Chapter One

Introduction

1.1 Context of the study problem:

This study aims at analyzing the learning needs for designing an ESP course for Abu Dhabi Police Staff. The needs for such a course have been observed and considered vital due to many factors related to city's demographic structure; more than half of the city's residents are foreigners where English is the main means of communications among them. policing in such cities required police staff to have good communication skills, and as an English instructor in Abu Dhabi Police the researcher knows that general English course is taught to police cadets while receiving their general training at Abu Dhabi police school and for police staff on the job; the four institutions concerned with offering training to the police staff also offer general English courses. These courses don't meet sufficiently the staff's real needs to communicate and interact with the society while performing their tasks. So, these institutionsdon't apply the specialized English training program that could provide the police staff with the necessary communication skills for situations such as receiving a call from an English speaker; reporting theft and/or questioning an English speaker witness, in general training program related to police work like investigation, crimes, questioning a witness etc..

1.2Statement of the Study Problem

The research problem could be analyzed in basis of place,population and language (in terms of needs and problems). Abu Dhabi is the largest Emirate of the seven Emirates forming up the United Arab Emirates with an area of (67,340 km²), accounting for approximately 87 per cent of the total land area of the federation. Abu Dhabi also has the largest population of the seven emirates. In June 2011, its population was estimated to be 2,120,700 people, of which, 439,100 people (less than 21%) were Emirati citizens, which has risen to 2.3 million in 2012. Emirate of Abu Dhabi consists of three parts; Abu Dhabi Island, Al Ain city and the Western Region.So, the number of expatriates forms the majority of the residents in Abu Dhabi(The emirate).Most of the of expatriates are Non-Arab and speak more than 12 different languages and English language is the mother language of less than 5% of the total number of the of expatriates. However, English is the main medium of communication among these different groups in the Emirates.In addition to the big numbers of the of expatriates resident in Abu Dhabi in its three cities (Abu Dhabi, Al Ain , Western Region) there are big numbers of tourists from Non-Arab countries who come to the Emirate every year. So,knowledge of English language plays an important role for police staff to effectively communicate and provide help in time and properly. In the same context English could have a great effect on the level of the police performance. From the researcher's experience in teaching English at police school in Al-Foaha, police cadets receive general English courses and they don't receive any type of training in specialized courses of English for police purposes. So, fluent and effective English communication is hardly met particularly the special terms needed by police in specific situations. So, English is important for the Abu Dhabi Police officers in order to provide simple information and solve the problems for the foreigners and tourists. Good listening and speaking skills minimize the misunderstanding in basic conversations. At the same time, these skills initiate positive impression and help them to achieve and handle their job properly. Eventually, this study aims at analyzing thelearners' needs for an ESP course for the training in Abu Dhabi police school to help police staff overcome the language problems mentioned above.

1.3 Objective of the study

The objective of this study is analyzing learning needs for designing an ESP training course for Abu Dhabi Police Officers.

1.4 Research questions

The research questions are:

1. To what extent are Abu Dhabi Policemen trained in English language to meet their actual work needs?

2. What type of English do Abu Dhabi Policemen need for their workplace?

3. What type of language difficulties do Abu Dhabi Policemen encounter when they use English at workplace?

1.5 Research Hypotheses

The research hypotheses are formulated as follows:

1. Abu Dhabi policemen lack sufficient training in English needed for workplace.

2. Abu Dhabi Policemen need to master special language skills needed for their specific purposes.

3. Abu Dhabi policemen encounter some language difficulties when they use English language at workplace.

1.6 Significance of the Study

This study is expected to help syllabus designers in Abu Dhabi Police School and Police College in designing appropriate training programs according to the actual needs. Furthermore, this study can be a guide in developing teaching materials for English training program in order to upgrade the performance of Abu Dhabi Police in general.

1.7 The Research Methodology

In this study a descriptive and analytical methodology will be adopted.

A questionnaire will be used as a tool for collecting the data. The content validity of the questionnaire will be checked by experts and piloted and its reliability will be confirmed. The SPSS will be used to analyze the collected data.A test will be conducted to find out language difficulties Abu Dhabi police staff encounter at work. The test will evaluate the English language problems and difficulties that may encounter them at work and at the preparation level (While receiving training at police school). Special terminologies that are widely used by police in special situations and places like airports, land ports, police station, traffic police, customs and immigrationare integral parts of the tests.

1.8 limits of the Study

The population of this study is the Abu Dhabi Policemen working in different police stations .Participants are expected to be about 50 Abu Dhabi Police officers from traffic section.The year 2016 is the time framework to conduct the practical part of the study.

Chapter Two

Literature Review

2.1 Introduction

This chapter will review terms relevant literature on theoretical aspects and terms related to ESP. Additionally some related previous studies will be reviewed and discussed. Furthermore some light will be shed on English language training in Abu Dhabi Police.

This chapter is divided into two main sections; the first section provides information about the theoretical framework of the research and the second one covers the previous related studies.

2.2 Definitions of English for Specific Purposes(ESP)

English for specific purpose (ESP) has been defined by a number of scholars and each definition has contributed to bring people to a workable definition which seems to be yet unreachable. Some Scholars defined ESP in terms of what it is not rather than in terms of what it really is.
Mackay and Alan Mountford (1978:2) defineESP as the teaching English for "clearly utilitarian purpose". The purpose they refer to is defined by the needs of the learners , this purpose is varying since it could be academic, occupational, or scientific.
Dudley Evans and St John (1998) define ESP in terms of its absolute and variable characteristics by modifying Strevens' original definition of ESP .
Hutchinson and Waters define ESP as an approach to language learning not as a product. They state that ESP is not a particular kind of language or methodology, but rather an approach to language learning in which all decisions in related to content and method are based on the learner's reason for learning. Hutchinson and Waters(1987:18) provide more definitions in terms of what ESP isn't , first "ESP is not just a matter of Science words and grammar for Scientists, Hotel words and grammar for Hotel staff and so on." (ibid, p.18). Second ESP is not different in kind from any other form of language teaching. Efficient methods of learning should be applied even though the contents are different. Despite the fact that the content may be different, there is no reason to suppose that the processes of learning should be different from that exist in General English. FurthermorePauline Robinson (1991, pp. 2-3) defined ESP depending on three different points;

students goal from learning and their needs and finally their age (she stated that they should be adult).

