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THE WAYS OF SOLVING THE PROBLEM THAT ARISE IN THE PROCESS OF THE ENGLISH LANGUAGE LEARNING FOR SPECIAL PURPOSES (DIPLOMATIC ENGLISH)

Abstract

The thesis deals with the issue of the ways of solving the problem that arise in the process of the English language learning for special purposes (Diplomatic English).

The issue of the problem that arise in the process of the English language learning for special purposes is exceptionally important in the process of learning a foreign language, especially diplomatic English. English for special purposes bears a specific significance for any human act, as well as for knowledge. It is noteworthy that in the first stage of learning English for special purposes, as a rule, students' high motivation is important. The students are willing to learn, read, speak and know about Diplomatic English. However, in the process of acquiring Diplomatic English for special purposes, the relationships among students change due to difficult and hard work. As this process supposes the period of mastering knowledge, habits and abilities; overcoming of difficulties that stimulate achieving goals for English for special purposes.

The theoretical and methodological basis of the research is the activity approach, according to which learning English for special purposes is not only needed but also is formed in the process of activity; the theory of contextual learning of English for special purposes; the theory of the ways of solving the problem of English for special purposes; Western concepts of learning English for special purposes; the theory of teaching Diplomatic English.

Key words:

Special English, purpose, Diplomatic English, language learning

CONTENTS

INTRODUCTION

The actuality of the subject states that The English language is one of the most widely spoken languages among foreign languages. Starting from the 1960s, for paying students' or entrepreneurs' needs the General English language learning pushed forward the concept of the English language learning for specific purposes. The English language learning for special purposes is teaching and learning process for the use of English in specific areas.

The English language learning for special purposes is a new type of language teaching that is influenced by language proficiency in various fields. This program covers various speciality courses. These specialized language courses include English Course for Managers, English for Science and Technology, English for Medical Purposes, Legal English, Diplomatic English, English for Aviation, English for Academic Purposes, English for Tourism, Business English, English Course for International Auditors, and English Course for Human Resources.

Diplomatic English is taught in many countries around the world in the English language learning for special purposes fields. Although earlier other languages were used in the diplomatic sphere, later the use of English language was widespread. In addition to a certain level of the English language knowledge, the topics that enhance the skills of making correct use of choice, diplomatic speech, writing, reading, listening and understanding are also included in Diplomatic English. Students participating in the Diplomatic English language program can speak English with special emphasis and tone, express their thoughts, and develop effective interpersonal skills in the community. A diplomat, who wants to make successful speeches in areas such as practical diplomacy, international relations, politics, and ideology, must master Diplomatic English.

The object of the study constitutes Diplomatic English as one of the fields of the English language learning for special purposes.

The subject of the study constitutes the study in the English language learning for special purposes in the example of a Diplomatic English.

Theoretical and practical significance of research work concern that the main subject of the dissertation is its use in universities where the English language is taught as an optional (elective) subject. The English language learning for special purposes is taught to students studying either humanitarian or technical specialties within universities, or those who are already employed in those specialties in academic and professional terms.

The information presented here can be used by professionals involved in translation art, as well as Azerbaijani readers to read original works in the English language, while English speaking and Azerbaijani speaking people can use it for live communication with each other.

The aim and tasks of the study constitutes the students' knowledge and skills in the Diplomatic English, to improve the Diplomatic English course required for the students.

The following tasks have been implemented to achieve these goals:

- to clarify provisions related to the subject in scientific literature;
- to define the theoretical base and practical linguistic materials of the research work;
- to identify diplomatic terms, that are involved in the study and most commonly used in the English language;
- to define the skills and knowledge necessary for teaching Diplomatic English.

Methodology of the study. In the process of writing the dissertation the interview method and proficiency test were used. Throughout the research, relevant materials were used from the periodical press, scientific-practical conferences of the subject.

Scientific novelty of the study. The newness of the master's thesis is that teaching experience of the English language for special purposes in Azerbaijan, in the studying example of Diplomatic English language is involved in the research with concrete samples and the diversity of terms used in Diplomatic English. It shows the importance of the English language learning for specific purposes. Here, students' Diplomatic language skills are defined in the international sphere through the Diplomatic English materials.

Structure of the thesis. This thesis consists of introduction, four chapters, conclusion and bibliography.

In the introductory part of the thesis, the object, subject, theoretical and practical significance, aims and tasks, scientific newness of the research are stated.

Chapter first consists of two sub-chapters and deals with the theoretical bases of studying the English language learning for special purposes. Theoretical basics cover the history and fields of the English language learning for specific purposes. The English language learning for special purposes is currently one of the actual issues in language teaching.

Chapter second also consists of three paragraphs and deals with effective organization of the English language learning for special purposes. This chapter includes studying the experience of the English language learning for special purposes in Diplomatic English language, the role of a teacher in the English language learning for specific purposes, and effective ways of organizing of the English language learning for specific purposes process.

In conclusion the author summarises the main suggestions.

In bibliographical part of thesis enough information obtained for the investigation of the research paper and several official online sites were used.

I CHAPTER
THEORETICAL BASES OF STUDYING THE ENGLISH LANGUAGE LEARNING FOR SPECIAL PURPOSES

1.1. The history of the English language learning for special purposes.

English is one of the languages that have the greatest interest in the world. Initially, English was studied as foreign or second-language, where the main purpose of learning English was to provide mutual communication and to gain the ability to communicate in that language. Therefore, "the General English language study became more popular" [27, 3].

The General English Language Teaching Program has been taught at various universities throughout the past four decades. The English Language Teaching Program for general purposes includes issues such as studying general knowledge and skills in a foreign language, increasing language proficiency. However, the English language learning for special purposes study area, which is considered to be a professional English language study, is not the same as for general purposes. Nowadays, many university graduates along with completing his/her specialization, they must be able to explain this knowledge scientifically in a foreign language, especially in English. For these reasons some of the graduates are unable to properly apply foreign language professional or vocational tasks. This, of course, also leads to the failure in the practice of communication skills. The methodologists who have studied this area have decided to prepare a special program of vocational training for the use of English in vocational purposes [10, 7].

As soon as students learn to speak English, they start using English in different fields. Thus, the new field of studying the language - the study of the

English language for special purposes appeared. The study of the English language learning for special purposes (ESP) includes teaching and learning English as a second or foreign language to students and pupils, whose purpose is to use English in specific areas. At that time, "several areas of th English lnguage learning for special purposes began to be formed" [69, 5].

The English language learning for specific purposes is a new language teaching that is influenced by various language specificities. Different views on this area have been put forward. By summarizing all these ideas, we can divide the English language learning for special purposes into the four historical development chronologies: early period (1960 -1981), near-past (1981 – 1990), present-day (1990 – 2011), future period (from 2011 up to now and subsequent years).

The essence of the English language learning for specific purposes course is based on students' specific language proficiency needs. The courses on the English language learning for special purposes focus on the language level, language skills, and various specific areas of the language that students need to know in English. Usually in the field of the English language learning for special purposes students become adult educators. "Students are included into unmatched and diverse groups not only for their language learning skills, but also for their learning purposes" [69, 8].

As we know, the main differences in learning, studying and teaching the English language are largely dependent on the students' and their learning objectives. English students who are learning the English language for special purposes are usually adults who are fluent in English and learn the language to demonstrate their professional skills, and for performance-related functions. The English language learning for special purposes area focuses more on learning language in defined and in different contents rather than learning grammar and language structures. The English language learning for special purposes covers and comprises areas ranging from accounting or computer science to tourism and

business management. The main purpose of the English language learning for special purposes is not to teach the language as a separate subject from the real world to students and pupils. On the contrary, the English language learning for special purposes should integrate and complement the subjects that are relevant to the essential areas for students.

However, learning English as a second language and studying the English language for special purposes depends not only on the characteristics and goals of the students, but also on the purpose of the instructions here. These goals can go beyond the norms, meaning that these goals can differ from one another. In fact, as a rule, the English language teaching as a second language emphasizes all four language skills, such as listening, reading, speaking, and writing, while learning English for special purposes is the most appropriate language ability for students, and the curriculum it is compiled accordingly. "The English language learning for special purposes program can highlight the development of reading skills in students who are studying business management and preparing to complete this field, or this program can help to develop the speaking skills of students who want to explore the tourism industry and become future tourist guides" [46].

The English language learning for special purposes includes the essence, content and teaching of the English language. Such a merger or combination is highly motivating as students will be able to apply their knowledge of the English language to basic education such as accounting, business administration, computer science, tourism, medicine, aviation, diplomacy and so on.

Naturally, in the English language learning for special purposes, students develop their competences in their fields of specialization, as well as their knowledge, skills and habits in mastering English. Of course, first of all, it is important for students to have profound knowledge in their specific field of study. Having knowledge in the field of specialization will enable them to use this knowledge and skills effectively while working in the future. While students have relatively poor language skills, having knowledge on the field of their

specialty will help them to understand the content of the subject matter. If there is some difficulty with the terminology here, the teacher who teaches the English language for special purposes may use the specialized knowledge of the students to explicitly explain the terminology, which ultimately will help them to learn English quickly.

