

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn Khaldoun - Tiaret
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



Investigating the English language functions for Diplomacy the case study IDRI Institute of Diplomacy and International Relations

A Dissertation submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements of the Degree of Master in Linguistics

Submitted by

Miss. Nabila Amina BOUAZA

Miss. Sekoura BENMESBAH

Supervised by

Dr. Khaled BELARBI

Board of examiners

President

Dr. MOURI Djilali MCA

University of Ibn Khaldoun

Supervisor

Dr. BELARBI Khaled MCA

University of Ibn Khaldoun

Examiner

Dr. BELAIDOUNI Djilali MCB

University of Ibn Khaldoun

Academic Year: 2021/2022

Acknowledgments

We would like to acknowledge our deepest gratitude to our supervisor, Dr Belarbi whose support, advice, guidance, and inspiration helped a lot in the realization of this work. We are indebted to him for having oriented us in our studies as well as in our research work.

We would like to express a particular thank and gratitude to the members of the jury who devoted generously some of their precious time to read and evaluate this work. Their insightful comments will help us rethink and reframe many aspects of the dissertation.

Special thanks go to the diplomats and teachers of the institute of diplomacy and international relations who took part and contributed to the present research .

Last but not least, we want to express our gratitude to our teachers who have been teaching us for five years. We are thankful to all of them for their encouragement, time, and help.

Dedication

I hold it with great pleasure that I dedicate this work:

to the dearest being of my life, my mother Samia.

to the one who made me a brave woman, my father

Ferhat.

to my dear oldest siblings Nadia and Djamila.

to my much loved brothers Mohamed and Riadh.

to my dearest Assinet.

To the one and only Malik

to all my friends, especially my best friend and brother

and right arm Daoud the one who was always present

when no one was.

to the most generous girl I have met “Hala” source of

hope and motivation.

to “Nabila”, dearest friend before being my binomial.

to my beloved friend Nawel, to my sweetest friend

Tamani.

to my little brother and friend “Dalil”.

to you dear reader.

Benmesbah Sekoura

Dedication

To my dear parents;

My father Djilali and my mother Aicha.

To my sister Nada.

To the memory of my grandfather Boukerma Mohamed who was an example for

me

To all my uncles who helped me especially Ahmed who encouraged me to

continue my studies and his daughter Farah

To all my family member especially my cousins .

To my partner and friend Benmesbah Sakoura

To my beloved friend and sister Bouhdadja Hala who helped us to make this

work

To all my lovely friends, with whom I share the most memorable lifetime

moments.

Bouaza Nabila Amina

List of abbreviation and Acronyms

- EAP: English for Academic Purposes
- EFL: English as a Foreign Language
- EL : English learning
- EOP: English for Occupational Purposes
- ESP: English for Specific Purposes
- ESP: English for Specific Purposes
- EST: English for Science and Technology.
- GE: General English.
- IDRI : Institut Diplomatique et des Relations internationales

(Institute of Diplomacy and International Relations)

List of Figures

▪ Figure 1.1 The conception of the EAP and EOP (Hutchinson and waters , 1987).....	23
▪ Figure 1.2 NA taxonomies Hutchinson and Waters (1989).....	25
▪ Figure 1.3 Roman Jakobson’s model of communication	27
▪ Figure 2.4 Commercial diplomacy and foreign affaires.....	31
▪ Figure 2.5 An analytical analysis of public diplomacy	32

List of Diagrams

▪ Diagram 3.1 Participant's gender	40
▪ Diagram 3.2 Participant's age	40
▪ Diagram 3.3 Participant's attitude towards English.....	41
▪ Diagram 3.4 Participant's view about the English language	42
▪ Diagram 3.5 Participant's motivation to learn English	42
▪ Diagram 3.6 Participant's attitude towards EL at the beginning of the training	43
▪ Diagram 3.7 The efficiency of the amount of hours forth English module	44
▪ Diagram 3.8 Participant's attendance of English lecture	44
▪ Diagram 3.9 The importance of English for participant's career.....	45
▪ Diagram 3.10 Participant's point of view on the main important language function in Diplomacy	46
▪ Diagram 3.11 Language function explanation and presentation	47
▪ Diagram 3.12 The English program and diplomat's need	48
▪ Diagram 3.13 Participant's attitude towards the program	48

Abstract

The present study investigates the field of English for diplomacy in which is an established medium of communication and instruction within this field. It seeks to identify the functions of language suggested to teach diplomats in political science in IDRI (institute of diplomatic and international relations), identify the approaches suggested for the acquisition of English in this field and check to what extent language functions and learner's skills meet diplomat's needs and expectations. To achieve these objectives, a questionnaire has been distributed to twenty (20) diplomats studying in IDRI in Algiers and an interview has been conducted with three English module teacher at IDRI in Algiers. On the basis of the results of the study, we deduce that English is the suitable medium of communication in this field. Moreover, needs analysis reveals that these language functions and learner's mastery of the four main skills is crucial to attend their objectives and mainly their needs.

Keywords : Diplomacy, communication, English, English for diplomacy, Language Function

Table of Contents

Acknowledgment	1
Dedication.....	2
List of abbreviation	4
List of figures	5
list of diagrams.....	6
Abstract.....	7
General Introduction.....	12
-Problem statement	13
-Objectives and aims.....	14
-Research techniques and methodology.....	15
-Conclusion.....	15
Chapter one Historical Background about diplomacy.....	16
• Introduction.....	17
• Section one: diplomacy.....	17
1. 1. Defining diplomacy.....	17
2. Bilateral and muliteral.....	17
2.1. Diplomat.....	18
2.2. Diplomati corps.....	18
2.3. Embassy.....	18
2.4. Embassador.....	18
2.5. Consulat.....	19
3. Diplomatic communication.....	19
4. Institute of Diplomatic and International Relations(IDRI)	19
5. Algerian Diplomacy	20
• Section two: English in c	20

2. 1. English in Algeria.....	20
2. genre of Diplomatic discours.....	21
2.1. definition of “genre”.....	21
2.2. genres of the modern diplomatic discours.....	21
3. English for specific purposes and general English	22
3.1. Definition of ESP	22
3.2. Types of ESP	23
3.3. ESP vs GE.....	24
4. Need analysis (ND)	24
4.1. Definition of the term (need)	24
4.2. Definition of Need Analysis	24
4.3. Target needs and learning needs	25
4.3.1. Target needs	25
4.3.2. Learning needs	25
4.4. Instruments of needs analysis.....	26
• Section three: Language Functions	26
3. 1. Definition.....	26
2. Functions of language as identified by Roman Jacobson	26
2.1. The emotive/ expressive function	27
2.3. The refentinal function	27
2.4. The phatic function	27
3.5. The metaligual funct	27
4.6. The poetic function	27
Conclusion.....	28
Chapter Two Situational Context, Research Design and Methodology	29
• Introduction	30

1. 1. Contextualization the study.....	30
1.1. Types of diplomacy.....	30
1.1.1. Cultural diplomacy.....	30
1.1.2. Economic diplomacy.....	31
1.1.3. Public diplomacy.....	31
1.2. Diplomatic language.....	32
1.3. Types of diplomatic missions.....	33
2. The context, subject and corpus of the study	33
3. Procedures of datacollection.....	34
3.1. The questionnaire	34
3.2. The interview	35
3.3. Ethical consederation	36
4. Findings and data analysis	36
4.1. Quantitative procedures	36
4.2. Qualitative procedures.....	36
Conclusion.....	36
Chapter Three Presenting and Analyzing the Data	38
• Introduction	39
• Section one : Presenting the findings	39
1. The results of the questionnaire	39
1. General information	39
2. Diplomats and English	41
3. Diplomat’s needs.....	45
4. Course evaluation	47
2. The result of the interview	49
• Section two: Discussion of the findings	52
1. Analyzing the questionnaire	52

2. Analyzing the interview	53
Conclusion	54
Limitation and Recommandations	54
General conclusion	55
Appendix.....	60

General introduction

Speaking of the history of diplomatic language, it must be said that from the 17th to the 20th centuries, French was the main language in international relations. However since world war II, English has replaced French as the common diplomatic language. The rise of English in diplomacy began in 1919, after World War I, when the treaty of Versailles was drafted in English as well as French, the primary language of diplomacy at that time. The widespread use of English has been underpinned by the prominent international role of English-speaking countries, especially in the founding and organization of the United Nations and the development of the internet. Moreover, English is current language of international affairs, science, technology and aviation. Further-more it is one of the six languages of the United Nations, and along with French, one of two working language (the others are Arabic, Chinese, Russian and Spanish) those language are supposed to be spoken by diplomats.

A diplomat is someone who is designated by a national or intergovernmental organization, such as the United Nations or the European Union, to manage diplomatic relations with one or more other countries or international organizations. Understanding or misunderstanding of how messages are conveyed can have an impact on international agreements and relations. It is not enough to simply speak English well; the ability to understand subtitles and nuances of the English language is required to operate at the highest diplomatic level. In her book, Patricia Friedrich defined the use of linguistics, using terms such as "immortal linguistics," "peace linguistics," negotiations, and how to combine "strength and elegance" to clarify intent.

According to Cohen the interpretation of communication in diplomacy is the process of negotiation between countries seeking to achieve a mutually acceptable outcome on a specific issue or common interest. "Communication among diplomats is a two-way street: one cannot expect to obtain much information unless one is able and willing to convey information" diplomat's dictionary.

Algeria maintains diplomatic relations with over 100 countries and has diplomatic missions in over 90 countries. It has pursued an active foreign policy since its independence from France in 1962. Algeria was known for its support for third-world politics and independence movements in the 1960s and 1970s. Following independence, it joined the Arab League, the African Union, and the United Nations. Algeria's foreign ministry is in charge of implementing Algeria's foreign policy and maintaining relations within the African Union and

the Maghreb union. All the personal who work at the ministerial level and those who are chosen by the state to exercise diplomatic functions in another state must be trained improved at the level of the institute of diplomacy and international relations (IDRI). This institute is a center of excellence and a think tank it offers tools to place sustainable development at the heart of international relations and public and private policies.

From what has been mentioned in the introduction and taking the gaps found into consideration, our research will try to answer the questions of:

- “What are the functions of language and approaches suggested to teach English for diplomacy in IDRI?”
- “How can English be utilitarian for diplomats in Algeria?”

These following hypotheses are advanced trying to predict the possible results:

- The functions of language suggested to teach English for diplomacy in IDRI are :
1/negotiation
2/persuasion
3/presentation
4/communication
Both ESP and GE are used to teach diplomats in the institute of diplomacy in Algiers.
- English is considered as the common language of diplomats, it is used in many different situations in both written and spoken form. It is a way to overcome the problem of communication between diplomats who speak different mother tongues and crucial to complete different missions that are devoted to them.

To achieve the aforementioned results, the current study has been organized as follows: the first chapter is concerned with the review of literature and the definition of various items and concepts of diplomacy and approaches used to teach English. The second chapter is about research methodology; it describes how this work was carried out and the tools that were used in data collection and analysis. Finally, the third chapter focuses on presenting and identifying the data collected.

The primary goal of this project is to identify the language functions that are targeted in (IDRI). It also shows how language is used in political settings.

This research aims to make diplomats recognize the value of English in their field, which should be learned because they use it for the majority of their career path as an Algerian representative abroad.

To achieve the stated goals, the current study collected and analyzed data using both quantitative and qualitative research methods. In the first phase, quantitative, numerical data were collected using a questionnaire designed for "IDRI" learners in order to identify their points of view regarding the English language as well as their needs, particularly in terms of the language functions targeted in "IDRI" and the types of texts suggested to teach them. In the second phase, qualitative data were gathered through an interview with three English teachers for the institute in order to identify students' needs to teach diplomats at this institute.

To summarize, our research aims to shed light on a topic that has never been addressed in Tiaret: how diplomats use diplomacy. It is hoped that it would help to understand ESP in the sphere of diplomacy, as well as demonstrate the value of English for Algerian diplomats.

***Chapter 01: Literature
Review about Diplomacy***

Introduction

Diplomacy has persisted since the time when countries, empires, or other centers of power exchanged official messages. As a result, this chapter is devoted to a review of the key concepts associated with diplomacy and international relations. The first section defines diplomacy in general and in Algeria, as well as explaining some of the most important and frequently used terms and concepts in diplomacy (diplomat, embassy, consulate, diplomatic communication, Algerian Ministry of Foreign Affairs, and Diplomatic and International Relations Institute (IDRI)). The second section is about the history of English in diplomacy and English as a diplomatic language. The third and final section is concerned with the functions of language aimed at diplomacy.