Dudley-Evans and St John mentioned that each of Strevens , Hutchinson and Waters, Robinson's definitions have strengths and weaknesses, they thought Strevens' definition is much comprehensive but, referring to content as an absolute characteristic could be confusing since it may confirm the false impression that ESP is always and necessarily directly related to subject content. They have postulate a revised definition of absolute characteristics. They agreed in some areas with Strevens like; the designing of ESP course should be according to what students need and the appropriateness of the language and that the content should be related to the occupations and activities.

2.3 ESP Types

English for special purpose (ESP) has many types and acronyms According to Robinson(1991), ESP has two main types which are: EOP (English for occupational purposes) that includes work-related needs and training. The other type is EAP (English for academic purposes) that includes academic study needs.

She also highlighted a third type that is EST (English for science and technology) which is used in USA for ESP work and can refer to both work and study needs.

There is a further important distinction that can mark one more type, that is between two types of learners; the first on is the newcomers to their field of work or study and those who are expert. She cited Strevens (608.pp.139-40)"this distinction is between English which is instructional and English which is operational".

Hutchinson and Waters present types of ESP in their famous tree shape to provide an easy clear illustration.

2.4 ESP vs. EGP

The influence of English for General Purposes (EGP) on ESP was clear especially in the first period when ESP started to emerge. We can see this influence in the register analysis stage as an example.

ESP has developed rapidly and within short period of time, it has its own distinctive features. With great awareness to needs analysis ESP make the most remarkable distinction from EGP.

Hutchinson and Waters(1987) mentioned that (the difference between ESP and EGP in theory nothing, in practice a great deal).

Widdowson(1983) set clear distinction between ESP and EGP as follows:

EGP (English for general purpose):

A - The focus is often in education.

B- As the future English needs of the students are impossible to predict, course content is more difficult to select.

C- Due to the above point, it is important the contents are the syllabus to have a high surrender value.

ESP:

A- The focus is on training.

B- As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but not easy in itself) Therefore, EVP syllabus need only have a high surrender value linguistic content in terms of the English foreseen to be most relevant to the vocational context.

C -The aim may only be to create a restricted English competence.

D -Another different is set by Hutchinson and Waters; they stated that, *"the awareness of the target situation- a definable need to communicate in English – that distinguish ESP learners from EGP learners".*

2.5 ESPCourse Design

Course design refers to the planning and structuring of a course to achieve the needed goals. It is the outcome of number of elements: the result of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (Robinson: 1991).In the same vein, Hutchinson and Waters (1987:65) have defined a course as "An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge."

Munby (1978:2) ESP courses are: "*Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner.*"This means that the identification of learners' needs is the first step upon which the ESP course is going to be designed.

Thus, the ESP course takes into consideration not only the subject area of the learners, but also the lexical, semantic and structural aspects of the language characteristics of that specialized area.

The following questions as per Dudley-Evans and St. John (1998:145) should be responded to before starting course designing process:

1. Should the course be intensive or extensive?

2. Should the learners' performance be assessed or non-assessed?

3. Should the course deal with immediate needs or with delayed needs?

4. Should the role of the teacher be that of the provider of knowledge and activities?Or should it be as facilitator of activities arising from learners expressed wants?

5. Should the course have a broad focus or narrow focus?

6. Should the course be pre-study or pre-experience or run parallel with the study?Or experience?

7. Should the materials be common-core or specific to learners study or work?

8. Should the group taking the course be homogenous or should it be

heterogeneous?

9. Should the course design be worked out by the language teacher after consultation with the learners and institution, or should it be subject to a process of negotiation with the learners?

Hutchinson and Waters have considered some questions as well that should be responded to in the initial stage in the process of designing ESP course , beyond these questions laying the core elements they consider important for designing ESP course;

The questions are:

1) Why does the student need to learn? (needs analysis)
2) Who is going to be involved in the process? (needs analysis)
3) Where is the learning to take place? (needs analysis)

4) When is the learning to take place? (needs analysis)
5) What does student need to learn? (language description)
6) How will the learning be achieved? (learning theories)

Hutchinson and Waters stated three main areas to be covered and analyzed when designing a new course;

1. Needs analysis:

Researchers of the ESP syllabus design insist that the needs of the learners should be specified before any other step, as it has been stated previously, needs analysis is the first step towards designing an ESP course, because it is believed that these needs are the key for any further work, i.e. right from the beginning, an ESP objectives should be specified as accurately as possible (Mackey and Mountford, 1978: 10). Knowing these needs enable the course planner to narrow down the area of use and usage. In other words defining needs help a lot in providing right materials and right teaching methods.

2.Language description:

These represent the way in which language system is analyzed and described for the purpose of learning. They covers the domains of questions within number (5) 'What'? it is important to decide on language and its features that will be taught , and it's important to consider language features that couldn't be analyzed unless we go deeper to discourse level.

3. Learning theories:

Learning theories provide the basis for the methodology;help us to understand how people learn. Learning theories provide us with the psychological processes that lie behind language use and language learning. They also tell us how to achieve learning, what learning theory is involved or underlies in a course, and what methods of teaching are to be used.