The term "special" used in the English language learning for special purposes refers to a variety of specific goals envisaged in the English language teaching. Students, adult language learners, start learning English language through the areas they already know. This means that in the English language learning for special purposes classes, students can immediately apply what they have learned in their field of research or work. The approach of the English language learning for special purposes increases the relevance of what a mature language learner learns and enhances the knowledge of their English skills further. This, in its turn, will create an interest and enthusiasm for them in the future, especially in getting new information on their field and communicating with experienced professionals, and will motivate them to succeed. "The English language learning for special purposes field assesses the needs of language proficiency in the world and incorporates concepts such as motivation, specific subject, specific goals, and the content of language proficiency relevant to them" [46, 2].

The English language learning for special purposes is both a new and up-to-date area. As in specific or as in any other language teaching the English language learning for special purposes is one of the main areas of language training. As we explore the area of the English language learning for special purposes, here questions like "What specific goals we have?", "How to learn a foreign language in accordance with specific goals?", "What do you need to learn in foreign languages?" appears. It was already a different approach to teaching foreign languages. "This approach involves the content of the particular language that is of interest to the majority, its vast and remarkable features" [55, pp. 3-4].

The English language learning for special purposes is usually an independent field of instruction in English teaching. Researches on the English learning for special purposes are known as the main component of researches in Applied Linguistics. Hatchinson and Waters recognize the English language learning for special purposes as a conceptual approach rather than the concept of the subject, and thus they have demonstrated that the English language learning for special purposes is related to any language, teaching material, or any methodology. They suggest that the basis of the English language study was the "Why do a student need a foreign language?" question. The answer to this question involves students' understanding of the required language and content. Thus, they form important needs for the English language learning for special purposes. These requirements are determined by why the student learns English, work in the educational process or difference in education goals. These are the main provisions for determining the language to be taught. They emphasize two aspects of the English language learning for special purposes methodology:

1) Teaching the English language for special purposes should be reflected in the teaching guidelines and the appropriate methodology;

2) The interaction between the student and the teacher in the English language learning for special purposes process may differ from the General English language teaching [42, 4].

Robinson's ideas about studying the English language for special purposes are based on two important criteria: "1) teaching the English language for special purposes is a goal-oriented learning; 2) teaching the English language for special purposes courses are offered by qualified professionals to adult students of the same class" [70, 3].

Socio-political issues are decisive in the successful preparation and development of the English language learning for special purposes programs. These socio-political issues are related to three aspects: "1) spreading English as a global language; 2) language policy in language and education; and 3)

curriculum newness and novelty. These aspects influence the English language teaching, learning and research for specific purposes" [59, 45].

Global processes that further deepen and enlarge the mutual relationships between states and peoples, affect practically all aspects of human activity. The term "global language" has been brought to linguistics for the first time by prominent English linguist David Kristal. David Kristal believes that it is an essential condition for any language to become a global, leader in many countries so that he can get the status of "global language". Later, David Kristal shows three different ways to get this status or three different things that are important for globalization of language. First, it is the function of becoming a state language of many countries. In other words, in order to gain the status of a "global language" in any language, several countries should either be the primary state language or the second state language. Second, in many countries by acquiring an official status language is widely spread in government agencies, legal systems, advertising, media, and education. In this case the language rises to the level of the second state language. Sometimes its teaching begins with elementary classes, even with the mother tongue. In this case, the foreign language may be the only official language or seminal language in that State. The third stage of the globalization of language is related to the education policy of the state. Even though language has no formal status, it has a superior position in foreign language teaching in that country" [4, 25].

Such a globalization process results in changes in the use and status of the English language. The broad dissemination of English promotes a number of other issues that affect the English language learning for special purposes. "These problems include the re-evaluation of Kachrou's three circle problems (inner circle, outer circle, and expanding circle) affect the internal circles of the local carrier, mastering the English language, conservative function of the English language, the development of the English language, including the new versions of the English language, both local varieties and international English and lingua

franca, spread of Western values and culture, management of the expansion or promotions of the English language" [59, pp 45-46].

The English language learning for special purposes area has been formed over the past 40-50 years and has now become one of the key areas of English as a foreign language. As a result of the development of the international business market, a number of enterprises, including universities, began to organize the English language learning for special purposes training courses to inform and educate their members and staff. In order to make their own areas of expertise alongside technology and international development university graduates have already accepted communication skills as a matter of urgency in the English language learning for special purposes area.

In order to meet these communicative needs and requirements, businesses such as universities and colleges have attempted to design a new curriculum for the English language learning for special purposes on very specific academic and professional areas. Here such fields as engineering, medicine, law, tourism, business, diplomacy and so on are included. For this reason, the English language learning for special purposes programs were included in the national English language curriculum. Most of the English language learning for special purposes programs content is compiled according to the content of the students that, students who study the English language learning for special purposes will be able to meet their language needs and requirements. Qualified university graduates should first have knowledge and skills in a general language of skill, and then be able to communicate effectively in their specific profession. In the last decade, the English language has become a popular means of finding a job or career, raising a rank, introducing English language teaching strategies in different professions, or by making large-scale studies and research, and promoting the popularity of the English language for special purposes, was. In the last decade, the English language learning for special purposes has become popular and widely acclaimed as the English language has become an instrument

either in finding jobs or getting a rise in career and ranks, in introducing "English language teaching strategies in different professions, or in applying strategies for teaching English in various professional fields" [10, 8].

The English language teaching for special purposes area has been further improved due to the development of science and technology and the strengthening of inter-state relations. The English language teaching for special purposes area, in general, this concept has long been formed in the country such as England, USA, and Singapore. In addition to these countries, it has also integrated in Azerbaijan, Russia, Turkey and other countries. For some areas and countries The English language teaching for special purposes area may be unknown, and for others it may be embedded. Nevertheless, the general point of view is that the English language teaching for special purposes area is still considered as not fully trained and developed. The English language teaching for special purposes area is a new field in language teaching. However, despite that the English language teaching for special purposes area is a new field; it has a very profound history. Of course, this new field, which has been shaping and developing over the years, has a special meaning in language teaching, and the inclusion of language into other areas of science.

At least three issues need to be considered while reviewing the history of the English language teaching for special purposes. The first issue here is to define when the concept of the English language teaching for special purposes has occurred. Of course, the English language teaching for special purposes has a long history of development, but this is not just a preliminary study. Thus, "the English language teaching for special purposes was investigated by a number of foreign scholars, especially by John Swales, and the study of the English language teaching for special purposes began in the early 1960s" [78, 10]. The second issue is more complicated. So much of the researches in this field have been published in international journals and discussed at conferences on English, but were previously local. When the concept of the English language teaching for

special purposes just enters to several fields in addition to the English language, studies are being conducted in the native language of the countries and discussed in local magazines. This impeded the development of the English language teaching for special purposes.

In 2006, conference held by the European Association for Academic Writing Initiative discussions were held on this topic held discussions on this subject, and as a result of this later in the English language, which is the international language scientific-methodical magazines talking about the English language learning for specific purposes such as "The Asian ESP Journal", "ESP World", "The international journal of English for Specific Purposes" were subsequently began publishing. The third issue faces differences between research and practice in the English language teaching for special purposes. "In contrast to a number of other research areas in theoretical and applied linguistics, the English language teaching for special purposes has been shaped as a scientifically-experimental movement dedicated to meeting language needs and developing the field" [69, pp.17-18].

The theory and practice differ from each other in different countries in the English language teaching for special purposes. So, Tom Hutchinson and Alan Waters divided the development of the English language teaching for special purposes into 5 main stages. These include the following:

1) use of magazines - here students get acquainted with new translations;

2) use of discourse analysis - here materials of different types of texts were widely used;

3) use of language in situations (communicative approach) - Based on this approach, special methods, motivation types were determined according to student needs;

4)   development of language knowledge and strategies - here are the issues related to the thinking process, ie the meaning of words from content, the definition of text types, and so on;

5)   studying the processes based on foreign language learning - this approach constitutes the theoretical basis for English language teaching for special purposes with academic goals [55, 15].

It should also be noted that, since the general English language teaching did not satisfy the demands of students or entrepreneurs, it was a stimulus for the English language learning for special purposes from the 1960s. Nevertheless, using only methodological journal analysis, researchers did not achieve the goals that they wanted to achieve. The new proposals were put forward to cope with the failures. Thus, later, "the main purpose of the analysis was to take the lead in the design of the English language teaching for special learning course" [64, 11].

The study of the English language learning for special purposes was being investigated by many researchers, including Tony Dudley-Evans and Maggie John, whose research on this area is very popular in the world. The English language learning for special purposes could only be taught to people who are familiar with the English language. Both experts have described the definition of English for special purposes like this: "The English language learning for special purposes is a language of understanding for what's happening in the world". Their definition of The English language learning for special purposes is reflected in their book under the title of "Developments in ESP" [42, 15].

The English language learning for special purposes is cantered on language-specific tasks according to certain rules. According to Hatchinson and Woters, "The English language learning for special purposes is based on a student-centered approach to content and methodology" [55, 19]. In this regard, "Dudley-Evans said that the English language learning for special purposes cannot always be construed as a specific specialty or rule, for example, Legal

English, Diplomatic English" [43, 15]. At that time, the subject of the English Language Learning for Special Purposes (ESP) was the innovation at language learning issues, such as linguistic requirements for student groups studying in the world. Starting from the early 1960's, the English Language Learning for Special Purposes study was one of the most advanced areas of the English language learning. Teaching the English language for special purposes also affects a number of areas. In 1977 Strevens and in 1980 Robinson examined the essence and theoretical status of the English Language Learning for Special Purpose study. Coffey reviewed Strevens' case in 1985 and defined "the English language learning for special purposes as a key part of communicative language teaching" [34, 3].

