

AN INVESTIGATION OF THE OCCUPATIONAL ENGLISH LANGUAGE  
NEEDS OF DIPLOMATS WHOSE SECOND LANGUAGE IS ENGLISH

A MASTER'S THESIS

BY

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*Dedicated to My Beloved Mother, Father  
and Understanding Husband,*

*Hamdiye & Mehmet Akgüller and Alp Albostan*

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## ABSTRACT

AN INVESTIGATION OF THE OCCUPATIONAL ENGLISH LANGUAGE  
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This study investigated the occupational English language needs of diplomats working in the embassies and consulate generals of different countries. Although diplomats start learning English before they start their careers in the Foreign Ministries, they may need special English trainings to get prepared for the occupational-specific language needs they face on the job. This study therefore was conducted to explore and determine the place and importance of English in diplomacy, particular English language skills required by diplomats to perform their duties as well as the job-related and daily-life activities conducted in English that are frequently used in the profession.

Data were collected by means of a questionnaire administered to 24 active diplomats working in various foreign missions in Turkey, including one participant working in the Embassy of Uganda in Denmark. The questionnaire consisted of six sections. The first section included questions about participants' background information. The second section aimed to determine the amount of time spent using

various languages in diplomacy and the third section sought information about participants' perceived general English proficiency levels. The fourth section was related to the frequency of use of particular English skills in diplomacy and the fifth section investigated how often diplomats perform in English the specific job-related tasks and daily-life activities. The final section of the questionnaire intended to explore diplomats' attitudes towards language trainings and specifically English language trainings. Data were also collected from interviews conducted with three diplomats, one of whom was a retired ambassador. The interview questions followed almost the same pattern as the survey.

The results of the study revealed that English is a dominantly used foreign language in diplomacy and diplomats are highly confident in their general English proficiency while they reported that pronunciation, writing and grammar are slightly more problematic skills than reading, speaking, listening and vocabulary. This study also found out that all English skills are used very frequently in diplomacy while speaking and reading are more prioritized. It has been concluded from the results that English is used for a variety of purposes in diplomats' professional and social lives. The results also revealed that occupational English trainings are important for diplomats and these trainings should be in-service and continuous including business-related practices and activities.

Key Terms: Needs analysis, English for Occupational Purposes, Diplomatic English.

## ÖZET

İKİNCİ DİLİ İNGİLİZCE OLAN DİPLOMATLARIN MESLEKİ İNGİLİZCE  
GEREKSİNİMLERİNE YÖNELİK BİR ARAŞTIRMA

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Bu çalışmada, farklı ülkelerin büyükelçilik ve başkonsolosluklarda görev yapan diplomatların mesleki İngilizce ihtiyaçları araştırılmıştır. Diplomatlar, Dışişleri Bakanlıkları'ndaki kariyerlerine başlamadan önce İngilizce öğrenmeye başlamış olmalarına rağmen, iş hayatlarında karşılaşacakları mesleki İngilizce ihtiyaçlarına kendilerini hazırlayabilecekleri özel İngilizce eğitimlerine gereksinim duyabilirler. Dolayısıyla bu çalışma, İngilizce' nin diplomasideki yeri ve önemini belirlemek, diplomatların iş yerinde sıklıkla ve İngilizce yürütülen mesleki faaliyetler ile günlük hayata ilişkin eylemleri gerçekleştirmek, sorumluluklarını yerine getirebilmek için gereksinim duydukları belirli İngilizce dil becerilerini araştırmak için yapılmıştır.

Bu çalışmadaki veriler Uganda'nın Danimarka Büyükelçiliği'nden bir diplomatın yanı sıra Türkiye'deki çeşitli yabancı misyonlarda çalışan toplamda 24 faal diplomata uygulanan bir anket aracılığıyla toplanmıştır. Anket altı kısımdan oluşmaktadır. İlk kısımda katılımcıların kişisel bilgilerine ilişkin sorular bulunmaktadır. İkinci kısım diplomaside çeşitli dillerin kullanım miktarlarını



belirlemeyi ve üçüncü kısım diplomatların kendi belirledikleri genel İngilizce seviyelerine ilişkin bilgi edinmeyi amaçlamıştır. Dördüncü bölüm belirli İngilizce becerilerinin diplomasideki kullanım sıklığıyla ilişkili olup beşinci bölüm spesifik mesleki ve günlük yaşam faaliyetlerini diplomatların ne sıklıkta İngilizce olarak yürüttüklerini araştırmıştır. Anketin son bölümü ise diplomatların dil eğitimlerine ve özellikle İngilizce dil eğitimine yönelik tutumlarının incelemiştir. Veriler biri emekli büyükelçi olan üç diplomat ile gerçekleştirilen mülakatlardan da elde edilmiştir. Mülakat soruları anket formatı ile neredeyse birebir örtüşmektedir.

Bu çalışmanın sonuçları İngilizce' nin diplomaside baskın olarak kullanılan bir yabancı dil olduğunu, diplomatlar için telaffuz, yazma ve gramer becerilerinin okuma, konuşma, dinleme ve kelime bilgisi becerilerine kıyasla biraz daha problemliler beceriler olduklarını işaret ederken diplomatların genel İngilizce becerileri hususunda oldukça kendilerine güvenli olduklarını ortaya çıkarmıştır. Bu çalışma aynı zamanda konuşma ve okuma becerilerinin daha öncelikli olmasıyla birlikte tüm İngilizce becerilerin diplomaside çok sıklıkla kullanıldıklarını ortaya koymuştur. Çalışmanın bulguları İngilizce' nin diplomatların mesleki ve sosyal hayatlarındaki çeşitli amaçlar için kullanıldığını da işaret etmiştir. Sonuçlar, mesleki İngilizce eğitimlerinin diplomatlar için önemli olduğunu ve bu eğitimlerin meslek içi eğitim formatında sürekli ve işle ilgili uygulamaları, aktiviteleri kapsayacak şekilde sunulması gerektiğini ortaya koymuştur.

Anahtar Kelimeler: İhtiyaç Analizi, Mesleki Amaçlara Yönelik İngilizce, Diploması İngilizcesi.

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## CHAPTER I: INTRODUCTION

### Introduction

English is one of the most frequently used international languages for occupational purposes. For this reason, employers from various fields often seek to employ people who are good at using English to fulfill their job-related duties. The need for such workers is increasingly high especially in institutions which have international connections. Embassies, consulates and ministries of foreign affairs in particular pay great attention to their officials' English skills as these institutions conduct multilateral international relations. For this reason, these state institutions often organize in-service English trainings or send their employees to private English courses so that the workers can become more fluent in English and efficient in job-related tasks. In this context, English trainings, either in-service or provided by private English courses, try to cover the most suitable content and approaches to allow the attendees to improve their language abilities. For this purpose of designing an effective English course, determining the occupational language needs of the workers and designing appropriate courses in line with these language needs should be priorities.

English for Occupational Purposes (EOP) is one of the two branches of English for Specific Purposes (ESP). EOP is a relatively new branch of ESP compared to English for Academic Purposes (EAP). EOP aims to determine and meet the occupational needs of learners whose profession requires them to be good at English in order to be efficient in their jobs. Through different data collection instruments, the needs of the employees can be determined and English Language

Teaching (ELT) experts can therefore develop relevant language programs. Learners' needs can be investigated efficiently by doing a comprehensive and formal needs analysis. Through a needs analysis, program developers can detect the learners' needs and design proper curricula for the people in an EOP program.

Diplomacy is one of those professions in which English is used in conducting international relations, performing relevant office work and in negotiating. It is necessary to define diplomats' occupational English needs in order to help them to improve their proficiency in occupational English. Such a goal may be achieved through designing an appropriate language program for diplomats to be applied in an in-service training or in a private English course. This study aims therefore to identify the occupational English language needs of diplomats whose second language (L2) is English.

#### Background of the study

English for Specific Purposes (ESP) is a relatively new field of focus in English Language Teaching (ELT). Being an identifiable component of applied linguistics, ESP is defined by Dudley-Evans and St. John (1998) as an approach that is developed to meet the particular needs of the learners within a specific discipline or field by using relevant methodology and activities. ESP is different from General Purpose English teaching in terms of its methodology and content, especially when ESP is specifically related to a profession (Dudley-Evans & St. John, 1998). It can be understood from this statement that when learners study English for their occupational needs, it will be appropriate to design courses that are methodologically and structurally different from General Purpose English courses. For this purpose, as

Munby (1978) stated, it is important to design the syllabi and materials according to the specific learners, and needs of these specific learners.

There are many sub-fields of ESP such as English for Academic Purposes (EAP), English for Social Sciences (ESS) and English for Business and Economics (EBE). Another sub-field of ESP is English for Occupational Purposes (EOP) (Hutchinson & Waters, 1987). Mackay and Mountford (1978) defined EOP as the teaching of English for a clearly utilitarian purpose meeting the occupational and professional language requirements and needs of learners. In short, EOP is the sub-field of ESP which aims to meet the specific occupational language needs of learners who need to become better performers in their jobs.

In order to design relevant courses for occupational purposes, it is necessary to detect the learners' needs. As there are obviously many different professions and accordingly various needs of learners, researchers have paid increasing attention to determining the occupational language needs of learners from different professions. When the many studies done on occupational needs of English learners are taken into account (e.g., Boshier & Smalkoski, 2002; Chew, 2005; Chostelidou, 2010; Coşkun, 2009; Cowling, 2007; Çelik, 2003; Jasso-Aguilar, 1999; Kaewpet, 2009; Kassim & Ali, 2010; Kellerman, Koonen & Van der Haagen, 2005; Sesek, 2007; Sezer, 2004; So-Mui & Mead, 2000; Taillefer, 2007; Taşçı, 2007; Wozniak, 2010), it is obvious that EOP is a frequently preferred approach while designing courses for learners from diverse occupations. These studies will be discussed in more detail in the literature review chapter of this study.

In addition to determining learners' language needs in general, another important focus of language teaching is that one should define the learners' goals in learning the language before developing an English course (Richards, 2001). Learners' goals in learning the language outline their requirements and expectations, which in turn shape the needs of the learners. Therefore, especially in developing EOP courses, English language learners' goals, expectations, and requirements should be assessed as these will pave the way for correct detection of the learners' occupational language needs. A needs analysis should therefore be a comprehensive process including the detection of learners' goals, expectations and requirements and therefore needs. In order for the correct detection of needs, as Brown (1995) states, a series of activities such as collecting relevant data is necessary. A needs analysis, using appropriate data collection instruments, provides the course developers and ELT experts with learners' goals, requirements, expectations, and specific purposes, in other words, the needs of the learners, which will constitute a fruitful base for designing an appropriate curriculum for a language program.

As shown, 'needs' is a term encompassing the learners' goals, requirements, expectations and specific purposes in learning the language. Although the concept of needs may seem clear to the majority of people, there has been some debate among researchers about the very definition of the term. Richards (2001) defines needs as the difference between what a language learner can now do and what the learner is supposed to be able to do. Needs are also described in a number of dichotomies or spectrums, such as objective and subjective (Brindley, 1989), perceived and felt (Berwick, 1989), target situation/goal oriented and learning, process oriented and

product oriented (Brindley, 1989). Hutchinson and Waters (1987) first define needs with what they call the umbrella terms of ‘target needs and language needs’.

Researchers also look at target needs in terms of necessities, lacks and wants. These different types of needs will be described in detail in the literature review section.

Needs analyses are detailed, complex and important procedures that require thinking about a variety of different things such as how the needs are defined, the philosophy adopted and the ways to gather data. Determining what type of information to include in a needs analysis requires the adoption of a philosophy that will help the researcher to be selective while gathering data. Brown (1995) reviews four distinct philosophies on which researchers can base their needs analysis. These philosophies are demographic, discrepancy, analytic and diagnostic. These philosophies will be discussed in the literature review as well. While gathering the data in a needs analysis, various methods can be employed (Hutchinson & Waters, 1987). Tests, observations, interviews, meetings, and questionnaires are some options that can be used as instruments to collect data (Brown, 1995).

In the ESP world and specifically in EOP studies, the complex and important procedure of needs analysis plays an integral role. Research done in various fields to determine the occupational needs of learners reveal that needs analyses in the field of EOP have gained great importance recently. However, a literature review reveals that there have not been any comprehensive studies done to determine the occupational English language needs of diplomats whose second language is English. This study therefore aims to fill this gap by conducting such a needs analysis.

## Statement of the Problem

In the globalized world where English appears increasingly to be considered the lingua franca in international relations, the importance of learning English and improving one's English language skills is ever increasing. Not only private institutions but also state institutions encourage their employees to develop their English through in-service language trainings or private courses. ELT experts need to know learners' needs in order to develop the most appropriate EOP course. Especially in recent years, there has been a great deal of research conducted to determine the occupational English language needs of learners in different fields. There have been studies done on the needs of police officers (Sezer, 2004); French mountain guides (Wozniak, 2010); textile and clothing merchandisers (So-Mui & Mead, 2000); bankers (Chew, 2005), industrial sector workers (Cowling, 2007; Kassim & Ali, 2010), hotel maids (Jasso Aguilar, 1999); ELT teachers (Sesek, 2007); economics graduates (Taillefer, 2007) and professional footballers (Kellerman, Koonen & Van der Haagen, 2005). While there are studies conducted in such diverse fields, there have not been any comprehensive studies done to determine the occupational English language needs of diplomats. This study, therefore, aims to fill the gap in the literature by investigating the occupational English language needs diplomats, whose L2 is English.

In the embassies and consulates where diplomats work, one of the most frequently used foreign languages appears to be English. These diplomats are required to fulfill their job-related tasks efficiently in English while conducting bilateral or multilateral international relations, while they negotiate with foreign

missions and during correspondences. Embassies and consulates often present in-service English trainings for diplomats or diplomats are given courses by private language courses. These in-service trainings and courses provided by private language courses may better address the language needs of diplomats once the most appropriate curriculum and courses in line with the occupational language needs of diplomats are designed. However, it has been found out that there has not yet been a published or publicized comprehensive needs analysis study regarding the definition of diplomats' occupational language needs. Therefore, this study aims to define diplomats' occupational English language needs to help program and curriculum developers to design an effective EOP course for diplomats whose second language is English.

### Research Questions

This study aims to answer the following question:

1. What are the occupational English language needs of diplomats whose second language is English?

### Significance of the Problem

There is a lack of research in the literature regarding the occupational language needs of diplomats whose L2 is English. With this lack, development of an appropriate language curriculum and designing efficient occupational English courses for diplomats may not be possible. By investigating the occupational language needs of diplomats, this study may contribute to the literature by providing data about the extent and nature of the English language needs of this specific

profession. Professional curricula and program developers around the world may benefit from the outcomes of this study when they are asked to design a curriculum or a course in an in-service training or a private language course for diplomats. Knowing the occupational language needs of diplomats will provide these program developers with enough data to set the goals and objectives of a language program and to design the syllabi of an EOP course. Embassies, consulates and ministries of foreign affairs worldwide may benefit from the outcomes of this study if they intend to conduct and in-service EOP trainings for their employees. Moreover, this study may also constitute an example for other institutions worldwide such as undersecretariats of foreign trade, local and international European Union Offices, ministries of culture and tourism and related institutions, and national intelligence organizations or offices. These other institutions may gain an awareness that their employees' language needs may be different and should therefore be investigated. With this awareness, the language needs of people from other professions may pave the way for more purposeful and targeted EOP courses, which will both make the English learning process easier and more effective and provide the literature with more data about various other professions.

In addition, this study may lead ELT experts and curriculum and course designers to review the existing English courses that are given at universities, particularly in the departments of international relations, business administration, law, economics and political sciences, as these are the departments from which a majority of diplomats graduate . The results may even be beneficial while preparing the questions of the English proficiency exam which, in some countries, candidates



must pass before entering the diplomatic profession. The questions may be asked to evaluate the proficiency of candidates to understand whether they can meet the expectations of such a diplomatic position.

### Conclusion

In this chapter, the background of the study, statement of the problem, research question, and significance of the study have been presented. The next chapter will focus on a review of the literature on EOP and needs analysis in depth. The third chapter will give information about the methodology, including the context of the study, participants, instruments, data gathering and analysis procedure. The fourth chapter will present the data analysis and findings. In the fifth chapter, the study will discuss the findings in relation to the current literature as well as recommendations, implications, limitations of the study, and suggestions for further research.

### List of Abbreviations

EAP: English for Academic Purposes

EBE: English for Business and Economics

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Sciences

L2: Second Language

## CHAPTER II: REVIEW OF THE LITERATURE

### Introduction

This research study investigates the occupational English language needs of diplomats whose second language is English. This chapter reviews the literature on designing language curricula, conducting needs analyses and developing special language programs for workers in different fields. Furthermore, this chapter elaborates on the information presented in the first chapter. There are three sections in this chapter. The first section covers the definition of curriculum, curriculum development, and the concepts relevant to curriculum development. The second section presents the definitions of needs analysis, needs, types of needs, philosophies behind a needs analysis and procedures for needs analysis, and the data collection instruments and data sources that can be used in a needs analysis. The third section reviews the English for Occupational Purposes (EOP) studies that have been conducted internationally and in Turkey.

