ESP NEEDS ANALYSIS OF PUBLIC ORDER POLICE OFFICERS

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Biodata

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Abstract

With this study, 105 public order police officers in the national police forces were surveyed in order to assess their needs when using English on the job. In other words, this study aimed at examining the needs, functions and problems of 105 police officers serving at the department of public order. The findings from the questionnaire with open ended questions displayed that, (1) speaking and listening are the most important skills, (2) four language skills are moderately difficult, (3) there are motivational factors important to learn English, and (4) the functional use of English is important for the public order police officers. Recommendations and pedagogical implications were suggested.

Keywords: ESP, needs analysis, ESP for police officers

1. Introduction

Having a long history, ESP (English for Specific Purposes) took start around 1960s when general English courses were not enough to compensate for the specific needs of learners. The emergence of ESP was as a result of such factors as the requirements of the new world order, changes in linguistics, and learner centred education. ESP has two climaxes in the history. One at the end of the 2nd World War in 1945 having given way to a period of huge and remarkable development in scientific, technical and economical movements on a universal extent for several reasons; particularly the rising power of the United States after the World War made English the international language. The other is the oil crisis at the beginning of 1970s causing western finance and knowledge to get into the oil-rich lands. After the mentioned events, all of a sudden, English language appeared to have an impact on business and commercial fields (Hutchinson and Waters, 1987). Though, ESP education started in 1950s and 1960s, its fame began in 1970s as a consequence of being dominated by EAP (English for Academic Purposes) education (Dudley-Evans and St. John, 1998). ESP can be interpreted as the education of English language with the aim of employing it at a specific domain (Celce-Murcia, 2001; Richards and Schmidt, 2010; Hossain, 2013; Otilia, 2015). Hutchinson and Waters (1987) described ESP as a way of language education in which each arrangement on the content and method is settled on the students' reasoning for learning. They also implied that as English occurred as the approved universal language of technology and commerce, it generated contemporary learners who were particularly conscious about the reason why they were learning a language. According to Hutchinson and Waters (1992), learners know particularly the reason why they are learning a language and it is the consciousness of a need that ESP figures out. Therefore, learners' needs analysis is defined as the highlight point in the formation of an ESP course since learners are at the centre of this process. Needs analysis is a progressive term which is conducted before, while and after a language program. Scholars have diverse views on the description of needs analysis; however several of them perceive needs analysis as an approach mirroring the requirements, desires and needs of learners in their subject area (Fadel and Elyas, 2015). Clearly, ESP is a facet of applied linguistics which concentrates on relating education process to learners' needs (Masoumpanah and Tahririan, 2013). Needs analysis often points out the

activities contained in gathering data which will function as the foundation of developing a curriculum that will correspond to the needs of a specific group of learners (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; West, 1994; Brown, 1995; Dudley-Evans and St. John, 1998; Iwai, Kondo, Limm, Ray, Shimizu and Brown, 1999; Saragih, 2014). In ESP, needs analysis is thought to be the cornerstone (Dorda, 2005; Gass, 2012; Otilia, 2015). Indeed, the term needs analysis has been very different so far. Initially, in 1960s and early in 1970s, needs analysis covered evaluating the communicative needs of the learners; however, the tasks of needs analysis are currently much more intricate in which they focus on piling data about learners, describing the target situation, as well as the setting of ESP (Otilia, 2015). Besides, the portrayal of needs analysis in any ESP program is priceless. It is seen as a necessity in any course design (Munby, 1978; Hutchinson and Waters, 1987; Richterich and Chancerel, 1987; Robinson, 1991; West, 1994; Brown, 1995; López, 1997; Dudley-Evans and St John, 1998; Khan and Awan, 2011). As suggested by West (1994), needs analysis explains what the learners will be asked to do with English in the target situation and how they may best grasp the target language throughout the education (West, 1994). Additionally, Larsen-Freeman and Long (1991) state that the effect of attitudes of language learning can be higher in settings where there is more interaction between learners and the native speakers. With all these in mind, this study aimed at examining the needs, functions and language difficulties of 105 public order police officers serving in Antalya, Turkey.

1.1. Research questions

This study focuses on English language needs analysis of public order police officers. In other words, the study aims to seek answers to the following research questions to define the language needs of public order police officers:

1) What English language skills do public order police officers perceive as the most important for their workplace?

2) How difficult are the English language skills for public order police officers?

3) What motivates public order police officers to use English?

2) What functions of English language are necessary for public order police officers?

