus on teaching only the grammar but should integrate the four skills writing, reading, speaking and listening.
- Working in groups or pairs as kind of insuring cooperation and competition among the students.

2.7.2 Teachers' Interview:

The structured interview (see appendix B) was carried out in November 2015 with two teachers namely; the subject specialist and general English teacher .This interview aims at revealing teacher opinion about students motivation and the factors that may affect students motivation and at the end the two teacher were

asked to propose some suggestion to make a political sciences students more motivated.

2.7.2.1 Results:

The result gathered through this interview will be analysed in this section.

Question one: *teacher qualification*

Concerning this question, the results show that there is one male teacher , he has a magister in political sciences .The second teacher is a female teacher ,she has a master degree in English language.

Question two: *the teachers' field of specialism*

Concerning this question, the teachers were asked to identify their field of specialism .The results obtained show that one teacher who is subject specialist and another teacher she is general English teacher .

Question three: *teachers' teaching experience*

The aim of this question is to elicit the teacher's teaching experience .The teachers' answers reveal that the subject specialist has been teaching English during two years, and the general English teacher has been teaching English language during three years in university.

Question four: *teacher ESP training*

Concerning this question, the teachers were asked about the ESP training and the type of this training. The findings show that the two teachers have no idea about the ESP training.

Question five: *the availability of ESP syllabus*

This question aims at asking about the availability of syllabus for teaching ESP. Consequently, the findings of this question reveal that there is no syllabus available for ESP teaching.

Question six: *teachers' opinion about their students' proficiency level*

This question is designed to ask the teacher about the students' proficiency level and the teachers claimed that the students' proficiency level is between weak and average.

Question seven: *the teachers' opinion about the time devoted to the English course*

This question aims at asking the teachers if the time devoted to the English course is sufficient or not, while the two teachers agree on the fact that the time devoted to English course is not enough to finish all the activities and the course objectives set by the teacher.

Question eight: *the use technology in lecturing*

This question asks the teacher if they use the technology in lecturing and they said sometimes depend on the topic.

Question nine: *teachers' opinion concerning the factors that may affect their students' motivation*

This question asks about the factors that may affect the students' motivation. Interestingly, the subject specialist state that the students' attitude about the English language may affect their level of motivation .On the other hand, the general English teacher relates students motivation to two main factors; the students negative attitude and the methodology of teaching ESP, because any general English teacher may face some problems in terminology.

Question ten: *teacher opinion concerning their students' motivation*

The aim of this question is to ask teachers about their students' motivation. However, the two teacher states that the students seem not really motivated, that is, their main concern is to have a good marks. Thus, the two teacher concenter their students as instrumentally motivated.

Question eleven and twelve: *teachers' suggestion concerning how to motivate students*

These two questions aim at eliciting information about how the teacher tries to motivate his students what are the suggestions proposed to increase students motivation .While the two teachers agree on the fact that the teacher should develop students positive attitude toward the learning of the English language, besides, the teacher should first know his learners (learning style).Furthermore ,the two teachers insisted on the idea the language teacher has a significant function and role in increasing learners motivation for learning the English language.

2.7.3 Classroom Observation:

To collect the necessary data the researcher attended three sessions ,for having a clear image about the learning and teaching situation. Hence,the researcher uses the classroom observation as helpful research instrument to check the data obtained from both the students' questionnaire and teachers' interview. The researcher uses note taking to report the required data .The classroom observation report (see appendix C)is divided in three parts.Besides,the researcher attended three sessions of one hour and half for each session with political sciences students specialized in Communication and Public Relations taught by subject specialist teacher .The teacher divided a group of 34 students in sub-groups of 2to 4 students .The teacher proposes some topics to be prepared a week before the presentation, besides, each presentation take 15 minute and each presentation followed by the teacher comment and explanation of the topic tackled by each group .

2.7.3.1 The results:

Part one: *teacher presentation of the lesson and interaction*

The first part is concerned with teacher presentation of the lesson and interaction with the students in the classroom. The following table summarises the results yielded:

Concerned Area	Accomplished successfully	Need More emphasize	Not observed
Brings in and encourages humour and laughter in the class.	3		
Creates opportunities so that students can mix and get to know each other better (e.g. group work).	3		
Familiarizes the learners with the cultural background of the English language.	1		2
Offers praise for effort or achievement.			3
Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	2		1
Encourages questions and discussion as appropriate.			3
Maintains eye contact with students.	3		

Table 2.2. The Results of Teacher Presentation of the Lesson and Interaction.