### *Language Curricula Design*

The term ‘curriculum’ is traditionally used to refer to a statement or statements of intent that are made for determining what should be included in a course design (Nunan, 1988). These statements of intent cover all the steps of a teaching process including needs analysis, goal and objective setting and the implementation of the course (Nunan, 1988). Similarly, Graves (1996) defines curriculum as "a philosophy, purposes, design and implementation of a whole program" (p.3). Richards (2001) attempts to clarify the relationship between

curriculum and a course stating that curriculum development is an indispensable activity to improve the quality of a language course, as it structures the systematic planning, development, and review practices in all stages of a language program (Richards, 2001).

Curriculum development has been defined by various researchers. For instance, Richards (2001) defines curriculum development as a process which aims to determine the knowledge, skills and values students acquire in schools. For Richards (2001), curriculum development also includes determining the necessary experiences that should be provided to get the desired results. The planning, measurement and evaluation of learning and teaching that exists in a learning context are also involved in the curriculum development process. Brown (1995) carries the definition of curriculum development further and states that curriculum development is a whole which is composed of activities to create a compromise among the units of a learning context, which are the staff, faculty, administration and students. He also defines the role of curriculum development activities stating that they provide a framework for teachers to achieve their goals in the learning process and to help learners to acquire what they should, both effectively and efficiently. Therefore, according to Brown (1995), the curriculum development process is made up of people and paperwork that make learning and teaching possible.

According to Tyler (1950), the curriculum development process consists of determining the aims and objectives of a course, the content that includes the educational experience to attain these aims and objectives, the organization of these experiences, and the evaluation of whether these aims and objectives are attained.

However, Tyler has been criticized by Nunan (1988), who says that this model is linear and should be more cyclical. Nunan (1988) suggests that the evaluation step should not be limited to the end of the whole process but instead evaluation should be integrated into each step of the curriculum development process.

Another early example of a curriculum development model (Nicholls and Nicholls, 1972) includes four stages, the initial stage of which is the careful examination of the objectives of teaching, which is followed by the development and trial use of methods and materials, the assessment of the success of methods and materials, and feedback. In curriculum studies over the years, this approach came to be seen as consisting of a mechanistic set of procedures and rules that are known as a systems-design model (Richards, 2001). This curricular systems-design model has also been criticized by Rodgers (1989) for being prescriptive and rule-driven.

Unlike Tyler's and Nicholls and Nicholls' models the first steps of which are setting the objectives and aims of a course, according to Brown (1995), the first step of curriculum development should be needs analysis, followed by determining goals and objectives. The third step should be the development of tests based on the program's goals and objectives. The materials are developed only after the needs analysis is done and goals and objectives are settled, as the materials will be reviewed or developed according to the learners' needs. Language teaching comes after all these stages are completed. The final component of a curriculum development is program evaluation and it can be described as the "systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum" (Brown, 1995, p.24). Program evaluation is actually

an ongoing process, which is applied not only at the beginning and at the end but at all stages of the curriculum development. This curriculum development model was called by Brown (1995) as "systematic curriculum development" (p.24).

Brown (1995) further states that needs analysis (needs assessment) can be considered as a set of activities that are conducted in order to gather data which will constitute the basis for a curriculum development process. Dudley-Evans and St John (1998) also states that needs analysis is the first step in a curriculum development process and therefore, this analysis should be carried out before other steps of the process. Richards (2001) supports the fact that needs analysis should be the first step of curriculum development process by specifying that a well prepared program should include and take its basis from a needs analysis.

#### *Needs Analyses*

Needs analysis is considered as a systematic and ongoing process which includes activities to gather data about learners' needs and preferences, which will constitute the basis for the development of a curriculum that will address the language needs of a certain group (Brown, 1995; Graves, 2000; Richards, 2001). Graves (2000) further defines needs analysis as not only a process where learner's needs are determined but also a process in which the questions of what and how to teach are settled. In short, needs analysis is a tool, which assists in shaping a curriculum (Graves, 2000).

According to Brown (1995) and Graves (2000), needs analysis involves both what learners need to know and how much learners already know about the

language. That is to say, needs analysis looks for and interprets the learners' needs so that courses can be designed to meet their needs. Furthermore, Nunan (1988) and Hutchinson and Waters (1987) view needs analysis as the procedures for specifying the parameters of a course of study. Graves (2000) provides further details on these procedures, as will be discussed in the section below on procedures.

Needs analysis was brought into language teaching programs by the English for Specific Purposes (ESP) movement. With the increase in demands for specialized language programs, for instance English for Occupational Purposes (EOP) courses, experts began to employ a 'needs-based philosophy' when they were designing curricula (Brindley as cited in Richards, 2001). Needs analysis is of course necessary for all courses; however, Graves (2000) and Munby (1978) emphasized the importance of needs assessment and identifying learners' needs for ESP courses in particular. Acting from these statements, it can be stated that needs analysis is definitely an indispensable aspect of ESP courses (Graves, 2000).

Songhori (2008) specified that needs analysis was initially regarded as an approach mainly dealing with linguistic and register analysis. However, after Munby (1978) published his book 'Communicative Syllabus Design', the needs analysis concept changed in the way it covered learners' needs. In essence, it began placing learners' needs in the center. Hutchinson and Waters (1987) provide support for Munby (1978) and state that his study 'Communicative Syllabus Design' was the milestone in the ESP context (Songhori, 2008).

In his book, Munby (1978) introduces a parameter, the Communicative Needs Processor (CNP), that he believes is needed for specifying communicative

competence and that constitutes the basis of Munby's approach to needs analysis. In the CNP, the students' target needs and target level performance are determined by investigating the target situation. For the purpose of investigating what is needed in the target situation and therefore learner's target needs effectively, Munby identifies the basic components of the CNP as:

- Participant
- Purposive Domain
- Setting
- Interaction
- Instrumentality
- Dialect
- Target Level
- Communicative Event
- Communicative Key (p. 32-40).

According to Munby, 'participant' is the input to the CNP, which means participants are the sources of the process. Therefore, information about participants' identities (age, sex, nationality, occupation) and the languages they speak (their mother tongue, target language, present proficiency level and command of the target language, other languages known) are necessary while exploring the target language needs.

'Purposive domain' refers to a distinction between the purposes that are occupationally or professionally motivated and those that are not. With regard to

purposive domain, Munby believes that “what one wants to specify is the occupational or educational purpose for which the target language is required” (p.55). Then, for Munby, it is necessary to determine the purpose for learning and using the language in the target setting, which requires the identification of duties and activities which are conducted in English.

For Munby, ‘setting’ is another component of the CNP that involves information about the country, the places and the specific settings where English is used. The setting might be a journey en route, a flight, on board ship and a workplace. Whether participants need to use English internationally, nationally or locally can also be helpful in determining the learners’ target needs as the type of language used in various settings can differ to a significant extent. Exploring whether English is required often, occasionally or seldom is also considered among the subjects of physical setting, which can also be accepted as the indicators of the learners’ needs. In short, the setting in which learners are included can reveal beneficial information about their target language needs.

Searching for the ‘interaction’ of participant involves determining with whom the participant has to communicate in target language as well as predicting the relationships between the participant and his/her interlocutors. This may require the knowledge about participant’s position in the target situation, which in turn may affect the way target language is used in the target setting.

Another component of the CNP, that is ‘dialect’, can also be taken into account while determining learners’ language needs, because whether the learner will use British or American English, or a regional variety of either, can may have an



effect on the language needs of learners as a specific dialect can be more appropriate to produce or understand and therefore important for the learner in the target setting.

‘Target level’ in the CNP is a determinant of needs, not an objective, because it does not specify particular language behaviors for which the target language is required. It just serves as a reference point in the development of learning programs for specific categories of learners. In short, ‘target level’ is actually the process of arriving the target language needs of learners by providing clues about the requirements of the target situation and what is needed during the process to achieve the desired performance.

Another component of the CNP is ‘communicative event’ which is concerned with what the participant has to do either productively (related to speaking and writing) or receptively ( related to reading and listening). Communicative events are a combination of smaller activities. For instance, ‘waiter serving customer in a restaurant’ or ‘student participating in seminar discussion at university’ can be regarded as ‘communicative events’, whereas ‘attending to customer’s order’ and ‘introducing a different point of view’ can be considered as simply activities. Therefore, communicative events are macro activities composed of micro activities. Munby proposes that these ‘communicative events’ should be analyzed to determine the target language needs of learners.

The final component is ‘communicative key’, which is concerned with how (in the sense of manner) the activities comprising an event is done by the doer. This component also deals with attitudes and manners about an activity or a complete event. Attitudes towards the length and intensity of a course, the number of

instructors and the style of the training may constitute examples for this component of the CNP, that is ‘communicative key’.

As the scope and content of the basic components of the CNP indicates, the overall aim of the CNP and target needs analysis is to find out as much information as possible about the linguistic forms a learner (especially an ESP learner) will use in the target working environment. Then, with the information, it becomes possible to determine what learners need to learn to function effectively in the target situation (Songhori, 2008).

In the present study, the researcher mainly adopted Munby's approach to needs analysis, because the researcher focused on analyzing the target language needs of diplomats that are necessary for them to carry out their profession and to perform their job-related duties more effectively in the target working environment. As Munby mainly deals with the target language needs of learners in the target setting and the linguistic ability required for the actualization of these needs, the researcher found this model closer to her study and therefore adopted.

In order to have a better understanding of overall needs analysis, it may be helpful to review the literature on the various types of needs.

#### *Types of needs*

One reason behind defining the types of needs is to make the ‘need’ concept clearer and thus the term ‘needs analysis’ more meaningful. Moreover, another reason to define the types of needs is to limit the ways that needs analyses may be

conducted. The types of needs should be determined in order to limit the investigation and make the investigation more manageable, because many of the needs that were considered as vitally important may turn out to be trivial at the end (Brown, 1995). Therefore, the term 'need' is defined both to make the needs analysis process clearer and to be precise when researchers are investigating needs.

For instance, Brown (1995) makes a distinction between situation needs and language needs. According to Brown, situation needs are more human based aspects such as social, psychological and physical settings in which learning is realized. Situation needs are the needs of learners which will assist learners to achieve their target linguistic ability. That is to say situation needs are what learners need to be able to learn the language in an easier and more effective way. Therefore, situation needs may include the materials and equipment to be used, the physical conditions of the learning environment, the teacher's style and role and the learners' attitudes towards language learning. Brown defines language needs as the linguistic behaviors that the learner will gain through the learning process (p.40). Therefore, language needs may refer to the linguistic proficiency learners will achieve after receiving language training. Brown (1995) and Hutchinson and Waters (1987) propose that the language needs of learners are determined by the situations and circumstances where language learners use the target language. That is to say, in order to analyze the language needs of learners, it is necessary to observe and focus on where and how language is used by the learners in their lives.

Berwick (1989), Nunan (1988) and Jordan (1997) classified needs as felt needs and perceived needs. Felt needs are mainly determined by learners' wants and

expectations from a language program. Therefore, felt needs can refer to what learners think they need, what they feel about language learning, learners' ideas and expectations regarding a language program. On the other hand, perceived needs mainly refer to the needs of learners as perceived by third persons in a learning environment such as language instructors, seniors or employers. Berwick (1989), Nunan (1988) and Jordan (1997) compared felt needs and perceived needs and came to the conclusion that perceived needs are more factual, objective and more generalizable while felt needs may be more subjective and biased. However, it may not be legitimate to make a distinction to define either felt or perceived needs as 'more objective' or 'less objective' than the other, because at the end, both felt and perceived needs are based on people's perspectives. Third persons are also likely to have their own feelings, biases and prejudices. Therefore, a better distinction between felt and perceived needs may be that third parties may have more experience and therefore be in a better position to provide accurate information.

There is another classification of needs, which seems to be similar to the 'felt and perceived' needs of learners. Brindley (1988) and Jordan (1997) suggest that subjective needs are regarded as the learners' personal language needs which can be investigated by reviewing the information about learners' personalities, expectations, learning styles and preferences as well as their confidence and motivation. On the other hand, similar to perceived needs, objective needs are those which can be investigated by analyzing the target situation where learners will use the language. The data about learners' current linguistic ability and required linguistic ability can also be taken into account while determining the objective needs of language learners

(Brindley, 1989; Brown, 1995). Furthermore, it can be inferred that while objective and perceived needs are easily observable from outsiders with the help of facts that can be verified, subjective and felt needs, which are primarily based on cognitive and affective factors, can only be determined by an insider, thus; they are limited to the insider (Dudley-Evans & St John, 1998).

Another classification of needs types are target and learning needs. Target needs can be defined as what a language learner needs in order to function effectively in the target situation (Hutchinson & Waters, 1987). Hutchinson and Waters (1987) stated that target needs may be categorized as necessities, lacks and wants as well. Necessities are defined as what the target situation deems is necessary in terms of language use. Lacks refer to the gap between the present situation and the desired situation of a language learner in terms of his or her language capabilities. Wants are classified as the learners' needs that are expressed by the learners themselves. On the other hand, learning needs are what learners require in the learning environment so as to fulfill the target needs. Learning needs may cover linguistic items, skills and knowledge (Hutchinson & Waters, 1987; Nunan, 1988).

A final differentiation between types of needs came from Richards (1990). Richards (1990) divided needs into two categories, which are situational needs and communicative needs. Situational needs may look like situation needs; however, they are actually derived from the qualities of the language program that covers the objectives, learning activities and learning style preferences, linguistic knowledge and ability of the learners, teachers' perceptions, expectations and instructional techniques and methods. On the other hand, communicative needs mainly deal with

the target situation where the learner will use the target language and the current language abilities she or he has. Communicative needs primarily refer to the required language competence, learners' expected relationships, and interactions in terms of language use and proficiency, which become necessary with the learners' target situation (Richards, 1990).

In the present study, the researcher adopts the definition of 'target needs' and 'learning needs'. Because present study mainly deals with the occupational language needs of a certain target group, namely diplomats, who work in a target situation, namely diplomacy, which requires the employees to perform their job-related duties more efficiently. Therefore, the occupational language needs of diplomats can be regarded as the target needs that were tried to be explored in the present study. Additionally, the study investigated what diplomats need in terms of language use in order to perform their roles more effectively in the target situation, that is diplomacy. Then, the study also investigated the learning needs of diplomats that are necessary to achieve diplomats' target needs.

#### *Philosophies behind needs analysis*

Along with deciding on the types of needs a researcher will focus on, determining the philosophy behind a needs analysis also affects the types of information a researcher gathers in the needs analysis process (Brown, 1995).

Brown (1995) proposed four philosophies of needs analysis: democratic, analytic, diagnostic and discrepancy. In a democratic philosophy, needs are defined as any change desired by the majority of people who are involved in the data

gathering process. This philosophy provides the researcher with the information about the learning that is most desired by the group involved and whether this desiring group is composed of learners, teachers or program developers as the source of main data does not matter. An analytic philosophy defines needs as whatever students will naturally learn next based on what is known about them and the learning process involved. This philosophy may provide the researcher with the information about hierarchical steps to be involved in a language learning process. A diagnostic philosophy regards needs as anything that would be detrimental to the learning process if they were missed. In a needs analysis study where a diagnostic philosophy is adopted, the researcher may survey the daily needs of language learners and then the information gathered can be used to determine the types of language required to accomplish such learners' needs. The final philosophy is the discrepancy philosophy. In a discrepancy philosophy, needs are seen as the difference, the gap and the discrepancy between learners' desired performance and what learners already know and can do. This philosophy may be helpful while gathering data about what is needed to change learners' performance based on the difference between their desired and present performances (p. 39).

This study mainly adapts a diagnostic philosophy, as the researcher aims to define what is mostly needed in diplomacy as a profession and what diplomats need in their daily lives. Determining these needs paves the way for the researcher to define the types of language that are necessary to be provided for diplomats in language trainings designed specifically for them.

### *Procedures*

There are certain procedures that should be taken into account while conducting a needs analysis. Brown (1995) stated that in order for an actual needs analysis, three basic steps should be followed. These consecutive steps are "making basic decisions about needs analysis", "gathering information" and "using the information" (p. 36). Graves (2000) also presents a set of steps which seems to be more detailed. The set of steps included in need analysis is presented in terms of decisions, actions and reflections. These steps are as follows:

1. deciding what information to gather and why
2. deciding the best way to gather it: when, how and from whom
3. gathering the information
4. interpreting the information
5. acting on the information
6. evaluating the effect and effectiveness of the action
7. (back to 1) deciding on further or new information to gather (Graves, 2000, p.100).