Although there are different theories of language learning, and each one has a relevance to ESP course, no one theory can be considered the only one that completely fits ESP course. The behaviorists' theory, for instance, can be

used in teaching pronunciation, and the cognitive theory for teaching grammar (Hutchinson and Waters, 1987: 51).

From the above definitions, it could be assumed that the aim of the ESP courses are to prepare the learners in accordance with specific skills and vocabulary needed in their own field in order to be able to communicate effectively in the target situation. To achieve these aims, a number of parameters have to be taken into consideration namely:

A. The identification of needs.
B. Syllabus Design.
C. Materials production.
D. Evaluation and assessment.

2.5.1Approaches toCourse Design

Approaching the process of designing ESP course is complex in the sense that a course designers have to consider different elements at the same time; they have to deal with the students' responses to their questions, i.e., the results of the needs analysis, at the same time they have to decide on what materials they need to design the syllabus as well as the institution requirements and expectations. Many other important elements should be incorporated in the process of designing such course,as teachers' role and the evaluation process. So all these core element should be dealt with in parallel and at the time to start the course designing from the right point.

Hutchinson and Waters define course design as "the process by which the raw data about a learning need is interpreted in order to produce and integrated series of teaching –learning experience ".

They have stated three main types of approaches to course design;

1. Language – centered course design

This approach is very simple and the most familiar to ESP. It aims to draw as direct a connection as possible between the analysis of target situation and the content of the ESP course. This approach seems to be very logic in its procedure since it starts from deciding learners' needs in target situation then identifying the linguistics features of target situation then the creation of the

syllabus, then comes the materials and finally the evaluation procedures. However, it has many weaknesses as stated by Hutchinson and Waters. First the learner is used as a tool to decide on target situation needs and thus, it couldn't be considered as a learner-centered approach.↓Second, the language-centered process is inflexible procedure and that it doesn't give acknowledgement to factors which must play a part in the creation of any course. And finally analyzing only target situation language doesn't give deep and actual results since it's a surface analysis and it reveals very little about the competence that underlies the performance.

Identify learners' target situation		Select theoretical views of language

Identify linguistic features of target situation

Design materials to exemplify syllabus

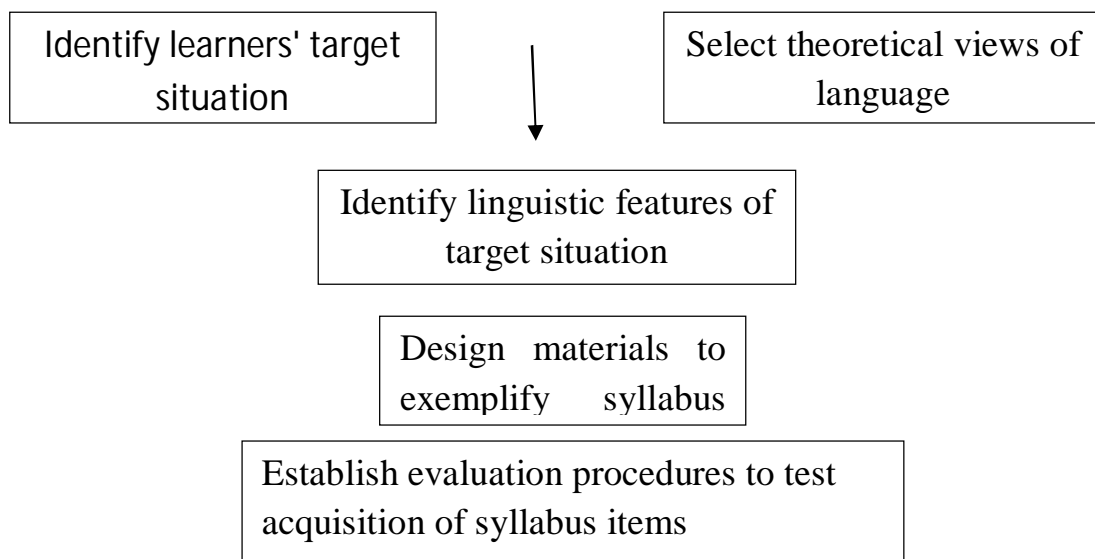Establish evaluation procedures to test acquisition of syllabus items

Figure1:2 A language –centered approach to course design

(Hutchinson and Waters p: 66)