As shown in the table ,the teacher divided the students in to sub groups to ensure the cooperative learning among the students and he frequently encourages humour in the class as strategy to motivate students and create a pleasant classroom climate where the students are free from embarrassment and feeling ridicule .the teacher also maintain eye contact with students .

Hence ,this rubric contain part for addition comment about the teacher behaviour the researcher observe that the teacher sometimes use standard Arabic to translate words ,in addition the teacher use the peer correction of students mistakes .i.e.; when the student mispronounce the word the teacher wrote the word in the board and asked the students to check the correct pronunciation of written word in their dictionaries .He sometimes ordered the students to speak loudly even if their pronunciation was not correct .

Part two: *students' engagement and participation.*

The second part is set to observe the students engagement and participation. Thus, the results of this part are illustrated in the coming table2.3:

Concerned Area	Accomplished successfully	Need more emphasize	Not observed
Ask teacher for assistance and clarification	1	2	
Take part in class discussion	1		2
Answer when called on		3	
Answer without prompt			3
Demonstrate interest in subject matter.	1		2

Table 2.3 .The Results of Students Engagement and Participation

As shown in the table. The results reveal that the students sometimes asked the teacher for assistance and clarification and they took part in the discussion especially when the student already dealt the topics other modules as Globalization

and Communication, Comparative Policies in Arabic language. Consequently, they demonstrate more interest to the subject matter .Whereas, the students did not answer to the question of the teacher when called on and even without prompt. The additional comment on the students’ engagement and participation .The students when participating in the discussion after each presentation they used to speak in Arabic even if the teacher helps them to express their ideas in English.

Part three: *teaching material and lesson content*

The third part is structured to see the teaching material used to present the lectures and also to see if the lesson content meets the students needs , the results of this part can be summarized in the below table .

Concerned area	Accomplished successfully	Need more emphasize	Not observed
The lesson content presented and explained clearly	3		
The use of technology to present the lecture (data show)			3
The lesson content meets the student’s needs of different proficiency levels.	1		2
The teaching material presented in reasonable pace	3		

Table2.4. The Result of Teaching Material and Lesson Content.

As shown in the table, there is no use of technology in the three lessons observed even the power point presentation (ppp). However, in the students’ presentation the students wrote the outline in the board and then carried out the presentation orally. The teacher used to comment on each presentation and then

explained the topic as a lecture while the students take notes .Thus, the lesson content meets the students' needs.

2.8 Interpretation and Discussion of the Main Results:

After the analysis of the results yielded from the three research instruments namely; the students' questionnaire, teachers' interview and the classroom observation .It is necessary to interpret the main results and discuss them .Besides, the finding of this current research is based on the informants' views and experiences, and researcher observation.

In the light of the political sciences students' answers, it is necessary to interpret the main results obtained in the students' questionnaire. The results obtained show that the political sciences students are instrumentally motivated to learn the English language. Since the majority answer that they study English because they need it for future carrier or studies, in addition the two teachers consider the majority of the students as instrumentally motivated .Thus, the suggested hypotheses arguing that the political sciences students are instrumentally motivated was confirmed.

Regarding the teachers viewpoints about the factors affecting students motivation they related with negative attitude of the students. Whereas the students' answer that they enjoy the learning of English and this indicates that the political sciences students have a positive attitude towards the learning of English. Hence, the result obtained from three research instruments reveals that the majority of students have an average level of proficiency, and the time devoted to the English course is one hour and half per week and this time can be insufficient to have a good level in English for the students and also for the teacher to finish the course objectives. Besides, the students consider the methodology applied by the teacher for teaching English as a foreign language one of the factors that affect their motivation since there is no syllabus available to teach ESP. Moreover, the results obtained from the three research tools indicate that the use of technology in teaching

English play an important role to motivate them since it is rarely used in teaching. Therefore, from the highlighted data, it is clear that the second hypothesis arguing that the students' level of motivation can be affected by students' negative attitude toward the learning of English language, inappropriate method for teaching ESP, students' low English proficiency, insufficient time devoted to the English course, lack of use of technology in teaching ESP. Thus, the hypothesis was partially confirmed since the students have positive attitude toward the learning of English.

Furthermore, an important conclusion can be drawn from the finding of the study on students' motivation. Thus, the teaching of ESP should follow a suitable methodology and provide ESP training to help the teacher to have successful ESP teaching. Besides, the teacher should use technology in teaching to make the learning of English innovative.

