Designing Material for Teaching English for Political Science and Diplomacy Or How to Be Up-To-Date With Potentially Outdated Material

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Abstract: Language for Specific Purposes materials have to be designed in such a way as to meet particular occupational or academic needs of learners (Anthony 10-11) and comply with certain general principles of material design, *inter alia* to provide a stimulus to learning since "good materials do not teach: they encourage learners to learn.", and to represent models of correct and appropriate language use (Hutchinson and Waters 107-108). As the authors of this paper learned in the process of designing materials for teaching English for Political Science and Diplomacy within the ReFLAME project, these materials have to meet another important requirement – they should be up-to-date. The reason for that is the fact that political science students and professionals are immersed in current affairs, since the problems they study are always linked to the latest local, national or global developments. Therefore, an important challenge in the process of designing material for teaching Language for Political Science and Diplomacy is how to ensure that the materials are up-to-date, since they can be linked to current affairs at the time of designing the materials, but these issues might not necessarily remain relevant in the future. This paper presents the techniques and approaches the authors used in their efforts to ensure that, although not necessarily up-to-date, the materials encourage learners to learn and make links to the current affairs of the present time.

Keywords: LSP, vocabulary, political science, diplomacy, current affairs, material design

Introduction

The demanding task of designing language teaching materials becomes even more demanding in the world of Language (English) for Specific Purposes, mostly because every discipline functions as a small universe with its own established set of terms and rules of their use. Language teachers and language

teaching material designers cannot always be experts in the field they should teach/develop teaching materials and that makes the task additionally complicated. However, serious consideration of the theory of L(E)SP and teaching material design, combined with a pragmatic approach to every step of materials development can lead to a satisfactory result i.e., L(E)SP teaching material that is motivating, interesting, and useful for achieving the pre-defined teaching/learning outcomes.

This paper describes one segment of the process of developing ESP teaching material for students of political science and diplomacy conducted by the team of the University Donja Gorica within the REFLAME project aimed at reforming foreign languages in academia in Montenegro. After a brief presentation of the theoretical background concerning L(E)SP, the importance of vocabulary in ESP, and materials development in ESP, it describes in detail the process of selection of texts that serve as the basis for reading comprehension, vocabulary building, and speaking exercises in each Unit of the pre-defined curriculum. The five steps of the process are based on key selection criteria, corpus-based analysis, and special filters that are aimed at ensuring that the selected texts do not become outdated too quickly, which is a particular challenge inherent to the process of development of language teaching material for the field of political science and diplomacy. The whole process is based on the vocabulary that according to many scholars and practitioners is the focal point in the ESP teaching and learning process.

Language (English) for Specific Purposes

English for Specific Purposes (ESP) is considered a subdivision of a wider field, Language for Specific Purposes (LSP), which is defined as the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs (Swales 300). English for Specific Purposes (ESP) has become increasingly important over the past decades due to an increase in vocational training and learning throughout the world as well as more and more people use English as a *lingua franca* in a growing number of occupational contexts. In addition to this, students now start learning general English at a younger age and move on to ESP earlier.

In this sense, Coxhead (117) concludes that specialization should begin early for it would be "easier to conceptualize and operationalize in learning contexts where all students are moving through the same educational system at the same age with a shared first language and language goals."

In describing ESP and its distinction from General English, Dudley-Evans (131) points out that ESP is designed to meet the specific needs of the learners, makes use of the underlying methodology and activities of the

specialism it serves, and focuses not only on the language (grammar, lexis, register), but also the skills, discourses, and genres appropriate to those activities.

As vocabulary represents an essential part of ESP, it is very important for learners and for their future careers to build a consistent body of terms and phrases that are specific to and occur frequently in their field of study. ESP vocabulary acquisition is now regarded by many theorists and practitioners of ESP as a focal point within the language teaching process.