Section one: Diplomacy

1. .1. Defining Diplomacy

In 1796, Edmund Burke coined the term "diplomacy" to describe this system. According to Napoleon Bonaparte, diplomacy is "the police in great garb;" Lester B. Pearson, "is letting someone else have their way;" Ludwig Boerne, "is to speak French, speak nothing, and utter lies;" and others. Finally, former Chinese Premier Chou Enlai stated that "all diplomacy is war by other means."

Berridge has also emphasized the goal and techniques of diplomacy, stating, "Its fundamental purpose is to enable governments to achieve their foreign policy goals without resorting to force, propaganda, or legislation." He goes on to say that if properly resourced and executed, it is "a major ingredient of power."

The management of relations between sovereign states through the use of officials based at home or abroad, according to Diplomacy thus includes the placement of representatives in international organizations. Diplomacy is thus the primary means by which states communicate with one another, allowing them to maintain regular and complex relations. It is the international society's communications system.. (from the Dictionary of Diplomacy)

1 .2. Bilateral and Multilateral Diplomacy

Diplomacy occurs in both bilateral and multilateral settings. Bilateral diplomacy refers to verbal exchanges between two states, whereas multilateral diplomacy refers to contacts between numerous states on a regular basis within the institutional setting of a global organization. Negotiation is one of the most important aspects of diplomacy, and it frequently results in the signing of treaties between states and the codification of international law. The

goal of such global treaties is to strike a balance between state activities and the mission of diplomats in general.

1.2.1. Diplomat

It is a person professionally engaged in the craft of diplomacy as a member of a diplomatic service, regardless of aptitude for the craft, according to G. R. Berridge and Alan James. As a result, a diplomat can be either a diplomatic agent or a foreign ministry official. In general, the term refers to someone who exemplifies the qualities associated with diplomacy, such as tact and moderation.

1.2.2. Diplomatic Corps

Together, the heads of mission (Embassy) accredited to the same government form the diplomatic corps. It is presided over by the Dean (Doyen), who is normally the highest ranking head of mission, i.e. the head of mission who has been accredited to that country for the longest period. Some States grant a special status to the « Nuncio » on the basis of his « Precedence », and he is often recognized as the Dean of the diplomatic corps. On official occasions the Dean is the spokesman for the diplomatic corps, and it is he who on behalf of and after due consultation with the diplomatic corps would be entrusted with handing a protest note to the country of residence.(from ABC of Diplomacy p11)

1.2.3. Embassy

Term that refers to both the personnel assigned by a state to carry out diplomatic tasks in another state and the offices where they work.

Before an embassy may be established, diplomatic relations between the two countries must exist. Mutual trust is the foundation of diplomatic relations. Both States have the right to terminate the agreement at any time. An embassy is a building that serves as a diplomatic symbol .An ambassador or a Chargé d'affaires ad interim may be in charge.Diplomatic operations encompass all areas of government-to-government contacts. Political, legal, economic, and financial affairs, as well as development of social issues, scientific and cultural issues are all on the table.(from ABC of Diplomacy p13)

1.2.4. Ambassador

A diplomatic agent of the highest rank. More particularly the title is used In most cases, to designate the head of a diplomatic mission to a foreign state where that head, as among heads of mission, falls into the first diplomatic class. By derivation, the mission in question is then called an embassy. An embassy has just one ambassador. Usually such agents are formally described as the ambassador of the sending state to the receiving state.

1.2.5. Consulate

One State (the sending State) establishes consular posts in another State with which it wishes to maintain consular relations (receiving State). Consular posts are classified into four types: consulate-general, consulate, vice-consulate, and consular agency. In general, the title of the post's head reflects the category of the consular post in question; for example, a consulate-general is led by a consul-general. A sending State may appoint honorary consuls in addition to career consuls who are members of the foreign service. Individuals with many years of professional experience in the receiving State who are familiar with local conditions and have sufficient knowledge of the language(s) required to carry out their functions are typically selected. Honorary consuls may be citizens of either the sending or receiving country. They are not paid, but they may charge a fee for official services. Consular duties are similar to those of an Embassy in that they involve representing the sending country in the receiving country, public relations, and the promotion of economic, cultural, and political ties. A consular agent's primary responsibility, on the other hand, is to assist citizens traveling abroad.. (ABC of Diplomacy p08)

1.3. Diplomatic Communication

Diplomatic communication is everywhere. It is used in all opportunities, settles in all the international events. It is the very essence of the diplomatic profession. The diplomat is only an agent of the speaking State, except when it informs its own authorities. The embassies have not lost their relevance with the involvement of new actors in the diplomatic field, and remain necessary information services that allow the authorities to take decisions from what they had been informed .

The diplomat never speaks in his own name and his freedom of speech is restricted. The diplomat must navigate between the pitfall of purely institutional.

1.4. Diplomatic and Internationa Relation Institut (IDRI)

The establishment of IDRI meets the requirements of modern diplomacy and reflects the importance that the Ministry of Foreign Affairs attaches to the development of its human resources to be in tune with the orientations of our country`s foreign policy. The objective is to make it a center of excellence and a think tank.

In addition to the training of diplomatic and consular agents as well as executives of other national institutions, IDRI is entrusted with the missions of further training, research, studies and the organization of conferences and seminars.

The administration of IDRI includes a General Directorate and three Directorates responsible respectively for training and development, studies and research and documentation, publications and resources as well as two statutory bodies, the Board of Directors and the Scientific and Pedagogical Council.

As part of the cooperation, IDRI has signed memorandums of understanding with academies and diplomatic institutes, university and research centers and international organizations.

1.5. Algerian Diplomacy

Algeria has never ceased to defend the stability and development of countries. She defends themes such as “decolonization, the fight against terrorism, development issues, reforms, human rights, the Maghreb and Africa. Algerian diplomats are the representatives of the President of the Republic according to the constitution and are responsible for promoting and explaining Algeria's diplomatic strategy.

Section 2 : English in Diplomacy

1.6. English in Algeria

Since gaining independence in 1962, the Algerian state has insisted on defining itself as Arab and Muslim. The linguistic and cultural policy implemented by the National Liberation Front (FLN), the Algerian socialist party which has controlled power since independence, as well as by the various successive governments, has constantly favored Arabization and Islamization of Algerian Society. The successive constitutions since 1963 remain unchanged on this level: Islam is the religion of the State and Arabic, its national and official language. However other language tends to appear after.

Due to its position, the English language as a global language of communication, it is taught from the first year of the intermediate educational stage. Despite this, very few Algerians speak it, mostly young people. The Algerian government has been teaching English compulsory as a second foreign language to fourth-grade students of the intermediate stage since the end of the seventies of the last century.

From 2019 till now this period known as the post-Bouteflika rule some decision were made by the government about the languages teaching universities. In 21st July 2019 the Ministry

of Higher Education and Scientific Research decided to replace French language with the English language in universities but it is still in progress.

The Algerian government's decision to change the language of official correspondence in universities by dropping French, and sufficing with Arabic and English, and the wide acceptance of university students in probing the opinions of the Ministry of Higher Education in terms of replacing French with English in the language of instruction, and the determined preparations to begin the gradual application of this in practice in the universities of Algiers Oran and Constantine, starting from the next university entry, pending its circulation to the rest of the universities.

In the midst of the wide debate taking place today in Algeria about this shift towards English, Nour Al-Sabah Aknoush, Professor of Political Science at the University of Biskra, believes that the issue today must be raised from a strategic perspective because globalization links security with identity, and the English language serves this trend to meet scientific and other needs. Necessary development, which needs a new model of the nation-state in Algeria, a model that is achieved by getting rid of the National School of Administration (from which senior officials graduate) as a structural and elitist manifestation of Westernization and French in Algeria and by changing the LMD system in the university, which corrupted the Algerian university and made it intellectually, linguistically and scientifically failed.

1.7. Genre of Diplomatic Discourse

1.7.1. Definition of 'genre'

Genre refers to the use of language in a conventionalized communicative setting to express a specific set of communicative goals of a disciplinary or social institution, which gives rise to stable structural form by imposing constraints on the use of lexicogrammatical and discursive resources. (Bathia, 2004:23).

1.7.2. Genres of the Modern Diplomatic Discourse

Statements, speeches, demarches, diplomatic conversations, answering journalistic questions, communiqués, briefings, informational bulletins, and so on are examples of oral genres of diplomatic discourse. The most common oral genre is a statement genre, which most commonly reports the country's position or reaction to a specific event. All statements made orally must be recorded in writing. The main criterion for written versions of oral

presentations is that they accurately reflect the content. In general, the language of diplomatic discourse oral genres does not differ from the language of written genres. To begin, the oral presentation must adhere to a level of verbal delicacy that allows for the avoidance of conflict situations even in the most adverse circumstances. It should be noted that the analysis of diplomatic discourse genres is complicated by the fact that different types of discourses in terms of communication constantly interact with each other, as well as depending on the nature of the diplomatic relationship, whether bilateral (i.e. a simple and direct relationship between two nations) or multilateral (i.e. a more complicated relationship between more than two nations or organizations). Diplomatic discourse, for example, interacts with various types of discourse, including political, military, economic, legal, and everyday discourse. The interaction with political discourse occurs most frequently due to the coincidence of the main goal of communication, namely the struggle for power [Yapparova V.N., Bochina T.G. 2015: 301]. The genre crossings occur as a result of the close relationship between the two types of discourse. Political discourse genres, in particular, are active in diplomatic discourse, representing fundamental legal documents. A concept, a state program, a decree, a doctrine, a strategy, and an action plan are examples of these genres. Consider the United Nations Convention.

1.8. English for Specific Purposes and General English

1.8.1. Definition of ESP

ESP is a well-known branch of English language teaching and learning. With the advent of this approach in the 1960s, new attempts were made to bring the English language closer to the specific purposes and needs of the learners. Its growth can be seen in the growing number of universities and schools that offer ESP courses. ESP, on the other hand, cannot be defined in a single way. As a result, many theorists have defined ESP in various ways, but the fact that everything in ESP is based on learners' needs and reasons for learning English has been emphasized by the majority of them.

"ESP is an approach to language teaching in which all decisions regarding content and method are based on the learner's reason for learning," Hutchinson and Waters (1987:19) write.

Furthermore, ESP is a method of teaching English to students who require English for specific purposes, which can be academic (i.e. for their studies) or occupational (i.e. for their profession and workplace) (Tomlinson, 2003:307).

1.8.2. Types of ESP

According to Kennedy and Bolitho (1984) there are three types of ESP namely:

-English for Academic Purposes (EAP)

EAP refers to the teaching and learning of English within educational institutions, such as universities to students requiring English in their studies; in order to fulfil academic purpose (Kennedy and Bolitho, 1984).

-English for Occupational Purposes (EOP)

EOP refers to the teaching and learning of English for learners who need it to fulfil particular occupational (i.e. professional) purposes which may include: medicine, banking, administration and so forth. (ibid)

-English for Science and Technology (EST)

EST refers to the teaching of English for Scientific and Technological purposes.

Kennedy et al (1984) argue that EST is a branch of ESP dealing with scientific content and vocabulary items.

The following diagram demonstrates the EAP and EOP types of ESP:

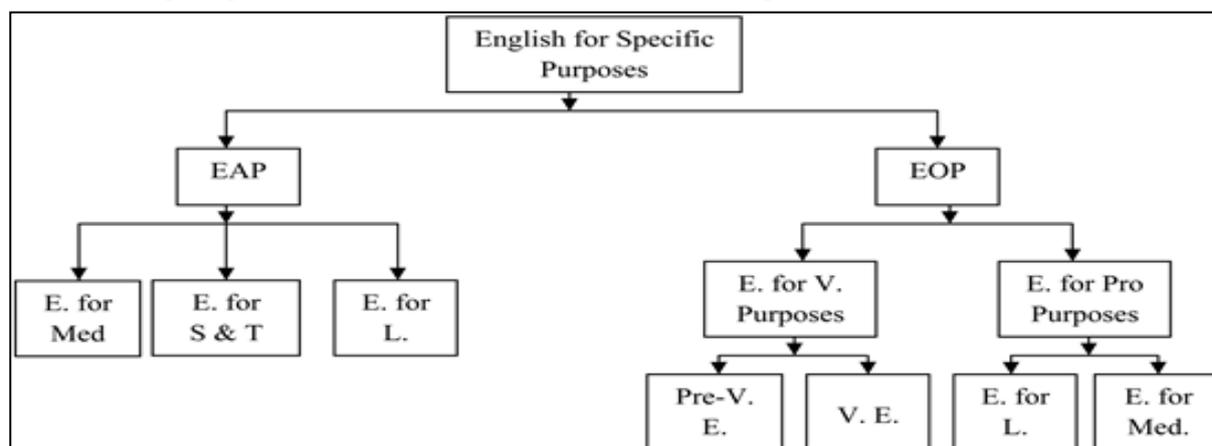


Figure 01 : Conception of the EAP and EOP (Hutchinson and waters, 1987).