2.9 Conclusion:

The current chapter provided an overview of the research design and methodology followed for collecting the necessary data. The researcher used three research tools namely; the students' questionnaire, the teachers' interview and the classroom observation in order to provide a meaningful and valid data and to give a better understanding of the phenomenon under focus 'motivation'. This chapter adopts both the qualitative and quantitative methods. Besides, the researcher gives a detail description of the analyses of the results.

Furthermore, the chapter ends with the interpretation and discussion of the main results. For the sake of answering the research questions. Therefore the analysis and triangulation of the results obtained confirm the first hypothesis, whereas the second hypothesis was partially confirmed.

The coming chapter, the researcher will attempt to introduce some recommendation that could help in improving political sciences students' level of motivation and for effective teaching of ESP.

CHAPTER THREE: Suggestions and Recommendations for Increasing ESP Students' Motivation

3.1 Introduction

3.2 The Roles of ESP Practitioner

3.2.1 Teacher

3.2.2 Course Designer and Materials Provide

3.2.3 Researcher

3.2.4 Collaborator

3.2.5 Evaluator

3.3 The Importance of ESP Training.

3.3.1 Pre-service training

3.3.2 In-service training

3.4 The Teaching Materials

3.4.1 Authentic Materials.

3.4.2 Audio-visual aids.

3.4.3 ICT and Education

3.5 Motivation through Task or Activity

3.6 Strategies to Support Motivation in the Classroom

3.7 Time Allocated to ESP Lectures

3.8 Conclusion

3.1 Introduction:

In the light of the findings of this research work .The present chapter offers some suggestions and recommendations for raising ESP learners motivation .Accordingly , this third chapter contains the discussion of the ESP practitioner roles as well as the importance and the need of ESP training which helps the teachers to improve their teaching process. Finally, it tends to list some teaching materials and proposes some tasks and activities that stimulate the political sciences students' motivation.

3.2 The Roles of ESP Practitioner:

Dudley-Evans and St John (1998), use the term ESP practitioner rather than the teacher to mean that the teacher constructs his/her own materials, and facilitates the task of learning for the students although he/she is not supposed to be the primary knower .However, teachers should possess the particular knowledge of specific field of study in order to generate communication in the classroom .Thus, teachers should listen to learners, and take some risks in teaching ESP. Besides , ESP teachers carrying out need assessment, designing courses and writing teaching materials which need to be able to incorporate the finding of the research they should also be able to evaluate both the students and the courses of any teaching materials .Respectively , Dudley-Evans and St John (1998)lists the ESP practitioner roles as follow :

3.2.1 The ESP Practitioner as teacher:

The methodology changes as the teaching becomes more specific .In this case of ESP classes, the teacher are no longer as “primary knower”. In the case of very specific courses , the students themselves are frequently the primary knowers of the carrier content of material .The teacher's main role is to generate real , authentic communication in the classroom on the grounds of students' knowledge.

3.2.2 The ESP Practitioner as Course Designer and Materials Provider:

Due to the lack of materials for ESP courses the more specialized the course, the greater the rarity of teaching material –one of the ESP teacher’s roles is planning the course and providing materials for it .Whereas, the provision does not mean choosing materials and making a suitable number of copies for the class, that is, the teacher’s task also includes adapting material when published materials are unsuitable, or writing her/his own materials.

3.2.3 The ESP Practitioner as Researcher:

An ESP teacher should also be a researcher to fulfill the students needs .First of all , she /he should research their aims in what they really want to achieve .The research is necessary to design a course , to write teaching materials, and to find out ESP students’ particular interests.

3.2.4 The ESP Practitioner as Collaborator:

Dudley-Evans and ST. John (1998) also see the ESP teacher as collaborator .By this term they mean cooperating with subject specialists .In their perspective, it could be a simple cooperation in which ESP teacher gains information about the subject syllabus, or tasks the students have to carry out in their professional environment or a collaboration when there is an integration between specialist studies or activities and the language.

3.2.5 The ESP practitioner as Evaluator:

An evaluator is not a new function and evaluation is actually performed in general English classes ,but in the case of ESP, this role seems to be very significant .All teachers should be involved in various types of evaluation :the most popular is testing students .Tests are conducted to evaluate the students’ progress and teaching effectiveness .However ,in the ESP classes ,an additional kind of testing should take

place .Whereas ,these tests aim at the evaluation of the course and the teaching materials .As ESP courses are often tailor made, their evaluation is crucial .General English courses have been well-studied and improved by a group of methodology specialist.

On the other hand, ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP learners, therefore, the evaluation of such a course is an obligation. In this vain, Dudley-Evans and ST. John (1998)asserted that the evaluation should be on –going : while the course is being taught , at the end of the course ,and after the course has finished .That is to say, constant evaluation is an important factor to create a successful ESP course .