Importance of Vocabulary Acquisition in ESP

Many theorists (Mohan and van Naerssen 22; Woodward–Kron 235 etc.) find vocabulary acquisition in ESP central and the specialist language of a discipline as intrinsic to students' learning of disciplinary knowledge whereas Coxhead (116), explaining why ESP vocabulary acquisition is of crucial importance, says that teachers/learners need to know that precious classroom time is directly related to their language needs and they should be using material which contains key ideas and the language of their field. In the same way, Zahran (8656) summarizes the main features of ESP vocabulary. Firstly, as less frequently used in everyday situations, ESP vocabulary is learned for specific uses related to technical or academic needs in a particular topic, field, or discipline. Secondly, ESP vocabulary involves a great many abstract words. Thirdly, ESP vocabulary is designed around students' needs based on their field of study.

A very detailed perspective on what constitutes ESP vocabulary is offered by Coxhead (115) who states that ESP, which is referred to in the literature as special purpose, specialized, technical, sub-technical, and semi-technical vocabulary, comprises the vocabulary of a particular area of study or professional use.

Types of ESP Vocabulary

When it comes to ESP vocabulary, their types, and the question of how much is required, Kennedy and Bolitho (57-58) distinguish *technical and sub-technical* vocabulary[1], namely specialty-specific words and words that are not specific to a particular subject area but that can be encountered regularly in scientific or technical texts. Similarly, Dudley-Evans and St John (5) suggest two distinct categories of ESP vocabulary, i.e., *semi-technical vocabulary* used in general language but has a higher frequency of occurrence in specific and technical descriptions and discussions and *technical vocabulary* with specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines.

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[1] Apart from these, Kennedy, and Bolitho (57-58) also introduce technical abbreviations, symbols, and formulae as a word category for teaching technical vocabulary.

Regardless of the categories, Newton & Nation (239) specify that technical terminologies, due to their high frequency and wide occurrence in a specialist domain, need to be taught and practiced in the classroom with deliberately prepared activities.

In describing vocabulary types, according to McCarthy (49), there are core and non-core words. As the meaning "core" suggests, core words occur frequently and are more central to the language than other words. Core words have core meaning-potential, they are easy to find an antonym for and can be used to paraphrase or give definitions of other words. Moreover, core words are neutral in formality and usable in a wide variety of situations. In terms of ESP teaching, we also come across subject-specific vocabulary, which is considered non-core because of its lack of neutrality and association with a specialized topic (Carter&McCarthy 172).

Furthermore, there are two other categories of vocabulary defined as technical and semi-technical which are essential in studying ESP and EAP.

Dudley-Evans and St John (83) suggest resolving overlapping categories (Baker 91) into two broader groupings:

a) vocabulary that is used in general language but has a higher frequency of occurrence in specific and technical descriptions and discussions.

b) vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines.

Regardless of the types of vocabulary, effective ESP vocabulary teaching plays a crucial role in successfully implementing ESP programs. Vocabulary selection and vocabulary learning strategies are imperative for ESP vocabulary acquisitions (Wu 178-179), and therefore vocabulary is intensively used as the basis for developing ESP teaching material.

Designing ESP Teaching Material

With regard to ESP materials development, Anthony (10-11) claims that Language for Specific Purposes materials must be designed in such a way as to meet particular occupational or academic needs of learners (Anthony 10-11).

In addition, Tomlinson (5-22) states that materials should be coherent and principled applications of theories of language acquisition and development, principles of teaching, our current knowledge of how the target language is used, and the results of systematic observation and evaluation of materials in use.

Accordingly, Tomlinson (8-23) proposes fifteen principles for materials development which derive from second language acquisition research and experience: (1) materials should achieve impact; (2) materials should help learners to feel at ease; (3) materials should help learners to develop confi-

dence (4) what is being taught should be perceived by learners as relevant and useful; (5) materials should require and facilitate learner self-investment; (6) learners must be ready to acquire the points being taught; (7) materials should expose the learners to language in authentic use; (8) the learners' attention should be drawn to linguistic features of the input; (9) materials should provide the learners with opportunities to use the target language to achieve communicative purposes; (10)materials should take into account that the positive effects of instruction are usually delayed; (11) materials should take into account that learners differ in learning styles and affective attitudes; (12) materials should permit a silent period at the beginning of instruction; (13) materials should maximise learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and left-brain activities; (14) materials should not rely too much on controlled practice; (15) materials should provide opportunities for outcome feedback.

