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BRIDGING LINGUISTIC AND DIPLOMATIC COMPETENCIES: INTERCULTURAL SENSITIVITY IN TEACHING ENGLISH TO FUTURE PHILOLOGISTS AND DIPLOMATS

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In an era where diplomacy, academia, and international cooperation are increasingly conducted in English, the ability to communicate across cultures is no longer just an asset – it is a necessity. Future philologists and diplomats must both master linguistic structures and develop a deep intercultural awareness that enables them to navigate the complexities of cross-cultural negotiations, academic exchanges, and diplomatic discourse. The challenge lies in ensuring that English language education for these students extends beyond grammatical correctness and lexical accuracy to encompass the nuances of pragmatic competence, rhetorical strategies, and culturally embedded communicative norms.

Diplomatic and international academic communication often involves layers of implicit meaning, strategic ambiguity, and cultural context that are not immediately apparent to non-native speakers [1; 2]. According to Saleh Alayyaf, “When polysemous words are translated without a clear linguistic context, they can lead to ambiguity or mistakes because they can be used for both their direct core meaning and their indirect secondary meaning” [1, p. 54]. While fluency in English is a prerequisite, it does not automatically grant the ability to decode indirect messages, employ culturally appropriate persuasion techniques, or adapt discourse to different

sociopolitical and institutional settings. The lack of systematic training in diplomatic rhetoric, intercultural pragmatics, and politically sensitive translation leaves many students unprepared for real-world challenges in multilateral diplomacy, cross-border negotiations, and academic discourse.

Next, traditional English language teaching methodologies, particularly in the fields of philology and diplomacy, often prioritize linguistic precision and theoretical linguistic analysis while neglecting the practical applications of diplomatic and cross-cultural communication. This gap raises a critical question: how can English instruction be designed to cultivate not just linguistic competence, but also the strategic, intercultural, and diplomatic awareness essential for professional success in global institutions? Addressing this issue requires a recalibration of language teaching approaches, incorporating multidisciplinary insights from linguistics, international relations, and cultural studies to better prepare students for the high-stakes world of diplomacy and academic exchange.

Considering the above discussion, the following research problem arises to be addressed. Despite the increasing emphasis on English for Specific Purposes (ESP) in diplomacy and international communication, existing curricula fail to systematically integrate the intercultural pragmatics essential for effective engagement in diplomatic and professional settings. Many students, even those with strong linguistic skills, struggle with the implicit dimensions of language use in high-context environments, where what is left unsaid is often as important as what is explicitly stated.

A key challenge lies in the interpretation of diplomatic discourse, which often relies on strategic vagueness, hedging, and indirectness to maintain flexibility in negotiations. Without targeted training, students may misinterpret these rhetorical strategies, leading to misunderstandings that could have serious diplomatic or academic repercussions. Similarly, political and legal discourse in English often contains culturally specific persuasive techniques, argumentation styles, and rhetorical traditions, which can be difficult for non-native speakers to fully grasp and replicate.

Another critical issue is the risk of intercultural miscommunication in both verbal and written exchanges. Diplomatic and academic settings demand a high degree of cultural sensitivity, where even minor linguistic choices can have significant implications. For example, a direct communicative approach that is common in some cultures may be perceived as confrontational in diplomatic circles, while excessive indirectness may be interpreted as evasive or insincere. Students who are not trained in the nuances of intercultural pragmatics may inadvertently commit linguistic *faux pas* that undermine their credibility in professional settings.

Furthermore, the challenge extends to the translation and interpretation of politically sensitive texts, where linguistic precision must be balanced with cultural and ideological considerations, for instance, the current developments in the international arena, with the translation challenge that a future translator / diplomat shall face: what is the correct choice of wording – *the Russia-Ukraine war* or *the Russia-Ukraine conflict*? Without a strong foundation in cross-cultural discourse analysis, students may struggle to render politically or diplomatically charged texts accurately, leading to misrepresentation or unintended bias. The failure to equip students with these competencies limits their effectiveness in international institutions, academia, and diplomatic practice.

Addressing these issues requires a fundamental shift in language teaching methodologies, ensuring that students develop not just linguistic fluency, but also a strategic, adaptable approach to intercultural communication that aligns with the professional demands of diplomacy and academic discourse.