The first step of a needs analysis process includes determining the type of information to gather and the reasons for gathering the information. That is to say, the first step in a needs analysis is determining the purpose of the study. The



purposes of a needs analysis might involve determining the language needs of a group of learners in order to enable the learners to perform a particular role or an occupation better, such as sales manager, textile worker, teacher or diplomat. The purpose of the needs analysis may also include finding out the gap between what learners can now do and what they are supposed to perform, investigating a specific problem that learners encounter in the learning environment and determining if an existing language program meets the potential students' needs appropriately (Richards, 2001).

In the second step of a needs analysis, it is necessary to determine the most effective way of gathering data and the exact time of gathering the data as well as determining the participants who will be the source of the data to be gathered. There are many techniques that can be used to gather data. Needs assessment tools that can be used once or regularly are questionnaires, interviews, grids, charts or lists, writing activities, group discussions, ranking activities, regular feedback sessions, dialogue journals, learning logs or learning diaries and portfolios (Graves, 2000). Dudley Evans and St John (1998) also specify data collection tools as "questionnaires, analysis of authentic spoken and written texts, discussions, structured interviews, observations and assessments" (p.132). According to Brown (1995), of all these data collection tools--questionnaires, interviews and meetings--pull the researcher into the process enabling him or her to be actively involved in the process as an insider. However, observations, discourse and materials analysis and assessments may leave the researcher as an outsider looking in on the ongoing process (Brown, 1995). Therefore, questionnaires, interviews and observations might be the most effective

and preferred data collection techniques as researchers get personally and actively included in the process.

Deciding on the types of data collection tool is surely important in the needs analysis process. However, as data collection tools are basically the means of gathering proper data from the participants and the subjects to be included in the study, in other words the sources from whom the data will be gathered, it is important to clearly define and determine these data-providing sources. Nunan (1988) suggested that data can be collected from various stake holders such as learners, teachers, and administrators, and then comparison can be made between current practices and attitudes and the principles existing in the literature. Dudley Evans and St John (1998) listed the main sources of information in a needs analysis as:

- the learners;
- people working or studying in the field;
- ex-students;
- documents relevant to the field;
- clients;
- employers;
- colleagues;
- ESP research in the field (p. 132).

In needs analysis studies that aim to determine the occupational language needs of learners, the researcher can make contacts with vocational instructors, job

developers or anyone who has workplace connections in order to get relevant data (West, 1984). There may be various stakeholders to be included in the process; however, the people performing in the target situation can be an efficient source of data, especially when a researcher is trying to identify learners' target needs (Belcher, 2009).

Although there are many sources to gather data from in needs analysis studies, researchers may prefer to use a single source. However, as Richards (2001) stated, collecting data from just one source is likely to be misleading or partial. Thus, it is better to collect data through at least two sources. The approach in which a researcher collects data via two or more sources is called a triangular approach (Richards, 2001). In the present study, the data were gathered through a survey which was administered to diplomats who were previously students in language trainings, who are currently working in the field and who are actually colleagues of diplomats whose second language is English. Interviews were also conducted with people who work as diplomats and who are also colleagues of diplomats whose second language is English.

In the third step of a needs analysis, the researcher collects the data from the sources s/he has determined. Afterwards, in the fourth step, the researcher analyzes the data obtained from the sources and consequently, the language learning needs of the learners can be determined. The results obtained from the fourth step lead the researcher to take further steps and incorporate the findings of the needs analysis study into the language programs and the learning environment. In the sixth step of a needs analysis procedure, the researcher evaluates whether the needs analysis study

achieves the required results and whether the study fulfills its aim. In the final step of a needs analysis, the researcher evaluates whether any further information is needed for the effectiveness of the study. On the condition that the researcher decides to gather additional information about learners' needs, the whole process is revised, starting again from the first step of the needs analysis procedure.

### *Special Language Programs*

Learners have different needs and interests while learning English. These different needs and interests affect their motivation, which brings the necessity of developing courses in which students' needs are explicitly defined and met. The understanding that specific groups of people who want to learn English know *why* they want to learn this language, combined with the idea of experts becoming aware that language use, needs and interests vary from one situation to another, constituted the basis for designing ESP courses (Hutchinson and Waters, 1987). English should be taught in accordance with the purpose for which the language will be used (Dovey, 2006), in this sense, ESP can be considered as a separate activity within ELT. It is different from general English courses because ESP has always emphasized practical outcomes. Another difference of ESP from regular English courses is the primary role that needs analyses play in ESP and the concern that the course must prepare the learners to communicate effectively in the tasks they are responsible for, such as their work or study (Dudley-Evans and St John, 1998). Knowing the importance of needs and having an awareness of needs, ESP emerged as a result of a concern to make English language courses more relevant to what students need (Richards, 2001).

ESP is divided into two main sub-categories. These sub-categories are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Dudley-Evans and St John, 1998). EOP refers to study in which the language learner will use English as a part of his occupational duties (Munby, 1978). Occupation specific English language courses aim to focus on the language specialized in a particular job, and they cover the language skills to enable learners to perform satisfactorily in an occupational setting (West, 1984).

Throughout language teaching history, needs analysis has been of vital importance especially in EOP courses (Kim, 2006). Dudley-Evans and St. John (1998) state that needs analysis is likely to be more important in EOP courses than general English courses or EAP courses, because learners' needs can be different in each distinct professional setting and the language learners' proficiency might be less predictable. Even if it is sometimes difficult to analyze the needs of workers in various fields, a needs analysis should be the very first step while designing an EOP course (Booh, 2010).

### *EOP Studies*

A great deal of research has been conducted to assess and investigate the EOP needs of various learners. There are also EOP studies that primarily aimed to provide comprehensive information about the scope and methodology of EOP as a field. Among the research studies that aimed to define learners' professional needs, it can be observed that EOP and EAP overlap. There are international published EOP studies as well as some EOP studies conducted in Turkey. Unfortunately, there have not been any studies done relevant to the occupational English language needs of

diplomats abroad or in Turkey. In the next section, examples from international EOP studies and local EOP studies are presented.

### *International EOP Studies*

Jasso-Aguilar (1999) conducted a study at one of the many hotels in Waikiki with the aim of comparing and contrasting the effectiveness of methods and data sources used in a needs analysis. As data collection methods, participant observation, unstructured interviews and questionnaires were applied to various sources such as human resources personnel, regular and executive housekeepers and their supervisors, the task force meetings, briefings and documents related to job and routine descriptions. The study found out that it is valuable to use multiple sources and methods for identifying the workplace needs of workers. Participant observation was also found to be crucial for familiarizing the researcher with the content, nature and the ongoing procedure of the research. The results also showed that using multiple sources provides the needs analyst with different actors having different perceptions about similar job-related tasks and situations, which are believed to be greatly helpful to determine different objective and felt needs.

This study by its nature is an EOP study; however, it focused more on dealing with sources, methods and the benefits of using more than one method and source in workplace needs analysis rather than investigating the occupational language needs of the workers of a specific profession, namely Waikiki hotel maids. For this reason, even though the study is related to the field of EOP, it does not intersect with the aim of the present study. It would be better if the study included a research question about the specific occupational language needs of Waikiki hotel maids.

As mentioned in the previous section, there are research studies in which EOP and EAP overlap. This overlap occurs in the studies that are mostly conducted in faculties and universities which prepare their students for a specific profession. Although these studies are not purely EOP studies, they are still serving for the purpose of defining occupational English language needs to be incorporated in the courses and the curricula. Such studies can be considered as *'partly'* relevant to the present study since both the data sources and target learners of the study are diplomats and the context of the study refers to an actual "work site", namely diplomacy.

For instance, Boshier and Smalkoski's study (2002) aimed to determine why many of the ESL students enrolled in the Associate of Science Degree Nursing Programme were not academically successful in the English course they received. Interviews with the nursing program director and nursing faculty members, observations of clinicals and performance labs, a questionnaire with 28 nursing students and five interviews with these students provided the data regarding the needs of learners. Data analysis showed that students had the greatest difficulty while communicating in English with clients and colleagues in the clinical setting. Then, an ESP course was developed to respond this difficulty of the nursing students. In accordance with the findings of the study, speaking and listening skills were the primary focus of the newly designed course, namely 'Speaking and Listening in a Health Care Setting'. Students who enrolled in this course were afterwards asked to complete another questionnaire to determine the shortcomings and to tailor the English course according to the learners' needs. The objectives, the content, materials

and methodology and the evaluation phase of the course were also included in the research, which makes the study more of a curriculum development research.

Another EOP and EAP overlap can be seen in Chostelidou's study (2010), which tried to determine the needs of a learner group in the context of Greek tertiary education and to introduce a needs-based course design. The participants of this study were 395 students in the Department of Accountancy in the Technological Educational Institutions (A.T.E.I.) of Thessaloniki. The students' proficiency levels varied between beginner, upper intermediate and advanced levels (upper-intermediate students were the majority with 59%). Data were collected through a questionnaire that was conducted with all participants and semi-structured interviews were realized with 35 students to gain more information about the situation. The analysis of the data revealed that English knowledge relevant to the workplace was highly important for students. Their needs in terms of basic skills namely, reading, writing, listening and speaking, were stated as equally important and the students connected their needs with their workplace requirements such as analyzing graphs, report writing, job related communicative tasks, keeping notes, appropriate vocabulary. Students revealed in the interviews that there was a need for an ESP course in which their needs would be met. All in all, it was concluded from the study that there was a need for setting up a language course focusing on ESP and the target discipline, accountancy, which required the course to be an EOP course. The number of participants and careful description of the results are two successful aspects of this study. However, in a needs analysis study intended to constitute the basis for a decision to develop an ESP or an EOP course, it would be better to include some



stake-holders other than students. Including some teachers or personnel from the administrative bodies would have enriched the perspectives this study revealed.

In Kaewpet's (2009) study, EAP and EOP again overlap. Kaewpet (2009) examined the communicative needs of a group of Thai civil engineering students that should be incorporated in an ESP course specific to them. Twenty-five stake holders including employers, civil engineers, civil engineering lecturers, ex-engineering students and ESP teachers were individually interviewed. The findings of the study indicated that reading is the most essential skill for engineering students and writing appeared to be the second most necessary skill to be focused on. The findings also showed that communicative events such as talking about daily tasks and duties, reading textbooks and manuals, writing periodic/progress reports should be incorporated into the course to be designed. Overall findings highlighted the demand for professional English courses in the engineering field. Including various stake holders significantly contributes to the study. However, conducting a survey or including any other data collection tools would enrich the quality of the data and therefore the results.

A final example of EOP and EAP overlap can be Taillefer's (2007) study which compared professional language needs of the graduates of economics with other stakeholders who consisted of present economics students, teachers of economics and language teachers in a French context. The aim of the study was to assess the professional needs of economics graduates in order to reflect these occupational needs in curriculum and pedagogy. The results of the questionnaires completed by 251 then recent graduates from 1998-2000 were compared with the

results derived from the questionnaire completed by 126 other stake holders including present students, economics teachers and language teachers, who actually use one or more foreign languages at work and were surveyed in a previous study. The findings of the study indicated that foreign language competency increased significantly over a three year span. The results also showed that reading was seen as the most important skill in the professional sense, while writing, speaking and listening were also reported to be necessary in the field of economics. Taillefer's study (2007) differs from the present study in that it evaluates the occupational needs of workers by making a comparison between two groups of data. All in all, the study can be considered as more of an EOP study rather than EAP study.

Apart from the abovementioned studies which can be considered as '*partly*' EOP, there are research studies that can be regarded as complete EOP research as they are pertaining directly to a professional context and targeted at determining the occupational language needs of actual workers in order to improve their workplace performance. These studies are more relevant to the present study in terms of their participants, scope and aim of the study and the target learners.

An example of a complete EOP study is the research conducted by Chew (2005) to investigate worker's self-rated English ability in terms of language skills (reading and writing) that are used by newly graduated employees in various departments of four banks in Hong Kong and the proportion of daily communicative tasks carried out in Cantonese and in English. The study also focused on exploring the reasons for employees' difficulty in using English to carry out job-related tasks and their interest in undergoing English language training courses. Sixteen bank

employees were surveyed and interviewed. The results of the study showed that the vast majority of the participants considered themselves to be average in their English ability in both reading and writing skills. Only five of the participants rated themselves as having excellent reading and good writing skills. The data also indicated that almost all written communicative tasks are carried out in English while most oral communicative tasks are conducted in Cantonese. This reveals the most frequent skill related to English is writing in the banking sector in Hong Kong. The research revealed that demands posed by language are found to be a greater source of difficulty in the profession than the demands posed *solely* by banking content. The employees are more interested in receiving a training that includes speaking skills. They reported that they are interested in receiving training in presentation skills, oral English for daily life use and social interaction and business conversations. In terms of writing, they expressed their interest in learning to write reports, business letters, minutes and bank documents. The only concern about this study is that there is no direct information provided about the most frequently used different English language skills and more importantly the researcher did not include any questions in the survey regarding skills other than reading and writing. It would be better to provide participants with all options in the survey about skills so that they can freely reflect their opinions.

Cowling (2007) conducted a research study to describe the needs analysis stage in the development of a set of language courses at a large Japanese company, Mitsubishi Heavy Industries (MHI). The provider who was going to set up the course package was Nippon Information and Communications (NIC). The researcher

conducted the study as he was asked to create the syllabus and co-ordinate the materials development. During a very informal initial discussion, MHI experts revealed that the objective of the course would be to “give students the opportunity to adapt their current general English skills to business situations they will come across during their workplaces” (p.428). In order to gather data, an informal interview with the client (MHI) was held to gather information about the target groups’ working situation so that the English needs could be understood. Then semi-structured interviews with the target group teachers, who were employed by MHI, were made. Afterwards, the researcher made interviews with the target group students to gain more of an insight into the target group's English needs. Finally, students were asked to complete open-ended, structured questionnaires with their senior employees so that what the target situation requires from learners could be determined. Comparison of the sources and triangulating the results showed that a communicative course should be designed to help students adapt their knowledge to the working environment. The course was to cover cultural issues that would be helpful for learners to communicate with foreign businesspeople and the course would provide students with authentic samples where language is used in the profession. Two syllabus types were proposed by the researcher, which revealed that even people working in the same field may have different needs. The syllabus was accepted by the client.

In the study, and actually in all needs analysis sections of EOP studies, senior colleagues are often found to be very helpful sources to define what is needed in the real professional work setting. Therefore, it might have been better if the researcher

had done the interviews himself with the senior colleagues instead of assigning participant students to carry out interviews with them. The purpose behind this might be that students will become more aware of what they should achieve at the end of a course; however, I still believe that the researcher should have done the interviews with the senior colleagues himself before setting the syllabus of the course as students were likely to perceive this as a regular homework and made just enough effort to complete the task instead of truly devoting themselves and perhaps gaining deeper insights during the process.

Another study was conducted by Kassim and Ali (2010) to understand the communication requirements of engineers at the workplace in multinational chemical companies all around Malaysia. The ultimate aim of the study was to ensure that engineering students become professional global engineers by improving their occupational English competency with the help of a specific English language syllabus and curriculum. For this aim, the researcher tried to identify the oral communication skills needed by engineers and the communicative events where English would be required by the industry. A hundred mails that included a self-developed survey to define English language skills and the communicative events in which English is most often used by engineers were sent to the companies, with 65 surveys returned. The results of the study indicated that more emphasis should be given to productive skills (speaking & writing) than listening and reading with a special attention to oral communication competency. English was considered to be more important for recruitment and promotion of engineers compared to the daily tasks. The study revealed that communicative events for engineers included

teleconferencing, networking for contacts and advice, presenting new ideas and alternative strategies. The study also indicated that fluency in English is an opportunity to advance towards becoming a global engineer. In the study, however, data were only collected through a survey. In order to have a deeper understanding of the learners' needs, it would be better to conduct at least a few follow up interviews or to make use of other data collection instruments.

Sesek (2007) also conducted a study with EFL teachers in order to describe the practical linguistic knowledge base of quality EFL teaching as the basis for (re)designing EFL teacher education programs. The study was carried out in Slovenia between the years 2003-2005. The data were gathered through 11 interviews with teachers and headmasters, 48 classroom observations, three case studies of beginner EFL teachers working in private language schools and 93 reports from novice teachers. The data provided a list of language activities and competences that EFL teachers in Slovenia should develop. The results indicated that speaking is the top skill needed by EFL teachers followed by reading, writing and listening respectively. Productive and interactive speaking activities were also reported to be needed by EFL teachers in the workplace. The findings of the study proposed that the most frequent activities conducted in English in EFL teaching include explaining grammar and lexical meaning, eliciting a specific language item, perceiving errors in learner output and prompting learners to use the target language (English). It was also concluded from the study results that EFL teachers' target language competencies should be broad enough to function in a variety of teaching contexts. Fluency and competency in English were also found to be essential for EFL teachers

so that they can become automated in order not to get stressed, which can prevent teachers from pursuing a certain teaching aim.