Several of these principles we considered of key importance for the process we describe here and therefore they will be elaborated on in more detail below.

Developing ESP Teaching Materials for Political Science and Diplomacy
Given all the characteristics of ESP and the complexities of developing ESP teaching materials described above, it is not difficult to conclude that it is rather demanding to develop teaching materials for ESP in the field of political science and diplomacy.

The main reasons for this lie in the specificities of the field, one of them being that it is inherently about communication. The field deals either with sensitive relations between countries and/or international entities or with analysis of very subtle relations within societies. In addition to this, very often, particularly in diplomacy, it is equally important what is said and how it is said. Another reason is that research in this field, often dealing with at least two countries, almost inevitably requires the use of foreign sources, and therefore students can hardly be successful without highly developed language skills. This means that ESP materials in this field must be demanding, and exercises designed in such a way that students can study very complex structures and subtleties of vocabulary, including ambiguities and different connotations of expressions, to be able to fully understand and send messages that are to be sent within the jobs they are to do.

Another important specificity of the entire field of political science and diplomacy is that the focus is most of the time on current affairs, current relations between countries, and topical issues. Teaching materials should therefore deal

with topical issues too and ideally should be connected to current affairs, because as such they potentially raise more interest among the learners who are expectedly interested in current affairs, providing thus a better motivation for learning. This is a challenge, however, because the material that is based on current affairs and topical issues tends to become outdated in a very short period.

Faced with this challenge, material developers have two options. One is to prepare only materials for teachers, containing instructions for what should be done and describing types of materials the teachers will have to prepare by themselves to include issues topical at the time at which they implement the course. Although theoretically possible, this is not a very useful approach due to several reasons: not every teacher is at the same time a good material developer; there is a risk of getting different approaches, different choices, and therefore possibly different outcomes of the teaching-learning process, etc., to name just a few.

Another option, that seems to be more plausible, is to prepare material that will function as "timeless" and combine it with certain exercises that will prompt students to make connections to the current affairs and topical issues of the time when they are taking the course. This is the option that the team of the University of Donja Gorica opted for within the REFLAME Project.

This paper describes how we implemented that approach in practice, but it focuses only on the selection of texts that served as the basis for developing reading comprehension, vocabulary building, and speaking exercises aimed at improving students' reading and speaking skills. We will not be dealing here with curriculum development, choice of themes for each unit, or choice of audio and video materials used for the development of listening skills because they deserve to be tackled separately.

Selection of texts for reading comprehension, vocabulary building, and speaking exercises

The material development process started after the process of curriculum development was finished, i.e., after we defined outcomes, themes, and grammar units to be covered. Each unit is dedicated to a theme (e.g., elections, systems of government, political science in general, a career in political science, diplomacy, multilateralism, etc.), and the materials for developing different skills in each unit are all aimed at achieving the same unit outcomes.

At the very outset of the material development process, we agreed that we needed a text for each unit that would serve as the basis for reading comprehension, vocabulary building, and speaking exercises. While finding and selecting the appropriate texts, we relied on six *key selection criteria as the most relevant ones*.

Key Selection Criteria

The first criterion is that (1) the materials were to be on *levels B2 to C1*. In terms of reading skills that means the students should have reading skills between being able to

"understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her specialisation" (B2) and being able to „understand a wide range of demanding longer texts, and recognise implicit meaning" (C1) (CEFR).

The second criterion is that (2) the texts have to expose learners to language in *authentic* use, which is recommended in the key principles for developing ESP materials by Tomlinson (principle 7) (Tomlinson 8-23) and other authors (e.g. Harding 22), as explained above.

Given the importance of vocabulary in ESP, the third criterion is that (3) the texts should contain *„non-core" vocabulary* as defined by Carter&McCarthy (172) and explained in this paper, meaning in this particular case, the vocabulary specific for the field of political science and diplomacy, i.e., for different themes chosen for our units.

The fourth criterion, as defined by Tomlinson (principle 4), reads that (4) materials are to be "perceived by learners as *relevant and useful*" (Tomlinson 8-23), which we think is ensured by the texts being in the field of learners' interests – political science and diplomacy.