As a number of revolutionary developments in the history of mankind, the English language learning for special purposes was not a planned, logical, or thought-provoking innovation. More precisely, the concept of studying the English language learning for special purposes was the event that further enhanced the ideas and thoughts that were in each other's related fields. These ideas appeared around the world in different ways and were studied by a number of methodologists. Tom Hatchinson and Alan Walkers have identified the cause of the three main reasons for the study of the English language learning for special purposes: 1) requirements of the new world, 2) newness in linguistics, and 3) new student orientation. In their opinion, several historical events have led to the development of the English language learning for special purposes. One of them was the effects of the II World War, which resulted in significant changes, and the effects of the Oil crisis in the 1970s. In 1945, at the end of the II World War the fast, uncomplicated publication of scientific, technical and economic activities on the international scale became the evangelist of the era of the new fields. This event has created a unified and dominant world perception of two forces - the technology and trade - which soon became the basis for its continued development. For a variety of reasons, especially with the influence of countries

with great economic power, "English became dominant, and under the influence of events occurring in the world, English was the basic requirement of people in teaching foreign languages" [55, 6]. The second reason was to make countless innovations in the sphere of linguistics. At the same time increasing the need for general English language courses, special language learning requirements, specific ideas, and new ideas for areas have begun to form in the language teaching. The traditional linguistic objective was to describe the grammatical, phonetic, and other rules of the English language. However, "new areas focus on the formal aspect of the language in real-time communication" [82, 37].

In the English language areas such as Commercial English and Engineer English required a different linguistic approach. In short, we can say that these approaches can be determined by analysing the linguistic features of their particular fields of study, which are required by a group of language learners. The principle "Tell me why you need English, and I will speak English that will be useful to you" has become one of the leading principles of English language learning for special purposes. The third reason includes students' language learning needs on the English language learning for special purposes field. New developments in educational psychology have also helped the students to understand the common interests of their students and their relationship to the learning process by creating a special English language learning environment. Students have different needs and interests in learning the English language for special purposes, which has had a great impact on their enthusiasm in the learning process. "The development of the English language learning for special purposes took place through these three reasons" [55, pp.7-8].

The history of the English language learning for special purposes was also covered by John Seuss's researches. He put forward such an idea in his books: "There are always new ideas for language analysis and different language teaching materials in the theoretical discussions on the development of Science and Technology." John Seuss's study of the Science and Technology English

language concept general meant the development of the English language learning for special purposes" [77, 9].

In 1988, Strevens discovered the English language learning for special purposes by analysing its absolute and temporal (variable) characteristics. "Strevens'definition on the English language learning for special purposes describes 4 absolutes and 2 temporal (variable) features" [49]. Strevens' the English languages learning for special purposes characteristics are as follows.

1.   Absolute characteristics.

The English language learning for special purposes is part of the English language teaching for these characteristics:

- is designed to meet the specific needs of the students.

- is related to certain rules, professions and activities.

- focuses on the topic of syntax, lexicography, discourse, semantics, discourse analysis and teaching related to those activities.

- contradicts with General English.

2.   Temporal (variable) characteristics.

These features include the study of the English language learning for special purposes, but these are not so important.

- is limited with language skills to be learned; eg: reading or writing skills only.

- non-teaching with a predetermined methodology.

For the further development of the English language learning for special purposes, it must be understood by everyone who is present in the whole universe. "Only then the English language learning for special purposes can give visible results in teaching English language" [63].

1.2. Fields of the English language learning for specific purposes.

The English language learning for special purposes now extends to a wide variety of goals. "The widespread expansion of the English language learning for special purposes in a constantly evolving, globalizing world is observed in the emergence of new areas" [31, 134]. The dynamics of its development reflects theoretical innovations and the assessment of students' language needs. Belxer notes that new ideas for the English language learning for special purposes can be divided into three different directions. These are social communication, social culture, cultural and social policy directions. Thus, "the English language learning for special purposes carries social character and is being studied by the wide mass. This training - a new individual approach to students involves the development of each student's linguistic abilities" [30, 165].

The English language learning for special purposes involves a broader understanding structure of grammar and language teaching. For special purposes, English covers various disciplines related to computer science, economics, medical science, business administration, civil and military aviation, tourism and other social-academic fields. That is why those who are studying and working in those areas are required to pass English in their respective fields of specialization. In such cases the English language is studied for specific purposes so that employees or students succeed in fulfilling the needs of a particular area. From this perspective, the English language learning for special purposes is a broad concept, and it can include other terminology such as English for professional purposes and educational purposes. A number of sources say that the purpose of The English Language Learning for Special Purposes Course is to identify the needs of a particular group of students. "The English language learning for special purposes is typically divided into Professional English and Academic English. Professional English language is divided into sub-groups: Business

English, Specialized English (for doctors, lawyers, etc.) and Service English (English for Tourism, Nursing, Aviation and Construction)" [41, pp. 297-298].

The English language learning for special purposes is a study of the English language in specific areas. Thus, the formation of specific goals in language teaching has shaped the classification of the English language learning for special purposes. Hutchinson and Waters, David Carver, Robinson, Tony Dudley-Evans, Jeremy Harmer, and some other authors have described the classification of the English language learning for special purposes. English for Special Purposes is traditionally divided into two main areas: English for Academic Purposes and English for Occupational Purposes [102].

The English language learning for special purposes studied by Robinson is categorized by this diagram:
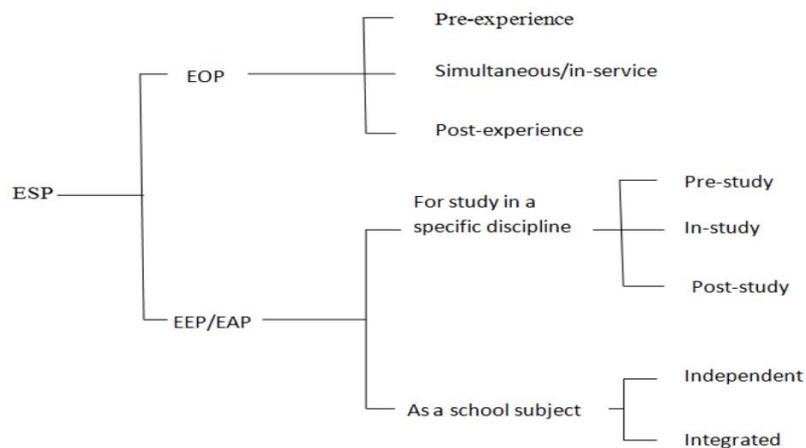
Table 1.1 The English language learning for special purposes classification based on experience

Here, the English language learning for special purposes is divided into English for Academic Purposes and English for Occupational Purposes. This division is characterized by special effects on relevant courses. Before practice and education, courses are designed to give students basic knowledge about new content. Special and detailed knowledge and skills are provided at the course and in current education. [32, 488-489]

In 1983, David Carver identified three types of the English language learning for special purposes:

- English as a Restricted Language
- English for Academic and Occupational Purposes
- English for Specific Topics [36, 131]

English as a Restricted Language refers to language restriction that used by road regulators or amateurs. There are some differences between restricted language and verbal language. For example, international air traffic control is used in the international language - the English language. The international language used by these supervisors is considered a special language because it works in certain situations, such as the language of the waiter or Stuarts themselves. Of course, their linguistic means are sharply differentiated from the language used by the waitress, the repairer, the lawyer, and the like. However, the restricted language as a means of communication of the tourist guidebook is not used in the communication process.

There are two approaches to English for Academic and Occupational Purposes. David Karver identifies the English language learning for special purposes, limiting the development of Academic and Occupational English, and considers it as a core. He emphasizes that both the Academician and the Occupational of the English language have the same goals and that their purpose is "employment" [36, 132]. Hatchinson and Waters have designed "Tree of ELT," which includes the learning of the English language for special purposes. "Tree of ELT" was then relatively simplified by Mackay and Mountford. The sections of the English language learning for special purposes are illustrated by this insight. The roots of language learning are education and communication. Later English can be taught as a native language, foreign and second language. English as a foreign language can be taught for general and specific purposes. They allocate the English language learning for special purposes in three areas: English for Science and Technology (EST), English for Business and Economics (EBE)

and English for Social Studies (ESS) [101]. Each of these areas is divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) subgroups. It means that every field can be taught both academically and professionally.

As we have seen from the archaeology, professional-minded branch of English for Science and Technology is English for Technicians, and the academic branch is English for Medical Studies. But it is not possible to make a sharp division between the Academic and the Occupational English. So, (1) students can both work and study, (2) and, most likely, the language structure learned for the learning process will also be applied during the working process. As it seems, although the methods of implementation are different, the improvement of vocational knowledge and acquisition of the job are the goals of both the Academician and the Occupational English. While "the English language focuses on the development of cognitive abilities of the academic English, the Occupational English focuses on interpersonal communication skills. In addition to the Occupational English, the term of Occupational-purposes English is also used" [55, pp. 16-19].

The third type of the English language learning for special purposes is English for Specific Topics. English language for Specific Topics is associated with the increasing demand of students who use English in their particular professional communication situations. For example, "scholars, academics can learn English to read the scientific literature they need, to speak at conferences" [15, 4].