This study can be considered as one of the most relevant EOP studies to be included and described in the present study as the study thoroughly focuses on the needs of people from a specific profession. The only concern might be that the target group is EFL teachers, whose profession is directly related to 'English language'. They might possess greater awareness than people from other professions about their personal occupational language needs and know how to best reflect their professional needs. In this sense, there is a slight difference between the target group of this study and the present study.

In So-Mui and Mead's (2000) study the workplace English needs of textile and clothing merchandisers who communicate in the international marketplace were investigated. The aim of the study was to obtain up-to-date information on the types of communication required in the industry. A questionnaire was completed by 360 graduates from Hong Kong Polytechnic University and Kwun Tong Technical Institute (KTTI) working as merchandisers for at least one year. These merchandisers generally communicate with buyers-suppliers and manufacturers. Telephone interviews were also made with 18 KTTI graduates along with 15 workplace supervisors. The researcher collected authentic workplace texts and visited the workplace for further data. The study found that English is used very frequently (81-100%) in the workplace, China and USA were the countries with which the most business is conducted. While use of fax and telephone is very frequent in the job, e-mail, letters and telex were less frequently used for job-related tasks. Among the

activities conducted by the merchandisers, following up on orders, advising updated order status and clarifying order queries appeared to be carried out most frequently by the workers. Frequent use of authentic materials such as presentations, paragraphs and use of abbreviations as well as the business jargon were also among the results of the study. The large number of participants and the including of various sources and data collection instruments add value to the findings of the study. However, the expectations from merchandisers and the occupational English language needs of textile and clothing merchandising sector might be quite different from those of diplomats, which makes it difficult to relate the overall study with the present study.

Finally, Wozniak (2010) assessed the language needs of French mountain guides from August 2008 to June 2009. Unfortunately, this study was not a separate study but a part of a broader PhD project in which the researcher sought ways to get involved in the occupational community. Data were gathered through unstructured interviews with the guides who were in charge or were recruiting candidate guides, as well as through a questionnaire submitted to novice guides and a non-participant observation of the final exam. Three unstructured interviews that lasted for 60 minutes were done with three domain experts within the research period. The questionnaire consisted of 37 questions and was completed by 53 candidate guides. Novice guides' levels of proficiency were observed in the certification process and all those did well in the exam. It was concluded from the study that mountain guides were highly dependent on English in their professional lives and oral skills were more frequently used than written skills. The interviews done with domain experts revealed that they were aware of the occupational English language needs of the



mountain guides and they stressed the importance of ESP. It was also concluded that it would have been better to offer a training course or continuous education for guides to let them develop contextual expertise while taking their proficiency level and present abilities into account.

This study was well done because it lasted for almost a year. The time spared for the study is enough to conduct a very fruitful needs analysis. Although there was enough time to do more, the researcher did only three interviews with three domain experts. It would be better if the researcher had involved some professional guides, some novice guides and some other staff who have a say in the situation. The novice guides were exposed to the questionnaire and the proficiency exam, which was actually a part of the certificate proficiency process. As EOP courses are mainly based on learners' needs, it would be much more beneficial to involve learners in the interviews.

Obviously, there are many studies conducted with the members or prospective members of various professions. However, these internationally conducted studies are missing any connection with the occupational language needs of diplomats.

#### *EOP Studies in Turkey*

Studies that are related to business contexts have also been conducted in Turkey and in the Turkish context. However, except for Sezer's (2004) study, which was conducted to explore the occupational language needs of Turkish police officers, in the research studies presented in this section, there are some EAP and EOP

intersections, because the participants of these studies are university students. However, as these studies are still investigated to determine the occupational-academic English language needs and to improve the profession related English competence of the target learners, they are included in this section as sample studies.

Çelik (2003) investigated and analyzed the academic and occupational language needs of students who were enrolled in the office management and secretarial studies departments of vocational schools in Niğde University. Although it overlaps partly with EAP studies, the aim of the course was vocational. The participants in the study were 196 currently enrolled students, 39 former students, 35 content teachers and 32 employers. In this study, each group of participants were given separate questionnaires and data gathered from the surveys revealed that a new curriculum which focuses on students' reading and speaking skills instead of listening and writing skills should be developed. Listening seems to be the least needed skill, whereas participants agree that speaking, reading and partly writing are the most needed skills. The research also revealed that the curriculum should also meet students' target needs together with their learning needs.

The number of participants included in the study and the variety of sources from which data were gathered have enriched the study. However, the researcher used only one tool to gather data, which is questionnaire. It would be better to enrich the data through at least a few follow up interviews so that learners' needs could be determined in a more detailed way and the survey results could be supported by the qualitative analysis of interviews.

Sezer (2004) investigated the occupational English language needs of police officers working in different departments of the Turkish National Police Organization. This study aimed to explore the extent to which the officers' previous language education is adequate and to investigate particular language skills and genres required in accordance with different departments. A questionnaire was administered to 25 police officers and six interviews were conducted with police officers working in different departments. The results showed that an occupational English training should be designed specifically for Turkish police officers based on learners' needs relevant to the departments they work for. The research revealed that Turkish police officers need to use English for a variety of purposes such as conducting international investigations and operations, corresponding with foreigners, communicating with foreign colleagues, victims or criminals. Therefore, the study showed that oral communication and listening skills are the most important linguistic skills for Turkish police officers.

Among the studies presented in this section, Sezer's (2004) study is the one that can be considered as completely an EOP study as the study aims at determining the occupational language needs of Turkish police officers who professionally work in the police organization. The concern about Sezer's (2004) study is about the content and the type of questions included in the primary data collection tool, which is the questionnaire. The questionnaire only consisted of open-ended questions and there is no guidance for the participants so that they can remember any points they may forget to mention. This may lead to missing data about the needs of police officers. It would definitely be better if the researcher could prepare Likert-Scale

type or multiple-choice questions by dividing the questionnaire into sections. All in all, this study still appears to be the most relevant research study conducted in the Turkish context.

Taşçı (2007) aimed to find out what were the academic and professional English language needs of medical students in an EFL context in order to develop an appropriate curriculum. The needs were investigated through the perspectives of administrators, currently enrolled students and academicians. A questionnaire was used to compare the perceptions of enrolled students and the academicians in the faculty of medicine in a Turkish medium university. Then an interview was done with the Dean of the Medical School to gather data about the perceptions of administrating bodies about English language needs of the learners. It was concluded from the study that students need to improve their reading skills and they consider speaking as a highly important skill for them. There was a need to increase class hours and students need technical equipment along with a language instructor who had enough medical knowledge to teach them medical English.

This study also overlaps with EAP as the participants are not actual workers but still students who are learning English to perform one day their occupational duties. In the study, the researcher gathered data from different sources and this fact contributes to the reliability of the results. However, among the participants there are no language teachers or lecturers. It might be better to involve language teachers and lecturers into the study so that their perspectives, observations, experiences and perceptions about learners' needs could be included in the study.

Finally, Coşkun (2009) conducted a study to develop a course based on the level and the needs of second-year tourism students at a vocational high school in Turkey. Twenty-two students aged between 19 and 20 completed a questionnaire. Then, a semi-structured interview was conducted with six students to get a deeper understanding of their speaking skills and their language needs. The data gathered showed that students' level of English is A2 (according to Common European Framework standards), and listening and speaking skills are viewed as the most needed skills in their occupation. As most students plan to work as waiters/waitresses or chefs at restaurants, the cultural theme of the course content appeared to be 'food'. Moreover, most students found pair-work in the classroom useful. Taking these needs into consideration, a fifteen-week one-term course whose content was designed in accordance with the sub-themes of the main theme 'food' was developed.

This study is not merely a needs analysis study but the aim of the research study is to develop an appropriate ESP course for tourism students. For this reason, as an initial step, the language needs of tourism students were analyzed. Since the students study in a vocational high school, their academic English language needs overlap with their occupational language needs. The researcher could have surveyed a higher number of students so that the results of the study would be more reliable. Another shortcoming of the study could be the fact that only students participated in the study. The researcher could have also included in the study other sources such as language instructors and the employers in tourism sector in order to determine what should be taught to students in English language courses.

Obviously, the studies presented above intend to define needs of learners related to various professional fields. However, there have not been any studies conducted to investigate the occupational language needs of diplomats, whose second language is English. Therefore, the present study aims to fulfill this gap in the literature by analyzing what diplomats need in terms of language use.

### *Conclusion*

In this chapter, information about curriculum, curriculum development, needs analysis, types of needs, and special language programs as well as sample needs analysis studies have been presented by reviewing the literature on these subjects. In the next chapter, the study's methodology will be described.

## CHAPTER III: METHODOLOGY

### Introduction

This study was conducted in order to investigate the occupational English language needs of diplomats whose second language is English. The occupational English language needs of diplomats were investigated with regard to their self-rated proficiency in general English, the reported percentages of time spent using various languages in their professional life, the frequency of different language skills they use in their professional life, the professional and daily life tasks and activities they undertake as diplomats and their perceptions about language trainings. For the purpose of providing both a general framework and a more in-depth analysis of diplomats' occupational English language needs, the study was conducted through a questionnaire and three interviews carried out with diplomats. This chapter will describe the context of the study, the participants, the instruments used in the study, the data collection procedures and data analysis methods.

### Context of the Study

The study was conducted with diplomats working in the embassies and consulate generals of different countries. Diplomats are actually the officers of a country's Ministry of Foreign Affairs (or in the case of the United States, the Department of State). Diplomats generally begin their careers by serving in the headquarters of their Ministry located in their nation's capital city, for approximately two years, and then they are assigned to the missions of their countries as the representatives of that country. They subsequently rotate on a two to five year basis

between service in their headquarters and service in the missions abroad. As diplomats, they are expected to represent their countries in the best way possible, to assist in improving relations between the host and sending countries, to defend their countries on international platforms, and to deal with the consular requirements of their citizens living abroad.

During their assignments abroad or after returning to the headquarters, diplomats receive promotions. They start their career as attaches or third secretaries, and with the promotions they receive every three to four years, they ultimately may become ambassadors or consul generals. As these professions require a deep knowledge of international relations, economics, politics and language(s), Ministries generally select as candidates the graduates of departments of international relations, economics, political sciences and related language departments.

### Participants

There were two groups of participants in this study. The first group, consisting of 24 active diplomats, was administered a questionnaire in order to investigate their occupational English language needs. The details of the 24 participants in the study can be seen in Table 1.



Table 1

*Background information about the participating diplomats*

Age	Mean: 44.37, min:28, max: 70		
Gender	Male- 18	Female- 6	
Missions of the participating diplomats	Embassies in Turkey	Consulate Generals in Turkey	Other
	Bahrain Brazil Colombia Denmark Estonia Germany Italy Kosovo Lithuania Mongolia Netherlands Norway Pakistan Senegal Serbia Spain Sweden	Denmark Italy	Embassy of Uganda in Denmark
Ranks/positions of participating diplomats	Ambassador-3 First Counsellor-2 Consul General-1 First Secretary-1 Attaché- 2	Deputy Head of Mission- 7 Counsellor- 4 Consul-2 Second Secretary-2	
Years worked in foreign service	Mean: 13, min:1, max: 23		
Years of learning English	Mean: 28.29, min:4, max: 64		
Highest degree earned	PhD- 6	Masters-12	
	Undergraduate-6		
Languages spoken by participating diplomats	English (24) French (13) German (11)	Turkish (4) Danish (3) Arabic (2)	Estonian (1) Hungarian (1) Lithuanian (1)

(number of participants speaking the language)	Spanish (7) Italian (5) Russian (5) Dutch (4) Serbian (4)	Norwegian (2) Swedish (2) Albenian (1) Bulgarian (1) Catalan (1)	Mongolian (1) Portuguese (1) Urdu (1)
Countries previously worked in  (number of participants previously worked in the country)	Turkey (6) USA (6) Belgium (4) Italy (3) United Kingdom (3) Austria (2) China (2) Denmark (2) France (2) Germany (2) Netherlands (2) Senegal (2) Bosnia (1)	Bulgaria (1) Canada (1) Congo (1) Cyprus (1) Czechoslovakia (1) Finland (1) India (1) Iraq (1) Ireland (1) Lithuania (1) Morocco (1) Nigeria (1) Poland (1)	Romania (1) S. Arabia (1) Serbia (1) Spain (1) Sri Lanka (1) Sudan (1) Sweden (1) Switzerland (1) Syria (1) Tanzania (1) UAE (1) Venezuela (1) Yemen (1)
<u>Note.</u> N=24			

There was a wide range of participants in terms of age, nationality and job rank. This diversity among the participants provided the study with a variety of perspectives. The participants have worked for an average of 13 years in their countries' foreign services, which suggests that they have enough professional experience in diplomacy to respond knowledgeably to the questions. The diversity among the participants regarding the countries and regions in which they had previously worked indicated that they had all experienced working in countries where English is not the local language and were able therefore to comment on the place and importance of English as a lingua franca in the professional diplomatic community. Therefore, the data provided by these participants could be considered as appropriate to contribute to the process of determining the occupational English language needs of diplomats.

The second group of participants consisted of three diplomats, one of whom was a retired ambassador currently teaching in the international relations department of a private Turkish university. The other two interviewees are still serving as diplomats, one as an ambassador and the other as a head of department at the Turkish Ministry of Foreign Affairs. These diplomats were interviewed in order to gain deeper insights into the occupational English language needs of diplomats. Additional information regarding the interviewees cannot be provided for reasons of confidentiality.

#### Instruments

As a first step of data collection, a questionnaire developed by the researcher was administered to the diplomats (see Appendix A). The researcher herself is a diplomat and thus had some informal observations, which helped her while developing the sections and items in the questionnaire. The questionnaire was prepared and conducted in English, as it was felt that professional diplomats could be expected to have sufficient English language skills to complete a fairly straightforward survey. While the questionnaire could not be officially piloted due to limited numbers of accessible participants, its content and language were checked by both a specialist in international relations and by a native English speaker with experience in survey preparation. Then, necessary adjustments to the questions, language and design of the questionnaire were made. After all revisions, the questionnaire consisted of six sections. In the first section, background information about the participants was sought. The second section asked participants to estimate the percentages of time spent using various languages used in diplomacy and the

third section aimed to determine the participants' perceived general English proficiency levels. The fourth section looked at the frequency of use of different English skills (reading, writing, speaking and listening) in diplomats' professional lives and the fifth section investigated how often diplomats perform in English the particular tasks and activities that comprise the routines of their professional and social lives. The final section of the questionnaire included yes/no and open-ended questions focusing on diplomats' attitudes towards language trainings and specifically English language trainings. All participants were distributed the questionnaire either via e-mail or regular mail, and returned them in the same manner.

After the data were gathered from the questionnaire, follow-up data were gathered through interviews conducted with three Turkish diplomats. The interview questions followed the same pattern as the survey, with the basic exceptions that they did not go into detail on specific activities and tasks performed by diplomats. A copy of the interview questions is included in Appendix B. Though originally designed in English, the interview questions were subsequently translated into Turkish by the researcher, in order to give the interviewees a choice of which language they preferred to be interviewed in. Transcripts of the interviews were translated into English by the researcher and then checked by a professional translator and a colleague of the researcher.

### Data collection procedures

The study was conducted in the spring semester of 2012. Following the final revisions and amendments to the questionnaire, the questionnaire was sent in the second week of February to the e-mail addresses of 195 diplomatic and consular missions accredited to Turkey. Arguably, the often political sensitive and security-related nature of the work conducted by the diplomatic community leads to its having a rather private culture. For this reason, a high response rate to the e-mailed surveys was not expected, so simultaneously, personal contacts of the researcher and her thesis supervisor were also e-mailed the questionnaire and asked if they would complete it. From the missions initially e-mailed, 14 completed surveys were received, with six more coming from contacts of the thesis supervisor. In order to reach more participants, the researcher sent hard copies of the survey to 100 diplomatic missions in Ankara via regular mail in the second week of March. Four were returned, resulting in a total of 24 survey participants.

Subsequently, the researcher interviewed three diplomats who were available and who agreed to be interviewed. The researcher visited the diplomats and conducted the interviews in their offices. The participants were asked for their consent before the interview started. While all three interviewees were Turkish, one expressed that he would feel more comfortable in English, so his interview was conducted in English.

## Data analysis

The data gathered through the instruments were analyzed through quantitative and qualitative analysis. The data gathered from the questionnaire were entered into the Statistical Package for the Social Sciences (SPSS) and frequencies, percentages and mean scores of the answers given were determined. The yes/no and open-ended questions of the questionnaire were evaluated qualitatively by entering all responses into a chart and then noting and tallying similar statements. The interviews were transcribed and translated into English by the researcher. A short sample of a transcription in English and in Turkish are available in Appendix D and Appendix E. Since the interview questions matched the survey questions, the researcher looked at each question to see, first, whether they seemed in line with or different from the general picture painted by the survey responses, and then, the researcher looked at each response to see whether they added any additional details to the survey's results.