Key: (E) English; (V)Vocational; (Med) Medical; (S) Science; (T) Technology; (L) Legal; (Pro)Professional. (from Open Journal of Modern Linguistics,16 pages)

1.8.3. ESP VS GE

It is worth noting that ESP learners are frequently highly motivated learners who are already established in their profession and have some prior knowledge of the English language; they seek to learn English in order to achieve specific goals (i.e. academic, professional, scientific). These students are aware of their obligations. This is not the case in general English, where students are expected to learn a wide range of language skills including grammar, phonology, and lexis. According to Hutchinson and Waters (1987:53), "*what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need.*" (Nalan Kenny article, p254)

In addition to the specific needs of the learners, Hamp-Lyons (2001, cited in Carter and Nunan, 2001) contends that ESP differs from GE in that ESP is intended to enable and help learners know how to use English in different situations; ESP courses focus on language in context (Xhaferi, 2010). Pinelopi, (2015), whereas GE is concerned with linguistic items (grammar, vocabulary.etc). Furthermore, he claims that ESP learners can use only one, two, or all of their skills depending on their needs. In GE, learners use all of their language skills. Furthermore, he claims that language genres differ: in ESP, they are formal and academic, whereas in GE, they are conversational and social (i.e. the use of language for the sake of social interaction).

1.9. Need analysis (NA)

1.9.1. Definition of the Term (Need)

The term "need" is defined in the field of education as "*the gap between what is and what should be*" (Brindley, 1998: 65).

1.9.2. Definition of Needs Analysis

In ESP instruction, needs analysis is critical. It is the procedure for determining what and how a course will be run. Graves (2000) claims that Needs analysis (NA) is defined as "a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs" (Thompson, 2011: 06). This means that N.A entails searching for and interpreting information about the needs of the learners.

According to Mackay and Mountford (1978), it is up to the language teacher to determine what the learners' needs should be. They argue that in order for a teacher to be successful in

this task, he or she must prepare a careful questionnaire and a structured interview to gather the necessary information about learners' needs; "Thus, it is the responsibility of these language teachers involved in planning courses for given groups of learners for specific purposes, to determine accurately what these specific purposes are" (ibid)

1.9.3. Target Needs and Learning Needs

Hutchinson and Waters (1987) distinguish "target needs" from "learning needs":

1.9.3.1. Target Needs

Target Needs refers to the type of language that learners must learn in order to function in the target situation. Hutchinson and Waters (1987: 58) examined the target situation in terms of necessities, deficiencies, and desires.

a) Necessities: (or objective needs) these are the types of needs that learners must be aware of in order to function effectively in the target situation. In other words, necessities are the language skills that students must learn in order to succeed in the target situation (where language is to be used).

b) Lacks: is the difference between what is and what should be. In other words, deficiencies are the gap between the student's current competencies and the required competencies.

c) Wants: (or subjective needs) refers to the learner's desires and opinions on why they needed to learn a language. In other words, wants are those needs that the student prioritizes in his or her limited time.

1.9.3.2. Learning Needs

Learning Needs refer to what the learner must do in order to complete the course successfully, i.e. how the learner will progress from his or her weaknesses (lacks) to the required competences (necessities).

The figure below illustrates this taxonomy:

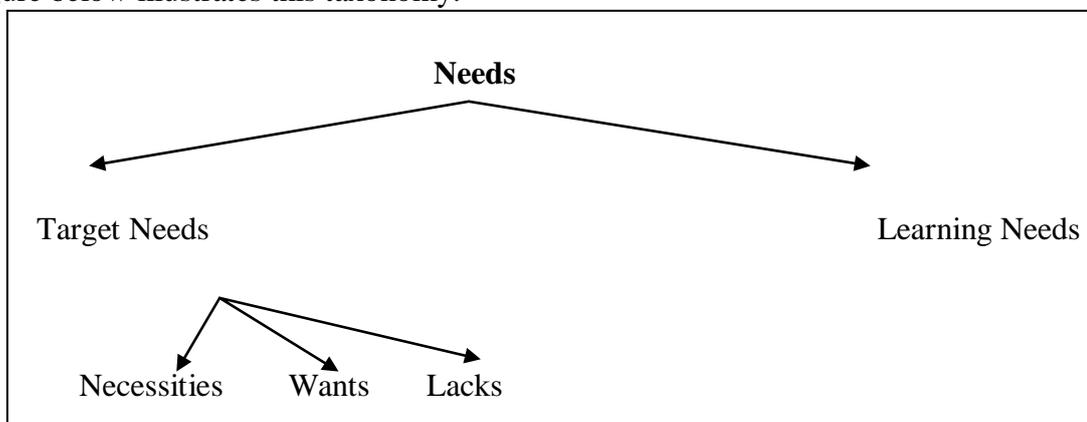


Figure 02: NA Taxonomies (Hutchinson and Waters, 1987: 55)

1.9.4. Instruments of Needs Analysis

According to Hutchinson and Waters (1987), there are six instruments (or data collection methods) for needs analysis: questionnaires, discussions, discourse analysis, interviews, observations, and assessments. They also claim that the primary sources of data for needs analysis are the students themselves, stakeholders (clients, employers), and field documents.

1.9.4.1. When to Conduct Need Analysis

Before designing any ESP or even GE course, the needs of the learners should be assessed. According to Hutchinson and Waters (1987:53), any general or ESP course should begin by identifying the learner's reason for learning "*why do these learners need to learn English?*" This is why NA is said to be the foundation of ESP.

Section 3: Language Function

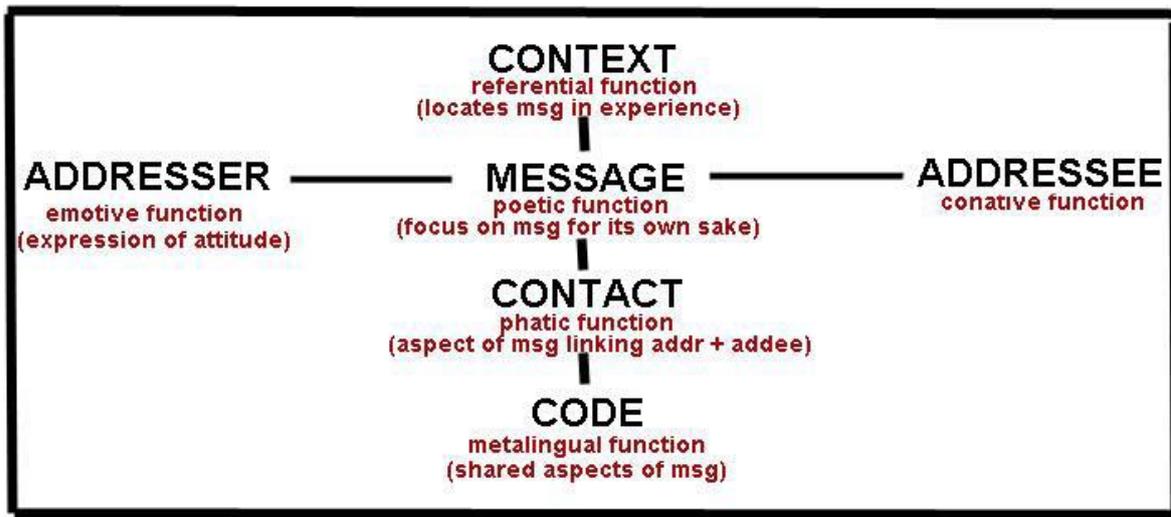
1.10. Definition

Every day, people use language for a specific purpose. They use words to accomplish their goals, whether they are to complain, apologize, warn, make a wish, or ask for permission. A language function can serve any purpose. A language function, according to Savignon (1983: 284), is "the purpose for which the language is used, the purpose of the utterance, not the specific grammatical form of the utterance." People / learners use language in this way to serve a specific purpose and make their speech more meaningful.

1.11. Functions of Language as identified by Roman Jakobson

Roman Jakobson (1896-1982), a Russian thinker, was one of the twentieth century's greatest linguists. He was a prominent leader of the influential Prague linguistics and was well-known for his contributions and profound influence on general linguistics. Roman Jakobson, a Russian linguist, identified six distinct elements of verbal communication in 1960. Destinations, messages, contexts, channels, and codes are all part of it. Jakobson assigned six corresponding language features to each of these elements (Jakobson, 1960: 353).

A SPEECH EVENT



Roman Jakobson's 1960
model of communication

drawn by jjs

Figure 03: Roman Jakobson's model of communication (1960)

1.11.1. The Emotive / the Expressive Function

This feature associates the sender of a message with the content of the message in order to use language to express one's attitudes, feelings, judgments, and desires. They are commonly expressed using emphasized languages (such as adjectives and adverbs) and interjections. Example: "I feel good now!" (Jakobson, 1960: 354).

1.11.2. The Conative Function

« Oriented towards the addressee » (Jakobson, 1960: 355) . the conative function is used to influence the addressee 's emotions, attitudes, behaviors, and beliefs. Through language, one can persuade, recommend, authorize, order, and warn. Instructions, indirect commands, and vocatives support this feature. For example, "can you give me my phone please " (Jakobson, 1960: 354).

1.11.3. The Referential Function

This is related to the context or meaning of the message. addresser and addressee share a common understanding of the referent. From time to time new information is given. For example, "I want to put it there." Here, "being there" is shared between the speaker and the listener. They have a common understanding of what it means to be "being there." Examples of reference speech acts are notification , confirmations, or explanations (Jakobson, 1960: 353).

1.11.4. The Phatic Function

Refers to the communication channel. Language helps establish, extend, or interrupt communication between recipients. This feature is especially seen in greetings with foreigners and casual conversation (Jakobson, 1960: 355).

1.11.5. The Metalingual Function

It deals with the linguistic ability to speak about the code itself and itself. In other words, it uses the language to discuss and explain itself. For example, "what does that mean?" Serves as a metalinguistic feature because it needs more explanation to better understand (Jakobson, 1960: 356).

1.11.6. The Poetic Function

Focus on the message itself. It refers to the value of words and uses linguistic devices such as metaphors and rhymes. For example; "Time is a thief" (ibid).

Conclusion

In this chapter, we have taken a closer look at the various literature related to our current work. Helps to learn more about the features of the languages used in diplomacy and the genres of diplomatic discourse. It also demonstrates the importance of English in diplomacy and the history of English in Algeria .

***Chapter 02: Situational Context and
Research Methodology***

Introduction

Following the first chapter, which addressed the body of literature on the topic of the current research and various definitions, as well as theories and previous research. This chapter is dedicated to the study's research design, which will serve to answer the research questions posed in the general introduction. First, it describes the study's context and subjects. It then describes the study's corpus. Furthermore, it provides data collection procedures, which include a questionnaire administered to Diplomats learners at the IDRI institute in Algiers, as well as an interview conducted with three English instructors in the same setting. Finally, it explains the data analysis strategies extracted from the previously mentioned research tools.

2. 1.Contextualizing the Study

2.2. Types of Diplomacy

The political changes in Algiers have opened the eyes of the Algerians researchers and had brought about a perceptual change in the attitude of diplomats towards the English language. Anyone who has followed the research papers concerning diplomacy within the last few years cannot fail to notice the lack of information when it comes to the failed of English and diplomacy. From this point the present work attempted to cover the possible boundaries and tackle the least extent possible data.

To go beyond what has been mentioned and explored to a greater extent the following section will address the languages of diplomacy and how they affect language process.

2.2.1. Cultural Diplomacy

To begin, hundreds of policymakers stated that language is both related to and affected by diplomacy, citing (education, science, culture, and even health aspects) as major components.