2.Skills-centered approach

This approach has two principles one is theoretical and the other pragmatic.The theoretical principle "hypothesis that underlying any language behavior are certain skills and strategies, which the learner uses in order to produce or comprehend discourse".Hutchinson and Waters (1987).It aims at looking deeper than surface; it looks at competence that underlies the performance. The pragmatic basis for the skills-centered approach derived from the distinction made by Widdowson between goal-oriented courses and process-oriented courses.This approach considers the learner more than language-centered approach because first, it views the language in terms of how the minds of the learners process it. It also takes into consideration what learners bring to the course and finally the approach puts the objectives in open-ended terms, so it enables learners to achieve at least something.
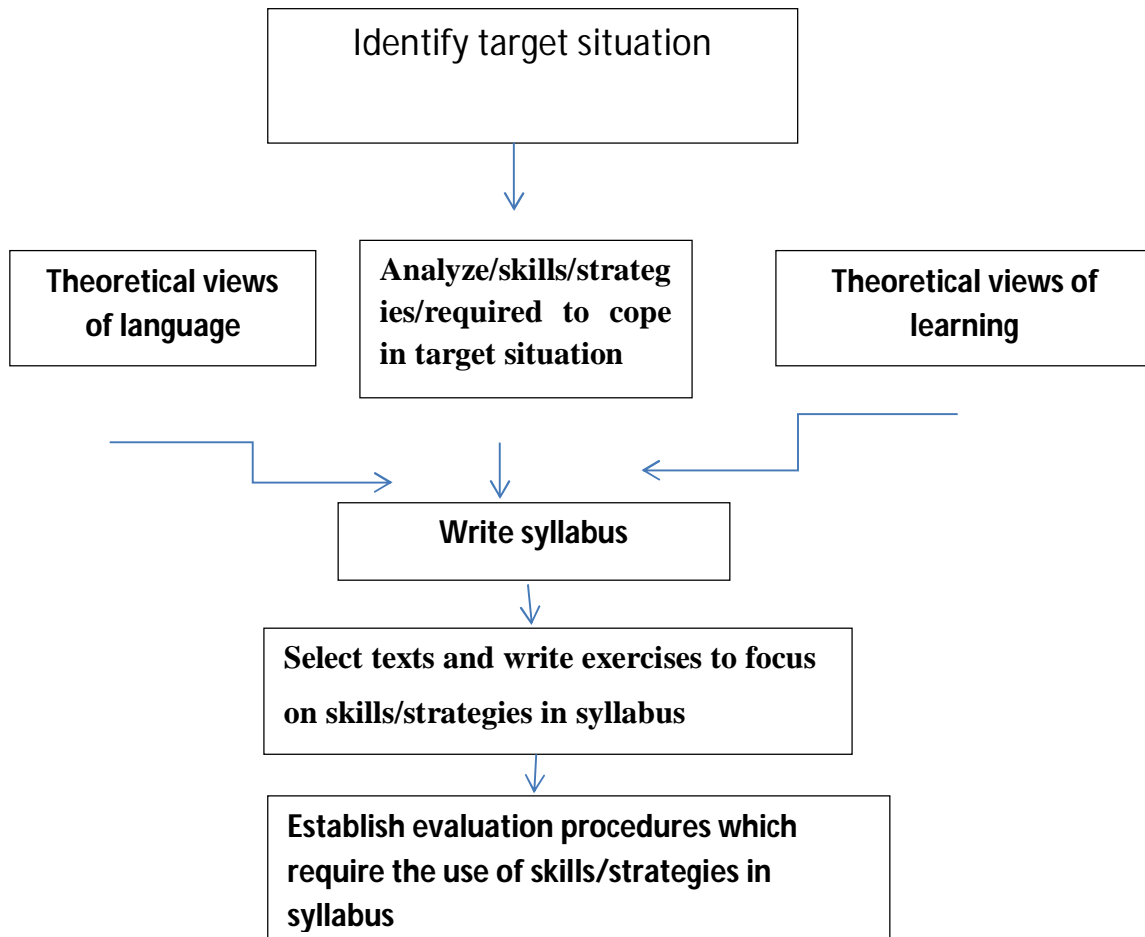
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│ language     │   │ to cope in target    │   │ learning         │
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                 │ exercises to focus            │
                 │ on skills/strategies in       │
                 │ syllabus                      │
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                 │ Establish evaluation          │
                 │ procedures which              │
                 │ require the use of            │
                 │ skills/strategies in syllabus │
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Figure 2:2 A skills-centered approach to course design(Hutchinson and Waters p: 71

4. learning-centered approach

Considering that the learning process consists and includes other elements in addition to the learner, Hutchinson and Waters here adopted the name learning-centered approach and reject the familiar name learner-center approach. They stated that the learning processes influences by the teacher, syllabus writers, society , and each component that involved in the learning process, so learner, however, is an important part of the process and could decide upon his/her route and speed of learning but still there are other fundamental elements to affect the learning process as stated.

Hutchinson and Waters (1987) " for this reason we would reject the term a learner-centered approach in favor of a learning- centered approach to indicate that the concern is to maximize learning. The learner is one factor to consider in the learning process, but not the only one. Thus the term learner-centered would for our purpose be misleading"

Leaning-centered approach engaged learner at every stage of the course design process and this as per Hutchinson and Waters has two implications;

1. Course design is a negotiated process. There is no single factor which influence the content of the course solely, each component has its say and affect the nature of the syllabus.
2. Course design is a dynamic process. Nothing remains stable in the process of course design, needs and resources vary with time.

Figure 3:2 A learning –centered approach to course design.

(Hutchinson and Waters p: 73)

2.6Needs analysis

The First element to be considered in the process of designing ESP course is identification of needs. Needs analysis is the corner stone of ESP course design and is the first step as well. Hutchinson and Waters stressed that ESP teachers are concerned more with designing an appropriate course for a particular groups of learners They mentioned three main factors affecting ESP course design: language description, learning theories and needs analysis. They argued that the course design elements are interdependence and the learner role is very important in each stage of the course design stages.

The model that has been produced by Munby ; Communication Needs Processor (CNP) is considered to be the most prominent and influential work in identification needs and in designing a ESP course as well .

Needs analysis is the key stage and corner stone of ESP according to Brown, 1995; Dudley-Evan and ST. John1, 1998 and West, 1994). According to Robinson (1991,pp.7-8)a number of people (for example Berwick(55), Brindley (57), Mounftord (81) Widdowson (326) have discussed the different meanings or types of needs analysis.

Needs analysis is a crucial toll in defining the real needs of the learner and identifying where the learners are and where they should be and how they can move to where they should be. Needs analysis has a vital role in the process of designing any language course. This role may vary from ESP and EGP, but still important for both of them as acknowledged by many scholars.