2. Method

2.1. Significance of the study

In ESP field, there are just a few studies on the English language needs of police officers. Therefore, this study is very significant. Besides, the study reports the results of a questionnaire with open ended questions directed to public order police officers working in Antalya, Turkey. ESP teachers instructing police officers and research conductors studying on this specific research area should employ the results of this study to make inferences that will upgrade the status of their work. Furthermore, this study is expected to encourage further studies on ESP.

2.2. Sampling

The respondents in this study were selected from the public order department of national police forces in Antalya, Turkey. In other words, the sample consisted of 105 male public order police officers from Antalya- one of the most attractive tourist destinations in Turkey. Upon selecting the police officers, the convenience sampling method was used as the target population was too large, and therefore not accessible. 83 of the respondents declared that they believe in the importance of having English competence, while 19 of them declared not

believing in it, and there were 3 respondents with no answer. Besides, 36 of the respondents were at the age of 31-35, 29 of them were at the age of 25-30, 25 of them were at the age of 36-40, and 15 of them were at the age of 41-45. Moreover, 93 of the participants declared to have a graduate degree, 8 of them to have a post-graduate degree, and 4 of them to have a high school degree. Regarding the work experience, 44 of the participants had the work experience of 6-10 years, 33 of them had the work experience of 11-15 years, 15 of them had the work experience of 16-20 years, 9 of them had the work experience of 1-5 years, and 4 of them had the work experience of 21-25 years. Additionally, 51 of the police officers suggested they need English at their current workplace (32 needed it sometimes, 11 needed it rarely, 4 needed it always and 4 needed it often) while another 51 participants mentioned that they do not need it, and there were 3 respondents with no answer. Lastly, Table 1 displays the perceptions of the respondents on their level of English:

Table 1. *Perspectives on English Proficiency Level*

	N	Mean	Std. Deviation
Listening Skill	105	2.42	1.108
Reading Skill	105	2.42	.998
Vocabulary Knowledge	105	2.41	1.116
Speaking Skill	105	2.33	1.015
Writing Skill	105	2.31	.983
Grammar	105	2.14	1.095
Valid N (listwise)	105		

By looking at Table 1, it can easily be understood that the proficiency level of the respondents is low. That's to say, the police officers do not have enough competency of English language.

2.3. Data Collection Tools

In this study, perceptions towards English language needs of public order police officers were measured by means of a questionnaire adapted from the study of Aldohon (2014) and Güleç (2013). This study was conducted having resource to the descriptive research design with a view to identifying the perspectives of public order police officers pertaining to their English language needs in their workplace. Oppenheim (1992) indicates that research design makes the problem researchable by shaping the study in a way that will find exact responses to basic problems. He adds that a questionnaire is not only a number of questions or a survey to be completed; it is especially an instrument for the collection of specific type of data. The questionnaire was directly administered to the target group by a police officer working in the national police forces in Antalya, Turkey and supporting the study data gathering process. Based upon a descriptive research design, this study involved the data analysis of descriptive statistics. In this sense, SPSS 20.0, a Statistical Program for Social Sciences was capitalized on to report police officers' viewpoints in numerical data. In order to analyze the data obtained from the questionnaire, mean was used as a statistical technique in order to find out the rate of agreement related to the items about the English language needs of the public order police officers at their workplace. The following degrees of scoring were used in order to compare the means of the perspectives specified: (1) Very low: 1.00 – 1.49, (2) Low: 1.50 – 2.49, (3) Moderate (average): 2.50 – 3.49, (4) High: 3.50 – 4.49, and (5) Very high: 4.50 – 5.00. Furthermore, the assumption of normality was tested via examining Kolmogorov-Smirnova suggesting that normality was a reasonable assumption while Cronbach's Alpha

was used suggesting that the questionnaire was reliable (% 83). Finally, the open ended questions were analysed according to frequencies of mentioned views.

3. Data Analysis and Results

3.1. Results pertaining to the perspectives on the importance of English

In the questionnaire, there are 4 items related to results pertaining to the perspectives on the importance of English, particularly in terms of four language skills. Table 2 clarifies the results pertaining to the perspectives of the police officers on the importance of English.

Table 2. *Results pertaining to the perspectives on the importance of English*

	N	Mean	Std. Deviation
Speaking Skill	105	3.67	1.130
Listening Skill	105	3.59	1.132
Reading Skill	105	3.43	1.176
Writing Skill	105	3.34	1.223
Valid N (listwise)	105		

It is clearly seen from Table 2 that the importance of speaking skill is high with a mean ($\overline{x}$) score of 3.67. Besides, the importance of listening skill is high as well by looking at the mean ($\overline{x}$) score of 3.59. On the other hand, reading skill with a mean ($\overline{x}$) score of 3.43 and writing skill with a mean ($\overline{x}$) score of 3.34 are of moderate importance.