To sum up, the role of ESP teacher is more complex and more responsible than teaching General English .Therefore , the ESP teacher is more than a teacher, and she /he is rather a “practitioner” who apart from teaching , provides material, designs a syllabus, collaborates with subject specialists ,conducts research and evaluate the course and the students .Besides , the teacher’s role is also to organize the class, to be aware of the class objectives ,to have a good understanding of the course content, as well as to be flexible and willing to cooperate with learners and have at least some interest in the discipline she /he is teaching.

3.3 The Importance of ESP Practitioner Training:

Teaching ESP requires both the knowledge of English language as phonetics, linguistics, grammar, pedagogy and psychology, besides the necessary knowledge to carry out the ESP practitioner required tasks as carrying needs analysis, designing a course, selecting appropriate teaching materials and so one.

Interestingly, it is essential to emphasize the importance of ESP training to guarantee a successful ESP teaching. However, the key success in teaching specialized learners is consistency in relating the target language ‘English’ to the specialized context as English for Legal Purposes (ELP).

Consequently, ESP training helps a lot the teacher to become familiar with various concepts of teaching specialized learners as political sciences learners.

In this respect , Strevens (1980, quoted in Robinson, (1991:96) asserts that “ *becoming an effective teacher of ESP requires more experience ,additional training , and extra effort , a fresh commitment ,compared with being a teacher of general English)* .

Accordingly, this section is devoted to distinguish between the two stages of ESP practitioner training: pre-service, in-service ESP training.

3.3.1 Pre-service ESP Practitioner Training:

In the field of ESP teaching, the ESP practitioner should undergo a pre-service general training phase by which he/she is required to attend lectures, including a variety of sciences related to Teaching English as Foreign Language (TEFL).In this stage, a prospective ESP practitioner should be well equipped with sound training which includes: phonetics ; grammar, linguistics, psychology, pedagogy and methodology.

3.3.2 In-service ESP Practitioner Training:

It is essential to provide in-service training for future ESP practitioner, such provision should take place when the teacher is teaching and may take various forms as visiting colleagues’ classes, attending seminars and workshops. As result, this type of training helps the ESP practitioner to have an important knowledge as well as to master the specific terminology related to given area, more particularly English for Legal Purposes (ELP).

Furthermore, the in–service training is necessary for ESP practitioner to carry out all the required tasks as: need analysis, material selection and production, course design and so on.

To sum up, ESP training play an important role to determine the success of ESP teaching, however, the majority of researchers who are concerned with assessing the progress of ESP teaching, relate the failure of ESP courses to the lack of training. However, this investigation showed that there is lack of ESP training for ESP teacher in the department of Law and Political Sciences. Consequently, this

can negatively affect the progress of teaching ESP. In this respect, Swales (1985: 214) emphasizes that *“one of the constraining factors to this progress is the lack of specialized teacher-training”*. It can be said that, the ESP practitioner in the department of Law and Political Sciences needs to be trained before being engaged in the ESP teaching situation first as a language teacher. Later on, while he is involved in such a situation he/she may call for having an in -service training which should suit his/her needs and the field he/she is involved in.

3.5. Teaching Materials

Selecting the appropriate material is an important step in organizing a given course .However, material selection and production should purposefully meet the learners needs and expectations.

In ESP teaching, the selection of materials and activities is very important .In this respect, Fiorito (2007)quoted in Graia Bouklikha(2012) asserted that *“students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work on further studies”*.

Therefore , the selection of ESP teaching material should depend on the learner needs in relation to their future or present jobs .Materials which are linked to political sciences subject matter interest maintain the interest of students in English course .

3.5.1Authentic Materials

Authentic materials are important in ESP, since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner’s needs. Harmer (as cited in Taylor 1994) defines authentic texts (either written or spoken) as those which are designed for native speakers which are real texts designed not for language students , but for the speakers of the language in question .

On the other hand, Yuk-chun Lee (1995) distinguishes two types of authentic materials:

- Textually authentic materials: the materials which are not written for teaching purposes but for a real-life communicative purpose.
- Learner- authentic materials: the learner-centred materials in which learners find motivating, interesting and useful.

Therefore, the use of authentic materials has important and positive effects on the students' appreciation and motivation. Richards (cited in Sbet, 2012:220) sets forth certain advantages of the use of authentic materials in language teaching:

- They have a positive effect on learners' motivation.
- They provide authentic cultural information and exposure to real language.
- They relate more closely to learners' need.
- They support creative approach to teaching.