Robinson has stated five types of needs analysis. First type she has mentioned is that, needs can refer requirement of study or job, that is, what they have to be able to do at the end of their language course. This is called a goal - oriented definition of needs. Needs in this sense also could be described as "objectives". Second type of needs is what is society or user-institution regarded important for the leaner to learn from a program of language. Third type of definition according to Widdowson(326,p.2) is the process-oriented definition as cited by Robinson(1991,p.7) , in this type all what the learner want to do is to acquire the language. Another definition is provided by Robinson, that is, what student want from the language course, their personal aims, and finally needs could be defined as lacks or what students don't know or cannot do in English.

Hutchinson and Alan Waters as mentioned above have defined ESP as an approach to course design and they believe that the first step in this approach

is responding to the question"why do these learners need to learn English?" in other words we can say the first step of the approach is defining the needs of the learners and analyzing them.

They think that the awareness of such needs is what distinguishes ESP and it makes the learners' journey towards accomplishing their goalfrom the English program easy and well structured.

2.6.1Needs analysis approaches

1.Target Situation Analysis (TSA)

The term "Target situation analysis" was introduced by Chambers(1980).

Target situation analysis is a form of needs analysis, which focuses on identifying the learners' language requirements in the occupational or academic situation they are being prepared for.

Target situation has been defined by Hutchinson and Waters in terms of; Necessities, Lacks and Wants.

One of the most prominent works in analyzing target situation needs is John Munby's communicative needs process (1978) (CNP). CNP provided a highly set of procedures that help in defining accurately the target situation needs. This model contains a detailed set of procedures for discovering target situation needs. Munby's overall model is made up in a very detailed way, that almost everything about the learner and the target situation is evaluated. It is important to note here that this model analyzes the four skills (listening, reading, speaking and writing).

2.Present-Situation Analysis

This model was proposed by Richterich and Chancerel (1983) in this approach the all aspects that directly affect the learning process should be evaluated and considered; students and their background in terms of knowledge, culture and abilities, also learning environment should be evaluated as well as work place if the trainees are workers.

Needs analysis in general may be seen as combination of TSA and PSA. As noted, within the realm of ESP, one cannot rely either on TSA or PSA as a reliable indicator of what is needed to create inviting learning environment to accomplish the desired goal.

3. Pedagogic needs analysis

The term "pedagogic needs analysis" was proposed by West (1998) as an umbrella term to describe the following three elements of needs analysis. (Deficiency analysis, strategy analysis or learning needs analysis, and means analysis.) He states the fact that shortcomings of target needs analysis should be compensated for by collecting data about the learner and the learning environment.

4. Deficiency analysis

What Hutchison and Waters (1987) define as lacks can be matched with deficiency analysis. Also, according to Allwright (1982,quted in West,1994) the approaches to needs analysis that have been developed to consider learners' present needs or wants may be called analysis of learners' deficiency or lacks. From what has already been said , it is obvious that deficiency is the route to cover from point A (present situation) to point B (target situation), always keeping the learning needs in mind. Therefore, deficiency analysis can form the basis of the language syllabus (Jordan , 1997) because it should provide data about both the gap between present and target extra linguistic knowledge, mastery of general English, language skills and learning strategies.

5.Strategy Analysis or Learning Needs Analysis

As it is apparent from the name, this type of needs analysis has to do with the strategies that learners employ in order to learn another language. ; learning needs analysis tries to establish how the learners wish to learn rather than what they need to learn (West , 1998) All the above-mentioned approaches to needs analysis, TSA,PSA, and to some extend deficiency analysis, have not been concerned with the learners' views of learning.

Allwright who was a pioneer in the field of strategy analysis (West, 1994) started from the students' perceptions of their needs in their own terms (Jordan , 1997). Allwright was the first to make distinctions between need*s* (the skills which a student sees as being relevant to himself or herself), *wants* (those needs on which students put a high priority in the available , limited time) , and *lacks* (the difference between the students' present competence and the desired competence). His ideas were adopted later by Hutchinson and Waters (1987) , who advocate a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (

Hutchinson and Waters , 1987) learning needs analysis will tell us " what the learner needs to do in order to learn" (ibid:54).

6. Means analysis

Means analysis tries to investigate those considerations that Munby excludes (West, 1998) , that is matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses (West , 1994) Dudley-Evans and St. John (1998: 125) suggest that means analysis provides us " information about the environment in which the course will be run"and thus attempts to adapt ESP course to the cultural environment in which it will be run.

One of the main issues means analysis is concerned with is the assumption that,   what works well in one situation may not work in another" (Dudley - Evans and St. John , 1998 : 124) and that as noted above , ESP syllable should be sensitive to the particular cultural environment in which the course will be imposed. Or as Jordan 1997 says it should provide us a tool for designing an environmentally sensitive course. Swalles (1998 , quoted in West, 1994) lists five factors which related to the learning environment and should be considered by curriculum specialist should the course to be success .

These considerations are:

1. Classroom culture.
2. EAP staff.
3. Pilot target situation analysis.
4. Status of service operations.
5. Study of change agents.

7. Register analysis

Changing approaches to linguistic analysis for ESP involve not only change in method but also changing ideas of what is to be included in language and its description (Robinson, 1991). One of the earliest studies carried out in this area focused on vocabulary and grammar (the elements of sentence) . This stage took place mainly in the 1960s and early 1970s and was associated with the work of Peter Strevens , Jack Ewer , and John Swales. The main motive behind register analysis was the pedagogic one of making

ESP course more relevant to learners' need (Hutchinson and Waters, 1987).Register analysis , also called " lexicostatistics" by Swales (1988 :1 , quoted in Dudley – Evans and St. John, 1998). The assumption behind register analysis was that, while the grammar of scientific and technical writing does not differ from that of general English , certain grammatical and lexical forms are uses much more frequently (Dudley – Evans and St. John, 1998).As noted , register analysis operates only at word and sentence level and does not go beyond these levels. The criticism on register analysis can summarized as follows:

a) It restricts the analysis of texts to the word and sentence level
   (West, 1998)
b) It is only descriptive, not explanatory (Robinson, 1991).
c) Most materials produced under the banner of register analysis follow a similar pattern, beginning with a long specialist reading passage which lacks authenticity (Dudley – Evans and St. John, 1998).