3.2. Results pertaining to the difficulty of language skills

In the questionnaire, there are 4 items related to results pertaining to the perspectives on the difficulty of language skills. Table 3 clarifies the results pertaining to the perspectives of the police officers on the difficulty of language skills.

Table 3. *Results pertaining to the perspectives on the difficulty of English language skills*

	N	Mean	Std. Deviation
Listening Skill	105	3.19	1.177
Writing Skill	105	3.09	1.205
Reading Skill	105	3.05	1.167
Speaking Skill	105	3.00	1.051
Valid N (listwise)	105		

When looking at Table 3, it is easily understood that the difficulty of four English language skills is of average difficulty. In other words, it can be concluded that four language skills are moderately difficult.

3.3. Results pertaining to the problems and difficulties in listening skill

In the questionnaire, there are 4 items related to results pertaining to the perspectives on the problems and difficulties in listening skill. Table 4 clarifies the results pertaining to the perspectives of the police officers on the problems and difficulties in listening skill.

Table 4. *Results pertaining to the perspectives on the problems and difficulties in listening skill*

	N	Mean	Std. Deviation
The fast speech of foreign tourists	105	3.96	1.018
Unknown vocabulary	105	3.90	.925
Unfamiliar foreign accents	105	3.65	.907

	N		
Lack of listening opportunities	105	3.57	1.072
Valid N (listwise)	105		

One can understand from Table 4 that *the fast speech of foreign tourists* with a mean ($\overline{x}$) score of 3.96, *unknown vocabulary* with a mean ($\overline{x}$) score of 3.90, *unfamiliar foreign accents* with a mean ($\overline{x}$) score of 3.65, and *lack of listening opportunities* with a mean ($\overline{x}$) score of 3.57 are of high difficulty.

3.4. Results pertaining to the problems and difficulties in speaking skill

In the questionnaire, there are 4 items related to results pertaining to the perspectives on the problems and difficulties in speaking skill. Table 5 clarifies the results pertaining to the perspectives of the police officers on the problems and difficulties in speaking skill.

Table 5. *Results pertaining to the perspectives on the problems and difficulties in speaking skill*

	N	Mean	Std. Deviation
Insufficient knowledge of grammar and structure	105	3.64	1.037
Using inappropriate words and expressions in conversation	105	3.25	.980
Lack of confidence in speaking	105	3.13	.990
Inability to pronounce words and expressions properly	105	2.94	1.150
Valid N (listwise)	105		

Table 5 illustrates that *insufficient knowledge of grammar and structure* with a mean ($\overline{x}$) score of 3.64 is of high difficulty while *using inappropriate words and expressions in conversation* with a mean ($\overline{x}$) score of 3.25, *lack of confidence in speaking* with a mean ($\overline{x}$) score of 3.13, and *inability to pronounce words and expressions properly* with a mean ($\overline{x}$) score of 2.94 are of average difficulty.

3.5. Results pertaining to the problems and difficulties in Reading skill

In the questionnaire, there are 5 items related to results pertaining to the perspectives on the problems and difficulties in reading skill. Table 5 clarifies the results pertaining to the perspectives of the police officers on the problems and difficulties in reading skill.

Table 6 *Results pertaining to the perspectives on the problems and difficulties in reading skill*

	N	Mean	Std. Deviation
Unable to understand the vocabulary	105	3.66	1.106
Unable to understand lexical items in the tourists documents	105	3.63	1.144
Having inadequate vocabulary in reading	105	3.52	1.056
Reading unfamiliar passages	105	3.41	1.299
Reading too long passages	105	3.38	1.296
Valid N (listwise)	105		

Table 6 illustrates that *unable to understand the vocabulary* with a mean ($\overline{x}$) score of 3.66, *unable to understand lexical items in the tourists documents* with a mean ($\overline{x}$) score of 3.63, and *having inadequate vocabulary in reading* with a mean ($\overline{x}$) score of 3.52 are of high difficulty while *reading unfamiliar passages* with a mean ($\overline{x}$) score of 3.41, *reading too long passages* with a mean ($\overline{x}$) score of 3.38 are of average difficulty.

3.6. Results pertaining to the problems and difficulties in writing skill

In the questionnaire, there are 4 items related to results pertaining to the perspectives on the problems and difficulties in writing skill. Table 7 clarifies the results pertaining to the perspectives of the police officers on the problems and difficulties in writing skill.