## Conclusion

This chapter described the context of the study, its participants, and the instruments used to gather data. Furthermore, the procedures of the data collection and the techniques which were employed to analyze the data were explained. In the next chapter, the data collected will be presented and analyzed.

## CHAPTER IV: DATA ANALYSIS

### Overview of the study

In this study, the occupational language needs of diplomats whose second language is English were investigated. For this purpose, a questionnaire was administered to diplomats whose second language is English. The questionnaire consisted of six sections. The first section provided demographic data about the participants. The second section aimed to reveal data about the amount of time spent using various languages in diplomats' professional lives. In the third section, diplomats were asked to rate their proficiency in general English and the fourth section aimed to reveal the frequency of the use of specific English skills in diplomacy. The fifth section mainly dealt with gathering data about how often diplomats perform in English the tasks that are thought to be the routines of their professional and social lives. The sixth section of the questionnaire included yes/no, open-ended questions and a multiple choice question related to language trainings and diplomats' perceptions about these trainings. The study surveyed 24 diplomats working in different embassies and consulate generals in Turkey, as well as one diplomat working in the Embassy of the Republic of Uganda in Denmark. Detailed demographic data about the 24 participants in the study can be seen in Table 1 in the methodology chapter. Along with the data gathered from the questionnaire, three interviews were done with diplomats working in Turkey, including one active and one retired Turkish ambassador, and one head of department at the Turkish Foreign Ministry.

This chapter presents the findings from the questionnaire and the interviews.

## Data Analysis

### *Percentage of languages used in diplomats' professional lives*

In order to investigate the amount of time spent using various languages in diplomacy, in the second section of the questionnaire, participants were asked to give percentages regarding how much they use their native language, Turkish or the native language of the country in which they currently work, English, and other languages. Table 2 shows the average percentages of the languages they reported using in diplomacy.

Table 2

#### *Percentages of time spent using various languages*

Languages used in the profession	Percentage (%)
Native Language	50.20
Turkish or the language of the country in which the diplomat works	8.29
English	38.96
Other Languages	2.55
Total	100

As can be seen in Table 2, diplomats report on average that, in their professional lives, half of the time (50.20 %) they use their native languages and roughly the other half is spent generally using English (38.96 %), with a small percentage spent using the native language of the country they are posted in (8.29%). It is interesting to note that the second most commonly used language is in fact English, not the languages of the host countries. This clearly shows that English can



be considered the dominant lingua franca in diplomats' professional lives and strongly suggests that being proficient in English is vitally important for a diplomat to perform his or her job-related duties effectively.

The first question of the interviews was also about how much different languages were used in diplomacy, and the answers given by the interviewees clearly corresponded to the quantitative data from the surveys. For example:

... I mostly used English throughout my whole professional years. Of course, it is possible to say that this stems from my having worked in Western countries. But I guess that even if I had been in France I would have again used English. Everyone in the entire world uses English. (Retired Turkish Ambassador)

... English is the most commonly used language in the diplomatic sphere. This...it is doubtless to say...English is used 40 percent and Turkish is used 40 percent, and the rest is French. (Turkish Ambassador)

... In the diplomatic career actually, there is in today's world only one language internationally for communication...that is English. As a percentagewise, it cannot be an academically statistical work. Based on my own experience I can give you an idea that the diplomatic language that is used today is I would say 70-80 percent English and 0 to 20 or around 20-25 per cent French... (Head of Department- *in English*)

The percentages estimated by the interviewees support the statistical data and indicate that English can be considered the most frequently used foreign language in the profession. While the interviews provide some evidence that French still maintains a small role as a common language among diplomats, this was not clearly reflected in the survey and may be due to these particular individual's personal and professional backgrounds. Clearly, English as a second language is of vital

importance for diplomats and diplomats will likely benefit from having advanced English language skills.

*Participants' Self-Rated Proficiency in General English*

The third section of the questionnaire asked participants to rate their proficiency in English skills. The frequency table given below indicates the number of participants rating themselves as elementary, pre-intermediate, intermediate, upper-intermediate, advanced and native-like in overall English language skills.

Table 3

*Participants' self-estimated proficiency in English*

	Reading	Listening	Writing	Speaking	Vocabulary	Grammar	Pron.
Elementary	0	0	0	0	0	0	0
Pre intermediate	0	0	0	0	0	0	0
Intermediate	0	0	1	1	0	0	1
Upper Intermediate	2	4	4	3	4	5	5
Advanced	11	12	13	15	14	11	14
Native-like	11	8	6	5	6	8	4

N=24 Pron.=Pronunciation

Table 3 indicates that the majority of participants perceive themselves as either native-like or advanced in reading, listening, writing, speaking, vocabulary, grammar and pronunciation and none of them rate themselves as elementary or pre-

intermediate. This shows that participants are quite self-confident about their general English proficiency. The number of participants rating themselves as native-like is the highest in reading and lowest in pronunciation. Although there are two participants who ranked themselves as only upper-intermediate in reading, it seems that reading still appears to be the skill that diplomats are most confident with, while pronunciation, writing and grammar are slightly more problematic than other skills. The overall data suggest that participants consider themselves as most confident in reading and least confident with pronunciation.

*The frequency of the use of English language skills in diplomacy*

With the purpose of determining the frequency of the use of specific English skills, in the fourth section the questionnaire, participants were asked to define how often they use these skills in their professional lives. Table 4 shows the frequencies and percentages of how often diplomats use English speaking, listening, reading and writing skills in their professional lives.

Table 4

*Frequency of use of English skills in diplomacy*

Skills	Never		Rarely		Sometimes		Very Often	
	F	%	F	%	F	%	F	%
Speaking	0	0	0	0	0	0	24	100
Listening	0	0	0	0	2	8.30	22	91.70
Reading	0	0	0	0	0	0	24	100
Writing	0	0	0	0	4	16.70	20	83.30

N= 24 F=frequency

As it is seen from the table, all of the participants stated that English speaking and reading skills are used very often in diplomacy, and the vast majority said the same of both listening and writing, though writing was the lowest at 83.30%.

The interview participants were also questioned about the mostly commonly used English skills in diplomacy. Their responses to this question add some further detail to the data gathered from the survey:

... diplomacy is an art, not a science but an art. This art is the art of persuasion, the art of negotiation. Therefore, it is obvious that you will perform this art both by writing and verbally and by listening. I think that you are obliged to use all these three skills. You will understand what you have heard, you will express what you have thought and when it comes to persuasion you have to use the language very well, I mean, by speaking. But when it is necessary to be long-lasting, of course, by writing... (Retired Turkish Ambassador)

... I could say they are used equally. One listens, watches the meeting, takes notes, writes and speaks... Regarding the English skills, I may say it may be said that all of them are used equally. Reading newspapers, reading the news, listening to people and at the same time writing, that is to say, there are large amounts of writing. I may say they are approximately equally used. (Turkish Ambassador)

... Actually for a diplomat English is used both written and verbally. Based on the situation I won't be able to give you which way we use it, because we, you cannot differentiate... you write it, and then you speak about it with regarding the subjects with the counterpart diplomats. (Head of Department- *in English*)

From both the quantitative and qualitative data results, it can be concluded that a very clear distinction among the frequencies of skills cannot be made as all four skills intersect with each other. If one has to prioritize however, the main focus of English trainings for diplomats should arguably be on speaking and reading activities while supplementing these with listening and writing practices.

*Frequency of tasks and activities performed by diplomats*

For the purpose of determining how often diplomats perform job-related tasks and activities both related to their professional and social lives, participants were provided with a list of 58 items describing their professional duties and daily life activities. In order that participants could state how often they undertake these tasks and activities, they were also provided with options of ‘never’, ‘rarely’, ‘sometimes’ and ‘often’. In order to determine how often the tasks and activities are performed, it was decided to evaluate the mean scores of the ‘never, rarely, sometimes and often’ responses. While entering the data in SPSS, each answer was given a value as 1 for never, 2 for rarely, 3 for sometimes and 4 for often. A scale for interpreting the resulting mean scores was then created. Tasks and activities whose mean scores fell into the range of 1.0 - 1.75 were evaluated as never; 1.76 - 2.50 as rarely; 2.51 -3.25 as sometimes, and 3.26 - 4.00 as often performed. As there were 58 items in the fifth section of the questionnaire, they are presented here according to skills. In Table 5 below, the mean scores for each item related to writing skill can be seen.

Table 5

*Mean scores for tasks and activities related to writing skills*

<b>Items</b>	<b>Mean</b>
Writing e-mails to other diplomatic missions, foreign departments and state institutions	3.83
Taking notes while listening to a speaker in an international meeting	3.58
Writing informal e-mails to friends about any personal purposes	3.58

Writing <i>notes verbales</i>	3.37
Writing cover letters	3.37
Summarizing written English data	3.29
Corresponding with local authorities regarding domestic affairs (e.g. customs, trade, education, economy, health)	3.13
Writing speeches	3.00
Writing texts of invitations	3.00
Writing texts of greeting cards/ congratulations	2.95
Summarizing meeting notes for seniors	2.87
Writing texts of appreciation	2.83
Writing memos	2.79
Writing/ editing (draft) agreements	2.70
Writing texts of condolence	2.70
Writing informal letters for any personal reasons (such as a letter of complaint to a restaurant)	2.62
Writing texts of condemnation	2.34
Writing (draft) resolutions	2.33
Writing performance/progress reports about your department/mission	2.29
Preparing purchase memos/ relevant documents	1.95
Preparing tenders for items to be purchased	1.66

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The data indicate that the most frequently conducted writing activities in diplomacy are formal and informal e-mail correspondences, communication via *note verbales*, writing cover letters, note-taking in international meetings and making summaries of data in English, all of which fell into the 'often' range. These frequently conducted activities are all very related to professional diplomatic life, with the exception of writing informal e-mails for personal purposes which is more related to the social lives of diplomats, and they are mostly used by diplomats in order to immediately inform the other related parties about a recent development with regards to diplomacy, politics and bilateral relations.

Several writing-related activities were reported as being done 'sometimes', including corresponding with local authorities regarding domestic affairs, writing speeches, texts of invitations, greeting cards/congratulations and summarizing meeting notes for senior colleagues as well as writing texts of appreciation, memos, draft agreements, texts of condolence and informal letters for formal purposes. Some of these are very much related to professional diplomatic and political life, such as corresponding with local authorities, writing speeches, summarizing meeting notes for seniors and writing/editing draft agreements, whereas others are more about professional social life, such as writing texts of invitations, greeting cards/congratulations, appreciation and condolence. Writing memos seems to be more practical whereas only one is likely to be more related to personal needs of diplomats, namely writing informal letters for personal reasons.

According to the data, writing texts of condemnation, draft resolutions, performance or progress reports about the department and mission and preparing

purchase memos and relevant documents and preparing tenders for items to be purchased are the least frequent activities in diplomacy, therefore least needed by diplomats. Some of these activities, namely writing (draft) resolutions, preparing documents and tenders for the items to be purchased are generally performed by only the specific departments and lower level staff in the Foreign Ministries and missions abroad such as the administrative departments of financial affairs and departments of legal counseling and by the regular state officers in the headquarters. Diplomats generally write performance or progress reports only once at the end of each working year, and this fact makes the activity one of the least frequently conducted duties. Additionally, writing texts and letters of condemnation are not fitting with diplomats' main mission- to ease relations and not provoking the other parties, therefore it becomes one of the least frequently preferred and conducted activities among diplomats.

In the fifth section of the questionnaire, there were items related to English speaking skills. Table 6 shows the mean score for each task and activity related to English speaking skills:

Table 6

*Mean scores for tasks and activities related to speaking skills*

<b>Items</b>	<b>Mean</b>
Socializing with friends	3.83
Having casual chats with colleagues	3.83
Talking on the phone with a colleague from another diplomatic	3.79



mission	
Commenting at meetings	3.75
Considering cultural and political sensitivities of foreigners while speaking	3.58
Speaking with flight attendants, airport attendants	3.56
Describing your countries' cultural elements to foreign diplomats	3.54
Presenting at meetings	3.54
Talking on the phone for informal personal purposes e.g. making reservations, booking a ticket, buying items for yourself	3.52
Ordering a meal in a restaurant	3.45
Giving oral advice to friends	3.41
Addressing people with correct hierarchical titles	3.33
Chatting with visiting foreign guests	3.33
Conducting simple transactions outside of work e.g. at the bank, market, hospital, etc.	3.25
Giving impromptu/spontaneous speeches	3.17
Making presentations to foreigners	3.13
Conducting negotiations	3.12
Giving prepared speeches	3.04
Offering drinks and snacks to guests in the mission	3.00
Holding meetings at delegational level	3.00
Dealing with the local people for consular affairs such as visa procedures and resident permits	2.52

Giving interviews to press and media	2.41
Making security arrangements with local officials	2.25

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That overall mean scores of all items related to English speaking skills are slightly but still higher than those of writing, suggesting that tasks and activities related to speaking are more frequently done than those related to writing.

The data indicate that the most frequent activities and tasks related to English speaking skills include socializing and conversations with friends, casual and formal chats, formal telephone conversations, presenting and commenting at meetings, conversations on the plane and in restaurants. The data also show that situations in which diplomats need to consider foreigners' cultural and political sensitivities, address people with correct hierarchical titles and describe their own countries' cultural elements occur most frequently. These results suggest that what may appear as casual social speech is very important for diplomats. Even though the research is about the occupational language needs of diplomats, the importance of diplomats' 'casual' English needs, which can frequently overlap with the occupational English language needs in diplomatic occasions, should not be neglected in English trainings for diplomats.

Other activities were reported by the participants as 'sometimes' done, including only one that is conducted purely for informal and personal purposes, namely conducting simple transactions outside of work e.g. at the bank, market and hospital, whereas activities such as giving impromptu and prepared speeches, making

presentations to foreigners, and offering drinks/snacks to guests in the mission are related to the diplomats' professional social lives. These activities occur where formal and casual English language requirements overlap, such as during dinners, luncheons and friendship-development occasions e.g. charity nights and special/important day celebrations (Independence Day, Christmas, etc.). The rest of the 'sometimes' conducted activities are related purely to diplomats' professional lives, namely conducting negotiations, holding meetings at delegational level and dealing with the local people for consular affairs. These data may support the idea in the paragraph above that, diplomats can 'sometimes' get involved in activities where they need to speak English solely for professional or social purposes, but there may also be occasions where occupational and social English needs can overlap.

Furthermore, the results suggest that giving interviews to press and media, which is still more the realm of politicians but not diplomats, and making security arrangements with local officials, which is the responsibility of lower rank state officers, appear to be the least frequent activities in diplomacy.

The questionnaire data also revealed information about how often diplomats perform tasks and activities related to English reading skills. Table 7 shows the related data:

Table 7

*Mean scores for tasks and activities related to reading skills*

<b>Items</b>	<b>Mean</b>
Reading e-mails	3.95
Reading daily newspapers	3.91
Reading formal letters	3.79
Reading informal letters	3.73
Reading magazines	3.70
Reading for fun e.g. novels, short stories, etc.	3.62
Reading academic journals	3.58
Reading meeting documents such as meeting schedules, curriculum vitae of the speakers	3.54
Reading academic books	3.43
Reading a speech from a text	3.04

The data clearly suggest that almost all activities related to English reading skills are frequently performed in the profession and therefore important for diplomats in terms of their occupational language needs. With the exception of ‘reading formal letters’ and ‘reading meeting documents’, which are directly related to diplomats' professional lives, all frequently conducted activities, namely reading e-mails, daily newspapers, informal letters, magazines, novels and short stories, academic journals and books seem to be related to diplomats' social lives. However, considering that ‘informal’ and ‘formal’, in other words ‘professional’ and ‘social’

often overlaps in diplomacy, reading magazines, newspapers, academic journals and books and even novels, might be a part of diplomats' 'work' as diplomats need to learn not only about current events in their host country and the World but also about scientific and academic developments as well as the foreign culture, which in return keep the diplomats update. Therefore, these activities should be considered as the primary focus in terms of diplomats' occupational language needs.

'Reading a speech from a text' was reported as being done 'sometimes' in the profession. Diplomats generally aim to be effective and persuasive while delivering speeches. For this reason, they prefer to look directly at the audience and observe the atmosphere to make spontaneous edits to their speeches instead of just reading a text. Therefore, this activity occurs relatively less frequently among diplomats.

The fifth section of the questionnaire included a couple of tasks and activities related to English listening skills as well. The resulting data can be seen in Table 8:

Table 8

*Mean scores for tasks and activities related to listening skills*

Items	Mean
Listening to news on TV	3.70
Dealing with different accents of English	3.45
Listening to the radio	3.00

Obviously, participating diplomats mostly use their listening skills for the purpose of listening to news on TV and dealing with different accents of English. As

with reading, the overlap between ‘informal’ and ‘formal’ is interesting since watching news on TV might seem to be just a casual or informal activity however, this activity is also a big part of diplomats’ job duties, which is necessary for being kept informed about local and international news. More importantly, the whole issue about understanding other accents is really important and interesting. It is a reminder that most of the World using English is doing so as a second language. This raises issues of English as a Lingua Franca and shows the importance of English for diplomats once again.