8. Discourse analysis

Since register analysis operated almost entirely at word and sentence levels, the second phase of development shifted attention to the level above the sentence and tried to find out how sentences were combined into discourse (Hutchinson and Waters, 1987). Also, West (1998) says that the reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of register.

The pioneers in the field of discourse analysis (also calledrhetorical or textual analysis) were Lackstorm, Selinker, and Trimble whose focus was on the text rather than on the sentence , and on the writer's purpose rather than on form (Robison , 1991). In practice, according to West (1998) , this approach tended to concentrate on how sentences are used in the performance of acts of communication and to generate materials based on functions.

9. Genre analysis

Discourse analysis may overlap with genre analysis. Dudley – Evans and St. John (1998:87) give a clear distinction between the two terms:

Any study of language or text at level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The result of this type of analysis makes statements about how texts – any text – work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focus on the differences between text types, or genres.

The term 'genre' was first used by Swales (1981, quoted in Robison, 1991). He defined genre as: "a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that events and occurring within a functional rather than a personal or social setting" (Swales, 1981: 10 -11, quoted in Robinson, 1991). Bhatia(1993) who is one of the researchers in the field of genre analysis has his definition of genre analysis as the study of linguistic behavior in institutionalized academic or professional setting.

A single approach to needs analysis cannot be a reliable indicator of what is really needed to enhance learning for this, a modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John (1998:125) which encompasses all the above mentioned approaches includes the following:

1) Environmental situation – information about the situation in which the course will be run.(means analysis).
2) Personal information about learners – factors which may affect the way they learn (wants, means, subjective needs).
3) Learners' lacks (the gap between the present situation and professional information about learners).
4) Learners needs from course – what is wanted from the course (short term needs).
5) Language learning needs- effective ways of learning the skills and language determined by lacks.
6) Professional information about learners – the tasks and activities English learners are/will be using English for (target situation analysis and objective needs).
7) Language information about learners – what their current skills and language use are (present situation analysis).

8) How to communicate in the target situation – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

2.6.2Needs Analysis Techniques

According to Robinson's (as cited of Schroder 91,p. 45) there are four techniques for investing needs; the questionnaire , the detailed interview, participating observation , and press ad , by press ad he means that advertisements of job vacancies in the newspapers might indicate the language needed for the job. The first technique is the questionnaire and

The most important feature of the questionnaire is that it should be comprehensible by laypeople (not-linguists) and the answer can be easily analyzed, for this reason the questionnaire first should be piloted; to be distributed to a few respondents to see whether the questions are comprehensible and the answers are easily analyzed and compared.

Questionnaire is likely to seek information for both target situations and present situation. The advantage of a questionnaire that, it can cover a large number of subjects and the disadvantage is that not many will fill it and even some may fill it carelessly. Examples of questionnaires are given in Richterich and Chancerel (87)as cited by Robinson (1991,p.12). Second, the interviews and could have many shapes, structured interview has been highly recommended by Mackay (77) for that this type of interview allows the interviewer to guide the interviewee through a questionnaire. The advantage of this is that the interviewee can receive help with clarification difficult linguistics and the answers could be recorded, and it also can allow the interviewer to add and illicit more questions from the interviewee answers. Finally comes the observation,when preparing for an ESP course it's important to consider job related environment by conducting visits to workplace to gain a through overall understanding of the job nature. It's important to note down while visiting, job duties, details of the environment and the nature of the spoken language.

2.7Syllabus Design

The second parameter in the process of designing ESP course is syllabus design. Syllabus as per Robinson is a plan of work and is essential for the teachers as a guideline and context for class content. (Robinson 1991, p 34). Robinson identified that syllabus design is an integral part of course design and has mentioned different types of syllabi:

1) A Structural (Formal) Syllabus. Is a collection of the forms and grammatical structures of the language being taught such as noun, verbs, adjectives, statements, questions, subordinate and so on.
2) A Notional/Functional Syllabus . Is a collection of the functions or of the notions such as informing, greeting, apologizing, requesting and so on.
3) A Skilled – Based Syllabus, is a collection of specific abilities that may play a part in using language. The primary purpose of skill-based instruction is to learn the specific language skills and to develop more general competence in the language.
4) A Situational Syllabus. A situational syllabus is a collection of real or imaginary situations in which language occurs or is used. The primary purpose of a situational syllabus is to teach the language that occurs in the situations such as seeing the dentist, complaining to the landlord, buying a book at the book store, meeting a new student, and so on.
5) A Task- Based Syllabus .A task – based syllabus is a series of complex and purposeful tasks that the students want or need to perform with language they are learning such as applying for a job, talking with a social worker, getting housing information over the telephone, and so on.
6) A Content-Based Syllabus .The primary purpose of this syllabus is to teach some content or information using the language that the students are also learning an example of a content–based language teaching is a science class taught in the language the students need or want to learn. While doing this, we also make linguistic adjustment to make the subject more comprehensible.