Table 7. *Results pertaining to the perspectives on the problems and difficulties in writing skill*

	N	Mean	Std. Deviation
Lack of grammar knowledge	105	3.73	1.137
Insufficient skills of writing	105	3.70	.960
Having inadequate vocabulary	105	3.66	1.025
Lack of opportunity to write	105	3.64	1.082
Valid N (listwise)	105		

According to Table 7, it is clearly understood that the items related to the problems and difficulties in writing skill are of high difficulty. In other words, it can be concluded that four problems or difficulties in writing skill are highly faced by the respondents.

3.7. Results pertaining to the motivational factors to use English

In the questionnaire, there are 11 items related to results pertaining to the perspectives on the motivational factors to use English. Table 8 clarifies the results pertaining to the perspectives of the police officers on the motivational factors to use English.

Table 8. *Results pertaining to the perspectives on the motivational factors to use English*

	N	Mean	Std. Deviation
To be appointed abroad for occupational development.	105	3.83	1.066
To get enough score in national and international examinations.	105	3.82	1.382
To communicate with foreigners who can't speak Turkish.	105	3.70	1.125
To meet with people from diverse countries and cultures.	105	3.62	1.186
To take part in missions of international peace forces that require English.	105	3.60	1.145
To make translations about my occupation.	105	3.42	1.329
To search in websites about my job and general issues.	105	3.38	1.235
For post-graduate studies.	105	3.32	1.464
To follow English publications about my job.	105	3.08	1.380
To take part in meetings and conferences about my job as well as to make presentations in such places.	105	2.96	1.499
To write English reports and articles about my job.	105	2.90	1.541
Valid N (listwise)	105		

By looking at Table 8, it is clearly seen that *to be appointed abroad for occupational development* with a mean (x̄) score of 3.83, *to get enough score in national and international examinations* with a mean (x̄) score of 3.82, *to communicate with foreigners who can't speak Turkish* with a mean (x̄) score of 3.70, *to meet with people from diverse countries and cultures* with a mean (x̄) score of 3.62, and *to take part in missions of international peace forces that require English* with a mean (x̄) score of 3.60 are necessary. On the other hand, *to make translations about my occupation* with a mean (x̄) score of 3.42, *to search in websites about my job and general issues* with a mean (x̄) score of 3.38, *for post-graduate studies* with

a mean ($\overline{x}$) score of 3.32, *to follow English publications about my job* with a mean ($\overline{x}$) score of 3.08, *to take part in meetings and conferences about my job as well as to make presentations in such places* with a mean ($\overline{x}$) score of 2.96, and *to write English reports and articles about my job* with a mean ($\overline{x}$) score of 2.90 are averagely necessary.

3.8. Results pertaining to the functional use of English

In the questionnaire, there are 13 items related to results pertaining to the perspectives on the functional use of English. Table 9 clarifies the results pertaining to the perspectives of the police officers on the functional use of English.

Table 9. *Results pertaining to the perspectives on the functional use of English*

	N	Mean	Std. Deviation
Responding to questions or solving problems.	105	3.87	1.034
Explaining a foreigner what to do on the phone or face to face when he or she asks for help.	105	3.87	1.025
Asking questions or giving answers about the profile of an individual.	105	3.87	1.182
Questioning or taking the statements of a criminal or a sufferer.	105	3.86	1.092
Dialogues on asking or answering about addresses.	105	3.84	1.044
Doing the required jobs when someone is suffering.	105	3.82	1.155
Asking questions to a foreigner with a passport and answering his or her question as well.	105	3.80	1.077
Offering help when foreigners get lost or cannot find their destination.	105	3.74	1.019
Offering help in case of loss or something stolen and being got laid.	105	3.70	1.167
Dialogues about security issues and getting in touch in case of an emergency.	105	3.68	1.195
To get in touch with consulate whenever foreigners need.	105	3.61	1.235
Offering help in terms of passport procedures.	105	3.51	1.177
Dialogues on historical and touristic places.	105	3.31	1.162
Valid N (listwise)	105		

With regard to the functional use of English, it is easily understood that *dialogues on historical and touristic places* with a mean ($\overline{x}$) score of 3.31 is of average importance while the rest of the items are all important.

3.9. Results pertaining to the Open-ended Questions

Remarks, codes and frequencies from answers of the respondents to the open-ended questions were given in Table 10.

Table 10. *Views of Public Order Police Officers Related to their Language Needs*

Codes	Frequency	Remarks of Police Officers
The most used language skill by the respondents.	18	*Speaking*
	7	*Listening*
	5	*Reading*
Where and how English is used.	10	*Usually since Antalya is a touristic city.*
	4	*When asking and answering about an address.*
	3	*When searching in the internet.*
	2	*When taking foreigners' statements.*
	2	*When watching movies.*
	2	When travelling abroad.
With whom English is used.	21	I use English with tourists.