The fifth criterion we relied on in selecting our texts is that the (5) materials for ESP should "*achieve impact*…. Have a noticeable effect on learners, that is when the *learners' curiosity, interest and attention are attracted*" (principle 1) (Tomlinson 8-23), which we think should be ensured by selecting interesting materials in the field that provoke interest and lead to discussions.

The sixth criterion, based on another Tomlinson's principle (principle 2), is that (6) the materials for ESP should "*help learners to feel at ease*" (Tomlinson 8-23). For criterion 6, we think it will be met if the text contains a dose of humour.

Criteria 4 and 5 are directly linked to the key challenge we referred to above. The best way to be relevant and useful for learners and to achieve impact, i.e., to attract the attention, curiosity, and interest of the learners in the field of political science and diplomacy, is to ensure that selected texts are related to current affairs and are up to date. However, as noted above, this leads us to the situation that the texts can become outdated in a very short period and our ESP materials rather useless. To avoid this, we needed to use texts that would be interesting, provocative, and relevant, but not strictly connected to the topical issues and current affairs of the time when the materials were prepared. The process that we implemented to achieve our goal is described in detail below.

Text Types

Before explaining the steps that we undertook in the selection of texts, let us make a slight digression here just to explain the terminology we will use for describing the texts we worked with. We want to underline that the terminology we use here is for easier reference only, without any pretence to launch new terminology or introduce new types or categories of texts.

Working on material development, we randomly searched for various texts on levels B2 to C1 about the themes we defined. Very soon, we realized we needed to group the texts we collected, and it helped us to deal with the challenge of our materials becoming outdated in a short period.

General vs Specific Texts

We namely noticed a clear difference between "general" and "specific" texts related to the themes we defined in the curriculum. The texts we describe here as "general" deal with the theme on a general level, define key concepts related to the theme, are informative, and are usually found in sources like encyclopaedias or textbooks e.g., the definition of elections in Encyclopaedia Britannica, or election systems defined in a textbook about elections., etc. On the other side, the texts we describe here as "specific" deal with a specific aspect of a theme, or a specific topic within the theme. In the field of elections, for example, these texts deal with news about elections, analysis of specific elections, stories about campaigns, stories about election results, or comparisons of different elections. These are found in articles in different magazines, daily papers, research journals, websites, blogs, etc.

Timeless vs Topical Texts

On the other side, we also noticed a clear difference between the texts that are related to the current moment i.e., present time, and those that can easily function at any time, becoming outdated quite slowly. On that basis we can describe texts as "timeless" – those that can be used as valid and up to date regardless of the time they are written; and "topical" - those that are linked to current affairs and get outdated more quickly.

In practice, as we observed, general texts tend to be timeless, while specific texts tend to be topical.

Text Selection Process

The challenge we needed to meet was to find specific ESP teaching materials to be interesting and relevant, but not get outdated quickly - i.e., to find "specific" and "timeless" texts.

This sounds easier said than done, but applying several well-designed steps described below, we achieved satisfactory results. In the text that follows

we provide a brief description of each of the steps we undertook and illustrate each with examples related to the unit about elections.

Step 1: Searching for general texts related to the theme

The process of text selection started with a search for general texts related to the theme of each unit. The sources for such texts, as mentioned above, were encyclopaedias, textbooks, and monographs. The texts we looked for were to be on levels B2 to C1, and they were to be authentic. In other words, they were to meet the above-defined criteria 1 and 2.

Related to the topic of elections we found 5 general texts that met criteria 1 and 2: a text in the Encyclopaedia Britannica about elections[2]; Chapter 10 from the textbook Comparative Politics[3], Handbook: *Electoral System Design: The New International IDEA Handbook*[4]; Textbook: *International Electoral Standards Guidelines for reviewing the legal framework of elections*[5] (IDEA: 2002); *How the World Votes: A Compendium of Voting Methods in Democracies*[6] (Election Commission of India: 2017).