Despite the fact that these six types of syllabi are commonly known and widely used and each has its own characteristics and purpose they cannot be considered totally apart from each other. Each one is used exclusively in teaching settings. In other words they are generally combined with each other.Richards (1983) mentioned more three types and provide a clear clarification for each;

1. Learning –Centered (organized on what the learners have to do in order to learn language items and skills, not the items and skills themselves).
2. Discourse-based (organized around aspects of text cohesion and coherence).
3. Topical syllabus (organized around themes or topics, such health, food, and clothing).

Hutchinson and Waters(1987) define the syllabus as a document which ways what will (or at least what should) be learnt. They divided the syllabus to six types as follows:

1. The Evaluation Syllabus

"It states what the successful learner will know by end of the course. In effect, it puts on record the basis on which success or failure will be evaluated." Hutchinson and Water (1987,p.80). They stated that this type of syllabus evaluate the learner and decide on how he/she success the course. This type of course will be most familiar as the document that handed down by ministries or other regulations body.

2.The Organizational Syllabus

" The organizational syllabus is differs from the evaluation syllabus in that it carries assumptions about the nature of learning as well as language, since, in organizing the items in a syllabus , it is necessary to consider factors which depend upon a view of how people learn" Hutchinson and Waters (1987 , p. 81). The stated that this type of syllabuses organize the content in a way that help achieving the goal of mastering the language gradually , i.e. the syllabus starts from the easiest task to the more difficult and so on till it reaches the most difficult part. To organize and determine the order of the items thefollowing criteriashould be adopted;

1) What is more easily to learn?
2) What is more fundamental to learning?
3) Are some items needed in order to learn other items?
4) What is more useful in the class room?

"The organizational syllabus, therefore, is an implicit statement about the nature of language and of learning" Hutchinson and Waters (1987, p.81)

3.The Materials Syllabus

The previously mentioned types of syllabus tell directly what should be learnt with some indications of the order in which items should be learnt. The syllabuses say nothing about how the learning be achieved. Materials syllabus provides clear interpretation of the route should be followed from the start point of the learning journey to the end. Materials writers always is the first to give interpretation of the syllabus since he/she provides information on contexts, the relative weightings and integration of skills, the number and type of exercises. Generally materials writers provide information about language nature, language learning and language use.

4. The Teacher Syllabus

The teacher comes immediately after the materials writers when it comes to syllabus interpretation. "The teacher can influence the clarity; intensity and frequency of any item and thereby affect the image that the learners receive"

How much experience is the teacher will inevitably affect the degree of learning.

5. TheClassroom Syllabus

"The classroom is not simply a neutral channel for the passage of information from teacher to learner. It is a dynamic, interactive environment, which affects the nature both of what is taught and what is errant. The classroom thus generates its own syllabus (Breen, 1984, Cited by Hutchinson and Waters).

Lesson could be well planned, however, it could be handled in a poor way due to many factors that may affect the process of teaching and learning and it could be handled as it has been planned, this also because the environment of the classroom helped in achieving that. So classroom is not apart from the factors that affect the syllabus, but it is an integral part.

6.The Learner Syllabus

All the above mentioned syllabuses are considered external syllabuses, when it comes to talk about the learner. Learner syllabus is an internal one because it has to do with what the learner comprehend and store the later knowledge (Breen, 1984) as cited by Hutchinson and Waters.

" The learner syllabus is differs from all the other types of syllabuses we have mentioned not just in being internal as opposite direction, it is a retrospective record of what has been learnt rather than a prospective plan of what will be learnt " Hutchinson and Waters (1987,p.83).

This could be considered as the final destination of the syllabus, so here the syllabus takes its final shape in the mind of learners and could be called the final syllabus. So it's important to involve learners in every stage of course designing stages.

Generally all types of syllabi fall into two categories;

a. Traditional syllabus

In traditional syllabus linguistic content comes first and give great attention. In this type grammar and vocabulary are presented in isolated sentences.

b. Holistic syllabus

This approach gives more attention to language in a whole. And those who criticize the traditional syllabus argue that it is not logical to break the language into bits and pieces. Advocates of this approach believe that this is the best way to prepare students to use the language outside the classroom. In other words we can say , we must progress form learning about the language to considering how language works in a communicative sense which require us to go beyond the sentence level.

2.8 Materials

Designing and selecting ESP course materials is not a separate step that comes after syllabus design, designing materials overlapped with syllabus design as Robinson stated (ESP the present position :1980 p. 34) . So we

have to be aware of materials that we have to use while the processes of syllabus design.

Materials could be defined in terms of their function as per Dudley-Evans and St John accordingly; as a source of language, as a learning support, for motivation and stimulation and finally for reference.

Dudley-Evans and St John divided materials to two types; teacher generated materials and learner-generated materials, however, Pauline Robinson advocate using authentic materials like many other scholars in the field like Hankinson and Waters. They stated that authenticity in ESP in inevitable choice because the language subject of the training is always and necessarily authentic.

ESP material is always designed by teachers and this is one of the most important roles of the ESP teacher as mentioned by Dudley-Evans and St John.

2.9 English Language Training at Abu Dhabi Police

Abu Dhabi Police staffreceives English training at two levels; while they are in the police school, they receive three-month English language training and when they graduate from the school they receive short courses training in traffic institute and community policing and police science institute. General English language is the type of English taught in these institutions and as have been discussed earlier these types of courses don't help in providing police staff with the English they actually need in their job.

Conclusion

In this part of chapter two,theoretical information related to ESP definition and course design has been highlighted, in addition to elements considered crucial to ESP course design like needs analysisEnglish language training in Abu Dhabi Police has been highlighted as well. Syllabus types and syllabus design process were explained as well.

2.10 Preview of Previous Related Studies

The field of ESP in general has recently been subject to research by many scholars , theoryand practical aspects of ESP have been widely discussed and evaluated, but English language needs and problems has the lion share of studies particularly those of theory nature.