It can be said, the authentic material have a motivating effect, they are interesting and stimulating, and they can also used to promote motivation and give learners a sense of achievement. Consequently, the appropriate selection of authentic materials enables political sciences learners to interact with real language and content. However, the selection and the implementation of authentic materials involve many elements to be considered .According to Seguni (2009:46) for the material to be effective; he recommends some criteria which are as follow:

- **Authenticity:**

The selected material should serve communicative goals .It means that the text should be authentic.

- **Accessibility:**

The material should be not difficult for the learners to access and understand ,and then it should be suitable for the teacher to use them .

- **Appropriateness:**

The selected text should be suitable for the age levels and the needs and interests.

- **Applicability :**

The authentic materials should focus on the teaching context and achieve the objectives needed.

▪ **Adaptability:**

It is necessary for the teacher to adopt some authenticity in their classes in interesting way to ensure the learners comprehension.

Additionally, the ESP practitioner, in particular, needs to follow some guidelines to successfully select the appropriate authentic materials for learners. Harding (2007:10) suggests some guidelines for the ESP practitioner when using authentic materials:

- Think about what is needed.
- Understand the nature of your students' subject area or vocation.
- Spend time working out their language needs in relation to the subject.
- Use contexts, texts, and situations from the students' subject area.
- Exploit authentic materials that the students use in their specialism or vocation
- Make the tasks authentic as wells as the texts
- Motivate the students with variety, relevance, and fun.
- Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

In a word, political sciences students need to be taught by the authentic materials, which are appropriately selected and mainly closed related to their field of specialty in order to be highly motivated to learn English.

3.5.2 Audio visual materials :

Using audio-visual aids in teaching is one way to enhance lesson plans and give learners additional ways to process subject information.

According to Edgar Dale (1946:47)“*Audio-visual aids are those devices by the use of them communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory*

materials”. That is to say Audio-visual aids are any means that make learning task enjoyable and motivating carried on through the sense of hearing or sight.

In ESP teaching, the use of audio-visual materials makes the learning process more creative, real and vital. Their use also could motivate students and create a relaxed classroom atmosphere for better learning. So; these materials should be used appropriately to help students in developing their skills.

Thus, the political sciences students should be taught by audio –visual materials in order to get them feel that they are involved in real life situations; besides, implementing these aids in classroom activities can meet all the students’ styles and interest.

3.5.3 ICT and Education:

The building up of a knowledge society is based on two major factors; the wide use of the ICTs and the mastery of English. In this respect, it is acknowledged that the new technologies, for their facilitating role, are nowadays, widely used in all domains of life and all professional settings including education. Therefore, teachers should consider all of the technologies available and use those methods that best serve the needs of the learner.

In ESP teaching, it is important to integrate the use of technology. Butler-Pascoe (2009: 2–3) lists a certain advantages of technology for ESP, among them:

- ✓ Provides interaction and communicative activities representative of specific professional or academic environments.
- ✓ Uses task-based and inquiry-based strategies reflective of tasks in discipline specific settings and situations.
- ✓ Uses authentic materials from specific disciplines and occupations.
- ✓ Supplies authentic audiences, including outside experts in specific fields.
- ✓ Supports cognitive abilities and critical thinking skills required in the disciplines.
- ✓ Uses collaborative learning.

- ✓ Facilitates focused practice for the development of reading, writing, listening, and speaking skills across the curriculum and disciplines.
- ✓ Is student-centred and addresses specific needs of students.
- ✓ Uses multiple modalities to support different learning styles.
- ✓ Meets affective needs of students: motivation, self-esteem, and autonomy.
- ✓ Provides appropriate feedback and assessment of content knowledge and English skills.

Thus, educational technology is important in teaching ESP; it helps the learners for effectively construct new knowledge rather than trying to effectively transmit information.

3.6 Motivation through Task or Activity:

English for specific purposes (ESP) focuses directly and specifically on the reason(s) the learner has for acquiring the language (Hutchinson & Waters, 1987). Task Based Language Learning (TBLT) is an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching. Some of the proponents of Task Based Language (TBLT) present TBLT as a logical development Communicative Language Teaching (CLT). Tasks are proposed as vehicles for applying the principles of Communicative Language Teaching (CLT).

In ESP, It is commonly agreed among researchers that Task Based Language Teaching (TBLT) is regarded as one of the most prominent approaches to ESP teaching, this implies the idea that specific tasks are designed to meet specific needs through the establishment and the practice of defined skills. In this respect, Krahnke (1987:61) considered task-based instruction appropriate in ESP because learners *"have a clear and immediate need to use language for a well-defined purpose."*

The coming sample tasks are design for the purpose to maintain the political sciences students' motivation.