Step 2: Corpus analysis of general texts

Using the corpus analysis tool #LancsBox[7] (Brezina et al. 2015, 2018, 2020) we analysed the general texts related to the theme to identify non-core vocabulary that appears in these texts, particularly the vocabulary that appears in all of them. We did not expect to find all the non-core vocabulary among the top ten most frequent words in these texts, because the top ten most frequent words tend to be core words (articles, prepositions, conjunctions, auxiliary verbs, etc.), but we expected to find them in the extended lists.

In the case of general texts about elections listed above, we established the following non-core words appearing in the top ten most frequent words*: political, electoral, ballot, voting*, and *voter.* As for the extended lists of words, we identified the following non-core words: *election (elections), party (parties), commission, candidate (candidates), government, offices, vote (votes), to vote, rolls, representation, seats, lists, elected, polling, unicameral, bicameral, campaign, and observers.*

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[2] https://www.britannica.com/topic/election-political-science. Accessed 27 Jan. 2022.

[3] http://ide.rgu.ac.in/docs/UG_polIII.pdf. Accesses 25 Jan. 2022.

[4] https://www.idea.int/publications/catalogue/electoral-system-design-new-international-idea-handbook. Accessed 26 Jan. 2022.

[5] https://www.idea.int/sites/default/files/publications/international-electoral-standards-guidelines-for-reviewing-the-legal-framework-of-elections.pdf. Accessed 27 Jan. 2022.

[6] https://eci.gov.in/statistical-report/pocket-book-2017/. Accessed 26 Jan. 2022.

[7] http://cass.lancs.ac.uk/. Accessed 12 Feb. 2022.

1 Appendix

Table 3. Types in Corpus 4 - (Truncated [100])

ID	Type	Absolute frequency (Relative frequency)	Dispersion (CV)
1	the	2539 (744.815)	0
2	of	1656 (485.787)	0
3	in	844 (247.587)	0
4	a	702 (205.932)	0
5	and	646 (189.504)	0
6	to	644 (188.917)	0
7	ballot	614 (180.117)	0
8	voting	607 (178.063)	0
9	voter	465 (136.408)	0
10	is	408 (119.687)	0
11	are	386 (113.233)	0
12	as	356 (104.433)	0
13	electoral	298 (87.418)	0
14	system	286 (83.898)	0
15	vote	283 (83.018)	0
16	voters	282 (82.725)	0
17	by	281 (82.431)	0
18	members	278 (81.551)	0
19	for	277 (81.258)	0
20	polling	250 (73.337)	0
21	on	239 (70.111)	0
22	paper	228 (66.884)	0
23	elected	215 (63.070)	0
24	election	202 (59.257)	0

Fig.1. A frequency list of the top ten words in the text How the World Votes: A Compendium of Voting Methods in Democracies (Election Commission of India: 2017).

So, the corpus analysis provided us with the list of most frequent non-core words used in general (and timeless) texts about elections, which we will here name *key vocabulary* for the sake of easier reference. Key vocabulary comprises the most frequent non-core words used in general (and timeless) texts about the theme. This vocabulary should be contained in the specific and timeless texts we plan to use for material development.

Step 3: Search for "specific" texts based on the identified key vocabulary
Using the identified key vocabulary as prompts for search, we started our search for texts that are specific to the theme – dealing with news about elections, analysis of specific elections, stories about campaigns, stories about election results, or comparisons of different elections. The texts were to meet criteria 1, 2, and 3, i.e., they had to be on the level B2-C1, they had to be authentic, and they had to contain non-core vocabulary. We searched for those in daily newspapers, magazines (*The Guardian, The Economist, New York Times, Washington Post*), research journals (academic platforms like *Academia.edu* or *ResearchGate*), websites of various organizations, as well as blogs if the quality of language was satisfactory. The idea was to find the texts that are relevant (criterion 4) and can achieve impact (criterion 5).