Listening to the radio was reported by the participating diplomats as being done ‘sometimes’. This may be due to TVs’ being easy to access and TV broadcasts are longer and more detailed than radio broadcasts. Therefore, listening to radio can be considered as a less needed activity in diplomacy.

Based on the active Turkish Ambassador's statements in the interview that translation should be evaluated as a distinct skill, statistics about translation activities have been provided in a separate table. The statistical data regarding the frequency of translation activities in diplomacy is as below:

Table 9

*Mean score for translation into and from English*

Item	Mean
Doing translations into or from English	2.87

The ambassador's statement about translation activity is also presented below:

... it is beneficial to state translation as a separate field because translation requires knowing both languages very well. People speak in the way they want while speaking but while translating, as you have to use exactly the same expressions, it can be said as a distinct skill. And translation is a frequently performed duty in all missions...  
(Turkish Ambassador)

The survey data show that diplomats *sometimes* do translation into and from English.

Combining this statistical data with the interviewee's statement that translation is a frequently done activity, it can be concluded that diplomats may need translation skills in their professions. Therefore, it may be beneficial but not extremely necessary for diplomats to focus on improving their translation skills.

#### *Participants' Perceptions about Language Trainings and English Trainings*

The final section of the questionnaire consisted of four yes/no questions, three open-ended questions and one multiple choice question. All questions were related to language trainings provided for diplomats. The results are displayed in Table 10 below.

Table 10

*Summary of participants' responses to questions about language trainings*

Questions	Answers		
Does your country have any requirements about foreign languages (English or others) for entrance into the Foreign Ministry?	Yes-22	No-2	*N/A-0
Does your country offer foreign language trainings to young diplomats before being posted abroad or before they are sent to their departments in the Ministry?	Yes-21	No-3	N/A-0
Does your country offer <i>English</i> language trainings to young diplomats regardless of where they will be posted?	Yes-10	No-11	N/A-3
Do you think providing English trainings to diplomats regardless of the country they are posted is a useful/important thing?	Yes-12	No-1	N/A-11
Are those trainings delivered by hired language instructors as in-service trainings in the Ministry or are they provided by private language courses?	In-service-9	Private-3	N/A-12
Which best describes your opinion about how important it is for all diplomats to have English language training?	It is crucial to their success as diplomats- 20	It is important for their success-2	It is a good benefit but not crucial-1
	It is optional-1	It is irrelevant-0	

Note. N/A stands for 'Not Answered'

N=24



It can be inferred from the survey data above that nearly all countries' Foreign Ministries require foreign language skills from their diplomats. Furthermore, almost all countries provide language training, though only 10 of the participants' countries specifically offer English trainings regardless of where the diplomat will be posted. Though it must be noted that half of the participants did not answer the open-ended questions for this last part, a majority of the respondent participants reported in the open-ended questions of the survey that delivering English trainings is useful, because English is a universal language, the basic need of any successful and effective diplomat and essential for communication within the diplomatic community regardless of the country they represent. According to the responses for the open-ended questions, English trainings are also considered useful for improving business vocabulary, presentation techniques and diplomatic terminology. The data also indicated that nearly half of the participants reported that language trainings were done 'in-service'. Finally, the data clearly show that there is basically universal agreement among diplomats that language trainings in English in particular are extremely important for their success as diplomats.

When the interviewees' comments on the issue of training are considered, a broad general agreement on the importance of English for diplomats is seen:

... In any case they need to know English. "I know Arabic but I do not know English!" These cannot be the words of a diplomat. This is a super diplomat: "I know English but I also know Arabic." (Retired Turkish Ambassador)

... a diplomat sent to somewhere like somewhere speaking Arabic, Chinese, Urdu or Persian.. Since these languages are very difficult, reinforcing a diplomat's English is as important for them as their learning the previously mentioned languages on condition that the diplomat's English is not very good... (Turkish Ambassador)

... I believe they should receive English training regardless of the country they are posted. Because even in the country they are posted there will be people or other diplomats who do not have as their first language local language and with the other diplomats there will be a need to communicate in English because it is the most widely spoken language among diplomats. (Head of Department- *in English*)

Interview results indicate that knowing English is a basic benefit for diplomats regardless of the country they are posted since English is the most frequently spoken ‘common’ language among diplomats. However; in order to be a ‘super diplomat’, it is obviously important to know other languages as well. It is interesting to note that the retired Ambassador choose to highlight a newly important language, that is Arabic, over the classic European languages such as French or German that might have been emphasized in the past. This may reflect a perceived shift in the nature of international power and interest from Western Europe and North America to other regions, such as the Middle East.

In the survey, nine of the respondent participants stated that language trainings are provided as in-service trainings in their countries' Foreign Ministry suggesting that in-service trainings are more preferred. However, since half of the respondents did not answer the question about whether English trainings should be in-service in the Ministries or provided by private language courses, it is difficult to imply meaningful findings to the data. The interview data, though, adds some interesting insights:

... These courses should be in service trainings in terms of their being more formal. For example, you should give an exam, and the grades people get will be noted down in their performance files or whatever. Your resume will therefore enrich. How can you achieve this? It cannot be done by saying we went to this course and I received this

course. In service training makes this more formal and it represents a greater importance. (Retired Turkish Ambassador)

... I would not be able to say which one would be more effective but probably to be able to assure a certain standardization in the training it should be in the service training after the candidate enters to the Ministry of Foreign Affairs. (Head of Department- *in English*)

When both data from the survey and the interviews are analyzed, it can be inferred that in-service language trainings are more appropriate for diplomats in terms of their being more formal, representing a greater importance, being more beneficial and standardized than those provided by private language courses.

The interviewees were also questioned about how long these trainings should last however, only one interviewee answered the question. The response provided by the interviewee is as follows:

... there will be courses during the time they are in the headquarters. I mean this cannot be a short time, this should be continuous. If the diplomat stays in the headquarters for three years than he should receive training for three years... even when diplomats return to the headquarters I would make them continue the training. (Retired Turkish Ambassador)

From the statements of this interviewee, it might be suggested that an English language training should not be limited to short periods or temporary trainings. They should be delivered both when the diplomat is initially serving in the headquarters as well as after they return to headquarters from the missions abroad. Obviously, such a plan requires a real commitment of any Foreign Ministry to truly support language studies, but for the purpose of this research, this one interviewee's words are a stark reminder about the importance of English for diplomats in the profession.

The sixth question in the final section of the questionnaire was about whether the participants had themselves attended any English language courses delivered by their institutions and whether they had observed or experienced any shortcomings of those courses. They were also asked about their ideas regarding what should be included in those trainings. Of the participants who responded to this question (11), six of them stated that they had attended language trainings, whereas five of them stated that they had not. Diplomats who were pleased with their trainings emphasized as a positive point that courses were geared towards diplomatic role plays and international interaction simulations, whereas participants with negative comments focused more on how the classes were conducted overall, criticizing them for not being obligatory and therefore not being taken seriously. The trainings conducted concurrently with work were also criticized for interfering with the ability to really benefit from the language training due to time constraints and work pressures.

In order to get a deeper understanding about what kind of trainings should be organized for young diplomats, interviewees were asked about their ideas regarding the course and trainings they would organize for young diplomat and what they would include and focus on in these trainings. The interviewees' responses were as follows:

... It depends on the proficiency level of the attendees. I would make the course a compulsory one. I would teach the professional language, completely terminology, because as a diplomat, you may encounter any kind of situation. Law terms, political terms, economic, cultural terms... I mean, all about general culture. That is to say, the art of expressing yourself. Actually diplomacy is a profession in which you use good words very appropriately and then you speak after you make the choice of words that are necessary to be used accordingly. (Retired Turkish Ambassador)

... This also depends on the proficiency level of the candidate but the ideal training means getting the participants who attend the lessons to achieve a certain proficiency level and learn how he can utilize that language in the best way possible... giving short, succinct and striking messages requires a certain training by its nature. The diplomat will need to write letters, deliver speeches, and this requires study in expressing himself/herself in a clear way by taking turns in international meetings and giving the message s/he wants in a very proper and accurate way and in a short time...and all of these require a very comprehensive study. (Turkish Ambassador)

... That course would definitely have to be set according to the English level of the diplomats that are attending. Yet the main subjects should be written diplomatic communication, and writing developing writing skills which is not very developed when many diplomats entered to the Ministry of Foreign Affairs. Writing clearly, succinctly and effectively... how not to write unnecessarily and write clearly and not to write repetitively how to use the right word and developing a good vocabulary is extremely important. The more the vocabulary is for an English speaker the better with different synonyms can express himself or herself or the ideas. And that is something missing in young diplomats. The formats are easy to learn. The main thing is what you write in these formats. (Head of Department- *in English*)

Not surprisingly, all interview participants stated that the content of an English training or a course should be in accordance with the proficiency levels of the attendees. This indicates that it is necessary to conduct a proficiency exam before designing trainings and courses for diplomats. In accordance with the results of the proficiency exam, the content of the training should be organized in a way to meet the occupational English language needs of diplomats. It is obvious from the data that in the trainings, there should be vocabulary and speaking based courses which will both improve the job-related vocabulary of diplomats and focus on using appropriate words while speaking. In the courses, diplomats need to be taught how to give short, clear, succinct and striking messages in a proper and appropriate way while they express themselves both in written and verbal communication. Acting

upon the statement by one of the survey participants, the ability of conveying short, clear, succinct, striking, right and accurate messages via writing and speaking can be achieved through an abundance of writing practice activities, diplomatic role plays and interactive activities.

### *Conclusions*

In this chapter, the data gathered from the questionnaire and interviews were analyzed to answer the research question. In the next chapter, a discussion of the findings, implications of the study and suggestion for further research will be presented.

## CHAPTER V: CONCLUSIONS

### Introduction

This study aimed to investigate the occupational English language needs of diplomats whose second language is English. The data were gathered through a questionnaire completed by 24 diplomats working in various diplomatic missions in Turkey, as well as one diplomat working in the Embassy of the Republic of Uganda in Denmark. The participants' close-ended responses were evaluated using descriptive statistics and the open ended questions of the questionnaire were evaluated qualitatively. Along with the questionnaire, three interviews were done with Turkish diplomats. The data gathered through the interviews were evaluated qualitatively. Through the analysis, the answer to the following research question was sought:

1. What are the occupational English language needs of diplomats, whose second language is English?

In this chapter, the general research results will be presented in accordance with the research question. While presenting the general results, since there have not been any formal research studies done about diplomats' language needs, the researcher could only make references to the findings of research studies that investigated language needs of learners from different professions. In this chapter, pedagogical implications based on the findings, recommendations for further research and the limitations of the study will also be presented.

## Results

In the present study, the researcher mainly investigated the ‘target needs’ and ‘learning needs’ of diplomats. Hutchinson and Waters (1987) define target needs as what a language learner needs in order to function effectively in the target situation. Defining the target needs of learners requires the researcher to find as much information as possible about the linguistic forms that a learner will use in the target working environment (Songhori, 2008). Thus, in the present study, the researcher investigated the frequently conducted tasks and activities in diplomacy, which may require various linguistic forms, with the aim of determining the necessities of the target working environment and accordingly the target needs of diplomats. On the other hand, learning needs can be defined as what learners require in a learning environment so as to fulfill the target needs. Learning needs may cover linguistic items, skills, knowledge and such that are necessary to achieve the target needs (Hutchinson & Waters, 1987; Nunan, 1988). For this purpose, the study investigated diplomats' self-estimated proficiency in general English skills and the frequency of the use of specific English language skills in the profession. In this section, the results are presented in terms of the importance and frequency of use of English in diplomacy, diplomats' estimated general English proficiency, frequency of use of English language skills in diplomacy, frequently conducted activities by diplomats and the attitudes of diplomatic community towards English language trainings.



### *The importance and frequency of use of English*

The study revealed that English emerges as the most frequently used foreign language in diplomacy. This suggests that diplomats need English in their professional lives extensively and they need to be able to use English effectively at a high level. This finding is not surprising because it is generally accepted that English has become the most widely used international language. In international business contexts, for example, which are perhaps the most similar to diplomatic work contexts in terms of their worldwide spread, English is the widely accepted 'lingua franca' (Dudley-Evans and St John, 1998). Moreover, it has been projected that the possibility of another language replacing the dominance of English for international occupational purposes is unlikely to occur in the forthcoming fifty years ('English as a lingua franca in international business context', 2005).

### *Diplomats' estimated general English proficiency*

The results of the questionnaire also showed that, unlike the participants in other occupational language needs studies, e.g., Sezer (2004), which investigated the language needs of Turkish police officers, Cowling (2007), which explored workplace courses for the workers of Mitsubishi Heavy Industries, and Chew (2005), which investigated the language skills used by new entrants in banks in Hong Kong, diplomats are quite confident in their general English proficiency. Diplomats mostly reported themselves as being either native-like or advanced in reading, listening, writing, speaking, vocabulary, grammar and pronunciation. Among these specific English skills, reading is the one that diplomats are most confident with, while

pronunciation, writing and grammar seem to be slightly more problematic. While this particular population reports higher confidence in their own English skills, this does not mean that English language skills for young diplomats should be ignored and not worried about. Quite the opposite in fact, young diplomats need to think more about their occupational English language needs, since it is clearly an assumption that, once they become more established in their profession, they will be expected to fit into a community in which their peers and colleagues have advanced English language skills.

#### *Frequency of use of English language skills*

In addition, the results of the questionnaire and interviews revealed that speaking, reading, listening and writing are all important and frequently used skills in diplomacy. It is difficult to make a clear distinction between the frequency of skills as they are mostly overlapping. However, the overall data showed that among the four, speaking and reading are the most frequently used skills in the profession. The results of the present study are very similar to those of Chostelidou's study (2010) which looked at the occupational language needs of accountants, and found that the purpose for which they most often were expected to use English were, in order of importance: 'oral communication', 'reading and comprehending texts', 'listening comprehension' and 'producing written texts'. There are also other needs analysis studies that have investigated the language needs of people from various professions (e.g., police officers, tourism students, French mountain guides) and it is mostly concluded from these studies that the frequency of the use of oral skills is higher than that of other language skills (Coşkun, 2009; Sezer, 2004; Wozniak, 2010).

*Frequently conducted activities by diplomats*

The results of this study also indicated that there are various purposes for which diplomats use English in their professional lives and social lives. It is generally not possible to make a clear distinction between formal and informal activities that diplomats are engaged with because these are mostly overlapping in diplomats' lives. For this reason, instead of a simple classification according to formal or informal activities, the purposes for which diplomats most frequently use English are listed according to skills as below:

- *Reading*: Reading e-mails, newspapers, formal and informal letters, magazines, reading for fun such as novels and stories, reading academic journals and meeting documents.
- *Speaking*: Having casual and formal chats, socializing with friends, talking on the phone with a colleague from other diplomatic missions, presenting and commenting at meetings, speaking to flight attendants, ordering a meal in a restaurant, considering cultural and political sensitivities of foreigners, addressing people with correct hierarchical titles, describing your countries cultural elements.
- *Writing*: Writing e-mails to other diplomatic missions and state institutions, taking notes while listening to a speaker in an international meeting, writing informal e-mails to friends about personal purposes, writing *notes verbales* and cover letters, making summaries of written English data.
- *Listening*: Listening to news on TV, dealing with different accents.

In terms of the activities that are related to English reading skills, results suggested that, similar to the participants of Chostelidou's (2010) study of the occupational language needs of accountants, diplomats read newspapers and magazines very frequently, which seems quite informal but turns out to be a necessity of diplomats' professional lives in that they have to keep themselves updated regarding the developments around the world. Additionally, diplomats also read novels very frequently, which may be contributing to the cultural knowledge of diplomats, another requirement of the profession. Similar to Chew's (2005) and Sezer's (2004) studies of the occupational English language needs of new bank employees in Hong Kong and Turkish police officers, this study also showed that formal letters are frequently read in diplomacy. Furthermore, reading and writing e-mails are likely to be other frequently performed activities among diplomats both for formal and informal purposes. This is not a surprising finding because speed is of vital importance in diplomatic communication. On the condition that the content of the e-mail is not confidential, diplomats generally prefer to send e-mails to their colleagues in order to immediately inform or notify each other about any recent developments. However, since e-mails are not generally regarded as formal or official documents, they are often followed by formal letters, another frequent writing activity, so that communication and the content can gain official value.

