



CONTENT-BASED INSTRUCTION IN THE INTERNATIONAL RELATIONS COURSE

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THE AIM OF THE PRESENTATION

- to demonstrate a twelve-week International Relations course for advanced learners of English.
- to identify the typical genres used in diplomacy.
- to raise awareness of the linguistic conventions related to this field.
- to improve the students' ability to use diplomatic discourse patterns more effectively.
- to avoid direct confrontation or conflict.



THEORETICAL BACKGROUND

- **Content-based instruction (CBI)** → "classrooms where subject matter is used as a means for providing second language learners with enriched opportunities for processing and negotiating the target language through content".
 - CBI: the priority of subject matter over linguistic forms, functions, situations, or skills.
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- Swaffar (in Krueger and Ryan 1991) assumes that language must be mastered before content can be understood

Stryker and Leaver (1997, p. 5) CBI curriculum:

- 1) is based on a subject-matter core
- 2) uses authentic language and texts, and
- 3) is appropriate to the needs of specific groups of students.

All three characteristics are essential for success.

Content mastery and linguistic mastery are considered synergistic.



THE MAIN COMPONENTS OF COMMUNICATIVE APPROACHES IN CBI (BROWN, 1994, P.245)

- (1) communicative competence
- (2) pragmatic, authentic, functional use of language for meaningful purposes
- (3) fluency and accuracy
- (4) the use of language productively

Kramersch and McConnell-Ginet, 1992:

- the diversified sources of knowledge
- the use of a variety of discourse forms
- the specific professional purposes



DIPLOMACY

- “a regulated process of communication” (Constantinou, 1996:25)
- “the communication system of the international society” (James, 1980).
- diplomacy “exists” within international theory but the literature on diplomacy is quite limited. (Sofer, 1988:196)
- Etymology: “diplomacy” is derived from the Greek verb diploun, “to double,” and from the Greek noun diploma, which refers to an official document written on double leaves joined together and folded (Constantinou, 1996:7).



- Diploma: 1) a secret message and 2) an official paper.
- Diplomats have double functions: (1) they are the “eyes and ears” and (2) the “mouthpieces” of governments in gathering and transmitting information.
- Berridge (2003): the agenda of diplomacy has widened and it has become a legitimate subject of international discussion.
- The development of common bilateral and multilateral standards → the legal framework within which international relations take place has greatly expanded.



DESIGNING THE CURRICULUM

- The curriculum: the subject matter, functions, situations and skills related to diplomacy.
- Texts, situations, videos and visual aids selected primarily from professional books:
 - 1) Berridge, G. R. (2010). *Diplomacy. Theory and Practice*. Palgrave: Macmillan.
 - 2) Berridge, G. R. and James, A. (2003). *A Dictionary of Diplomacy*. Palgrave: Macmillan.
 - 3) Donahue and Prosser (1997) *Diplomatic Discourse*.
 - 4) Jönsson C and Langhorne, R., (2004) *Diplomacy*. Vol. I-II-III. Sage publications.
 - 5) Feltham, (1998) *Diplomatic handbook*.
 - 6) Internet resources:
<http://www.diplomatmagazine.com/>;
<http://mondediplo.com/>, etc.



TECHNICALITIES

- The course material and the accompanying videos have been uploaded on Coospace.
- The advantages of Coospace:
 - (1) makes communication easier between the participants
 - (2) second, it can collect and share the necessary documentation in one database
 - (3) it makes administration and evaluation (tests and evaluation of assignments)
- The CBI curriculum initially corresponded to students' needs; however it remained highly fluid and flexible, constantly changing.



METHOD

- Decisive factors:
 1. materials should provide a stimulus to learning, (interesting texts and enjoyable activities) which engage students' thinking capacities and provide opportunities for them to use their existing knowledge.
 2. Materials should provide a clear and coherent unit structure.
 3. The tasks should provide models of correct and appropriate language use.
 4. The course material is dynamic and constantly changing



PARTICIPANTS AND THE SETTING

- The launch of the program at Master's level in 2010.
- Six English language and culture instructors brought a wealth of knowledge and experience to the task of developing a CBI program.
- The first version of the material was piloted with a group of 18 students in fall 2010
- CBI program has helped the students to develop the language skills and the cultural knowledge to get off to a good start in their international careers.



THE SCOPE AND SEQUENCE OF THE PROGRAM

- the changes of *lingua franca* of diplomacy
- the history of diplomatic relations
- the structure of governments and their operation
- the major issues of diplomatic protocol
- the functions of diplomatic missions
- the conventions of oral and written genres used in diplomacy.
- the role of International organizations in a changing world
- the chance to deliver an oral presentation on a topic related to the curriculum.