The exchange of ideas, information, art, and other cultural aspects between nations and their peoples in order to foster mutual understanding is referred to as cultural diplomacy. Diplomacy in the arts (Oxford Research Encyclopedia of International Studies)

2.2.2. Economic Diplomacy

Economic policy diplomacy, including the work of delegations to conferences sponsored by organizations such as the World Trade Organization. While distinct from commercial diplomacy, it also includes the part of diplomatic missions' work that is concerned with monitoring and reporting on economic policies and developments in the receiving state, as well as advising on how best to influence them. Diplomacy that uses economic resources, either as rewards or sanctions, to achieve a specific foreign policy goal. This is sometimes referred to as 'economic statecraft.(from dictionary of diplomacy p81)

In accordance to Lee and Ruel, business diplomacy primarily focuses on creating networks of diplomats and industrial groups to promote alternate and investment. as to monetary diplomacy, Hann hold that economic diplomacy is an superb tool to achieve monetary and overseas policy goals. Naray considers commercial diplomacy as a essential part of monetary diplomacy. In other words, economic diplomacy is wider in scope than commercial diplomacy. Rana believes that financial diplomacy is a technique utilized to establish rapport with the wider world, and to maximize their country wide good points in all fields of activity, along with trade, funding and different varieties of economically recommended exchange. On the different hand, commercial diplomacy may additionally progressively be graduated to monetary diplomacy-- the latter consists of factors of business diplomacy.

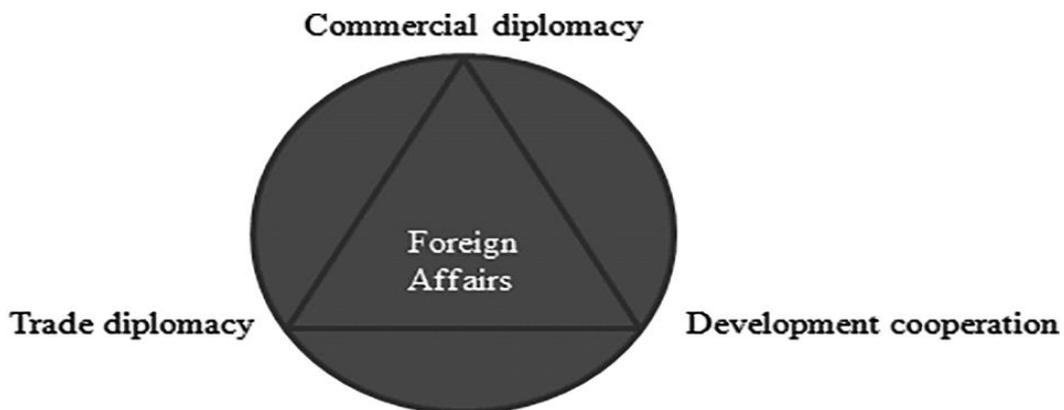


Figure 04 : Commercial Diplomacy and Foreign Affairs, SAGE references

2.2.3. Public Diplomacy

When discussing diplomacy, it is necessary to mention the well-known and widely used type "public diplomacy," also known as "people's diplomacy." It is a subfield of political science

and international relations that studies the process and practice by which nation-states and other international actors engage global publics to serve their interests.

As a vast and vast field of study, public diplomacy includes many methods and instruments that must be used. Its application results in the introduction of numerous tasks and elements, including "listening, advocacy, cultural diplomacy, exchange diplomacy, and later international broad casting," as it is referred to (IB). (uscpublicdiplomacy.org-edited)

The public diplomacy can be the key with which the corporation between different national lines happen place. Furthermore it deals not only with government but even individuals and companies. To illustrate with, a deal between two different persons or organizations can be taken as an example of public diplomacy.

To conclude with, public diplomacy provides the grand work necessary between state and society for the acceptance which makes it noticeably important.

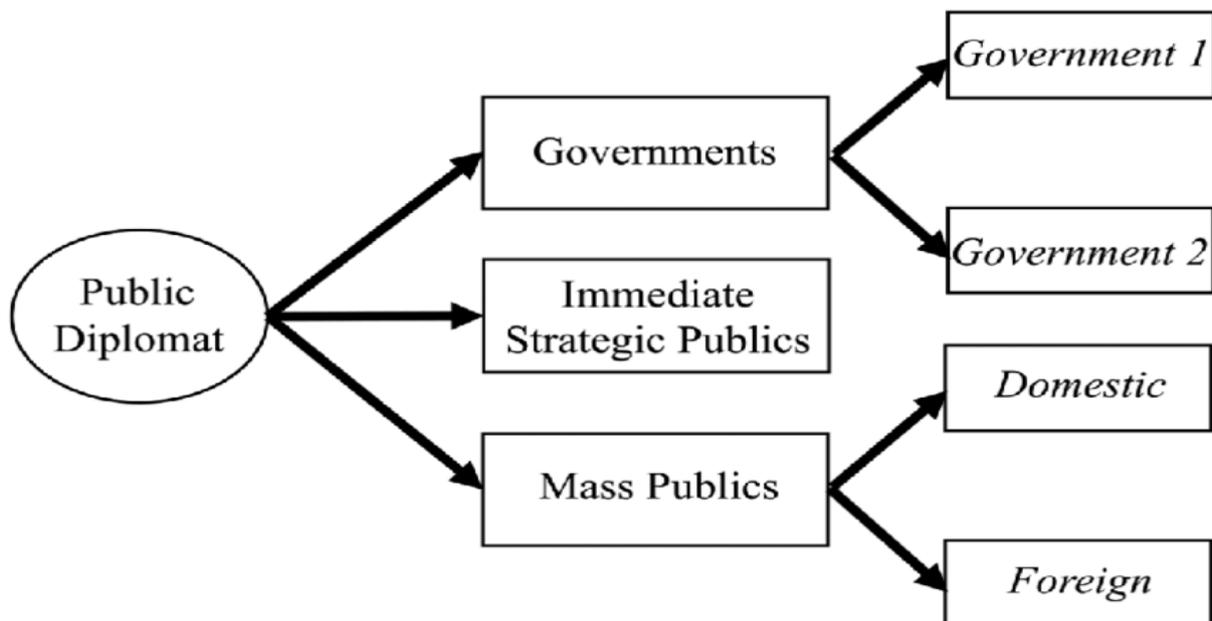


Figure05: An analytical analysis of Public Diplomacy, researchgate.org

2.3. Diplomatic Language

The term “diplomatic language” is used to refer to three different things: it is the language used by diplomats among themselves in conversation and correspondence, and the technical expressions and phrases that have become, over time, part of the vocabulary and everyday language. The diplomatic language and its expressions, describing the wise and

prudent revolutions that diplomats were able to say to each other acerbic things without provocation and without exceeding the limits of decency.

2.3.1. Types of Diplomatic Missions

Diplomacy books refer to the variety of diplomatic missions, which take these forms:

- Embassies, Commissions: A second-class diplomatic mission normally headed by an accredited Minister-Commissioner, and maybe headed through an true or intervening time chargé d'affaires.
- High Commissions: This class is specific to nations related with every other with an emerging one of a kind political association.
- with regard to historic colonialism, and the regrouping of several states (without sovereignty), this type was once restricted to a blockade Colonialism.
- Permanent Missions to the United Nations.
- Missions to regional continental organizations.
- Special missions.

The above means that diplomats are no longer solely in embassies, but their work extends to these embassies. Organizations of an international nature, which capacity that their need for linguistic communication will increase in environments that They are working on it.

2. The Context, Subject and Corpus of the Study

The investigation is carried out in Algiers, more precisely in IDRI. It is specialized institute in Algiers more precisely in Administration Governmental at EL MADANIA, which offers foreign policy and diplomacy lessons. In this institute diplomats are already graduated from universities (politic science, international relation, and ENA) that they had to pass an extra exam to access to this institute, in order to be prepared to be more professional to that kind of work, what distingue this institute from others (university, schools) that their learners or in a correct way the diplomats needs to study only for one year.

The samples which are considered as the source of the data of this research comprise twenty (20) diplomats. Besides, the participants selected for the interview are the three (03) instructors in IDRI in Algiers.

3. Procedures of Data Collection

This chapter will discuss the research procedures and data collection process in order to complete this research and gain a better understanding. Bulsara (:06) defines mixed method research as *"a method and methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single or longitudinal program of inquiry."*

In fact, this process relies on a combination of qualitative and quantitative methods in gathering as much data as possible and gain a clear understanding of the research issues. Furthermore, this method is intended to overcome the constraints of a single design (qualitative research alone or quantitative research alone).

In the current study, a questionnaire was used to collect quantitative data and an interview was used to collect qualitative data. Furthermore, the questionnaire data is quantitatively analyzed and presented in the form of percentages and charts. The data gathered from the interview, on the other hand, is qualitatively analyzed and interpreted.

While the questionnaire is administered to diplomacy students, the interview is tailored to one English instructor at IDRI. Indeed, a mixed methods approach is used as a research methodology for both collecting and analyzing the two types of information.

3.1. The Questionnaire

A questionnaire is a valuable data collection instrument that comprises a set of questions that allow for the gathering of a large amount of data. It is a useful research tool that presents participants with a series of questions and asks them to choose from the suggested answers or provide their own. According to Brown (2001: 06), *"any written instruments that present respondents with a series of questions or statements to which they are to respond either by drafting out their answers or choosing from among existing answers"* fall under this category.

Furthermore, a questionnaire is a research tool that allows for the collection of statistical data. That is, quantitative data with an unlimited number of participants. A questionnaire can collect a large amount of information from a large number of people in a short period of time and at a low cost.

In the present study, a questionnaire has been distributed for twenty (20) diplomats at IDRI in Algiers in order to collect their outlooks on the different parts of English course as well as identify their needs and expectations.

The questionnaire is made of 13 questions which are divided into two types: closed-ended questions which contain predetermined answers from which participants can choose and open-ended questions where diplomats are required to give their own answers. It consists of three (03) sections. The first one deals with participant's profile where the diplomats are asked about their background information such as sex and age. The second section is concerned with 'diplomats and English', where diplomats are asked about their point of view concerning English learning and learning English for diplomacy. The third section of the questionnaire is devoted to the identification of students needs and reactions toward the different parts of the English for diplomacy course.

3.2. The Interview

In addition to the questionnaire, an interview is used in the present study to complete the results gathered through the questionnaire. It is a research tool which aims at gathering in depth answers (i.e. qualitative data). In this view, Richards (2001), cited in Khennache and said it is possible with a questionnaire, through what they take longer to administer and are only feasible for smaller groups”.

Furthermore, an interview gives the researcher the chance to discuss topics and collect data in real situation; Cohen (2000, cited in Sididris and Tidmimt, 2015:25) argues that: *“...the interview is not simply concerned with collecting data about life: it is part of life itself; its human embeddedness is inescapable”*.

In the current study, (03) English for diplomacy IDRI institute in Algiers teachers were interviewed. It lasts 20 minutes for the two teachers who were available and the third participant who was not in the country so we used the "zoom" application to contact her and includes ten (10) open-ended questions for the three of them. It is divided into three sections. The first section is devoted to the teacher's demographic information. The second is intended to identify the needs of the learners. The third and final section is about teachers' perceptions of the English diplomacy program.

3.3. Ethical Consideration

Since we decided to conduct a research on a given sample we have to take permission of every participant and inform them that we will collect data while they are present. The 03 teachers which we based our data collection on agreed to collaborate and gave us as many information as they could.

4. Findings and Data Analysis

To analyze the collected data from the interview, the questionnaire and the diplomacy text, two research instruments have been used namely: the statistical package for Social Sciences and the textual analysis. While, the quantitative data have been analyzed , the qualitative data have been interpreted using textual analysis.

Textual Analysis

The qualitative textual analysis is adopted to interpret and analyze the data collected from the interview and the diplomacy text. It is defined as being the correct methodology for gathering data about texts.

The main purposes of textual analysis according to Frey, et al (1999) are:

- To characterize the messages content structure, and functions in texts. It enables the researcher to comprehend the meaning and concepts conveyed by written words.
- The qualitative data received from the questionnaire's open-ended questions is likewise analyzed and interpreted using it.

Conclusion

In this chapter we tackled some points about our theme in our context of the study; such as the types of diplomacy; Cultural Diplomacy, Economic Diplomacy, and Public Diplomacy. We also conducted diplomatic language; and the types of diplomatic missions

In addition to that, the present chapter encompasses the research design of our study and highlights the main points concerning the process of collecting data. The data collection techniques, which comprises of a questionnaire and an interview, was first presented through

both written and spoken procedures. The methodologies employed for the analysis of the acquired data were then displayed. Soft war Microsoft Excel was used to convert the results from the questionnaire into percentages (%), while textual analysis was employed to analyze both the interview and the Diplomacy literature. The research questions will be acknowledged based on the acquired information.