By looking at the answers to open ended questions, it is easily understood from Table 10 that 18 respondents mostly use speaking skill, 7 respondents mostly use listening skill and 5 respondents mostly use reading skill. Regarding where and how English is used, majority of the respondents with a frequency of 10 usually use English since Antalya is a touristic city, while 4 participants use English when asking and answering about an address, 3 participants use English when searching in the internet, 2 participants use English when taking foreigners' statements, 2 participants use English when watching movies, and 2 participants use English when travelling abroad. In terms of with whom they speak English, 21 participants declared that they use English with tourists.

4. Discussion

This study referred to the Turkish public order police officers' English language needs for the first time. The analysis of the results has provided important answers to the research questions of the study. Initially, the police officers were found to be most aware of the importance of speaking and listening skills. English language is important for effective communication between Tourist Police officers and foreign tourists (K-Romya, 2006). In her study, to determine the perceived current levels of English communication skills of Tourist Police information, K-Romya (2006) used in-location observations, focus groups and individual interviews through a sample of administrators, Tourist Police officers and foreign tourists. The ability of police officers to communicate in English is important. Recent studies (Tansrisawat, 1991; Promrat, 1998; Meemark, 2002; K-Romya, 2006) on the ability of police officers in communicating through English have shown that there is a requirement for English courses to support them with the essential communication skills. Besides, the studies show that police officers and candidate police officers see speaking and listening as the most necessary skills they need to acquire (Mackay and Mountford, 1978; Munby, 1978; Abo Mosallem, 1984; Akyle and Yalcin, 1991; Alhuqbani, 2008; Khamkaew, 2009; Qaddomi, 2013). In this study, the police officers perceive some motivational factors necessary. For instance, they want to learn and use English to be appointed abroad for occupational development, to get enough score in national and international exams, and to communicate with foreigners who cannot speak Turkish. Based on earlier ESP studies (Alhuqbani, 2009;

Al-Tamimi and Shuib, 2009), motivations are important sources for police officers towards learning English. Furthermore, the participants in this study see functional use of English important. In her study, Tipmontree, S. (2007) stated that there were several daily work tasks for which police officers used English language. They listened to general information and telephone calls, complaints and reports, while speaking English to make general conversations with tourists and to help them as well. In terms of difficulties, while four language skills were moderately difficult for the public order police officers in this study, Qaddomi (2013) put forward that candidate police officers had difficult times in pursuing natural English dialogues at their natural speech speed, and in speaking with tourists with different dialects. Moreover, Alhuqbani's (2008) found out that Saudi police officers had difficulty in communicating through English in the same cases Qaddomi (2013) stated, as well.

5. Conclusion and Pedagogical Implications

With this study, it was aimed to highlight the English language needs of the public order police officers who are working at a touristic place. The picture drawn by the findings illustrates that:

- Speaking and listening skills are of high significance for the public order police officers when looking at the mean ($\bar{x}$) scores of 3.67 and 3.59;

- In terms of difficulties, four language skills are moderately difficult for the public order police officers. However, regarding the specific difficulties in language skills, the following conclusions were reached out: (1) when listening, the fast speech of foreign tourists, unknown vocabulary, unfamiliar foreign accents, and lack of listening opportunities are of high difficulty, (2) insufficient knowledge of grammar and structure make speaking process highly difficult, (3) with reference to reading skill, having inadequate vocabulary knowledge or not understanding the words and lexical items in the tourist documents are of high difficulty, and lastly (4) in terms of writing skill, lack of grammar knowledge, insufficient skills of writing, having inadequate vocabulary, and lack of opportunity to write are of high difficulty again.

- The respondents see such motivational factors necessary: (1) to be appointed abroad for occupational development, (2) to get enough score in national and international exams, (3) to communicate with foreigners who cannot speak Turkish, (4) to meet with people from diverse countries and cultures, (5) to take part in missions at international peace forces that require English; and

- The participants see functional use of English important, such as asking questions or giving answers about the profile of an individual, explaining a foreigner what to do on the phone or face to face when he or she asks for help, and responding to questions or solving problems.

After this very specific needs analysis study, the following implications were structured;

- Special emphasis should be put into speaking and listening instructions of police officers who may work at touristic places.
- The motivational factors to increase the desire of learning English should be promoted more.
- ESP should be introduced to all police officers who work or will work in touristic places.
- The ESP course content of the police officers should be based on their perceived English needs.

Finally, the results obtained from this descriptive study may prove to be of much help for ESP instructors, ESP curriculum and program designers and developers, ESP research conductors, educational administrators and educational policy makers.

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