COURSE OUTLINE

Week 1: *Introduction to the course: Different uses of the word 'Diplomacy'*

- *Aims:* To introduce you to some of the underlying issues of diplomacy, such as the beginnings of establishing diplomatic relations, the definitions and functions of various kinds of diplomacy, the historical changes in the *lingua franca* in diplomacy and the importance of *understatement* and *political correctness* in diplomatic discourse.

Week 2: *The structure of the US, UK and Hungarian governments*

- *Aims:* To provide you with the comparison of the UK, US and Hungarian political systems (with the help of linking words), and the relevance of monarchies in the 21st century.

Week 3: *Diplomatic protocol I.*

- *Aims:* To familiarize you with diplomatic protocol, to understand the order of precedence used in formal state occasions, to equip you with the knowledge of titles and the forms of address at ceremonies.

Week 4: *Diplomatic protocol II.*

- *Aims:* To provide you with the awareness of calling as a social custom, the abbreviations used on calling cards, the layout and style of invitations and formal letters.

Week 5: *Diplomatic protocol III.*

- *Aims:* To familiarize you with the table seating arrangements, the traditions of giving and accepting gifts, condolence letters.

COURSE OUTLINE CONTINUED

Week 6: *Activities of diplomatic missions*

- *Aims:* To become familiar with the office of a country's diplomatic representatives in the capital city of another country, and the people to represent the sending state/organisation officially in the receiving state.

Week 7: *The different forms of communication used in diplomacy*

- *Aims:* To familiarize you with the conventions of written and oral genres (communiqué, memorandum, and briefing) in diplomacy.

Week 8: *Cultural diplomacy*

- *Aims:* To raise your awareness of the positive view of the country's people, culture and policies.

Week 9: *Crisis communication in diplomacy*

- *Aims:* To familiarize you with crisis communication tactics during the pre-crisis stage: researching and collecting information about crisis risks and creating a crisis management plan.

Week 10: *Documents in diplomacy*

- *Aims:* To equip you with the richness and complexity of diplomatic activities, including negotiations, representation, social activities and media coverage.

Week 11: *International Organizations*

- *Aims:* To familiarize you with the types and functions of international organizations and their role in the world events.

Week 12: *Giving seminar presentations*

- *Aims:* To give you the chance to practise techniques for effective oral seminar presentations.



PROCEDURE: SAMPLE MATERIALS

Week 3: Diplomatic protocol

- In this unit the difference between good manners and protocol, the order of precedence, titles, forms of address and ceremonies are discussed.
- The *lead-in* creates a context of knowledge for the comprehension of diplomatic protocol. It activates the learners' mind and gets them thinking. It also provides a meaningful context in which to introduce new vocabulary and grammatical items.

Lead-in:

- To what extent has protocol been part of life for many thousands of years?
- What is the difference between good manners and protocol?



Task 1: Read the following text about the history of diplomatic protocol and fill in the gaps with the words in the box.

derived drafting representatives notarial striving
equal prescribing observed opposed precedence

While good manners are the rules one follows in everyday contacts with other people, protocol is the set of rules (1) good manners in official life and ceremonies involving governments and nations and their (2) It is the recognized system of international courtesy.

The term “protocol” is (3) from the Greek word protokollen (protos means “the first”, and kolla means “glue”). This refers to a sheet of paper glued to a (4) document giving it authenticity.

For many years the word was used to signify the forms (5) in the official correspondence of the government department in charge of foreign relations and in (6) diplomatic documents; now it has taken on a much wider meaning.

American diplomats of the eighteenth century were familiar with European diplomatic ceremony, but many were (7) to it and favoured a plain, honest approach without ceremony or special dress.

After July 4, 1776, the new Republic was (8) for a balance in a ceremonial world and the establishment of its beliefs that all men are created (9) By the time The United States entered world diplomacy, the Congress of Vienna, held in 1815, had settled, once and for all, the thorny problem of ambassadorial (10)

Task 2: Listening: 10 Embarrassing Diplomatic Mistakes (10 world leaders who seriously breached diplomatic etiquette)

(<https://www.youtube.com/watch?v=E60SAPbctL4>)

Pre-listening task: Can you remember any diplomatic mistakes committed by country leaders? What can cause communication failures between the parties? Discuss it in small groups and present it to the class. **Fill in the chart with the information you hear.**