In the book "The Practice of English Language Teaching", Jeremy Harmer has shown the English language learning for special purposes one of the reasons for studying the language. The term of the English language learning for special purposes refers to specific situations in which students want to learn the language. For example, in the field of aviation, business, tourism, special English is used internationally. The use of English in such areas is based on the

Occupational English Language goals. Students who want to study in the United States, Great Britain, Australia, Canada, or other foreign countries should be able to write essay or reports in English. For these reasons, the learned English language is called Academic English. Students and professionals of medical and technical sciences should study the Science and Technical English language for reading literature, articles and books in their respective fields of specialization. Thus, "the English language can be grouped into Occupational English, Academic English, Scientific and Technical English" [51, pp. 12-13]

Tony Dudley-Evans and Maggie St John's research in this area is quite popular around the world. In their view, English language learning for special purposes could be taught only those who are familiar with the English language to some extent. Both experts described the definition of English language learning for special purposes as following: "English language learning for special purposes is a language of understanding for what's happening in the world." In their "Developments in ESP" book, English language learning for special purposes is divided into *English for Occupational Purposes* and *English for Academic Purposes* groups [103]. English for Occupational Purposes is also divided into *English for Professional Purpose* and *English for Vocational Purposes*. English for Occupational Purposes is divided into *English for Medical Studies* and *English for Business Studies*, English for Technical-Occupational Purposes is divided into *Pre-Vocational Studies* and *Vocational English*. English for Occupational Purposes term refers to the English language teaching without academic goals.

This particular language teaching is taught in technical vocational colleges, which is taught in a specific section of areas such as management, business, medicine, and is not academically content. *English for Academic Purposes* includes English for Science and Technology, Medical English, English for Law, English for Finance, English for Business, English for Economics and other fields. In Academic English for Science and Technology is considered as

the main area, but English for Medical and Law has a unique place. In recent years, business, banking, finance, and other fields of education are particularly important in the MBA (Masters in Business Administration) area. "The MBA program was first introduced by Dartmouth College (Hanover, New Hampshire) in the United States in 1902. Later this kind of education began to be used in many countries around the world" [42, 6].

The program of a number of university departments and individual courses is basically based on interactive teaching materials in English, with General English, English as a Second Language, English as a Foreign Language, and English for Specific Purposes. The English for Specific Purposes Program is also referred to as English for Specific Areas. This program covers courses in various fields of specialization. These specialized language courses include "English Course for Managers, English for Science and Technology, English for the Energy, Oil and Gas Industries, English for Medical Purposes, English Course for Writing Skills, Legal English. Diplomatic English, Aviation English, English for Academic Purposes, English for Tourism, English for the Pharmaceutical Industry, Business English, English Course for International Auditors, English Course for Human Resources, and so on" [94].

II CHAPTER
EFFECTIVE ORGANIZATION OF THE ENGLISH LANGUAGE LEARNING FOR SPECIAL PURPOSES

2.1. Studying of the experience of the English language learning for special purposes in the Diplomatic English language.

One of the areas for learning English specifically is the Diplomatic English language taught in many countries around the world. The "Diplomatic English" subject at the Azerbaijan University of Languages is taught to students of International Relations and Regional Studies Faculty. The content of the Diplomatic English language is composed of different proper words, word combination, diplomatic notes, phrases, terms and acronyms that every diplomat should know. These topics are important in Diplomatic English. It is possible to establish a comprehensive diplomatic communication using special terms, diplomatic keywords and diplomatic notes. The study of the English language specific purpose learning experience in the Diplomatic English language is one of the areas of modern language teaching.

The term "diplomacy" comes from the word "diplomat". Originally, the diplomat used the word as a dipo. That is, the diploma was called a warrant letter or a power of attorney given to the provinces of Ancient Rome or to officials traveling abroad, based on Greek terminology. The word diplomas meant the official documents (acts) of the criminals, and the word diploma was derived from the Greek word "double increase", i.e. the method of their folding. The diploma is understood as a privileged document, i.e. government paper, an official document. By summarizing these ideas, we can say that "diplomacy is a "diploma" (Greek-language diploma - double-digitized documents)" [87]

Diplomacy means the art and practice of conducting negotiations among the authorized representatives of states and groups involved in international relations. The role of communication in integrating diplomacy into the world is indispensable. Human society cannot be imagined without communication, and there is communication in every area where people are involved. The main means of communication are language. People need to use several languages to understand different areas. So, there are some questions like "Which language do diplomats use?" or "What kind of language do diplomats use?" arise. The term linguistics can have different meanings in diplomacy. In diplomacy, the "linguistic term" refers to a specific expression style in the field of specific language and diplomacy spoken by the public, society, generally a group of people" [74, 40]

A special common language should be used to promote global diplomacy. Common language is a diplomatic language for all states and individuals involved here. The concept of diplomacy expresses 3 different meanings:

1) The concept of language used by diplomats while speaking and writing – diplomatic language;

2) Diplomatic related words, compound words, phrases, terms, acronyms, and so forth (jargon diplomatique);

3) Diplomatic methods – diplomatic etiquette.

The concept of language used by diplomats has different historical periods and peculiarities. The language used in diplomacy until the 18th century was Latin. Diplomats have been writing, even speaking in this language. But later, with the rise of France's influence in the international arena, the French did their best to translate their language into a diplomatic one. For example, they drafted contracts and special documents in French, which, in turn, helped to transfer the French into the international language. The language used in the Vienna congress and Paris conferences in 1815 became French. Only after the World War I, the English language was used together with French at international

conferences. Thus, "the English and French languages were accepted as the official language at conferences. The use of the English language has become widespread as a result of USA influence in the political arena of the world after World War II" [1,107-108]

Any language used to conduct ratios between the governments of the independent states is called a diplomatic language. Such languages are different in count. At the moment, the term "diplomatic language" refers to the language used by state officials for comfortable communication without translators or for the implementation of diplomatic agreements in a common language. Languages commonly used in this area are considered to be the major languages. English among these languages gradually took over in the first place. The English language included in the German language group has become the world's most spoken language. In the globalized world, the domination of the English language is undeniable and the English language has not passed without affecting diplomacy as it affects all social domains. Thus, diplomacy is being studied in the Diplomatic English language, which is one of the areas of the English language learning for special purposes.

In diplomacy, the right expression, open, unambiguous understanding and effective communication are all important. Diplomatic English, along with a certain level of English language, also includes topics that improve the right choice of expression, diplomacy, writing, reading, listening, and comprehension skills. The students participating in the Diplomatic English language program can express their thoughts in English with special emphasis and tone, and can develop effective interpersonal skills in the community. "A diplomat who wants to make successful speeches in areas such as practical diplomacy, diplomatic simulations, public diplomacy, international relations, politics, and ideology must master Diplomatic English" [89].

What are the diplomacy skills that students generally need to know about the Diplomatic English language course? Diplomatic relations are carried out

between two or more individuals, between countries. The future diplomats should have these common skills in the mutual exercise of these relations:

- Communicative skills are key diplomatic skills. In accordance with the relevant situations, diplomats communicate in the international arena. Here both mother tongue and international languages can be used. Therefore, students learning the English language of the diploma are taught in addition to their specialty knowledge of the language.

- Each future diplomat should have the ability to negotiate. Diplomats should not use idiosyncratic sentences and should pay attention to the speaker's speech. Therefore, students who are studying diplomatic fields should develop special speaking skills.

- The ability to conduct research involves investigating and obtaining information. This information includes information on diplomatic documents and diplomats. Therefore, students must be careful in this regard and take an interest in their fields.

- Working under the rules and procedures is part of the knowledge of qualified diplomats. Students must learn and follow the commands and decrees issued in the diplomatic sphere one at a time [98].

By summarizing the abovementioned, we can say that the professional learning of students in Diplomatic English is only possible through the study of foreign languages in the four main languages: diplomatic speaking, diplomatic listening-acquiring, diplomatic reading and diplomatic writing. Diplomatic listening and diplomatic reading comparing to the students having diplomatic speech and diplomatic writing skills are more important in teaching the Diplomatic English language.

The acquisition of diplomatic speaking skill in teaching Diplomatic English is one of the most important factors. Diplomatic talks are productive skills. Diplomatic talks can be divided into 3 groups, interactive, non-interactive and partly interactive. Interactive talks include discussions, interviews, dialogues,

speeches on non-offensive talks, monkeys, official speeches, lectures by teachers and diplomats. How to Teach Diplomatic Conversation Abilities? Diplomatic talks are talks that are used by diplomats, officials in the diplomatic sphere, in official talks:

- Communicative training is needed to enable students to become more flexible in the diplomatic sphere and express themselves freely.

- The mistakes made by students during the speech should be worked out.

- Additional materials should be used to make the communication clearer, accurate, and detailed.

- In order to develop communication skills, students should imitate the speech of famous diplomats, engage in verbal communication, interactive conversations, and conduct oral presentations.

- Students should be encouraged to use practical and realistic communication in the field of diplomacy.

- Teachers should conduct an oral assessment of the students, but should not split their speech during an experimental diplomacy.

- In the diplomacy, students must use situational mimicry, gestures, paraphrases and special templates [94].

Diplomatic speech skills are meant for diplomatic communication. In diplomacy, students should be kind and positive about the use of special words and phrases. Here, students should not be in a hurry to communicate, speak with them, define the tone of voice that is spoken beforehand, to say "no", to tell them frankly, to practice in a diplomatic language and so on.

"Diplomatic talks formally constitute an official negotiation. Therefore, students should know specific diplomatic terms, phrases, word combinations, terms, acronyms, which are part of the formal negotiation process and which future diplomats need to know. All these specialized words that form the basis of diplomatic English can be called a diplomatic jargon" [89].