***Chapter 03: Presenting and
Analyzing the Findings***

Introduction

This chapter presents the findings from an interview with two IDRI teachers, as well as questionnaires distributed to twenty (20) IDRI diplomats. The chapter seeks to ascertain both students' and teachers' perceptions of learners' needs in diplomacy, specifically in terms of language functions. The results are presented in percentages and displayed using bar charts and sectors for readability and visibility. This would also make it easier to discuss the results later on. This chapter is divided into two sections. The first section presents the questionnaire results, which primarily concern learners' perceptions of the English module and their needs. And it reports the findings of the interview with the instructor about his or her own teaching as well as his/her views on the learners needs. It also tries to identify the texts that are recommended for teaching English for diplomacy at that institution. The section that follows discusses the study's findings in relation to the theoretical framework and research questions. Because the outcomes may be correlated, the findings presented in the previous section are analyzed and interpreted in the form of paragraphs. In addition, the results of the interviews and questionnaires are discussed and interpreted in light of the information presented in chapter one. It is made up of three main ideas. It begins by discussing the importance of learning English and English for diplomats in today's world. Second, it is concerned with specific language functions in IDRI and learner needs. finally, the identification of the language functions in diplomatic sector

Section one : presenting the findings

1.The result of the questionnaire :

1-1 General information :

Question 1 :

Gendre :

- a- Male 17 - 85%
- b- Female 03 - 15%

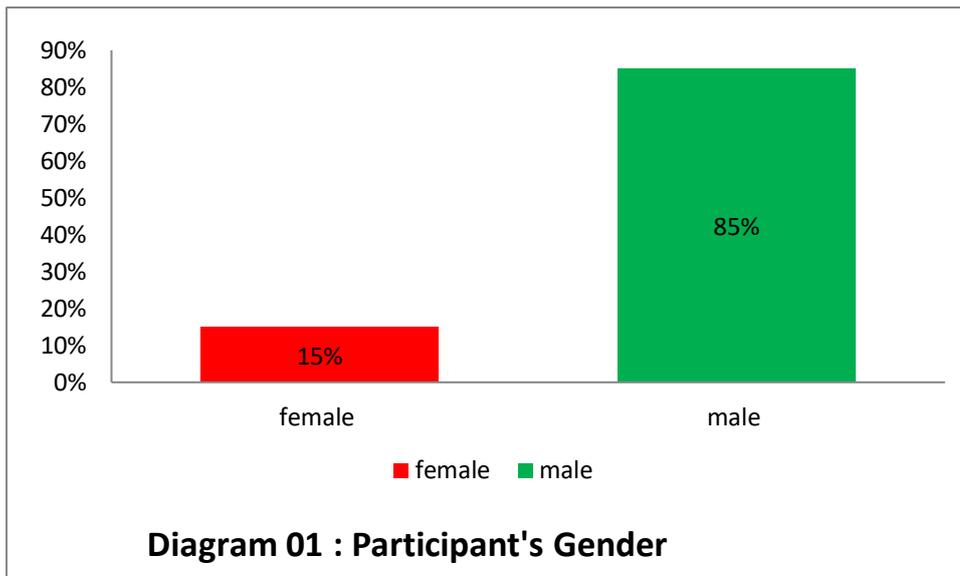
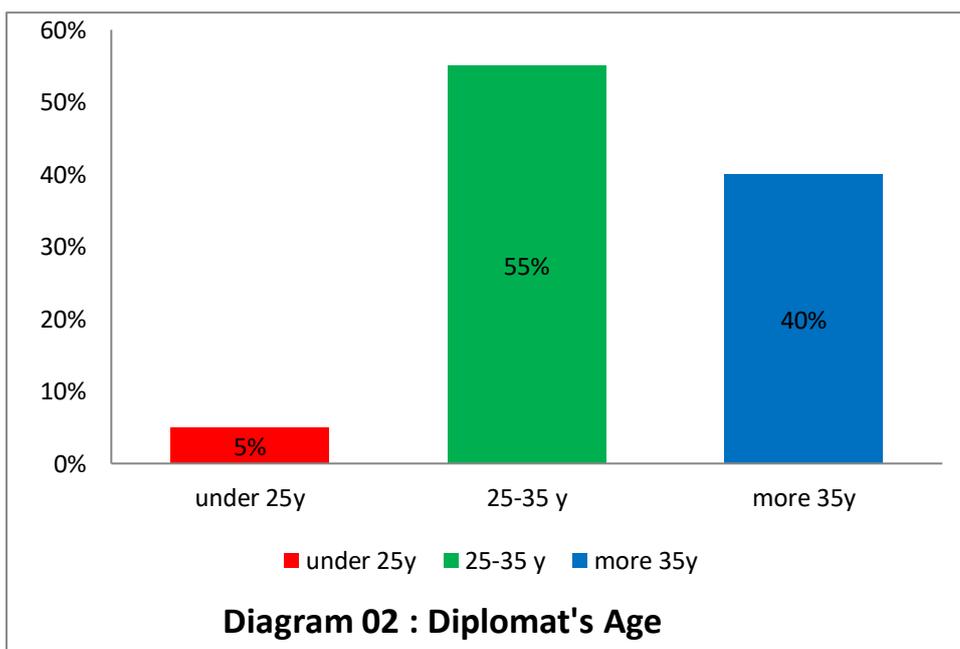


Diagram 01 demonstrates that males are more numerous than the females in IDRI ,that is 85% of diplomats are males and 15% are females.

Question 02 :

Age :

- a- under 25 years old 01
- b- 25-35 years old 11
- c- More than 35 years old 08



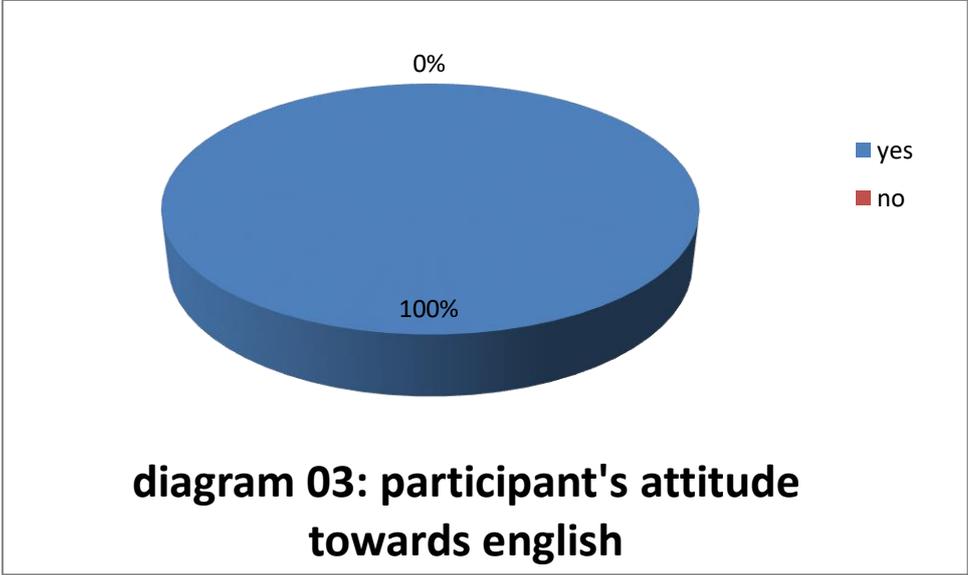
As displayed in diagram 02 most of diplomats are aged between 25-35 years old in IDRI ,i.e . 55% which stands for 11 person aged between 25-35 majority of them are aged 33 years old and only 5% of them are under 25 years old however 40% of diplomats are aged more than 35 ,i.e 8 person the majority of them are aged 37 years old .

I-2 Diplomats and English:

Question 03:

Do you like English ?

- a- Yes 20
- b- No 00

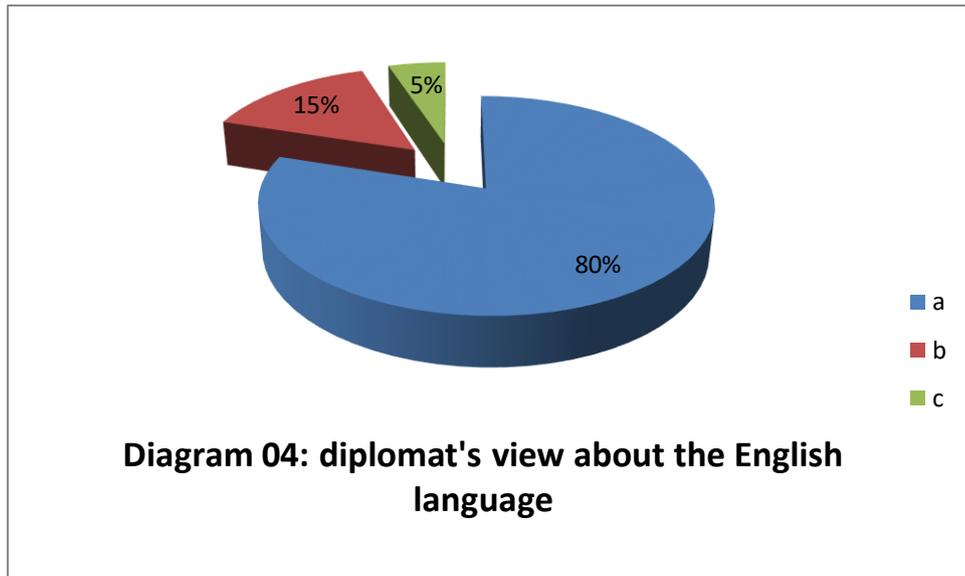


As seen in the results all diplomats like the English language that is 100% ,i.e 20 participant .

Question 04 :

The English language is :

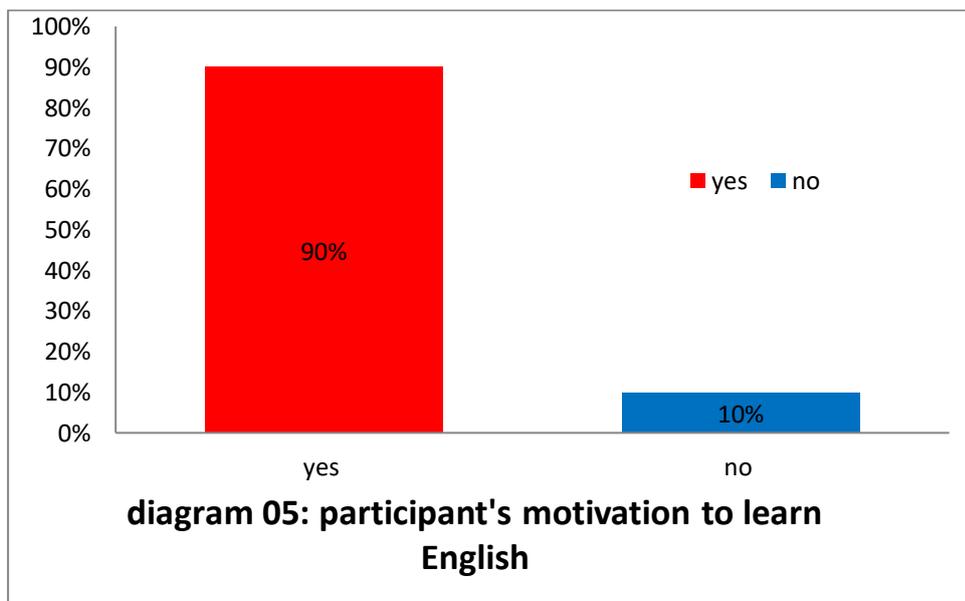
- a- International language 16
- b- Employed only in English countries 03
- c- As any other language 01



In this diagram it is noticed that 80% of participant do think that English is an international language which means 16 diplomats. 15% find that it is employed only in English countries and finally 5% of them thinks that it is as any other language and that's represent only one diplomat that speaks more than 8 languages.

Question 05: are you motivated to learn English ?

- a- Yes 18
- b- No 02



In diagram 04 it tackle the participant’s motivation to learn English as it is displayed in the diagram the majority of the diplomat are motivated that is 90% ,i.e 18 person . however only 10% affirm not being motivated to learn English .