Activity One:

The students Watch the video of Vladimir Putin speech about the World War one Russia, <https://www.youtyob.com/watch?v=k81t66p7MGg>.

The objective:

- Using audio visual aids to raise political sciences students' motivation.
- The teacher open the discussion by asking the students

Comprehension questions about the video

- ◆ Who is Vladimir Putin?
- ◆ When did the WW one start?
- ◆ What are the causes of world war one?

Activity Two:

Text: taken from Profile Nato - BBC News.htm

Nato was set up in the post-World War II atmosphere of anxiety, largely to block Soviet expansion into Europe. The collapse of the Soviet Union in 1991 and subsequent demise of the Warsaw Pact, therefore, left Nato with no obvious purpose.

Since then Nato has used its defensive role to justify a more proactive approach to "out of area" activities - arguing that instability in any part of Europe would constitute a threat to its members.

Thus, at the end of 1995 it organised its first ever multinational Implementation Force (Ifor), under a United Nations mandate to implement the military aspects of the Bosnian peace agreement.

In 1999 the alliance launched an 11-week campaign of air strikes against Yugoslavia to push Serb forces out of Kosovo. The strikes were the largest military operation ever undertaken by Nato, and the first time it had used force against a sovereign state without UN approval. The Nato peacekeeping force remains in Kosovo, although it has been scaled down from 16,000 to about 6,000 by 2012.

In 2003 Nato took its operations outside Europe for the first time when it assumed strategic command of the UN-mandated peacekeeping force in and immediately around the Afghan capital, Kabul.



Figure 3.1 NATO Organization Symbol



Figure3. 2 NATO Expansion.

Comprehension question

- What is the text about?
- What the abbreviations NATO stand for?
- What is the role of this organization?
- Who are the original members of the NATO?

Objectives:

- Using both the authentic text and data show to stimulate the learning of English
- Play with technical terms.
- Enrich the political sciences students' vocabulary.

Remark:

The texts are printed and distributed to the students

Warming up :

The teacher presents the picture (figure 1) the map on the data show (figure2), and it includes also the summary of the main ideas of the text.

3.7. Strategies to Motivate Learners:

Teacher plays an important role to enhance students' motivation, he acts as motivator. Thus, the teacher should adopt some strategies to make a motivational atmosphere for learning.

According to Dörnyei (2001: 28) motivational strategies are defined as “techniques *that promote the individual's goal-related behaviour*”. One can say that, motivation strategies can deliver a positive effect on learning and facilitate students learning of English with interest and ease in the classroom and at the same time increase student's achievement. Moreno (2010) sets forth certain strategies:

- ✓ Being enthusiastic about the course because the attitude of the teacher towards the subject matter affects the learners' achievement.
- ✓ Arousing interest through introducing lessons with examples related to real situation.
- ✓ Maintaining curiosity through introducing topics related to the learners' interest.
- ✓ Explaining in clear manner what the teacher wants from the student to do in order to succeed.
- ✓ Using from time to time competition in order to increase interest in the course

- ✓ Providing feedback on the learners' performance through informing them how they are progressing and what they may focus on.
- ✓ Engaging the learner in cooperative work
- ✓ Using multiple methods of teaching such as discussion and debates .
- ✓ Making the learners active members in the lesson through giving them the opportunity to be autonomous and creative such as encouraging them to find solution to give issue.
- ✓ Using presentation skills like movement and gestures.
- ✓ Giving the learners the chance to participate in making the rules of the classroom
- ✓ Avoiding comments that hurt the feeling of the learners in case of weak performance and using non controlling language.
- ✓ Using learning materials and integrating technology in the classroom in order to attract the learners' attention.
- ✓ Creating positive relationship between the teacher and the learner which ensure involvement in the learning process making the learners feel that they are valued members of a learning community.
- ✓ Showing empathy towards the learners

Therefore, the ESP teacher needs to use these strategies that can affect the psychology of the learners and make them interested in learning a language.

3.7. Time Allocated to ESP lectures:

In the Department Law and Political Sciences, the fixed time allocated to the English course is hour and a half (1h30) per week in both graduation and post-graduation level. Consequently, the given time seems insufficient. So, the department should give more time for English courses in order to raise students' language proficiency level.

3.8 Conclusion:

Indeed, motivation is very essential element in any learning process. It is the great problem of English education in Algeria. Therefore, as far as the third chapter

is concerned, the researcher has attempted to provide some suggestion and recommendations that may help in increasing the political sciences students' motivation to learn English.