With regard to the activities related to English speaking skills, the findings of this study revealed that diplomats need to speak English in almost every part of their lives, in several different settings, and for various purposes. Similar to the results of Chew (2005) and Wozniak's (2010) studies of the occupational language needs of

bank employees and French mountain guides, the results here indicate that diplomats frequently get involved both in activities in which they may deal with profession-related topics and business conversations, as well as in daily social interactions. Moreover, just like the participants of Wozniak's (2010) study, while performing professional and social tasks, diplomats have to be able to deal with cultural differences and political sensitivities of foreigners as well. These findings are quite understandable because diplomats, who are responsible for conveying political messages of their respective countries in their speeches and representing their nations in the best way possible, get included in both profession-related and social conversations in order to improve the bilateral relations between countries. Therefore, it is unacceptable for a diplomat to make a gaffe in his/her speeches neither in their professional nor social lives, whether the situation is formal or informal. For this reason, in order not to lose prestige in the diplomatic community and to eliminate the risk of gaffes and unacceptable mistakes, diplomats always need to be careful about political/social sensitivities and traditional behaviors of different nations, and therefore need the language skills to be able to do this.

As for the activities related to writing, the results suggested that diplomats use their writing skills mostly for formal purposes while the other three skills include formal and 'so-called informal' purposes almost equally. It is not surprising that formal use of English is predominant in the activities related to writing. This is because in diplomacy, in order to make anything official and permanent, diplomats communicate via writing. That is why formal writing activities have priority over those 'so-called informal' writing activities. Moreover, the findings of this study are

quite similar to those of Chostelidou's (2010) study of accountants, in that diplomats frequently write e-mails to speedily inform the opposite party about an issue provided that the information is not confidential, and *notes verbales* and cover letters in order to officially notify and/or inform the relevant parties. However, unlike the participants of Chostelidou's (2010) study, diplomats do not frequently write memos, notes, formal and informal letters. This is mostly because that memos, notes and formal/informal letters serve for the similar purposes for diplomats as e-mails, *notes verbales* and cover letters, but the latter are speedier and more traditional types of diplomatic correspondence and therefore more preferred in diplomacy. Finally, the results showed that taking notes while listening to a speaker in an international meeting and summarizing written English data are activities that are uniquely important to the diplomatic profession. This may be due to the fact that the number of international meetings is relatively higher in diplomacy than most professions and diplomats generally take notes in these meetings to later on prepare and file a report about them. Additionally, senior diplomats require their co-worker team to summarize written English data, as senior diplomats have busy schedules and too limited time to pay attention to details. Therefore, these unique English language needs of diplomats should be dealt with in a new way different than that of most other professions.

Finally, in terms of activities related to listening, unlike the results from Chostelidou's (2010) study of accountants, which indicated that focusing on main points and comprehending presentations and seminars are of primary importance regarding listening skills and that comprehending speakers with different accents is

of relatively less importance, the results of the present study suggested that diplomats are more likely to have to listen to news on TV and deal with different accents very frequently. A diplomat must be alert about any developments in the world, which results in their keeping an eye on the TV news at all times. Moreover, as diplomats interact with diplomats from all over the world both in their profession and social lives, they need to be good at understanding different accents so that they can comprehend the oral messages correctly and analyze the discourses, which means to search for the meanings and implications beyond the words and sentences. Because diplomacy is the art of courtesy and conveying your strongest messages in the kindest way, diplomats need to be able to clearly understand what has been said and be aware of the meanings beyond the nicest sentences and words. Otherwise, a diplomat may misunderstand and misinterpret the messages, which can result in a disadvantageous diplomatic incident or a very inappropriate response. For this reason, it is important for a diplomat to be able to understand different accents of English.

#### *Attitudes of diplomatic community towards English language trainings*

Similar to Kassim and Ali's (2010) study of the occupational language needs of engineers, the present study also showed that English is necessary and actually an obligation in most countries to enter into the Ministries of Foreign Affairs. This requirement reveals that Ministries expect diplomats to be proficient in English. Moreover, even after candidates enter into the Ministries, the study found out that diplomats may need English trainings before they are posted to missions abroad. The results from the questionnaire and interviews also show that delivering English language trainings in particular, regardless of the country the diplomats are preparing

to be posted in, is generally considered to be beneficial -clearly reflecting the widespread belief that English is the most widely spoken language internationally and in diplomacy. Although more details will be given in the following section on pedagogical implications, it can be said based on this study's findings that any English language training to be delivered to diplomats should be done in the form of a compulsory in-service training that is on-going throughout a diplomat's early career (the first two years before diplomats are assigned to missions abroad) so that a standardization of the instruction being given can be assured and the trainings can be more formal and official. All in all, the results of the study suggest that it may be better to mainly focus in language trainings on occupational language needs of diplomats, especially job-related vocabulary, speaking skills and presentation techniques. The interview results also indicate that diplomats need to learn how to express themselves by conveying succinct, complete, accurate and short messages in verbal and written communication.

### Pedagogical Implications

This needs analysis can be considered as a basis for EOP courses to be designed for diplomats whose second language is English, for the purpose of meeting diplomats' occupational English language needs. With the help of such a course, diplomats may gain the necessary English skills to perform their jobs more effectively. For these reasons, foreign Ministries around the world, curriculum developers for an in-service training, diplomats themselves and other beneficiaries, namely universities and private language courses, may benefit from the findings of the present study.



### *Recommendations for Foreign Ministries*

As can be understood from the results of the study, Ministries expect diplomats to be highly proficient in English so that they can perform their job-related duties effectively. The findings of the study show that even though candidate diplomats are frequently required to know at least some English to enter into the Foreign Ministries, it may be highly beneficial to provide them with additional English language training before they are sent to their departments in the headquarters or abroad, regardless of which country they will be posted to. Moreover, according to the results of this study, delivering the trainings by hired English language instructors as ‘in-service’ trainings may be more effective than those delivered by private language courses, as these trainings can be standardized and more formal. Another recommendation that emerges from this study's findings is that these trainings should be compulsory and ongoing throughout diplomats' early careers (the first two years before diplomats are assigned to missions abroad) so that a higher level of participation in the trainings can be achieved and diplomats can constantly refresh their occupational English language knowledge. Finally, according to the findings of the study, these trainings should be scheduled in a way that does not interfere with diplomats' working hours and workload. If the trainings overlap with diplomats' working hours or if the diplomats are required to go to work after the training, they may become tired, and lose energy and motivation. Under such conditions, the courses or the training may not reach the intended success level.

In order to eliminate these drawbacks, for novice diplomats, an intense full time one-month English training can be delivered at the end of diplomats' initial

training period that is provided before they enter into their departments, so that the trainings do not interfere with their workloads. Additionally, for the first two years when diplomats are in the headquarters, a part-time compulsory program for all can be delivered to diplomats until they pass a certain level proficiency test (course hours should be arranged in compliance with diplomats' working hours e.g. trainings can be delivered after 6:00 p.m., for three hours and three days a week). These courses can also be provided for the diplomats who are in the missions abroad via distance learning programs. They can watch these courses online and refresh their English skills. For older diplomats and for those returning from missions abroad, there could be 'remedial' courses, which might be optional. Diplomats who are in need of trainings can voluntarily participate in these courses. These courses can be provided at the weekends by hired language instructors in the Ministry. The length of the courses can be arranged in accordance with the proficiency levels of the groups and the preferences of the attendees. Overall, it is generally difficult to make clear recommendations about trainings for Foreign Ministries as their working system and hours vary to a great extent. By taking into account these suggestions, however, it will be more effective if English language trainings are developed and organized uniquely for each and every Ministry in accordance with their specific conditions.

#### *Recommendations for Curriculum Developers for an In-Service Training*

The results of this study indicated a general balance of skills to be covered in a specific course designed for diplomats. The data showed that all four language skills are used very often but speaking and reading are used relatively more often. Therefore, while no skills can really afford to be ignored altogether, if time is

limited, curriculum developers might have to focus on reading and speaking, given the slight priority given to them in the data.

In terms of the activities and materials to be used in the trainings, as the data indicate, curriculum developers' overall approach should be towards job-related activities. The tasks and activities related to specific English skills and the materials that can be used in the classroom might be listed as below:

Skill	Tasks/Activities	Materials
Writing	Practicing e-mail correspondences Note taking practices & activities Writing practices Making summaries of written English data	Samples of e-mail correspondence Samples of <i>notes verbales</i> and cover letters Samples of formal and informal letters Samples of detailed formal written English data
Speaking	Role playing activities focusing on casual chats Practicing conversation starting strategies Practicing turn-taking strategies Practicing formal and informal telephone conversations Making presentations Diplomatic role plays International interaction simulations	Samples of telephone conversations Samples of formal and informal daily conversations International meeting documents such as brochures, schedules Sample videos of international meetings Copies of previously delivered speeches Current/hot subjects & topics
Reading	Reading to differentiate the language used in different types/genres Scanning Skimming	Samples of meeting documents such as curriculum vitae, meeting schedules Formal and informal letters Formal and informal e-mails Excerpts from magazines Reading lists (list of novels etc.) Excerpts from daily newspapers

		Current academic journals
Listening	Listening practices related to news on TV Practices and activities related to differentiating between accents	TV news excerpts Listening texts that include different accents

*Figure 1.* Tasks, activities and materials related to English skills

In this sense, the data provide indications that any above-mentioned materials brought into the classroom might be authentic and it is most probable that authentic material will increase the attention and interest paid by the attendants, which may result in a higher level of participation in the trainings and success.

Another overall recommendation for curriculum developers would be that they include autonomous learning strategies in the trainings. Language learning is a life-long process and in this process diplomats need to be able to improve their language abilities on their own. For this reason, it is likely beneficial that curriculum developers train the diplomats to be autonomous, life-long learners.

#### *Recommendations for Diplomats*

This study showed that English is the most frequently used foreign language in diplomats' professional and social lives. Therefore, it is necessary for diplomats to be highly proficient and fluent in English. With this awareness, diplomats should voluntarily exert effort to improve their English skills. Clearly, it would be recommended that they take any English language trainings that are offered seriously and attend them properly. In addition to their active participation in language trainings, it would be beneficial for them to develop their own self-directed learning

techniques and do research about these techniques. Instead of restricting their language learning to what they are exposed to at trainings, ideally, they should build on what they have learned by studying on their own at home and by practicing as much as possible. As the data showed, English is seen as being necessary to become a successful and effective diplomat. Diplomats should be aware that language learning is a life-long process and understand that the language learning process takes perseverance. It may be beneficial for diplomats to pay extra attention to recognize the formats, the specific language and terminology used in the frequently conducted tasks. Keeping vocabulary, terminology and phrase logs that they can refer to while writing and reading about business may be advantageous for them.

*Recommendation for Other Beneficiaries: Universities and Private Language Courses*

The results of the study may be beneficial to not only the institutions where diplomats work, but also the university departments which aim to educate students so that they can become successful diplomats, such as departments of international relations, economics, business administration, law, and foreign languages. Universities and departments may revise their present English courses in order to meet their students' future occupational language needs. They can include in their curriculum specifically designed occupational English courses to allow the learners to become more proficient regarding the language they will use while they are fulfilling their future job-related duties. Private language courses and programs can also benefit from the results and findings of the study as they may have clients who are candidate diplomats or diplomats.

### Limitations of the Study

Due to time constraints and problems that occurred regarding the official permissions, only a limited number of interviews could be conducted with diplomats, and a fairly limited number of questionnaires were able to be distributed to the diplomats. If more diplomats could have been included in both stages of this study, more reliable data from the questionnaire and interviews could have been obtained.

In this study, only a questionnaire and three interviews provided the data. I also would have liked to collect data via workplace observations, text analysis and interviews with the other stakeholders. However, due to confidentiality reasons, other data collection tools could not be used in the process.

The proficiency levels of the participants were all self-reported. It would be better to report formal test results in the research; however, proficiency test could not be given to participants due to time constraint and confidentiality reasons.

### Recommendations for Further Research

Considering the findings of the study, some suggestions can be made for further research. First, this study can be replicated with a larger number of diplomats. An international study with a higher number of participants would make the study's findings more reliable and generalizable. With a greater number of participants, it would also be possible to consider correlational research questions and thus explore whether, for example, there are significant differences in the occupational language needs of diplomats from different regions or different sized countries.

Second, another needs analysis study that includes more types of personnel that acknowledges the complexity of the structure of Foreign Ministries can be conducted. Such a study could provide researchers with a deeper understanding of the occupational English language needs of various positions in diplomacy, from ambassadors and director generals to first secretaries and attaches. The reflections of such a research may provide curriculum developers with a variety of perspectives and important additional data to include in the curriculum development process.

Thirdly, a longitudinal study in the form of comparative case studies of the lives of actual practicing diplomats could be conducted. The purpose of such a study would be to gain much deeper insights into the role that English plays in diplomats' lives and careers, as well as to perhaps reveal other language-related concerns that were not envisaged and therefore did not emerge in this survey study.

In addition, there could be comparative evaluative studies of any existing courses and English language trainings for diplomats. Such a study could explore in greater depth such differences as the actual benefits, advantages and disadvantages of in-service and private-course type trainings as well as the diplomats' perceptions about training issues that were only briefly explored in the present study.

Furthermore, even though writing was not considered the most frequently used English skill in diplomacy, in-depth genre-based studies of the actual written discourse used by diplomats could be conducted. The results of such studies may provide further insights for curriculum and material developers.

Finally, another study that focuses on diplomats' occupational language needs in terms of intercultural competence, pragmatics, vocabulary and issues of accuracy and fluency rather than skills can be conducted as these categories were indicated by the interviewees of the present study.

### Conclusion

This needs analysis can be considered as the first step of a curriculum design process that is intended for diplomats or for novice diplomats working at Ministries of Foreign Affairs, embassies, consulate generals and relevant institutions. Through this needs analysis, it has been confirmed that English is a frequently used foreign language in diplomacy and diplomats need to use English for various purposes both in their professional and social lives. For this reason, it may be beneficial to improve their occupational English abilities via organizing in-service English language trainings designed specifically to meet their occupational language needs. The study investigated the percentage of the use of various languages in diplomacy, diplomats' self-estimated general English proficiency, the frequency of use of different English skills in the profession, and the activities and tasks related to English and English skills that diplomats undertake. The study also sought information about diplomats' perceptions regarding language trainings and English language trainings. This study recommends that Ministries of Foreign Affairs which provide English language trainings for their diplomats, relevant university departments from which diplomats frequently graduate, institutions that employ diplomats, and the private language courses which have diplomat clients consider revising their existing courses or develop new courses. In consideration of the findings of this study, this needs



analysis can also constitute the basis for an in-service training in the institutions where diplomats are already working.

By means of occupational English courses, diplomats and novice diplomats can become more proficient in occupational English and their success will eventually result in the success of their job-related duties and, ultimately, in their country's foreign relations. A country is represented by its diplomats in an international setting. This makes efficient and effective communication a must for diplomats. For a better world in which people can communicate better and without misunderstandings and in which international relations are conducted with ease, occupational English language trainings that meet the needs of diplomats in particular should be provided.

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## APPENDIX A: THE QUESTIONNAIRE

**Dear participant,**

This questionnaire has been prepared in order to collect data for my master thesis “An investigation of the occupational English language needs of diplomats whose second language is English”, which I am doing at Bilkent University’s Department of Teaching English as a Foreign Language. Your cooperation in providing sincere answers to all the questions is extremely important in terms of the validity and reliability of the research. Your answers will be kept strictly confidential. Thank you very much for your participation. (**please e-mail completed questionnaire to yildizakguller@gmail.com**)

**Background Information about you:**

- 1- Age: .....
- 2- Gender: .....
- 3- The mission and the country you now work in:  
..... (**optional, better if completed**)
- 4- Your position:  
.....
- 5- How many years have you worked for your country’s foreign service?.....
- 6- How many years have you been learning/using English?.....
- 7- Highest Degree Earned/Field: .....
- 8- Languages you speak: .....
- 9- Countries you have previously worked in:  
.....

**1. Please estimate the percentages of time spent using various languages in your professional life.**

In your professional life, what percentage of your work is conducted in;

a) your native language \_\_\_\_\_ %

b) Turkish (or the native language of the country in which you now work)

\_\_\_\_\_ %

c) English \_\_\_\_\_ %

d) some other languages (specify)

\_\_\_\_\_ %

**TOTAL 100%**

**2. In this section, you will be asked to evaluate your proficiency in**

**General English.**

How do you rate your proficiency in **General English?** Please mark the appropriate gap for you.