Question 06 :

your attitude towards English :

- a- Favorable 19 95%
- b- B- un favorable 01 5%

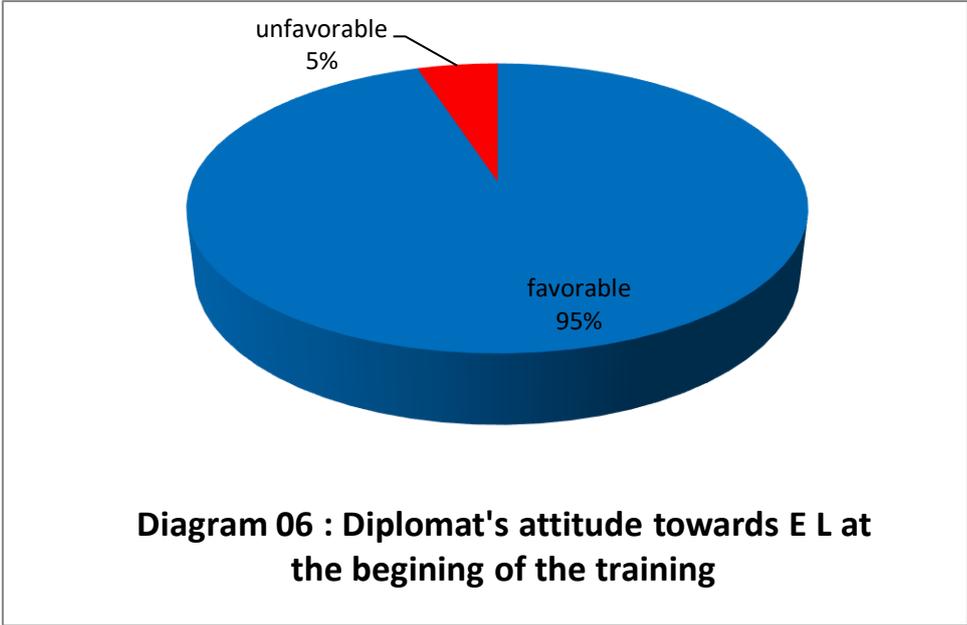
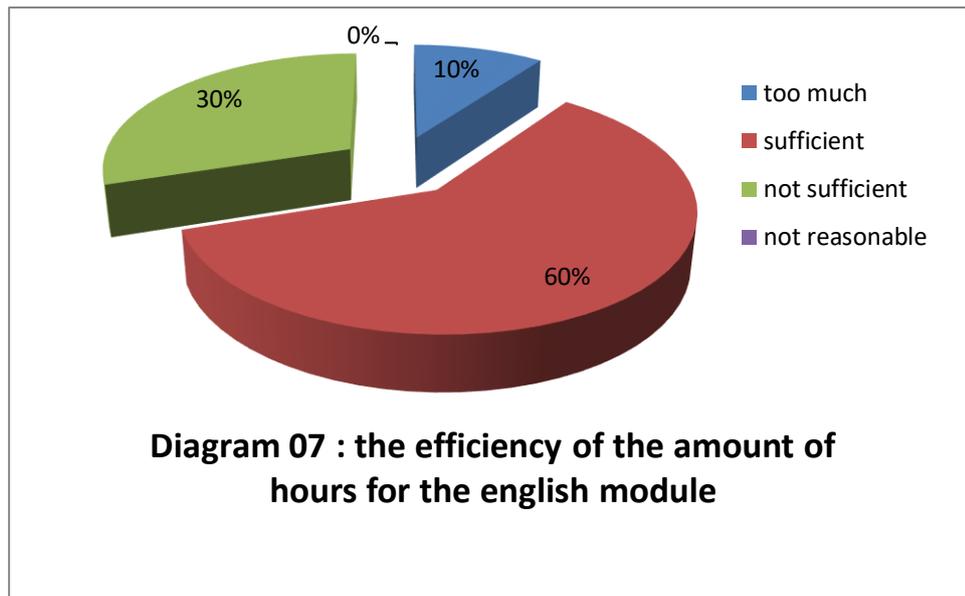


Diagram 05 denotes that the majority of participant’s that is 95 % affirm having a positive attitude towards English instruction at the beginning. Only one diplomat that represent 5% claims that his attitude have been unfavorable when English has been introduce to him .

Question 07:

Do you find the number of hours provided for learning English:

- a- Too Much 02
- b- Sufficient 12
- c- Not sufficient 06
- d- Not reasonable 00



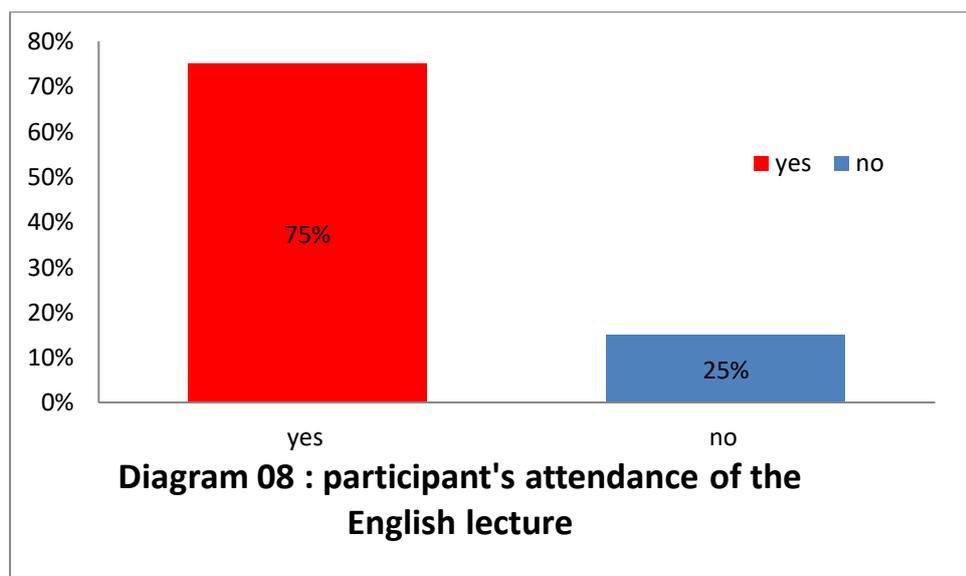
The statistics of diagram 06 indicate that most respondents 60% find that the amount of hours devoted to English learning is sufficient. 30% of them argue that the time for learning English not sufficient. In contrast, 10% of the participants affirm that it is too much. None of the participant thinks that it is not reasonable.

Question 08:

Do you attend your courses?

a- Yes 15 75%

b- No 5 25%



From the result we notice that 75% ,i.e 15 diplomats attend their English lectures . In contrast, only 5 diplomats that is 25% of them do not attend their courses.

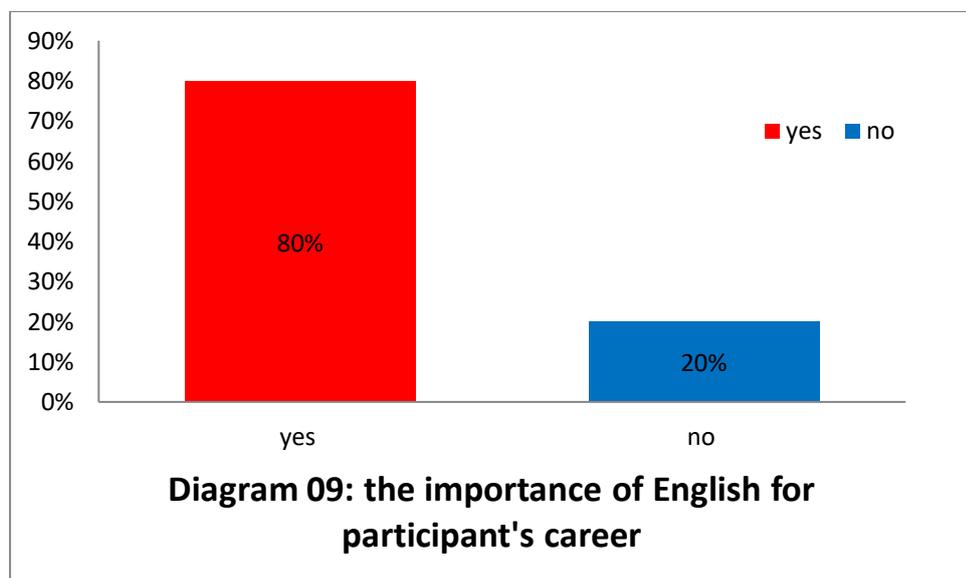
I-3 Diplomat's needs

Question 09:

Is it important to study English for your career ?

a- Yes 16

b- No 04



As presented in the above diagram, almost all of the participants 80% agree on the fact that English is important in their career. Only 20% of diplomats disagree with this idea

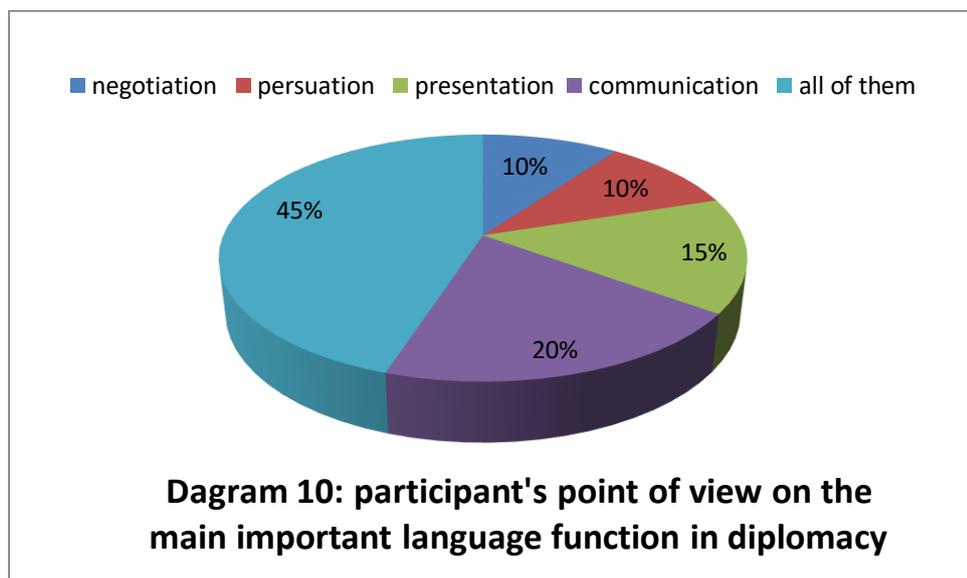
Please justify

To justify their choices many diplomats' claim that English is international language that is why they need it in their career they use it as a language of communication. As Algerian diplomat they need English to communicate with other diplomats of other countries. Some of them argue that mastering the English language facilitate and help them to deal with situation in a short period of time. However , few of them claims that it is not important for them since they deal only with Algerian community abroad sot hey deal with people of the same language .

Question 10:

According to you what is (are) the most important language function (s) targeted for you as a diplomat ? Justify your choice.

- a- Negotiation 2
- b- Persuasion 2
- c- Presentation 3
- d- Communication 4
- e- All above 9



As displayed in the sector above, divergent points of view have been given concerning the main language functions employed in diplomacy. Indeed, 20% of the participants claim that the main language functions targeted in diplomacy are negotiation and persuasion. Moreover, 15% of them argue that presentation is important in diplomacy. Furthermore, 4 participants state that communication is most important in the that is 20% .Finally, the majority that is 45% of the participants claim that all the above language functions are of paramount importance in diplomacy.

Justify

The majority of the diplomats state that all the aforementioned language functions are in fact important in their occupation as the represented of Algeria abroad and also as they represent all what is needed for successful and effective communication with diplomats and world organization. They further claim that diplomacy is the image of the country that they give.

This means that these functions are needed to manipulate, persuade and influence and at the same time satisfy their needs and expectations and achieve goals.