2.2. The role of a teacher in the English language learning for specific purposes.

Teacher who teaches foreign languages in modern times must first be a person who can provide the students with the opportunity to create effective conditions for the formation of communicative skills in the language of instruction and in this regard. In this connection, determining the level of knowledge, skills and habits of a foreign language teacher in this area becomes a very urgent problem. Today, every teacher who teaches a foreign language should have a first-hand experience of communicative competence, that is, "to have the ability to adequately use the language spoken in real communication with both language carriers and persons belonging to other cultures" [6, 5].

Foreign language teachers should know that their role in the development of students is crucial. The main task of a language teacher is to help the learners to get the highest possible results in the field of language. The teacher should have a positive attitude toward students. The teacher should also be able to approach each student individually. Teacher-student relationships are one of the main factors in the foreign language teaching process. These relations should be based on mutual respect, responsibility and co-operation. To achieve the objective of improving the quality of foreign language teaching, the following terms must be considered:

- The objectives must be realistic.
- Innovative methods and techniques should be used effectively in the teaching process.
- Teacher should be knowledgeable about the students' desires, interests and needs.

▪ The motivation of a foreign language teacher to teach the subject is one of the key conditions that make the learning process successful.

▪ Teacher should be informed about what, how and for what purpose students are learning the language, ie, the objectives, methods and methods of teaching should be clear for a teacher [6, 10-11].

The role of teachers in the teaching of any subject is indispensable. As with other subjects in teaching the English language learning for special purposes, the teacher has a key role in the understanding of the lesson materials, and in other matters, the teacher has a key role in assisting. It should be noted that the work of the English language learning for special purposes teachers differ from General English teachers. Thus, Tony-Dudley Evans notes that the English language learning for special purposes teachers note that 5 different roles during a lesson are performed. These include: 1) teacher, 2) course designer and material organizer, 3) researcher, 4) employee, and 5) evaluator. In 1985, Sveyls used the term English Teacher for Special Purposes or Special English Language Experts instead of the English language learning for special purposes teacher. Most the English language learning for special purposes teacher are highly qualified educators who have a common vocational or educational background for studying English.

For special purposes an English language practitioner helps students learn new material, even though they do not have profound knowledge in the "teacher" function. Teachers can complement the English language learning for special purposes by utilizing specialty skills from adult students. For special purposes, an English language practitioner is a part of the "designer and organizer of the course" in the English language learning for special purposes such as Diplomatic English. For special purposes, an English language practitioner is often forced to supply students with the materials. For special purposes, English language practitioner studies English as a "researcher" in terms of specific academic goals, such as: Diplomacy in English, examines composition, frequently used words,

vocabulary, terms. For special purposes, an English language practitioner can perform two types of "co-workers" functions. These forms of cooperation can be divided into complete and incomplete. Lesson material prepared by an English language practitioner in the first kind of collaboration is interpreted by the specialty teacher before the lesson; such cooperation is called incomplete cooperation. In the second type of collaboration, the English language practitioner conducts joint teaching and training courses, which is called complete cooperation. Such classes for academic purposes will help to easily understand lectures, textbooks or theses that are abundant in new terms. "English languages for special purposes, practitioners use different assessment methods in the "appraisal" function - testing students' knowledge of the test, improving language skills" [32, 490-491].

Special English language practitioners typically are inclined to new special fields. These reasons include the discrepancy of readily available materials for special purposes in English, the availability of specialization skills for specific English language practitioners, and the change in the English language teaching status. Teachers have to use the original material for the availability of ready-made materials in teaching English language for special purposes. Original materials are designed for language carriers, but these materials can be used not only by language carriers but also by students learning a foreign language. Reading, writing, and listening skills can be intensively enhanced through the original text. Teachers who specialize in general English or English Literature subjects have to teach new specialty areas where they have little or no knowledge of the specific language needs. At this point, there are several specific questions arise:

a) "Should the contents of the materials related to the study of the English language learning for special purposes be specific?" Here, grammar or special fields are not taught individually, both are mutually studied. However, focusing on specific areas such as Diplomatic English, the content of the material is

specific to each specialty. Therefore, the knowledge and skills of the teachers should be in line with the difficulty of the materials.

b) "For what reasons do the special English teachers face the difficulties in the lesson?" Although specific English language teachers have some knowledge of the new specialty, they are faced with various difficulties during the course. These difficulties include language differences, high demand in the group, weak general English language skills, less teaching hours, traditionally used methodology, limited interactivity limitations, and so on. These difficulties are based on several reasons: 1) The area of education is divided into humanitarian and technical subjects. As English is a humanitarian subject, teachers have difficulty in technical fields. 2) Some English-language teachers are unwilling to make technical disciplines, as opposed to English Literature and General English. Although the new field is not interesting, teachers are forced to pass these specialties in line with the world's demand. 3) Teachers have to learn a new field to be knowledgeable about the development of English language learning for special purposes.

c) "What skills should special English teachers have?" Special English teachers do not need to learn the new field perfectly. Thus, English language teachers need to know the following about the new field:

1) A positive approach to specific areas such as Diplomatic English.

2) General knowledge about the basic principles of a particular field.

3) The level of knowledge of the requirements in this field.

Thus, the knowledge of language practitioners also includes the questioning of specific questions, such as Diplomatic English: What kind of diplomatic terms do you know?, What is the peculiarity of acronyms?, Are there any special rules for the diplomatic records?, etc. In other words, specific English language practitioners may not know the new field until the depth, the main goal of the practitioner is to adopt the material that is needed and taught.

2.3. Effective ways of organizing of the English language learning for specific purposes process.

In English Language Learning for Special Purposes field Diplomatic English is also called English for Diplomacy, English for Diplomats and Official Public Relations. As in many areas, English is also used in inter-governmental relations, in various government agencies and in public affairs. Diplomatic English language courses are organized for those who specialize in this field because the language is widely used. Diplomatic English courses are intended for students studying international relations and regional studies, graduates of these fields, diplomats, government officials, international agencies, diplomatic staff and members of special public-interest organizations. Only adult students can engage in Diplomatic English courses. Courses are conducted intensively. Mature students should now speak English fluently and freely, so their English proficiency should be at intermediate or upper-intermediate level. These courses will help students communicate in official discussions and debates. To the purpose of Diplomatic English courses is to use the English language for professional presentations in the diplomatic sphere, to participate in international meetings, to improve the English language level for official discussions, to use special diplomatic phrases, terms correctly, to make formal presentations, official letters and e-mails can be included.

Effective communication of the Diplomatic English Language Curriculum are included international negotiations, international meetings, preparation of international presentations, teaching of official correspondence forms, preparation of reports, teaching of diplomatic terminology, effective speech, audience management, writing of diplomatic relations, body language issues. Effective communication involves reporting on complicated international issues, presenting themselves in a diplomatic language, and participating in the negotiation process. International meetings include formal and informal

meetings, commenting, giving official answers to questions and suggestions, preparing key official content for international presentations, scheduling presentations, compiling questions and summarizing them.

The issues that have been mentioned are the essence and content of the "Diplomatic English" subject in the world. Diplomacy English, which is the main subject of thesis research, is taught in many educational institutions where international relations are studied. The Diplomatic English subject taught at the Azerbaijan University of Languages in these higher education institutions is conducted by Azerbaijani teachers at the first and second courses in the "International Relations" specialty. Under the curriculum, this subject is 3 times per week and 90 hours during the semester. Diplomatic English Program covers Diplomatic Relations, Diplomatic Staff, North American Free Trade Agreement, United Nations, European Union, World Trade Organization and others. Diplomatic English students will be able to use the skills and abilities to use diplomatic notes and correspondence forms, diplomacy, and terminology in accordance with diplomatic notes, such as note, letter, and memorandum. The program also provides for excursions to special topics, terminology, diplomacy, excursions to the Ministry of Foreign Affairs, the Parliament, Buta Palace, the Expo Centre, the Cabinet of Ministers and other international events in Azerbaijan.

III CHAPTER
METHODOLOGY OF THE STUDY IN ENGLISH FOR SPECIFIC PURPOSES COURSE (POLITICAL ENGLISH)

As it has been stated in "INTRODUCTION", a case study was conducted at Azerbaijan University of Languages. Lately, the studies in the field of acquisition of the English language for specific purposes, especially Diplomatic English have greatly changed to a positive attitude, and now it is possible to use quantitative and qualitative methodology for studying this area of study. Sometimes in the studies it is possible to use both quantitative and qualitative methods. However, a quantitative and qualitative method can be helpful for authors to find out relevant data about their subject and object of the study, yet in our research in order to find out enough information about study objectives a quantitative and qualitative methods were used. Accordingly, ESP (English for Specific Purposes) questionnaire for needs analysis and a proficiency test in political English were used in our study.

3.1. Research site of the study.

The study has been conducted at Azerbaijan University of Languages located in Baku, Azerbaijan. This university offers 5 Schools (School of Education, School of International Relations and Management, School of Philology and Journalism, School of Translation and Culture Studies, School of Further Education and Practice), courses leading to the Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees, BS and MS degree programs [85].

3.2. Sampling procedure and participants of the study.

For our purpose School of International Relations and Management was applied to select within Azerbaijan University of Languages. For this study, the students of the groups 343b and 155R of Schools of International Relations and Management and Regional Studies were questioned and tested according to the quantitative method in order to define their needs analysis and level of knowledge in English for Special Purposes and Political English. School of International Relations and Management and Regional Studies were chosen for having a group of students who usually a percentage of passing neither too high nor too low English scores.