On the theme of elections, we identified a dozen of texts that met these criteria. (For example *Russia targeted Trump allies to hurt Biden in 2020 elec-*

tions, US officials say[8] from *The Guardian, Trump, Biden and the presidential elections* [9]from *The Economist, Elections Without Democracy: The Rise of Competitive Authoritarianism*[10] (Levitsky and Way, Journal of Democracy: 2002), *It's time to dump Trump, America's only hope is Joe Biden*[11] from *The Guardian,* The Most Ridiculous Rigged Elections In History[12] from Bustle; *The presidential election: America changes course while remaining very much the same - A familiar election story unfolds*[13] from *The Economist*; *Trump's own officials say 2020 was America's most secure election in history*[14] from *Vox*; *Confessions of a voter fraud: I was a master at fixing mail-in ballots* [15]from *New York Post*, etc.

Step 4: Analysing identified specific texts to avoid that they are too topical
To avoid that the selected text is of such a nature that it is "too topical", meaning that it can become outdated very soon, we ran the texts through several filters. First, we checked if there are many mentions of persons strictly related to the current affairs of the time when the text was written. Then we checked if the text referred to a very concrete event or set of circumstances. Another filter was the question of whether to understand the text the audience needed to have specific background knowledge and whether the text would lose relevance if taken out of the context of the affairs current at the time it was written.

Using these filters, we realized that the texts about presidential elections in the US were "too topical" and decided not to use them in our materials. Most of the texts were related to this particular topic because it was topical at the time of material development.

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[8] https://www.theguardian.com/us-news/2021/mar/16/russia-interfere-2020-us-presidential-election-trump-biden. Accessed 29 Jan. 2022.
[9] https://www.economist.com/news/2020/11/02/trump-biden-and-the-presidential-election. Accessed 29 Jan. 2022.
[10] https://journalofdemocracy.org/articles/elections-without-democracy-the-rise-of-competitive-authoritarianism/. Accessed 30 Jan. 2022.
[11] https://www.realclearpolitics.com/2020/10/28/its_time_to_dump_trump_americas_only_hope_is_joe_biden_527713.html#! Accessed 30 Jan. 2022.
[12] https://www.bustle.com/articles/190167-the-most-ridiculous-rigged-elections-in-history. Accessed 30 Jan. 2022.
[13] https://www.economist.com/united-states/2020/11/07/america-changes-course-while-remaining-very-much-the-same. Accessed 31 Jan. 2022.
[14] https://www.vox.com/2020/11/13/21563825/2020-elections-most-secure-dhs-cisa-krebs. Accessed 31 Jan. 2022.
[15] https://nypost.com/2020/08/29/political-insider-explains-voter-fraud-with-mail-in-ballots/. Accessed 31 Jan. 2022.

This left us with two texts that met the criteria i.e., texts that are "specific" and "timeless" at the same time:

1. Elections Without Democracy: The Rise of Competitive Authoritarianism (Levitsky and Way, Journal of Democracy: 2002),

2. The Most Ridiculous Rigged Elections in History from Bustle.

Step 5 Analysing identified "specific" and "timeless" texts to check if they would help learners to feel at ease (criterion 6)

As explained above, Tomlinson (8-23) introduced the criterion that ESP materials should help the learners to feel at ease and it is our opinion that if a text contains a dose of humour, if it is not too technical and philosophical, it will contribute to a relaxed atmosphere in the classroom and help learners feel at ease. Analysing the two texts that met the criteria 1-5 we realized that the text *Elections without Democracy* was a scientific study, very serious in tone, introducing rather complex concepts and requiring significant concentration. The text The Most Ridiculous Rigged Elections in History from Bustle was written in a humorous tone, referring to certain specific issues (election frauds) but on a global level and over a very long period.

Thus, being "specific" and "timeless" at the same time, and also humorous and capable of helping learners to feel at ease, the text The Most Ridiculous Rigged Elections in History from Bustle was selected to be the basis for our reading comprehension, vocabulary building and speaking exercises in Unit 6 – Elections of the ESP material we developed for the field of Political Science and Diplomacy. Two extracts from that particular text are given below as an illustration of the result of our selection process.