GENERAL CONCLUSION

This research work sought to investigate the aspect of motivation with political sciences students by identifying the causes behind their level of motivation in learning English language.

In the current research work the researcher tended to answer the following questions:

- To what extent are the political sciences students motivated to learn English language?
- What are the factors that affect their level of motivation?
- How motivation can be increased?

The researcher attempted to answer the research questions through formulating the following hypotheses:

- Political students are motivated but not enough; it means that they are instrumentally motivated
- The factors that may affect their level of motivation are : negative attitude towards the learning of English ,students 'low English proficiency, insufficient time devoted to English course , inappropriate teaching methods and materials , and inappropriate ESP teacher training.
- Student motivation can be increased by using appropriate teaching methods within an adequately allocated time in order to raise students low English proficiency level, using audio visual aids and authentic materials, appropriate ESP teacher training.

Consequently, the present dissertation is composed of three interrelated chapters. The first one gave an overview about the meaning and scope of motivation, its orientations and theories , followed by the definition of ESP and its types and development .Then , it dealt with motivation in ESP context and it ended with the impact of teaching English in human sciences and political sciences .The second chapter dealt with the research design and procedures ,data collection and analyses and with discussion and interpretation of the main results .Moreover ,the

last chapter provided some recommendations to improve and increase political sciences students motivation in learning English language in ESP classroom.

The results obtained from the current study confirm the first hypotheses put by the researcher, however, the second hypotheses was partially confirmed since the students have positive attitude toward the learning of English.

It should be stated that the researcher conducted this study because she believes that learning is recognized to be best when the learners are motivated.

In a word, one can say that ensuring an effective ESP teaching is related to the appropriate training which results in successful learning.

However, the current research had some limitations concerning the generalisability, the research instrument used, and the period of time involved .All these factors will be taken into consideration in further research .Besides, the study is still narrow and remain limited regarding the findings and we supposed to do more about improving the status of ESP teaching in Algeria.

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APPENDICES

Students' Questionnaire

Dear students;

This questionnaire is part of a master project, designed for master two political sciences students to investigate student's motivation in learning the English language. So, you are kindly requested to answer the following questions.

Thank you

1. Gender: Male Female

2. Your specific field of study:

3. For how many years have you been studying English at university?
 year

4. How do you think about the learning of English?

Enjoyable Not enjoyable

5. How do you describe your English level of Proficiency?

Weak Average Good

6. Why are you studying English? Because

You will need it for your future career or studies

You are interesting in understanding English speaking films and music

You can keep in touch with foreign friends

You would like to know more about English native speakers; their culture, beliefs and traditions

*Other reasons specify

.....
.....
.....

7. How many hours per week are you devoted to the English course?

Hour

8. What do you think about the time devoted to the English course ?

Sufficient Insufficient

9. Are you motivated to learn English ?

Yes No To some extent

10. If no, this may be due to :

Your English course is not correspondent to your needs

You do not enjoy the learning of English language

You do not like the way of teaching English language

You are not interesting in English courses at all

*Other reasons specify

.....
.....
.....
.....

11. Have you taught by technology as (data show)?

Frequently Sometimes Rarely

12. Do you think that the use of technology in teaching is helpful?

Yes No To some extent

13. According to you, what can be done to increase your motivation to learn the English language?

.....
.....
.....
.....
.....

Teachers' Interview

1. What is your qualification?
2. What is your field of specialism?
3. How long have you been teaching English at the department of political sciences?
4. Did you have any training in ESP teaching? If yes, what type of training?
5. Is there any official syllabus provided by your department?
6. How would you describe your students' level in English?
7. Do you think that the time devoted to the English course is sufficient?
8. Do you use technology in presenting your lectures?
9. Are your students motivated to learn English?

If no, is their level of motivation related to:

*Their attitude about the English language

*The applied methods in teaching English

*The course content is not relevant to their needs

*The course content is not interesting and boring .You can mention others.