<b><u>General English</u></b>							
	Reading	Listening	Writing	Speaking	Vocabulary	Grammar	Pronunciation
Elementary							
Pre-intermediate							
Intermediate							
Upper Intermediate							
Advanced							
Nativelike							

**In general, in your professional work as a diplomat, how often do you use these skills in English?**

<i>Frequency of use in the job</i>				
	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Very often</b>
Speaking				
Listening				
Reading				
Writing				

**In your professional work as a diplomat, how often do you do these following items? Please note that everything in this table is specifically about ENGLISH.**

	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Very often</b>
Writing speeches				
Taking notes while listening to a speaker in an international meeting				
Summarizing written English data				
Summarizing meeting notes for the seniors				
Writing notes verbales				
Writing memos				
Writing (draft) resolutions				
Writing/editing (draft) agreements				
Writing e-mails to other diplomatic missions, foreign departments and state institutions				
Writing cover letters				
Writing texts of invitation				
Writing texts of condolence				
Writing texts of appreciation				
Writing texts of condemnation				
Writing texts of greeting				

cards/ congratulations				
Writing performance/progress reports about your department/mission				
Corresponding with local authorities regarding domestic affairs (e.g. customs, trade, education, economy, health)				
Writing informal letters for any personal reasons (such as a letter of complaint to a restaurant)				
Writing informal e-mails to friends about any personal purposes				
Giving oral advice to a friend				
Commenting at meetings				
Presenting at meetings				
Having casual chats with colleagues				
Talking on the phone with a colleague from another diplomatic mission				
Talking on the phone for informal personal purposes e.g. making reservations, booking a ticket, buying items for yourself				
Conducting simple transactions outside of work e.g. at the bank, market, hospital, etc.				
Describing your countries' cultural elements to foreign diplomats				
Offering drinks and snacks to guests in the mission				
Addressing people with correct hierarchical titles				
Giving interviews to press and media				
Making security arrangements with local officials				
Holding meetings at delegation level				



Dealing with the local people for consular affairs such as visa procedures and resident permits				
Chatting with visiting foreign guests				
Making presentations to foreigners				
Conducting negotiations				
Giving impromptu/spontaneous speeches				
Giving prepared speeches				
Socializing with friends				
Ordering a meal in a restaurant				
Speaking with flight attendants, airport attendants				
Considering cultural and political sensitivities of foreigners while speaking				
Reading a speech from a text				
Reading meeting documents such as meeting schedules, curriculum vitae of the speakers				
Reading daily newspapers				
Reading academic journals				
Reading academic books				
Reading magazines				
Reading for fun e.g. novels, short stories, etc.				
Reading e-mails				
Reading formal letters				
Reading informal letters				
Dealing with different accents of English				
Listening to news on TV				
Listening to the radio				
Doing translations into or from English				
Preparing tenders for the items to be purchased				
Preparing purchase memos/ relevant documents				

**Please answer the following questions.**

1. Does your country have any requirements about foreign languages (English and others) for entrance into the foreign ministry? If so, what are those requirements?

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2. Does your country offer foreign language training to young diplomats before being posted abroad or before they are sent to their departments in the Ministry?

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3. Does your country offer English language trainings to young diplomats regardless of where they will be posted?

**a- Yes (Please answer the following questions 4,5 and 6)**

**b- No (Please skip to question 7)**

4. Do you think that is a useful/important thing? Why/why not?

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5. Are those trainings delivered by hired language instructors as in-service trainings in the ministry or are they provided by private language courses?

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6. Have you ever attended those language courses? Are there any shortcomings of those courses? What should be added to those trainings? What should those courses be like?

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7. Overall, which of the following best describes your opinion about how important it is for all diplomats to have English language training?

**a)** It is crucial to their success as diplomats. **b)** It is important for their success.

**c)** It is a good benefit, but not crucial. **d)** It is optional.

**e)** It is irrelevant.

**Please feel free to add any additional thoughts about the English language needs of diplomats.**

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Thank you very much.

Yıldız Akgüller Albostan

## APPENDIX B: INTERVIEW QUESTIONS (IN ENGLISH)

1. Can you estimate the percentages of the use of foreign languages in the profession when you are abroad? Which language is most commonly used to fulfill job-related duties?
2. In diplomacy, which English skills are mostly used? Do you use English while you speak, listen, read or write with regards to your profession?
3. When do you use these skills more in your professional life?
4. As a diplomat, when do you use English in your social life?
5. To what extent do you think we should prioritize English language training over other languages?
6. Do you think these trainings should depend on where diplomats are posted or do you think they should receive English training regardless of the country they are posted?
7. What do you think the ideal format of such trainings should be? How long should they last? Where and when should they take place?
8. If you were to organize an English language course to young diplomats, what kind of a course would that be? What would you include? Which skills and what would you focus on more?
9. If you want to add any thoughts please do.

## APPENDIX C: INTERVIEW QUESTIONS (IN TURKISH)

1. Yurtdışı görevindeyken yabancı dillerin mesleki alanda kullanım yüzdelerini tahmin edebilir misiniz? İşle ilgili görevleri yerine getirirken en çok hangi dil/diller kullanılıyor?
2. Diplomaside daha çok hangi İngilizce becerilerin kullanılıyor? Meslekte İngilizceyi daha çok konuşurken mi, dinlerken mi, okurken mi yoksa yazarken mi kullanıyorsunuz?
3. Bu becerileri mesleki hayatınızda ne yaparken kullanıyorsunuz?
4. Bir diplomat olarak sosyal hayatınızda İngilizce'yi ne zamanlarda kullanıyorsunuz?
5. Sizce İngilizce dil eğitimi diğer dillere göre ne ölçüde öncelikli olmalıdır?
6. Sizce bu eğitimler diplomatların nereye görevlendirildiğine göre mi verilmeli yoksa hangi ülkeye gönderilirse gönderilsinler diplomatlar İngilizce dil eğitimi almalı mıdır?
7. Böylesi eğitimlerin ideal formatı sizce nasıl olmalıdır? Ne kadar sürmelidir? Nerede ve ne zaman yapılmalıdır?
8. Eğer genç diplomatlara böylesi bir dil kursu tasarlıyorsa olsaydınız, bu nasıl bir kurs olurdu? Neleri kapsardı? Hangi becerilere nelere daha çok odaklanırdınız?
9. Belirtmek istediğiniz başka hususlar varsa lütfen belirtiniz.

#### APPENDIX D: A SAMPLE INTERVIEW (IN ENGLISH)

**Researcher:** Can you estimate the percentages of the use of foreign languages in the profession when you are abroad? Which language or languages are most commonly used to fulfill job-related duties?

**Interviewee:** English is the most and most commonly used language in the diplomatic sphere. This.. it is doubtless to say that..However, by its nature, it may be questionable that the diplomat might use or might not use English depending on the country diplomat resides and the mission he/she is appointed apart from the host country. Let me give you an example, if the diplomat works in France, in UNESCO and if he/she knows French then it is possible for that diplomat to use English less. But if the diplomat is working in the Turkish Embassy in Paris, and a diplomat speaking French will be sent there, the diplomat would use English much lesser. I can also say that the whether the head of mission in the international organization uses English or French may be effective on the language the diplomats uses while working with him. For example, while I was working in Geneva the permanent representative's foreign language was English, even if Geneva was a city where French was spoken, for this reason we were preparing everything in English and then usage of French could be lesser. But of course if I am to give a rate.. a rough rate, in a city where English is used a hundred percent, of course we can minimize the rate as the diplomat will also use some Turkish, it is not easy to calculate but we can roughly say that the use of English would be fifty percent, fifty percent Turkish and fifty percent English. If it is a French speaking country and if the diplomat knows French, of course the rate will become accordingly lesser. While having a conversation on the phone, while taking a turn in a meeting, while writing a letter or a speech and while doing translation and in this regard the percentage of the use of these languages will become apparent. That is to say, if I am to give an example from Geneva again, English is a hundred or 40 percent English and 40 percent Turkish, because we use Turkish a lot while writing reports and reading directives, and the rest is French. This is the first question.

**Researcher:** In diplomacy, which English skills are mostly used? Do you use English while you speak, listen, read or write with regards to your profession?

**Interviewee:** I can say equally. Your appointment has an important place in this regard. The person working in International organizations, multilateral diplomacy has a more ratio of usage because when he/she participates in meetings a lot, which takes most of his/her time, the rate of the use of speaking skills may be higher then. And I could say they are used equally. He&she listens, watches the meeting, takes notes, writes and speaks. But if the mission the person works is not multilateral but a

bilateral embassy there will...the number of meetings depends on where he/she is. The contacts of the ambassador, the ambassador meets other people, people come to visit him/her but when we look from the perspective of rates, I worked both in the multilateral and bilateral ones. The use of English or the use of a foreign language is more in the multilateral one. Regarding the English skills, I may say it may be said that all of them are used equally. Reading newspaper, reading the news, listening to people and at the same time writing that is to say there are large amounts of writing. I may say they are approximately equally used.

**Researcher:** When do you use these skills in your professional life?

**Interviewee:** While speaking to people, listening to people, writing a letter that is to say you use English equally to write, to read and to understand and it is beneficial to state translation as a separate field because translation requires knowing both languages very well. People speaks in the way he/she wants while speaking but while translating as you have to use exactly the same expressions it can be said as a distinct skill. And translation is a frequently performed duty in all missions.

**Researcher:** As a diplomat, when do you use English in your social life?

**Interviewee:** It can be said very frequently. Because, when attending dinners, cocktails, invitations, an inauguration ceremony.. in many occasions and you can take these as social.. a opening of an exhibition, it may be a concert..A diplomat when participating in such occasions, he/she can use English and other fluent languages a lot. Diplomat's daily life may also be taken as social life, shopping etc.

**Researcher:** To what extent do you think we should prioritize English language training over other languages?

**Interviewee:** Before prioritizing, I think it is important to measure the proficiency level of the person. Receiving language training for a person who knows English on an advanced level may not very.... it may cause the waste of resources. If the person's level of English is fifty percent good, s/he should be directed to learn other languages and his improving himself in other languages is necessary I believe but of course English is a important language. If a person whose English language level is not satisfying is trying to improve his/her language level, it is normal to distribute resources for him/her. Of course here we say English as the working language is English but other languages depending on the mission the diplomat is sent become important to an equal extent. I am trying to say that there is also a need for personnel who knows French, Arabic, German and Russian very well, if the aim is to conduct a study for the purpose of a certain geography, it is necessary to prioritize English.



## APPENDIX E: A SAMPLE INTERVIEW (IN TURKISH)

**Researcher:** Yurtdışı görevindeyken yabancı dillerin mesleki alanda kullanım yüzdelerini tahmin edebilir misiniz? İşle ilgili görevleri yerine getirirken en çok hangi dil veya diller kullanılıyor?

**Interviewee:** İngilizce diplomatik alanda en çok ve en yaygın olarak kullanılan dil. Onun... o konuda kimsenin şüphesi olamamalı. Ama tabiatıyla diplomatın bulunduğu ülkeye ve bulunduğu ülkenin dışında bulunduğu misyona bağlı olarak da İngilizceyi kullanıp kullanamaması söz konusu olabilir. Örnek olarak söyleyeyim eğer diplomat Fransa'da görev yapıyorsa UNESCO da görev yapıyorsa ve Fransızca biliyorsa o zaman İngilizceyi daha az kullanması söz konusu olabilir. Ama Paris Büyükelçiliğinde görev yapan bir diplomatsa ki zaten oraya Fransızca bilen birini gönderirler o zaman İngilizceyi çok daha az kullanacaktır. Sunu da söyleyebilirim tabi uluslar arası kuruluşlarda görev yaparken misyon şeflerinin kullandığı dilin de İngilizce veya Fransızca olup olmaması da onun yanında çalışan memurların o dilleri kullanıp kullanmamasında etken olabilir. Mesela ben Cenevre de görev yaparken Cenevre Fransızca konuşulan bir şehir ama daimi temsilcim ilk daimi temsilcim İngilizceci olduğu için her şeyi İngilizce hazırladık ve Fransızca'yı da ona göre daha az kullanmak söz konusu olabilirdi. Ama tabi oran verecek olursam eğer kabaca verecek olursam İngilizce konuşulan bir ülkedeki bir kişi 100 de 100 oranında, tabi Türkçeyi de kullandığı için oranı küçültebiliriz hesaplamasını tam olarak yapmak çok kolay değil ama kabaca yarı yarıya diyelim yarı yarıya İngilizceyi kullanacaktır. Eğer Fransızca olan bir ülkeyse ve Fransızca biliniyorsa tabi oran ona göre azalacaktır. Telefonda görüşme yaparken bir toplantıda söz almak için bir mektup bir konuşma kaleme almak bir çeviri yapmak ve bu kapsamda da bu dillerin kullanılma oranları ortaya çıkacaktır. Yani ben Cenevre' den yine örnek verecek olursam yani sanırım 100 de ya da 100 de 40 oranında İngilizce ise 100 de 40 oranında Türkçe'ye çünkü Türkçeyi de bol miktarda kullanıyoruz raporları kaleme alırken talimatları okurken vs geriye de işte Fransızca kalıyor. Birinci soru bu.

**Researcher:** Diplomaside daha çok hangi İngilizce becerileri kullanılıyor? Meslekte İngilizce' yi daha çok konuşurken mi dinlerken mi okurken mi yoksa yazarken mi kullanıyoruz?

**Interviewee:** Eşit oranda diyebilirim. Bulduğunuz görev tabi bu alanda önemli bir yere sahip. Uluslararası kuruluş, çok taraflı diplomaside olan bir kişi çok daha fazla alanda kullanım oranına sahiptir çünkü bol miktarda toplantılara katıldığı zaman ki mesaisinin önemli bir bölümünü toplantılara katılmak alır o zaman konuşma oranı daha yüksek olabilir. Ve eşit oranda da diyebilirim. Dinliyor toplantıyı

izliyor not alıyor yazıyor konuşuyor. Ama eğer çok taraflı değilse ikili bir Büyükelçilik 'te olan bir kişi mesaisinde o kadar çok anı... toplantı sayısı bulunduğu yere de bağlı. Büyükelçinin görüşmeleri, diğer insanlarla görüşür insanlar onu ziyarete gelir ama oran olarak baktığımızda çok taraflıda da ikilide de çalıştım. çok taraflıda daha şeydir daha yüksektir İngilizceyi ya da yabancı dilini kullanması. İngilizce becerilerden kasıt da ben hepsini eşit oranda kullandığımız söylenebilir. Gazete'yi okuyor, haberleri okuyor, insanları dinliyor aynı zaman da yazıyor da yani bol miktarda yazmak söz konusu. Eşit oranda diyebilirim aşağı yukarı.

**Researcher:** Peki bu becerileri mesleki hayatınızda ne yaparken kullanıyorsunuz?

**Interviewee:** İnsanlarla konuşurken, insanları dinlerken, mektup yazarken yani yazmak okumak ve anlamak eşit oranda kullanıyorsunuz ve bir de tabii çeviriyi de ayrı bir alan olarak belirtmekte fayda var çünkü çeviri aynı zamanda iki dili birden çok iyi bilmeyi gerektiriyor. İnsan konuşurken neticede istediği gibi konuşur ama çeviriyi yaparken aynen o ifadeleri kullanmak zorunda olduğundan onu da ayrı bir beceri olarak söylenebilir ki çeviri de sık sık yapılan bir çalışma bütün misyonlarda.

**Researcher:** Peki bir diplomat olarak sosyal hayatınızda İngilizceyi ne zamanlarda kullanıyorsunuz?

**Interviewee:** Sık sık denilebilir. Çünkü akşam yemeklerine katıldığında, kokteyllere katıldığında, davetlere katıldığında, bir açılış etkinliğine de olabilir pek çok alanda ki onu da sosyal olarak da alabilirsiniz bir sergi açılışı olabilir, bir konser olabilir bu tür etkinliklere katıldığı zaman bir diplomat İngilizcesini veya diğer akıcı dillerini bol miktarda kullanabilir. Günlük hayatı da ben tabii sosyal hayat olarak da alınabilir alışverişte vs.

**Researcher:** Peki sizce İngilizce dil eğitimi diğer dillere göre ne ölçüde öncelikli olmalıdır?

**Interviewee:** Önceliklendirmeyi yapmadan önce kişinin seviyesinin ölçülmesi bence önemli. İyi derecede İngilizce bilen bir kişinin dil eğitimi alması çok fazla bir... yani kaynak israfına neden olabilir. Eğer kişinin yüzde 50 iyiyse başka dillere yönlendirilmesi ve başka dillerde kendini geliştirmesi bence gerekli ama tabii İngilizce önemli bir dil. Eğer İngilizce dil seviyesi yeterli olmayan bir kişi İngilizce seviyesini yükseltmeye çalışıyorsa ona gerekli kaynak aktarılması normaldir. Tabii burada İngilizce İngilizce diye çalışma İngilizce olduğu için üzerinden gidiyoruz ama diğer diller de gidilen çalışma yerinin neresi olduğuna bağlı olarak aynı derecede önemli. Şunu demeye çalışıyorum dış işleri bakanlığında da aynı zamanda çok iyi derecede Fransızca, Arapça, Almanca ve Rusça bilen elemanlara da ihtiyaç var eğer

amaç belli bir coğrafyaya yönelik çalışma yapmaksâ İngilizce'ye öncelik verilmesi gerekir.