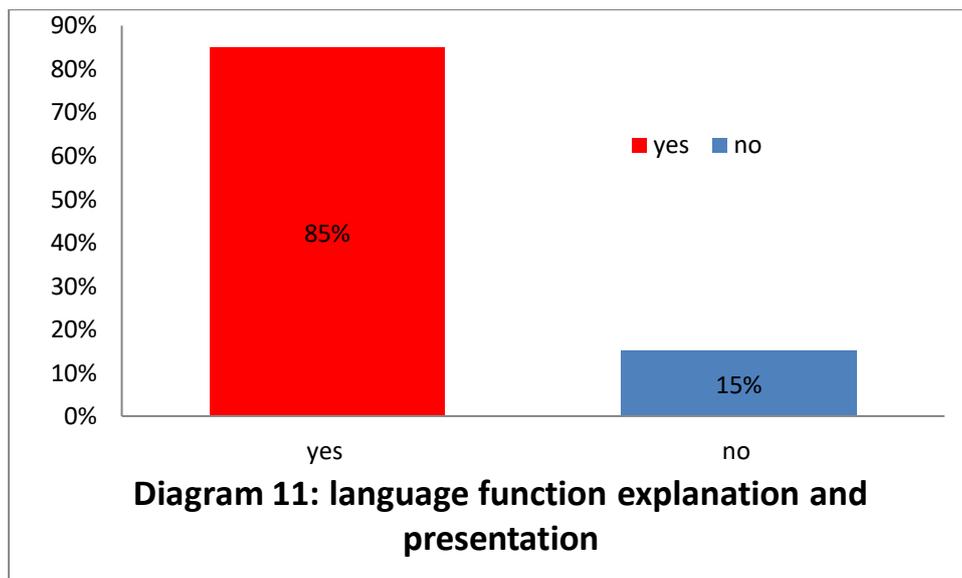
I-4 Course evaluation:

Question 11:

Are the function of language are clearly presented and explained by the teacher?

a- Yes

b- No



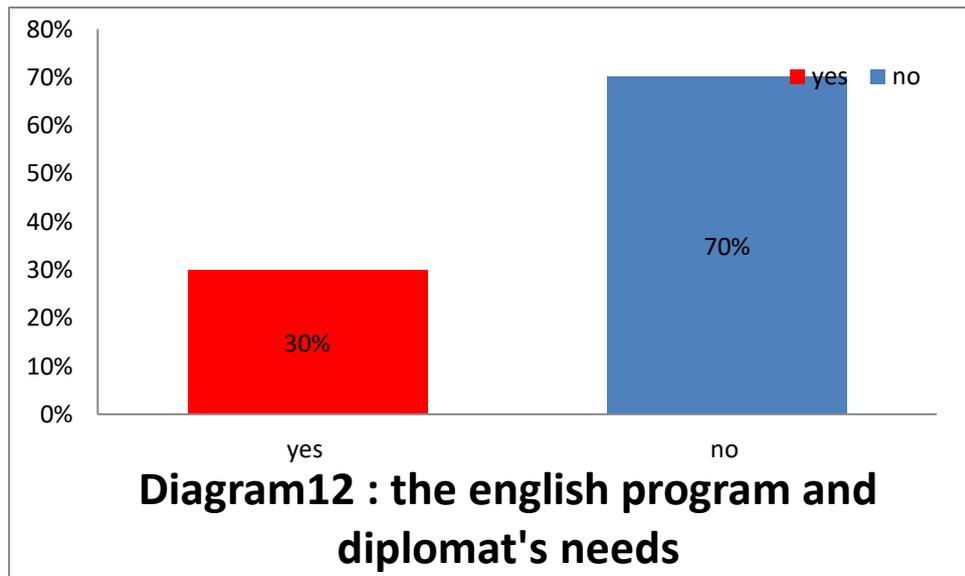
The above diagram denotes clearly that the English teacher explains well the language functions targeted in diplomacy in IDRI; 85% of the learners affirm this idea. In contrast, only 15% of them claim that he/she doesn't explain well these language functions.

Question 12:

Does the English program matches your needs as a diplomat? Justify

a- Yes 06 30%

b- No 14 70%

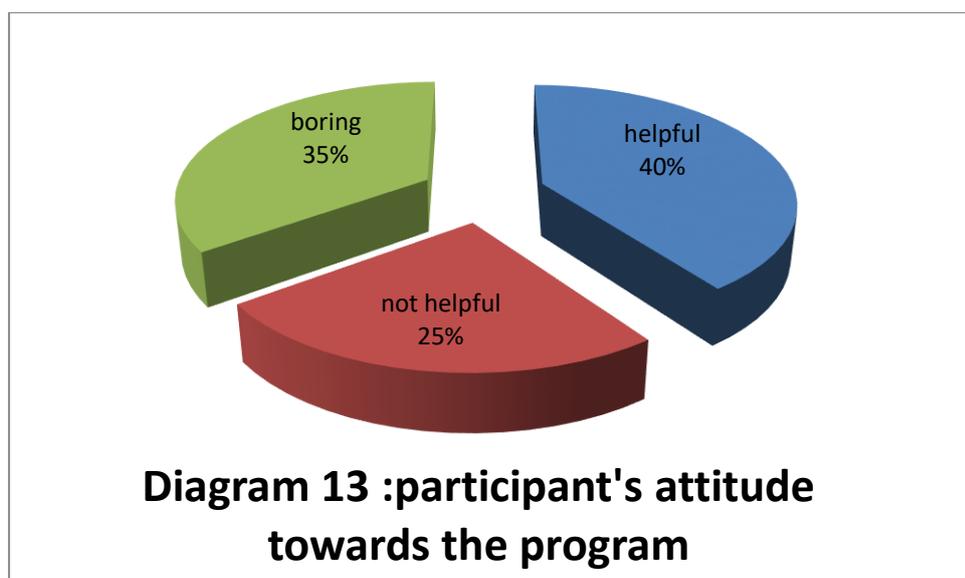


It is noticed in Diagram 11 that 70% of the participants find that the program does not fit their needs . Some of them claim having no idea concerning whether this program meet their needs or not and they think that it is not necessary for them . Only 30% of the learners argue that the program fits their expectations and needs.

Question 13:

What do you think about the program?

- a- Helpful
- b- Not helpful
- c- Boring



As displayed in the bar charts, 40% of the participants argue that it is *helpful* to learn English. In contrast, 25% of them claim that it is not. Moreover, 35% of them affirm that it is *boring* and thus not interesting to learn English.

Further suggestions:

Add any remarks or suggestions to improve your English learning experience

When asked this question, Diplomats in IDRI argue that the English teacher should base on oral English , they claim that their teachers ask them to write more than to communicate; this means that the writing skill is more stressed than the spoken one despite the fact that communication is recognized as being important in diplomacy. Others claim that providing more hours to English learning and using several teaching materials will be more interesting and beneficial for their learning experience and outcomes and they prefer to have experience in English countries.

3. The result of the interview

The analysis of this section is based on the data gathered through the interview conducted with one teacher of IDRI in Algiers. Based on the transcript of the interview, the analysis is made using Textual Analysis and aims to find out the instructor`s perception of learners needs. It also intends to identify the language functions targeted in diplomacy as well as the texts employed in his teaching

Personal information of the participants

Interviewee 01 the meeting was with Mr.Mimoune an English teacher in the institute and head department of international relation in faculty of political sciences and international relations.

Interviewee 02 Mr.Djenidi is the head master in IDRI and an English teacher.

Interviewee 03 native teacher Mrs.Kouassi with British nationality in IDRI.

Q (question)

A (answer)

Q1. What degree do you hold?

A1. Sometimes we have teachers holding a PhD of political sciences but he has a good English since he study abroad because we don't teach English as a foreign language but we have teachers who has PhD from Bouzareah of translation we have mixt.

A2. Master degree in translation and ENA.

A3. I hold a PhD degree.

Q2. How long have you been teaching English?

A1. It depends, some of them 5 years others for more than 20 years, who have PhD English literature or translation they have maximum 10 not much but the ones who have PhD in political science have more than 20 years.

A2. More than 10 years.

A3. I have been teaching English for 25 years.

Q3. How long have you been teaching English in this institute?

A1. 2 years.

A2. 6 years.

A3. I have been teaching English in this institute since 2011, which means I have been working there for 11 years.

Q4. Have you had any specific training to teach English for diplomats?

A1. No.

A2. No, I had no training. In IDRI we try as teachers to give as much as possible of political vocabulary.

A3. No, I have not.

Q5. Do you follow an official program?

A1. No, because we always discuss the recent issue, but some of them might have program.

A2. Actually no, I don't. But sometimes I get some lessons from the internet. But as I said before, our aim is to make them understand and be able to express themselves.

A3. At the beginning we used to have a program to follow. However, now we tend to discuss the recent events.

Q6. Do you teach ESP or GE or both? Why?

A1. We teach ESP, because we are not obliged to learn the language in general.

A2. Maybe both, I use ESP while talking about the recent issues, for instance "war" what are the terms used to talk about it, and GE when the diplomat have difficulties to express themselves.

A3. I would say both ESP and GE, since the Algerian diplomats in IDRI have a weak vocabulary and pronunciation.

Q7. What objectives do you want your learners to reach?

A1. We want our learners to reach a good terminology in English in our field and we do focus in terminology and speaking as you can see I can talk when it comes to my field political sciences, to have more vocab so they can read books and articles easily.

A2. The ability of understanding and when we talk about a diplomat we talk about foreign affairs which lead to the international relations that's why we use international language that is English.

A3. To fulfilled their needs.

Q8. What are the language functions do you ask your students to learn?

A1. I ask my learners to learn all the language functions. To be a good diplomat you must have all the qualities needed for this.

A2. I often make them talk that's why I usually ask them to learn how to communicate and interpret, for me conversation comes first than listening, reading comprehensive, cultural knowledge and writing skills.

A3. Generally I shed light on communication.

Q9. According to you what does English of diplomacy imply and signify?

A1. The vocab of diplomacy; foreign policy which is a external because when we talk diplomacy it is the management of relation between states it is concerned with advising shaping it a tool of foreign policy and implementing, they must have a vocab of diplomacy in negotiation and mediation and arbitration.

A2. English of diplomacy consist two main concepts that is linguistic and cultural.

A3. English for diplomacy implies the international language that is used between diplomats from different states with different mother tongue.

Q10. Have you made an entry test to assess your learner's knowledge?

A1. No, they directly start sometimes student learns at university and I think most of the time students they don't get a real baggage and bases.

A2. No, actually any diplomats before entering the IDRI must pass an exam of 5 modules including English.

A3. No, I have not since they already passed an exam to be in here.

Section two: Discussion of the findings

1. Analyzing the questionnaire

According to the findings in Section One, Algerian diplomats recognize the value of English as a primary means of communication in today's world. Indeed, 80% believe that English is the international language of the twenty-first century. Furthermore, 80% of participants say that learning English is now a requirement for their job. According to Graddol (2006: 20), English has progressed from a foreign language to a basic skill. That is, English is no longer considered a second language, but rather a necessity, and this is correct.. The results also reveal that the majority of diplomat in IDRI show a positive attitude towards English instructions, 95% of them are aware that learning English instead of another language will bring more benefits and advantages. The results also denote that 80% of them are aware of the importance of English in their career, and further argue that English program in the

institute do not matches their need 70% of them confirmed that their teacher base on the written skills rather than the oral forms .

The results displays in diagram09 (p) show that negotiation, persuasion, presentation and communication are considered as the most important functions that diplomats should require. First, a good diplomat should know how to negotiate when it comes to political and economic in order to achieve the goals that are important for his country and that require the skill of speaking, persuasion within negotiation is very important in this field . One of the tasks that diplomats have to perform is to Give public talks to present his country and the events taking place there speaking about cultural and artistic events in his country also participation in local, regional and international conferences is a major duty of diplomats that is why presentation is an important function that is learned in IDRI. In diplomacy communication is the key of a good international relations, a good diplomat have the skill of understanding and listening, a diplomat deals every day with different people from different nationalities like conduct interviews with those who wish to know official information about his country like investors, people willing to have visa to visit his country also hold direct contact with local institutions to solve the problems of nationals from his country. Most IDRI diplomats agree that being able to communicate with people from diverse cultural backgrounds is critical. Furthermore, many people all over the world rely on their ability to communicate across language barriers. Finally, the findings show that tourism students understand the value of English in their studies and in their future careers. Learning English has become a necessity for them in order to advance in their careers. 90% are eager to learn as a result of this.

4. Analyzing the interview :

As exhibited in section one the interview was with three teachers that all of them hold a Phd degree it means that IDRI is an institute of high level. Indeed , to teach in IDRI teachers must have at least 5years of teaching experience in this sector in English .diplomats in the institute discuss recent events , that's why the teachers do not follow a specific program , they tend to make them discuss and give their own opinion about the recent issues , read articles and write reports . in this view Mr Mimoun presented a book that they use titled international relations the key concepts the second edition by Martin Griffithsc, Terry O'Callaghan and Steven C.Roach, according to Mr.Mimoun it is fundamental for diplomats to have this book since it contain the political word used worldwide .moreover , Mr.djenadi confirmed the importance of learning political and international vocabulary when he argue that the objectives that he

wants his student to reach is to have riche vocabulary in this sector and be able to understand as well as to report .

The entire three teachers especially Mrs.Kouassi based their learning on two main concepts which are cultural and linguistic.

Finally, this interview show that the teacher mix both ESP and EG to fulfilled the need of diplomat in their profession and also to improve their speaking, listening, writing and reading skills and that's what makes a good diplomat.