The observations were also held in groups 343b and 155R of School of International Relations and Management which offer courses leading to Region Studies and International Relations on seventeen specialties. Master degree is obtained on seven specialties.

The first group 343b comprised of nine students. Two of them were boys and seven students were girls. Their age varied between 19-20 years old, eight students were 19 years old, and one student was 20 years old. They had English classes four times per week. The main textbook of English classes taught in this group was International English.

The second group 155R from School of International Relations and Management also comprised of four students. Two of them were boys and two students were girls. All of them were 17 years old. They also had English classes four times per week. The main textbook of English classes taught in this group was New English File Intermediate.

The two classes of English in the named Schools were observed, and the students were questioned according to ESP needs analysis and tested in the proficiency level of Political English. The questionnaire and ESP proficiency test were administered to the two groups of corresponding level of English.

3.3. Student participants of the study.

Firstly, the English teachers of the groups were asked by me to permit to observe their classes in order to define which group of the students is likely to be observed, questioned and tested according to needs analysis and proficiency in Political English considering the most suitable number of students in the named groups. The next step was to explain the students the aim and importance of my study. After having done class observations, corresponding groups were determined to be studied. Accordingly, I asked the students to read their ESP questionnaire for need analysis and test in order to answer the given questions. I also explained them their rights to use ESP proficiency test in Political English and ESP questionnaire for needs assessment.

Six ESP questionnaire items for needs assessment and ESP proficiency test in Political English were administered to participants. The test comprised of reading section, language focus, writing section and speaking section.

Table 2.1.

ESP Proficiency Test in Political English

Test sections	Assignments	Number of given assignments	Time given	Total
Reading section	true\false answer	14 true\false questions	20 minutes	4 sections
Language focus (vocabulary)	Matching	10 matching answers	5 minutes	5 assignments
Writing	Opinion paragraph	Useful tips for writing opinion	10 minutes	29 questions and a paragraph

	writing	paragraph		writing
Speaking	Answering the given questions	5 questions	25 minutes	60 minutes

All in all, thirteen students from both Schools were participated in the ESP questionnaire for needs assessment and proficiency test in Political English, all questions and items were answered by them.

3.4. Data collection instruments of the study.

As it has been mentioned before, quantitative data collection instruments were used to check out students' ESP needs analysis for special English and proficiency in Political English in this university. For the quantitative method, initially the ESP questionnaire for needs analysis was administered to the students in order to obtain their interest in English for special purposes (ESP). Then the students had to take ESP proficiency test in Political English, as well as observations were taken in both named groups

Diagram 1. Data collection instruments.

data	collection	instruments
↓	↓	↓
ESP questionnaire for needs analysis	ESP Proficiency test in political English	Observations
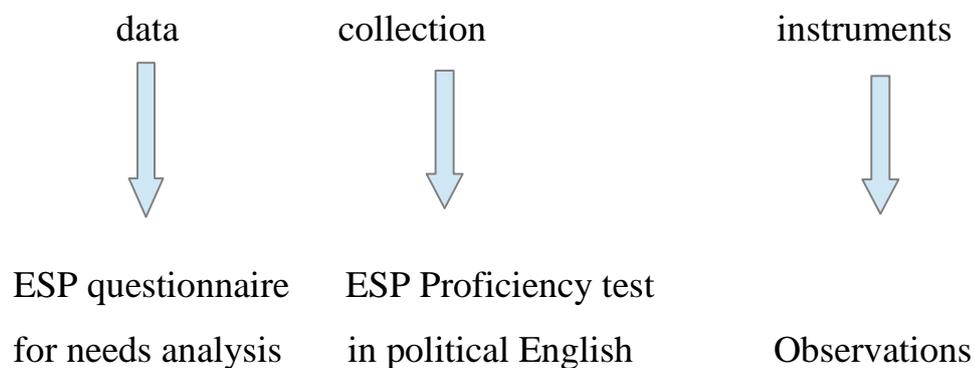
3.4.1. ESP questionnaire for needs assessment questionnaire.

For this study, in the initial stage the ESP questionnaire for student's needs assessment was administered to the students of both groups. The students were asked six needs items (questions). They were asked about their name, age, sex and the name of the institution, as well as their level in ESP proficiency (reading, language focus, writing and speaking) in Political English was tested. The ESP questionnaire comprised of six items. The the given items are given below in the chart.

Table 2.2.

ESP questionnaire for student's needs analysis.

Questionnaire	Assignments
1. Personal information	Name, age, sex and the name of the institution
2. Academic questions	Six items with multiple choice

3.4.2. ESP Proficiency Test in Political English.

In the next stage the students were administered to ESP Proficiency Test in Political English. In our study, ESP Proficiency Test in Political English was used for undergraduate students (Bachelor Degree) studying English as a first and foreign language. This test is used widely in many countries. ESP Proficiency Test in Political English was adapted for our study in order to check the students' level of knowledge in Political English ability. The test was adopted and a bit modified from the book Political English by I.A.Samadova [72].

The original test comprises of four sections with multiple choice answers (true\false). The four sections are reading, language focus, writing and speaking. For reading section students had to do post reading assignment to choose true\false answers. The next section was language focus. Students had to check out their vocabulary in Political English doing the multiple-choice and matching assignment. In writing section, the students had to write an opinion paragraph of 50 words describing the three issues raised by three presidents of the discussed issue. Eventually, speaking section offered the students the topic with question-answer choice. Eventually, the aim of ESP Proficiency Test in Political English was to study the students' motivation, level of ability to learn Political English.

3.5. Observations.

English class observations were made in the named groups of 343b and 155R of School of International Relations and Management and School of Regional Studies of Bachelor Degree. 50% of the observations were made in group 343b and other 50% of the observations were made in group 155R of the same School.

The purpose of doing these observations was to find students' needs in ESP and especially in Political English and interests in the language program, strategies, teaching materials used that could have been connected with the students' attitudes and needs towards ESP, especially Political English. During the observations some notes were taken with the permission of the teachers.

IV CHAPTER
RESULTS AND DISCUSSIONS OF THE STUDY IN ENGLISH FOR SPECIFIC PURPOSES (POLITICAL ENGLISH)

The most obtained data from the questionnaire for needs analysis and ESP Proficiency Test in Political English will be discussed overall in this chapter; thus, it includes the participants' answers separated by the two groups 343 and 155R of the faculty of International Relations observed.

If the previous chapter describes the obtained data from the questionnaire for needs analysis and ESP Proficiency Test in Political English administered, this chapter is likely to describe the results of the questionnaire for needs assessment and ESP Proficiency Test in Political English of twelve students.

4.1. The results and discussion of ESP questionnaire for needs assessment.

In order to obtain personal and academic information about the student participants, the questionnaire for needs assessment was given to all of the student participants. The results of the questionnaire for needs assessment are shown in the following tables.

General personal participant information.

The first section of the questionnaire for needs assessment obtained the information about the participants' name, age, sex, schooling, and academic program.

Students' age

As shown in Table 3.1, students' ages in the sample ranged between 17 and 20. Very few were older than 20, which was understandable since all of the

participants in the study were in the first and fifth semesters of their graduate studies. Consequently, the results of the survey showed that the students aging 17 are less likely to study English for Special Purposes, but feel high level of ESP needs assessment and proficiency in Diplomatic English. The most motivated students were the students of 343 groups. The students of this School showed high level of motivation in ESP and proficiency in Political English. The most motivated students were the students of group 343, first of all, their age ranged from 19-20. These students are most motivated and feel high needs for special English, especially Political English.

Table 3.1

Students' age (overall)

Students	Age	Percent
Students of 343	8 students were 19 years old, 1 student 20 years old	90% - 19 years old, 10% - 20 years old
students of 155R	4 students were 17 years old	100% - 17 years old
TOTAL participants	12 students	100,00%

Students' sex

Data in Table 3.2 shows that 60% of the participants of this study were female students and 40% f the students were male. So, it is easy to find a gender difference ESP needs analysis and Proficiency test in Political English.

Table 3.2.

Students' gender distribution.

	Female	Male	Percent
Students of 155R	2 students	2 students	50%-female, 50%-male
Students of 343	6 students	2 students	80%-female, 20%-male
TOTAL	8 female	4 male	60%female, 40%-male

Need analysis for ESP (English or Special Purposes)

Then students of both groups (155R and 343) answered six questions choosing a multiple-choice answer. The results of the ESP need assessment items are given in the table below [100].

Table 3.3.