10. Relying on your experience, how do you classify your students?

Instrumentally motivated or integratively motivated

11. Have you try to motivate your students? How?

12. Relying on your experience, how motivation can be raised?

Classroom Observation Report

University of Abou Baker Belkaid

Department of Laws and political sciences

Field of speciality: _____ **Period/Time:** _____

Teacher: _____ **Date:** ____/____/____ **Observer:** _____

Observation of lesson

Number of the students: _____

Concerned Area	Accomplished successfully	Need more emphases	Not observed
Part one: <i>teacher presentation of lesson & interaction</i>			
Brings in and encourages humour and laughter in the class.			
Creates opportunities so that students can mix and get to know each other better (e.g. group work,)			
Familiarizes the learners with the cultural background of the English language			
Offers praise for effort or achievement			
Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.			
Encourages questions and discussion as appropriate.			
Maintains eye contact with students			

Additional Comment:

Part two: *students engagement & participation*

Ask teacher for assistance and clarification			
Take part in class discussion			
Answer when called on			
Answer without prompt			
Demonstrate interest in subject matter.			

Additional Comment :

Part three : *teaching material & lesson content*

The lesson content presented and explained clearly			
The use of technology to present the lecture (data show)			

The lesson content meets the students' needs of different proficiency levels.			
The teaching materials presented at a reasonable pace			
Additional Comment :			

ملخص:

يقتضي هذا البحث النظر في جانب التحفيز لدى طلاب العلوم السياسية في جامعة تلمسان نحو التعلم اللغة الإنجليزية لأغراض محددة. والغرض الرئيسي من هذه الدراسة هو تحديد أسباب و الدوافع قلة التحفيز عند طلاب العلوم السياسية في تعلم اللغة الإنجليزية لأغراض محددة. لتحقيق هذا الهدف قد أجريت دراسة بحثية باستخدام ثلاث وسائل بحث، الاستبيان للطلبة العلوم السياسية، مقابلة مع الأستاذة و ملاحظة الفصول الدراسية. والنتائج المحصل عليها من خلال أدوات البحث الثلاثة كشفت عن أن طلاب العلوم السياسية محفزين ماديا و الأسباب والعوامل التي قد تؤثر على مستوى التحفيز لدى الطلاب تجلت في الوقت الغير كاف المكرس لتدريس اللغة الإنجليزية، انخفاض مستوى الكفاءة لدى الطلاب، طرق والمواد التدريس غير لائقة، نقص التكوين لدى الأساتذة. ونسبة لنتائج المحصل عليها، قام الباحث باقتراح بعض الاقتراحات والتوصيات لرفع مستوى التحفيز لدى الطلاب وكذلك لتحسين وضع التعليم اللغة الإنجليزية لأغراض محددة بشكل عام، و مجال العلم السياسي بشكل خاص.

الكلمات المفتاحية: التحفيز، اللغة الإنجليزية لأغراض محددة. طلاب العلوم السياسية.

Résumé

La présente recherche examine l'aspect de la motivation des étudiants de sciences politiques de l'Université de Tlemcen vers l'apprentissage d'Anglais de spécialité. Le but principal de cette étude est d'identifier les raisons de la motivation insuffisante des étudiants de sciences politiques vers l'apprentissage de l'anglais de spécialité. Pour atteindre cette fin, une étude descriptive de cas a été réalisée en utilisant trois instruments de recherche. questionnaire administré aux étudiants sciences politiques, l'entrevue pour les enseignants et l'observation de la classe. Les résultats obtenus par les trois outils de recherche a révélé que les sciences politiques étudiants sont instrumentalement motivés pour apprendre la langue anglaise, et les facteurs qui peuvent affecter leur niveau de motivation sont le temps insuffisant consacré aux cours d'anglais, les étudiants à faible niveau de compétence, des méthodes et des matériels pédagogiques inappropriés, inappropriée la formation des enseignants l'anglais de spécialité. À l'issue de ces résultats, le chercheur a proposé des suggestions et des recommandations pour augmenter la motivation des étudiants, ainsi que pour améliorer le statut de l'enseignement de l'anglais de spécialité en général et celle liée aux sciences politiques en particulier.

Les mots –clés : Motivation, Anglais de spécialité, Les étudiants de sciences politiques

Abstract

The present research investigates the aspect of motivation with political sciences students at Tlemcen University towards ESP learning. The main purpose of this study is to identify the reasons of political sciences students' insufficient motivation towards the ESP learning. To reach this end, a descriptive case study research was conducted using three research instruments. Students' questionnaire administered to political sciences students, teachers' interview and classroom observation. The results obtained through the three research tools revealed that political sciences students are instrumentally motivated to learn the English language, and the factors that may affect their level of motivation are the insufficient time devoted to English course, students low level of proficiency, inappropriate teaching methods and materials, inappropriate ESP teacher training. As an outcome to these findings, the researcher has proposed some suggestions and recommendations to raise students' motivation as well as to improve the status of ESP teaching in general and that related to political sciences in particular.

Key words: Motivation, English for specific purposes, political sciences students.