Extract 1

How do you corrupt an election? The "rigging" mechanisms are many: leaders can issue ballots with only one name on them, or stuff ballot boxes beyond the realms of possibility. They can use voter intimidation, faulty voting equipment, have single voters cast multiple votes, and utilize a thousand other tricks to get things to swing their way. Robert Mugabe in Zimbabwe is an expert, as are the farcical elections in North Korea that only have one option on their ballots. Compared to some of the other episodes of rigged elections in history, though, those people look slightly amateurish. Everybody from tinpot dictators to Julius Caesar has gone into the game.

Extract 2

> *It takes a spectacular kind of election to win the Guinness World Record for the most corrupt in history, but the general election in Liberia in 1927 did just that, making the 1982 edition of the record book. The man behind the fraud was Charles D B King, who was seeking a third term as President against an opponent named Faulkner, and he didn't leave a stone unturned to make sure the outcome lay in his favor. He won around 234,000 votes compared to his opponent's 9,000, which would have been a landslide victory — had there not been only 15,000 registered voters in the country at the time. A prominent Liberian lawyer referenced the past chaos this year, warning that King had "betrayed the promise of upholding the law and morally governing our country" and that the upcoming Liberian elections, held in 2017, had to do better. (King was a charmer all around: he was forced to resign as President in 1930 after Faulkner accused him and his political party of recruiting contract labor and selling them as slaves.)*

Conclusion

As this paper attempted to show, the already demanding process of developing ESP teaching material is additionally complicated in the field of political science and diplomacy. The reasons, as explained above lie in two facts. On one side, the field is inherently focused on current affairs and topical issues, which means that, to motivate learners, materials should focus on that. On the other side, if materials are focused on current affairs, they get outdated very quickly, which leads to lower learners` motivation and interest. Overcoming this challenge seems to be a mission impossible. This paper shows how the team of the University of Donja Gorica attempted to deal with it. It does not provide instruction or a recipe, not even a recommendation of what should be done. It just describes a vocabulary-based five-step process of selection of texts that serves as the basis for developing reading comprehension, vocabulary building, and speaking exercises. This is just one way this challenge can be successfully met by and presenting it here we hope to help other material designers in dealing with similar challenges. The key thing to underline is that the whole process is based on vocabulary whose importance in ESP cannot be stressed enough.

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IZRADA MATERIJALA ZA NASTAVU ENGLESKOG JEZIKA U OBLASTI POLITIČKIH NAUKA I DIPLOMATIJE
ILI
KAKO BITI AKTUELAN SA POTENCIJALNO ZASTARJELIM MATERIJALIMA

Materijali za nastavu jezika struke moraju biti osmišljeni na takav način da ispune akademske ili profesionalne potrebe učenika (Anthony 10-11) i da budu u skladu s opštim principima izrade materijala, tj. da, između ostalog, predstavljaju model tačne i prikladne upotrebe jezika i podstiču na učenje, jer "dobri materijali ne podučavaju: oni podstiču učenike da uče" (Hutchinson and Waters 107-108). Kako su autori ovog članka iskusili u procesu izrade materijala za nastavu engleskog jezika struke za oblast političkih nauka i diplomatije u okviru projekta ReFLAME, povrh navedenog, materijali u ovoj oblasti moraju ispuniti još jedan važan uslov – moraju biti aktuelni. Razlog za to je činjenica da su studenti i djelatnici u oblasti političkih nauka zaokupljeni aktuelnim dešavanjima, jer su pitanja kojima se oni bave uvijek povezana s aktuelnim dešavanjima. Stoga je važan izazov u procesu kreiranja materijala za nastavu jezika struke za oblast političkih nauka i diplomatije kako obezbijediti da materijali budu aktuelni. Ti se materijali, naime, lako mogu povezati s aktuelnim dešavanjima u vrijeme izrade, ali ne nužno i nakon protoka vremena. Ovaj rad donosi pregled tehnika i pristupa koje su autori koristili u nastojanjima da obezbijede da materijali, iako nisu nužno vezani za aktuelna dešavanja vremena u kome se koriste, i dalje podstiču učenike da uče i da uspostavljaju veze s aktuelnim dešavanjima trenutka u kome žive.

Ključne riječi*: jezik struke, vokabular, političke nauke, diplomatija, tekući događaji, izrada nastavnih materijala