Needs assessment results of group 155R

ESP needs assessment items	Students
1. why do you want to learn English language?	a. - 0 Students
	b. - 1 Student
	c. - 3 Students
2. any other purpose for learning English?	a. - 1 Student
	b. - 2 Students
	c. -0 Students
	d.-0 Students
	e.-1 Student
3. for you which aspect of English is difficult?	a. - 0 Students
	b. - 1 Student
	c. -3 Students
	d.-0 Students

4. in your job, what medium will you use for this language? a. - 0 Students

b. - 3 Students

c. -0 Students

d.-0 Students

e.-1 Students

5. what will be your subject area in which you will use English language? a. - 0 Student

b. - 1 Student

c. -0 Students

d.-3 Students

6. who will be the people you use English with? a. - 1 Student

b.- 3 Students

As it can be seen from the table above, for the first question "why do you want to learn English language?" [100] the number of the students who answered was four. One student chose b-for the promotion, and three students chose c-demand of the job and for the promotion. For the second question "any other purpose for learning English?" [100] the number of the students who answered also was four. Thus a - 1 Student (to improve status), b - 2 Students (to move in society confidently) , c - 0 Student (to have urge to learn English), d-0 Students (to learn international modern teaching techniques), e-1 Student (all the above said). For the third question "for you which aspect of English is difficult?" [100] the number of the students who answered was four. Thus, a. - 0 Students (your grammar is weak), b. - 1 Student (your expression is weak), c. -3 Students (vocabulary is insufficient), d.-0 Students (all the above). For the fourth question "in your job, what medium will you use for this language?" [100] the number of the students who answered was four. Thus, a.- 0 Students (writing), b. - 3 Students (speaking), c. -0 Students (reading), d.-0 Students (listening), e.-1 Students (all the above). For the fifth question "what will be your subject area in which you will use English language?" [100] the number of the students who

answered was four. Thus, a.-0 Student General Science, b.-1 Student (Social Studies), c.-0 Students (Math), d.-3 Students (any other specialty-Tourism, Regional Studies). For the sixth question "who will be the people you use English with?" [100] The number of the students who answered was four. Thus, a.-1 Student (Head of Institutions), b.-3 Students (Outsiders).

Table 3.4.

ESP Needs assessment results of group 343

ESP needs assessment items	Students
1. why do you want to learn English language?	a. - 0 Students
	b. - 0 Student
	c. - 5 Students
2. any other purpose for learning English?	a. - 1 Student
	b. - 0 Students
	c. -0 Students
	d.-0 Students
	e.-4 Student
3. for you which aspect of English is difficult?	a. - 2 Students
	b. -0 Student
	c. -3 Students
	d.-0 Students
4. in your job, what medium will you use for this language?	a. - 0 Students
	b. - 0 Students
	c. -0 Students
	d.-0 Students
	e.-5 Students
5. what will be your subject area in which you will use English language?	a. - 1 Student
	b. - 2 Student
	c. -0 Students

                                                              d.-2 Students

6. who will be the people you use English with?   a. - 2 Student

                                                              b.- 3 Students

As it can be seen from the table above, for the first question "why do you want to learn English language?" [100] the number of the students who answered was five. No student chose a and b-for the promotion, and five students chose c-demand of the job and for the promotion. For the second question "any other purpose for learning English?" [100] the number of the students who answered also was five. Thus a - 1 Student (to improve status), b - 0 Students (to move in society confidently) , c - 0 Student (to have urge to learn English), d-0 Students (to learn international modern teaching techniques), e-4 Students (all the above said). For the third question "for you which aspect of English is difficult?" [100] the number of the students who answered was five. Thus, a. - 2 Students (your grammar is weak), b. - 0 Student (your expression is weak), c. -3 Students (vocabulary is insufficient), d.-0 Students (all the above). For the fourth question "in your job, what medium will you use for this language?" [100] the number of the students who answered was five. Thus, a.-0 Students (writing), b.-0 Students (speaking), c.-0 Students (reading), d.-0 Students (listening), e.-5 Students (all the above). For the fifth question "what will be your subject area in which you will use English language?" [100] the number of the students who answered was five. Thus, a.-1 Student General Science, b.- 2 Students (Social Studies), c.-0 Students (Math), d.-2 Students (any other specialty - Diplomacy, Journalism). For the sixth question "who will be the people you use English with?" [100] the number of the students who answered was five. Thus, a.-2 Students (Head of Institutions), b.-3 Students (Outsiders).

In the next stage, the results of the test were evaluated by an author with the help of a teacher. Maximal possible score for testing was 40; meanwhile 10 scores were given for each ability.

4.2. The results and discussion of ESP proficiency test in Political English.

The results of ESP proficiency test in Political English will be described below in the chart. ESP proficiency test in Political English comprises of four sections (reading, language focus (vocabulary), writing, speaking). For each section student had to do assignments. For reading section students had to read a text and after reading the text to do true\false assignment. For language focus students had to do multiple-choice vocabulary assignment. The writing section offered the students the task to write an opinion paragraph about the issues discussed in the text. Finally, the last section was devoted to speaking around the topic discussed in the text. The students of 155R and 343 groups of Schools of International Relations and Management and Regional Studies participated in the test. The total number of student who participated in the test was also thirteen.

Table 3.5.

The results of ESP proficiency test in Political English of group 155R

Sections	Assignments	Time given	Total of correct answers
Reading	1.True-1 students\false- 3 students 2.True-0 students\ false- 4 students 3.True-3 students\ false- 1 students 4.True-4 students\	20 minutes	

	false- 0 students		
	5.True-2 students\		
	false- 2 students		
	6.True-2 students\		
	false- 2 students		
	7.True-2 students\		
	false- 2 students		
	8.True-0 students\		
	false- 4 students		
	9.True-4 students\		
	false- 0 students		
	10.True-4 students\		
	false- 0 students		
	11.True-1students\		
	false- 3 students		
	12.True- 3 students\		
	false- 1students		
	13.True-1 students\		
	false- 3 students		
	14.True-0 students\		
	false- 4students		
Language focus	4 students – correct 0 students-incorrect	5 minutes	
Writing	3 students – correct opinion 1 students-incorrect opinion	20 minutes	
TOTAL:	25 assignments	45 minutes	

As shown in table 3.5. the answers of students to each section varied. Accordingly, with the first reading assignment 1 student marked true, 3 students

false answer. For the second item no one marked true, four students marked false answer. For the third item 3 students marked true, 1 student false answer. For the forth item 4 students marked true, no one marked false answer. For the fifth item 2 students marked true, 2 students marked false answer. For the sixth item 2 students marked true, 2 students marked false answer. For the seventh item 2 students marked true, 2 students marked false answer. For the eighth item no one marked true, 4 students marked false answer. For the ninth item 4 students marked true, no one marked false answer. For the eleventh item 1student marked true, 3 students marked false answer. For the twelfth item 3 students marked true, 1student marked false answer. For the thirteenth item 1 student marked true, 3 students marked false answer. For the fourteenth item no one marked true, 4 students marked false answer.

For the second assignment, language focus, all students answered correctly. For the third assignment, writing, three students expressed their thoughts correctly, while only one student could not express his thought correctly.

Table 3.6.

The results of ESP proficiency test in Political English of group 343

Sections	Assignments	Time given	Total of correct answers
Reading	1.True-4 students\false- 0 students 2.True-3 students\ false- 1 students 3.True-4 students\ false- 0 students	20 minutes	

	4.True-4 students\ false- 0 students 5.True-0 students\ false- 4 students 6.True-0 students\ false- 4 students 7.True-4 students\ false- 0 students 8.True-0 students\ false- 4 students 9.True-0 students\ false- 4 students 10.True-4 students\ false- 0 students 11.True-0students\ false- 4 students 12.True- 0 students\ false- 4 students 13.True-0 students\ false- 4 students 14.True-4 students\ false- 1 students		
Language focus	4 students – correct 0 students-incorrect	5 minutes	
Writing	3 students – correct opinion 1 students-incorrect opinion	20 minutes	
TOTAL:	25 assignments	45 minutes	

As shown in table 3.5, the answers of students to each section varied. Accordingly, with the first reading assignment 4 students marked true, no student false answer. For the second item 3 students marked true, 1student marked false answer. For the third item 3 students marked true, 1 student false answer. For the fourth item 4 students marked true, no one marked false answer. For the fifth item 4 students marked true, no student marked false answer. For the sixth item no student marked true, 4 students marked false answer. For the seventh item no student marked true, 4 students marked false answer. For the eighth item no student marked true, 4 students marked false answer. For the ninth item no student marked true, 4 students marked false answer. For the eleventh item no student marked true, 4 students marked false answer. For the twelfth item no student marked true, 4 students marked false answer. For the thirteenth item no student marked true, 4 students marked false answer. For the fourteenth item 4 students marked true, no student marked false answer.

For the second assignment, language focus, all students answered correctly. For the third assignment, writing, most students expressed their thoughts correctly

CONCLUSION

Thus our dissertation consists of introduction, four chapters, final results and a list of used literature. In the introduction we were informed about the object, subject, content, theoretical and practical significance of the research, goals and tasks, scientific innovation of the research, publications about dissertation. These are generalized data of the research.

Theoretical basics cover the history and areas of the English language teaching for special purposes. After the English language was translated into the international language, this field was widely studied. The English language teaching for special purposes is an independent language teaching course in the English language teaching. In the first chapter of the dissertation, the following views on the methodology of the English language teaching for special purposes have been identified.

The English language learning for special purposes includes the essence, content and teaching of the English language. Such a merger or combination is highly motivating as students will be able to apply their knowledge of the English language to basic education such as accounting, business administration, computer science, tourism, medicine, aviation, diplomacy and so on.

The English language teaching for special purposes is a targeted learning. The English language teaching for special purposes fields should be reflected in the teaching methodology and the appropriate methodology. In the process of the English language teaching for special purposes, communication between the student and the teacher must be established and the communication here will be different from the General English language teaching.

The study of the English language learning for special purposes was being investigated by many researchers, whose research on this area is very popular in the

world. The English language learning for special purposes could only be taught to people who are familiar with the English language.