Date	Participants/place	Description of the event



Task 3: Reading: The order of precedence

A	B
• Chargé d’Affaires	• you state officially that people must obey them or use them.
• cardinal	• a document that proves that an ambassador can be trusted.
• precedence of someone	• an official who takes the place of an ambassador in a foreign country when he/she is away.
• plenipotentiary	• a group of diplomats representing their government in a foreign country in an office that is below the rank of an embassy
• lay down the rules	• to be of higher quality
• envoy	• the condition of being more important than someone else
• legation	• a person who represents a government or organization
• letter of credential	• a diplomat possessing full powers (i.e. sign a treaty)
• outrank	• most important



The Precedence List:

- The President of the United States determines the rank of all American officials on the Precedence List. From the list below, try to find out the proper order of precedence for specific individuals.
- **The Cabinet Ambassadors Extraordinary and Plenipotentiary** of foreign powers accredited to the US
- **Secretary of State**
- **President of the United States**
- **Chargé d’Affaires** of Foreign Powers, Former Secretaries of State
- **Vice President of the Unites States** (Governor of a state in his own state)
- **Ministers and Envoys Extraordinary** of foreign powers accredited to the US
- **Associate Justices of the Supreme Court...**

Rank	Positions



Task 4: Discussion: if you (as a diplomat) or members of your family were involved in a difficult situation, such as alcoholism, traffic arrest, threatened divorce, etc. what would be the appropriate way to communicate it to the public?

1. You issue some kind of statement because rumours have led to inquiries by the press.

2. You refuse to answer anything to the press and the public by saying that it is a personal matter.

3. You ask your secretary or friend of the family to answer questions.

○ Think of such unpleasant situations from the past and comment on the way how it was communicated.



Task 5: Reading: Titles and forms of address

Check your understanding: are the statements true or false?

1.	<i>The Honorable</i> title is always accorded to foreign diplomats and officials of Cabinet.	TRUE/FALSE
2.	<i>The Honorable</i> title cannot be abbreviated as “The Hon.” or “Hon.”	TRUE/FALSE
3.	The Hungarian President can be addressed as <i>His Excellency</i> while he is in office.	TRUE/FALSE
4.	John Doe, Esquire is the right way to address a lawyer.	TRUE/FALSE
5.	Dr. John Adams, D. D. S. (Doctor of Dental Surgery) is the right way to address a dentist.	TRUE/FALSE



CEREMONIES: PRESIDENTIAL INAUGURAL CEREMONY

- Listen to an extract from Obama's inaugural address (2009) and answer the following questions.
(<http://www.youtube.com/watch?v=VjnygQ02aW4>)
- How does Obama characterize the periods when previous presidents took the presidential oaths?
- Who and what have the people remained faithful to?
- What are some of the challenges America needs to face?
- What reasons for gathering on this day does Obama mention?
- What does Obama mean by “greatness is never a given. It must be earned”



Fill in the sentences with the right prepositions.

- I stand here today humbledthe task before us, grateful the trust you have bestowed, mindful of the sacrifices borne our ancestors.
- I thank President Bush his service our nation, as well as the generosity and cooperation he has shown this transition.
- We the People have remained faithful the ideals of our forbearers, and true our founding documents.
- Our nation is war, a far-reaching network of violence and hatred.
- These are the indicators crisis, subject data and statistics



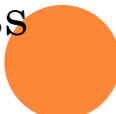
Adjective + noun combinations

- Decide which adjectives and nouns can go together. Sometimes the same adjective can combine with several nouns and likewise, the same noun can go with more than one adjective. Write your solutions in the table below.

Adjectives	Nouns
noble · gathering · false · precious · inevitable · founding · rising · worn out · nagging · raging · still · far-reaching · inventive · rugged · enduring · collective · petty · undiminished	fear · grievances · tides · documents · networks · spirit · failure · minds · clouds · idea · waters · dogmas · storms · capacity · decline · promises · gift · path



○ **Translation: Translate the following expressions into your language:**

- humbled by the task
 - the trust you have bestowed
 - sacrifices borne by our ancestors
 - a consequence of greed and irresponsibility
 - jobs shed
 - businesses shuttered
 - Less measurable but no less profound is a sapping of confidence across our land.
 - unity of purpose over conflict and discord
 - far too long have strangled our politics
 - In reaffirming the greatness of our nation
 - Our journey has never been one of short-cuts or settling for less
 - We must pick ourselves up, dust ourselves off
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CONCLUSION

- CBI requires using many and varied authentic materials
- The CBI course presented here proved to be an asset to the Master's students in International Relations in a number of ways:
 - 1) student response was favourable
 - 2) student proficiency gains were evident and
 - 3) the students' future career prospects enhanced.
- CBI can be implemented effectively with positive results when there is a passionate commitment to CBI philosophy on the part of the teachers.
- This course could provide models and methods for others to stimulate thought concerning the foreign language teaching and learning process.



Thank you for your attention!



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