To bridge the gap between linguistic competence and intercultural sensitivity, English language instruction for philology and diplomacy students must adopt a multifaceted, practice-oriented approach that integrates case-based learning, explicit instruction in pragmatic competence, and a multidisciplinary curriculum. First, case-based and scenario learning should be incorporated into teaching methodologies to expose students to real-world diplomatic negotiations, political discourse, and culturally embedded rhetorical strategies. Second, pragmatic competence must be

explicitly developed through targeted instruction in speech acts, diplomatic politeness strategies, and rhetorical adaptability, reinforced through simulated diplomatic dialogues and role-playing exercises. Finally, a multidisciplinary approach should be adopted by integrating insights from linguistics, international relations, and cultural studies, ensuring that students are equipped with a holistic understanding of how language functions in diplomatic and intercultural contexts. These measures will collectively enhance students' ability to decode implicit meanings, employ culturally appropriate communication strategies, and navigate the complexities of professional discourse in global settings.

In first instance, a case-based approach is essential for bridging the gap between theoretical knowledge and real-world application in diplomatic and academic English. By analyzing authentic diplomatic negotiations, political speeches, legal documents, and multilateral agreements, students gain exposure to the linguistic and rhetorical strategies used in high-stakes intercultural communication. This method encourages critical thinking, discourse analysis, and situational adaptability, ensuring that students internalize key language patterns and cultural nuances.

To enhance engagement, scenario-based learning should be incorporated through simulated diplomatic dialogues, international press conferences, and cross-cultural conflict resolution exercises. These activities enable students to practice negotiating meaning in high-context environments, fostering linguistic agility and cultural awareness. Furthermore, interactive case studies, such as analyzing historical UN resolutions or evaluating political editorials from different cultural perspectives, help students develop a nuanced understanding of how English operates as a tool for both diplomacy and persuasion.

The next focus is proposed on enhancing students' pragmatic competence through explicit instruction and role-playing. Diplomatic and intercultural communication often relies on strategic ambiguity, indirectness, and culturally specific politeness strategies, all of which require explicit instruction for non-native speakers to master. Traditional language instruction rarely provides systematic

training in diplomatic pragmatics, leaving students ill-equipped to navigate power dynamics, maintain neutrality in discourse, or interpret indirect speech acts effectively.

To address this, students must receive structured training in diplomatic speech acts, such as requests, refusals, mitigations, and hedging strategies, to ensure that their communication remains both effective and culturally appropriate. Role-playing exercises should be designed to immerse students in simulated diplomatic negotiations, where they must apply tactful phrasing, persuasion techniques, and culturally sensitive discourse strategies. By engaging in realistic simulations, e.g., drafting formal communiqués, responding to press inquiries, or debating policy issues from different cultural standpoints, students develop the ability to adjust their rhetorical approach based on audience, context, and communicative intent.

Additionally, contrastive analysis of diplomatic rhetoric across cultures should be introduced, allowing students to compare Western, Eastern, and post-Soviet traditions of negotiation and persuasion. Understanding these differences minimizes the risk of miscommunication and enhances students' ability to mediate between diverse interlocutors in international settings.

Finally, developing a multidisciplinary approach to teaching English for Diplomacy and Philology students comes as an integral part of the curriculum. Language does not exist in isolation; it is deeply intertwined with political, historical, and cultural frameworks that shape diplomatic and academic discourse. Thus, English language instruction for future philologists and diplomats must transcend traditional linguistic training and incorporate multidisciplinary perspectives that align with the real-world demands of global communication.

A collaborative approach, involving experts in international relations, law, cultural studies, and sociolinguistics, can help students develop a comprehensive understanding of how language constructs power, shapes political narratives, and influences global decision-making. Course content should integrate legal texts, foreign policy documents, and critical discourse analysis of political speeches,

enabling students to identify rhetorical strategies, ideological framing, and cultural underpinnings of communication.

Moreover, incorporating multimodal resources such as video recordings of diplomatic speeches, transcriptions of international debates, and interactive analysis of political campaigns, can provide students with exposure to authentic discourse across different geopolitical contexts. Encouraging students to engage with primary sources rather than solely relying on textbook materials fosters a deeper appreciation of linguistic variability, cultural relativity, and the role of English as a mediator in global affairs.

It is found that via integrating case-based learning, explicit pragmatic instruction, and a multidisciplinary framework, English language education can equip future philologists and diplomats with the intercultural agility, strategic communication skills, and analytical acumen necessary to thrive in international professional environments.

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INTEGRATED APPROACH TO GRAMMAR IN CONTEXT

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At a time when science and technology are developing, it is important for experts to learn English for scientific and practical purposes. We know that the syntactic grammar is fundamental as a component to use the target language communicatively. These days most people complain almost that they understand English, and they know language structure but