From the afore mentioned, it can be concluded that the history of the English language teaching for special purposes, the identification of multidisciplinary fields, and the process of teaching the special fields are a long and complicated pedagogical process. The English language teaching for special purposes field has special peculiarities. These features are subdivided into absolute and temporal (variable) features.

Absolute features:

English language learning for special purposes is a part of the English language teaching according to these features:

-Designed to meet the specific needs of the students.

-Related to issues concerning certain rule, profession and activity.

-These activities are cantered on the topic of syntax, lexicology, discourse, semantics, discourse analysis and language teaching.

-Contradictory to General English.

Temporal (variable) features:

English language learning for special purposes can be coordinated or customized with special rules. English language learning for special purposes can be used in different teaching situations with different methodologies than general English.

English language learning for special purposes is designed for adult students at tertiary education or professional workplace. However, this area can also be used for students who have passed special disciplines.

English language learning for special purposes is designed for students who are generally in intermediate or advanced language levels.

Most of the English language learning for special purposes courses cover knowledge about some basic language structures, but can be used for beginners.

The English language learning for special purposes involves a broader understanding structure of grammar and language teaching. For special purposes, English covers various disciplines related to computer science, economics, medical science, business administration, civil and military aviation, tourism and other social-academic fields. That is why those who are studying and working in those areas are required to pass English in their respective fields of specialization. In such cases the English language is studied for specific purposes so that employees or students succeed in fulfilling the needs of a particular area. From this perspective, the English language learning for special purposes is a broad concept, and it can include other terminology such as English for professional purposes and educational purposes. A number of sources say that the purpose of The English Language Learning for Special Purposes Course is to identify the needs of a particular group of students.

English language learning for special purposes has specific language teaching areas for different specialties. These areas are shaped according to the requirements of modern times. One of the areas of the object of our study English language learning for special purposes is Diplomatic English.

It is concluded that the ways in which the English language learning for special purposes experience can be found in the Diplomatic English language, the teacher's role in English language learning for special purposes goals, and the ways in which the English language can be used effectively. The object of our research is to teach English as a Diplomatic English language for specific purposes.

English as a Restricted Language refers to language restriction that used by road regulators or amateurs. There are some differences between restricted language and verbal language. For example, international air traffic control is used in the international language - the English language.

The international language used by these supervisors is considered a special language because it works in certain situations, such as the language of the waiter or Stuarts themselves. Of course, their linguistic means are sharply differentiated from

the language used by the waitress, the repairer, the lawyer, and the like. However, the restricted language as a means of communication of the tourist guidebook is not used in the communication process.

Diplomatic English is part of the core knowledge and skills of students, graduates, specialized diplomats, ministers, politicians and other diplomats trained on International Relations and Regional Studies. The Diplomatic English language material includes diplomatic words, diplomatic word combinations, diplomatic phrases, and diplomatic terms. In order to have the perfect knowledge in Diplomatic English, students must master diplomatic speaking, diplomatic writing, diplomatic listening, and diplomatic reading skills that form the basis of a Diplomatic English language. In the study, it was mentioned about the different words, phrases, diplomatic labels, phrases, terms and acronyms that every diplomat should know. The second chapter also outlines the instructions for teaching these slang methodologies. An example of this is the writing of diplomatic letters, listening to audio and video materials, and so on.

The observation and interview methods were used in writing the dissertation. From our interview and observation, it is clear that Diplomatic English should not be limited to the teaching of a language teacher, but should also be taught by diplomats. Weekly hours should be increased. In addition, traditional training in the teaching of Diplomatic English should be gradually replaced by interactive training.

The "Diplomatic English" subject at the Azerbaijan University of Languages is taught to students of International Relations and Regional Studies Faculty. The content of the Diplomatic English language is composed of different proper words, word combination, diplomatic notes, phrases, terms and acronyms that every diplomat should know. These topics are important in Diplomatic English. It is possible to establish a comprehensive diplomatic communication using special terms, diplomatic keywords and diplomatic notes. The study of the English language

specific purpose learning experience in the Diplomatic English language is one of the areas of modern language teaching.

Common language is a diplomatic language for all states and individuals involved here. The concept of diplomacy expresses 3 different meanings:

4) The concept of language used by diplomats while speaking and writing – diplomatic language;

5) Diplomatic related words, compound words, phrases, terms, acronyms, and so forth (jargon diplomatique);

6) Diplomatic methods – diplomatic etiquette.

The professional learning of students in Diplomatic English is only possible through the study of foreign languages in the four main languages: diplomatic speaking, diplomatic listening-acquiring, diplomatic reading and diplomatic writing. Diplomatic listening and diplomatic reading comparing to the students having diplomatic speech and diplomatic writing skills are more important in teaching the Diplomatic English language.

Foreign language teachers should know that their role in the development of students is crucial. The main task of a language teacher is to help the learners to get the highest possible results in the field of language. The teacher should have a positive attitude toward students. The teacher should also be able to approach each student individually. Teacher-student relationships are one of the main factors in the foreign language teaching process. These relations should be based on mutual respect, responsibility and co-operation. To achieve the objective of improving the quality of foreign language teaching, the following terms must be considered:

1. The objectives must be realistic.

2. Innovative methods and techniques should be used effectively in the teaching process.

Teacher should be knowledgeable about the students' desires, interests and needs. The motivation of a foreign language teacher to teach the subject is one of

the key conditions that make the learning process successful. Teacher should be informed about what, how and for what purpose students are learning the language, ie, the objectives, methods and methods of teaching should be clear for a teacher.

The knowledge of language practitioners also includes the questioning of specific questions, such as Diplomatic English: What kind of diplomatic terms do you know?, What is the peculiarity of acronyms?, Are there any special rules for the diplomatic records?, etc. In other words, specific English language practitioners may not know the new field until the depth, the main goal of the practitioner is to adopt the material that is needed and taught.

Effective communication of the Diplomatic English Language Curriculum are included international negotiations, international meetings, preparation of international presentations, teaching of official correspondence forms, preparation of reports, teaching of diplomatic terminology, effective speech, audience management, writing of diplomatic relations, body language issues. Effective communication involves reporting on complicated international issues, presenting themselves in a diplomatic language, and participating in the negotiation process. International meetings include formal and informal meetings, commenting, giving official answers to questions and suggestions, preparing key official content for international presentations, scheduling presentations, compiling questions and summarizing them.

Diplomatic English students will be able to use the skills and abilities to use diplomatic notes and correspondence forms, diplomacy, and terminology in accordance with diplomatic notes, such as note, letter, and memorandum. The program also provides for excursions to special topics, terminology, diplomacy, excursions to the Ministry of Foreign Affairs, the Parliament, Buta Palace, the Expo Centre, the Cabinet of Ministers and other international events in Azerbaijan.

For our purpose Schools of International Relations and Management and Regional Studies were applied to select within Azerbaijan University of Languages. For this study, the students of the groups 343b and 155R of Schools of International

Relations and Management and Regional Studies were questioned and tested according to the quantitative method in order to define their needs analysis and level of knowledge in English for Special Purposes and Political English. School of International Relations and Management and Regional Studies were chosen for having a group of students who usually a percentage of passing neither too high nor too low English scores.

The two classes of English in the named Schools were observed, and the students were questioned according to ESP needs analysis and tested in the proficiency level of Political English. The questionnaire and ESP proficiency test were administered to the two groups of corresponding level of English.

Six ESP questionnaire items for needs assessment and ESP proficiency test in Political English were administered to participants. The test comprised of reading section, language focus, writing section and speaking section.

All in all, thirteen students from both Schools were participated in the ESP questionnaire for needs assessment and proficiency test in Political English, all questions and items were answered by them.

For this study, in the initial stage the ESP questionnaire for student's needs assessment was administered to the students of both groups. The students were asked six needs items (questions). They were asked about their name, age, sex and the name of the institution, as well as their level in ESP proficiency (reading, language focus, writing and speaking) in Political English was tested. The ESP questionnaire comprised of six items.

In the next stage the students were administered to ESP Proficiency Test in Political English. In our study, ESP Proficiency Test in Political English was used for undergraduate students (Bachelor Degree) studying English as a first and foreign language. This test is used widely in many countries. ESP Proficiency Test in Political English was adapted for our study in order to check the students' level of

knowledge in Political English ability. The test was adopted and a bit modified from the book Political English by I.A.Samadova.

English class observations were made in the named groups of 343b and 155R of School of International Relations and Management and School of Regional Studies of Bachelor Degree. 50% of the observations were made in group 343b and other 50% of the observations were made in group 155R of the same School.

The first section of the questionnaire for needs assessment obtained the information about the participants' name, age, sex, schooling, and academic program. Then students of both groups (155R and 343) answered six questions choosing a multiple-choice answer.

ESP proficiency test in Political English comprises of four sections (reading, language focus (vocabulary), writing, speaking). For each section student had to do assignments. For reading section students had to read a text and after reading the text to do true\false assignment. For language focus students had to do multiple-choice vocabulary assignment. The writing section offered the students the task to write an opinion paragraph about the issues discussed in the text. Finally, the last section was devoted to speaking around the topic discussed in the text. The students of 155R and 343 groups of Schools of International Relations and Management and Regional Studies participated in the test. The total number of student who participated in the test was also thirteen.

Thus, in our dissertation, we have examined the Diplomatic English language, specialization in English for diplomacy, diplomatic concepts, diplomacy, its forms, goals, diplomatic language skills, and the effective way to interact with the interactive teaching method.

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