Conclusion

The chapter has discussed the results in order to answer the two research question of the study. Indeed the hypothesis (02) suggested in the introduction are confirmed when analyzing the results , Moreover, functions of language are in fact very important in diplomacy to interact with diplomats with different mother tongue specially for Algerian diplomats that master Arabic and French more than English .

Limitations and Recommendation

1. Limitations

Despite the revelent findings of our research, we faced some difficulties

- a. Recent political events
- b. Distance
- c. Conservative of information about the institute
- d. Diplomats was not accessible few of them helped a little

2. Recommendations

To overcome the limitations and the short covering of the study we recommend the following

- a. Including diplomacy as a subject within the educational canvas in different levels (Middle, Secondary and University).
- b. More diplomacy institutes.
- c. We recommend studying English in general.

General Conclusion

English language is used in diplomatic contexts worldwide, including in situations where none of the interlocutors are native-speakers. Indeed diplomats are aware about the importance of the English language as the primary medium of communication, international travel, global trade, technology, science, the press and so forth. Indeed, many of them claim that English is the international language of the twenty-first century in modern diplomacy (multilateral diplomacy). Furthermore, the majority of participants claim that learning English has become a requirement for their job. In Algeria, for example, being proficient in English is now regarded as an important criterion for applying for a job because some jobs require it: a technician will need it to understand instructions, a businessman will need it to communicate and negotiate, a diplomat will need it to deal with other diplomats from other countries, and so on. Globalization and the growth of the Internet have made English the lingua franca for business, aviation, and even diplomacy in recent years. Most of the major multinational corporations use English to ensure communication between all their offices in different countries. Pilots must also use English to communicate with air traffic controllers. In Brussels, European diplomats communicate with each other in English. However, some of the Algerian diplomats claims that the general law does not require states to use a specific language in their exchanges , each country has the freedom to use the language it desires, especially if its national language. Moreover they claims that Today, technology is continuously shaping certain aspects of language and diplomacy, with the introduction of new tools for communication and interpretation, novel ways of capturing and preserving diplomatic documents, and methods that facilitate online negotiations.

According to the Vienna Convention 1961, one of the most important duties of a diplomat is to be informed by all legitimate means about the host country's conditions and the development of events in it, and to submit reports in this regard to the host country's government, and this request necessitates the use of a variety of sources, the main tool of which is language, especially in countries where the media is not free. It is mentioned that there are four sources from which the diplomat draws his information, which are Official sources as Government sources to which the diplomatic mission is linked and public sources such as the press and radio Television, cinema, press agencies, books, Internet, personal relations and secret sources. One of the characteristic most required in a diplomat to complete this mission is the Proficiency in a foreign language spoken or written, with proficiency in

dealing with computers and the Internet to get news, information and statistics from good and reliable sources, quickly and easily.

Moreover, Establishing friendships with the officials in the host country allows him to ask questions that he needs Knowing his answers without embarrassment, and it is easy for him to communicate in the host country with the men of society and media men using the international language means using English .

It is clear from the preceding that cultural understanding of the community in which a diplomat operates is one of the most important qualities that a successful diplomat requires. Understanding the culture of the community is the key to building friendships and gaining the respect of others. When they avoid understanding the culture of offenses that may have been committed inadvertently, and that causes a lot of problems.

In short, the results reveal that diplomats are aware about the importance of English in their duties and mission and in their career in general. Learning English has become a essential item for them in order to succeed in their profession.

References

- Belala, G. (2014). *Language Needs Analysis of First Year Master Marketing Students at El-Bez University of Setif*.
- Benmakhlouf, A.N.E.I (2013).ESP Materials Selection: The case of Second Year Computer Science Students at Ouargla University.
- Bensaci, H.S (2003). The Role of the ESP Teacher: The case of the ESP teachers at the Algerian University.
- Bhatia, V.K.(1993/2013) *Analyzing Genre: language use in professional settings*. New York, NY: Routledge.
- Brindley,G. (1989).*The Role of Needs Analysis in Adult ESP Program Design*. Cambridge: Cambridge University Pres.
- Bulsara,C. (n.d.). Using a Mixed Methods Approach to Enhance and Validate Your Research. Retrieved from Brightwater Group Research Centre Manager & Adjunct Senior Lecturer, Notre Dame University. website:
https://www.nd.edu.au/downloads/research/ihrr/using_mixed_methods_approach_to_enhance_and_validate_your_research.pdf.
- Carter, R. and Nunan, D (2001).*The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Chevrier, L. (1973). The Practical Diplomacy of Lester Pearson. *International Journal*, 29(1), 122. <https://doi.org/10.2307/40201435>
- Clark, T. L., & Creswell, T. J. (1980). The Usageesters. *American Speech*, 55(2), 131. <https://doi.org/10.2307/3050505>
- Clarke, D. (2020). Cultural Diplomacy. *Oxford Research Encyclopedia of International Studies*. <https://doi.org/10.1093/acrefore/9780190846626.013.543>
- Creswell, J. W., & Plano Clark, V. L. (2006). *Designing and Conducting Mixed Methods Research*. Retrieved from Thousand Oaks, CA: Sage
- Crystal, D (2003). *English as a Global Language*. Cambridge: Cambridge University Press
- Dudley-Evans, T and St Jhon, M. (1998): *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge language teaching library.
- Freeman Jr, C. W. (1994). *diplomat's dictionary*.diane publishing, p.49.
- Friedrich, P. (Ed.). (2016). *English for diplomatic purposes*. Multilingual Matters.

- Graddol, D. (2006). *English Next: Why Global English may mean the end of „English as a Foreign Language“*. British Council
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes: A learnercentered approach*. Cambridge: Cambridge University Press
- Ibrahim, H. H. (2019). The role of an ideal ESP practitioner. *Open Journal of Modern Linguistics*, 9(2), 76-91.
- Jakobson, R. (1960). Closing Statement: Linguistics and Poetics.350-377. Retrieved from <http://varenne.tc.columbia.edu/bib/texts/jakbsromn600constat.pdf>
- Kennedy, C. and Bolitho, R. (1984). *English for Specific Purposes*. London: Macmillan
- Livan, B. *Functions of Language by Roman Jakobson*. Available at https://www.academia.edu/256693/functions_of_language
- Ludwig Börne. (1852). *Ludwig Boerne*. Cassel: Balde.
- Mackay, R. and Mountford, A.J. (1987). *English for Specific Purposes: A Case Study Approach*. London: Longman
- Mellak, F., & Mennad, C. (2015). Developing the Speaking Skill through Classroom Interaction. Department of English.
- S Baglio, & Adi Bulsara. (2006). *Device applications of nonlinear dynamics*. Berlin: Springer-Verlag.
- Scott, M. (2010). A global ABC: Soft diplomacy and the world of international broadcasting. *Journal of International Communication*, 16(1), 75-85.
- Sharp, P. (1999). For Diplomacy: Representation and the Study of International Relations. *International Studies Review*, 1(1), 33–57. <https://doi.org/10.1111/1521-9488.00140>
- Sididris, N., & Tidmimt, F. (2015). The Use Formative Assesment to assess Students Abilities to face the challenges of the professional life.
- Vincent, R. J. (1984). Edmund Burke and the Theory of International Relations. *Review of International Studies*, 10(3), 205–218. Retrieved from <http://www.jstor.org/stable/20097012>

Dictionary:

Longman Dictionary of Language Teaching and Applied Linguistics. Fourth edition published in Great Britain (2010).

Berridge, G., & Lloyd, L. (2012). *The Palgrave Macmillan dictionary of diplomacy*. Springer.

Appendix

Questionnaire :

Q1 : Gender : a-Male b-Female

Q2 : Age :

a- 25-30 b-30-35 c- more than

Q3 : Do you like English ? Yes No

Q4 : According to you, the English Language is :

- a- An international language.
- b- Employed only in countries.
- c- As any other Language in the world.

Q5 : Are you motivated to learn the English Language?

Yes No

Q6 : Your attitude towards English learning at the beginning of the training was :

- a- Favorable
- b- Unfavorable

Q7 : Do you find the number of hours provided for learning English:

- a- Too much
- b- Sufficient
- c- Not sufficient
- d- Not reasonable

Q8 : Do you attend your English courses? Yes

Q9 : Is it important to study English for your future career? Yes No

Please justify. Because we use it in our job

Q10 : According to you, what is (are) the most important Language function (s) targeted for you as a diplomat? Justify your choice.

- a- Negotiation.
-

- b- Persuasion.
- c- Presentation.
- d- Communication.
- e- All above.

Q11 : Are the functions of Language clearly presented and explained by the teacher?

Yes No

Q12 : Does the English program match your needs as a diplomat? Justify.

.....

Q13 : What do you think about the program you attend?

- a- Helpful and effective.
- b- Not helpful and non-effective.
- c- Boring.

An additional question : Please feel free to add below any remarks or suggestions to improve your English learning experience.

Interview

- Q1 : What degree do you hold ?
- Q2 : How long have you been teaching English?
- Q3 : How long have you been teaching English at this institution?
- Q4 : Have you had any specific training to teach English for diplomats ?
- Q5 : Do you follow an official program?
- Q6 : Do you teach ESP or GE or both? Why?
- Q7 : What objectives do you want your students to reach?
- Q8 : What are the Language Functions do you ask your students to learn?
- Q9: According to you what does English of diplomacy imply and signify?
- Q10 : Have you made an entry test to assess your students knowledge of English?

ملخص

تبحث هذه الدراسة في مجال الدبلوماسية حيث تعتبر اللغة الإنجليزية وسيلة راسخة للاتصال والتعليم. ويحدد وظائف اللغة المقترحة لتدريس الدبلوماسيين في العلوم السياسية في IDRI (معهد الدبلوماسية والعلاقات الدولية). بالإضافة إلى ذلك ، يحدد هذا البحث أيضاً الأساليب المستخدمة في تعليم اللغة الإنجليزية في هذا المجال. كما تحدد إلى أي مدى تلبي وظائف اللغة ومهارات الدبلوماسيين احتياجاتهم. من أجل تحقيق النتائج المذكورة ، تم توزيع استبيان على عشرين (20) دبلوماسياً يدرسون في المعهد الدبلوماسي ، بالإضافة إلى مقابلة مع ثلاثة (03) مدرسين للغة الإنجليزية في المعهد. بعد تحليل البيانات نستنتج أن اللغة الإنجليزية هي اللغة المناسبة في هذا المجال ، وتكشف النتائج أيضاً أن الوظائف المقترحة وإتقان المهارات اللغوية الرئيسية الأربعة ضرورية لاكتساب أهداف الدبلوماسيين واحتياجاتهم بشكل أساسي.

الكلمات المفتاحية : الأساليب , الاتصال , الحاجة , اللغة الإنجليزية , الدبلوماسية , الدبلوماسيين ووظائف اللغة

Résumé

Cette étude enquête sur le domaine de la diplomatie dont la langue Anglaise est un moyen établie en communication et enseignement. Elle identifie les fonctions de la langue suggérer pour enseigner les diplomates en science politique a IDRI (institut de diplomatie et des relations internationales). En outre cette recherche identifie aussi les techniques et méthode utilisé pour enseigner la langue anglaise dans ce domaine. Par ailleurs elle définit a quelle mesure les fonctions de la langue et les compétence des diplomates répondent à leurs besoin.

Afin d'atteindre les résultats précédents , un questionnaire a été distribuer a vingt (20) diplomates qui étudie au sein de l'IDRI ,de plus un interview avec trois (03) professeures d'anglais a IDRI. Après l'analyse des données on déduit que l'anglais est la langue approprié dans ce domaine. Le résultat révèle aussi que les fonction suggérer et la maitrise des quatre principales compétences linguistique sont nécessaire pour acquérir les objectifs des diplomates et principalement leurs besoins

Mot clé : Anglais, Communication, Diplomatie, Diplômât, Fonction de la langue, besoins

Summary

This research looks on the field of diplomacy, where the English language is widely used for communication and education. It defines the functions of the language proposed by IDRI(Institute of Diplomacy and International Relations) for training diplomats in political science . Furthermore, this study highlights the approaches and procedures used to teach English in this institute. It also defines how well the functions of the language and diplomats' skills satisfy their needs.

To reach the aforementioned results, a questionnaire was issued to twenty (20) diplomats studying at IDRI, as well as an interview with three (03) IDRI English teachers. We conclude from the statistics that English is the suitable language in this context. The findings also show that the indicated functions, as well as mastery of the four main linguistic skills, are required to achieve diplomats' aims and, more importantly, their demands.

Key words : Communication, Diplomacy, Diplomats, English, Language Functions, Needs