ESP studies that has been conducted in police context are few and mostly in Arabic contexts. Most of the studies focused on assessing the English language needs of police cadets and officers.

Abo Mosallem (1984) investigated the English language needs for 150 Egyptian police officers in ten police departments. He used a questionnaire to collect data. As a result of his study the English needs of police staff varied between speaking and listening skills for most departments he covered , except the Interpol department who gave priority to writing and reading skills.

Majority of officers indicated that acquiring English would help them to perform their job more efficiently.

In 2008 Alhuqbani used a questionnaire to evaluate and assess the English language needs of Saudi police officers; he received from 103 police officers. The overall result of his study showed that the police officers had never been trained on how to use English for police purpose.

The study showed that the frequency of using English is deeply affected by the nature of work and function of the sector. Officers in the Passport Sector use English more frequently due to the nature of their job which requires frequent contact with foreigners. The study pointed out that majority of the officers ranked listening and speaking as the most important skills to their jobs. Similarly to Abo Mosallems' findings.

Hatim Ibrahim Aldohon (**2012**) investigated the needs and problems for Jordanian tourist police. His study revealed that speaking is perceived as the most important language skill for workplace. Listening came after speaking and considered as an important skill. Regarding English function they need at their workplace Jordanian tourist police staff highlighted general

conversation as the most important function, then comes providing information. The most difficult part of English that has been revealed by the study are that foreign tourists speak too fast and they cannot catch what they say (listening problems) , also tourist police staff indicated inability to know the meaning of some vocabulary (reading problems).

Prachnan(2012) conducted a study on the English needs, functions and problems. He used a questionnaire to collected needed data and has distributed it to 40 employees serving in tourism sector. Results showed that speaking is considered as the most speaking skill, followed by listening, similarly like Hatim's findings. The three most relevant functions in using English language were giving information and providing services, and offering help. Problems they encounter at work place were limited to inability to use appropriate words in special situations and lack of grammar knowledge.

Khamkaew (2009) investigated the Metropolitan Police Officers" (MPOs) needs and problems in English language listening and speaking skills who work at Chana Songkram Police Station. A questionnaire and the interview administered to 30 metropolitan police officers. Results revealed that EL listening and speaking skills should be improved in "greeting and offering help, asking for personal details and problems and wants, giving information about accommodation, tourist information, transportation, emergency calls, giving directions, and giving advice and instruction in safety, travel, and shopping" (p. 37). Most MPOs expressed the need of good command of English in listening and speaking. On the other hand, the main problems associated to speaking were using expressions, producing full sentences, and the pronunciation of vowel sounds.

Chen (2009) examined The Republic of China Military Academy cadets" difficulties in speaking English. The researcher used five open-ended questions. Questions focused on cadets" difficulties in speaking English, how often they used and practiced English, how to improve their speaking ability on their own, as well as any suggested comments. The results indicated that the most difficult aspect of speaking for the cadets were not confident enough and afraid of making mistakes while speaking, fluency,

and lacking sufficient vocabulary. The researcher mentioned that the reasons for these difficulties were mostly not practicing enough. Regarding the helpful ways, cadets felt that more authentic English input and listen more, read more and read aloud more are to be included in their training.

Tangniam (2006) examined the needs of Thai Airways ground staff for English language. Majority of the subjects stated that English training that directly related to their work will enable them to interact easily at their workplace. The most important part of the study is that subjects have rated listening and speaking as the most important skills to be mastered (as in all previous studies findings).The researcher suggested that more attention should be given to listening and speaking when designing a training course for the Airways ground staff.

Quadomi (2013) identified the English language needs for 91 cadets at Alistiqlal University in Palestine. He adopted Alhqbani's (2008) questionnaire with some modifications. The findings of the study revealed that the English language level of the subjects was intermediated with apparent weakness in listening and speaking which were identified by the cadets as the most important skills to their police jobs. The results also indicated that the most difficult aspect of English use facing the cadets was following conversation with English native speakers at its natural speed (listening problems). It is clear that Qadomi's findings are consistent with Alhaqbain's.

In another study , **Alquarshi (2011)** explored the motives and attitudes of 24 Saudi police officers toward learning English as a foreign language the study has shown that police cadets are motivated to learn English for communicative purpose specially for work purpose, they stated some problems like the duration of the English course they receive and ask the period to be shortened. However, this study findings should be occasionally considered due to the number of the subjects which was so small to reveal findings that could apply to the majority of police cadets.

Abdul Hakim MA, conducted a study to investigate the need of Bangladeshi Police for ESP course. The study revealed the real needs for

such course after analyzing the questionnaire which has been distributed to 60 police staff working in positions that has a direct contact with the public.

The potential course should according to the study try to overcome listening and speaking problems, and should be a content-based to provide more attention to job related vocabulary.

Ketkaew (1997) carried out a study to determine the English language needs of cabin attendants. Many domains were investigated in this study such as: English language needs the functional aspects of English, English language usage problems. As results revealed, English language gained high importance to all cabin crew including: air stewards, air stewardesses, air pursers and flight managers in Thai Airways International. The study also indicated that the most needed skills were English language listening and speaking skills. The respondents also indicated the problems associated with using the English language four skills were moderate for all of them. The most English language skills that were needed to be improved as reported by Air stewards and air stewardesses were listening and speaking skills, however air pursers and flight managers reported that they need to develop all four skills from moderate to high levels.

Dooey (2006) identified the listening and speaking needs of international students at Curtin University in her NA and included both ESL instructors and students in the study. The perceptions of students and instructors differed to some degree but they agreed on the importance of listening for academic success and attributed importance to general listening skills in lectures, tutorial and group assignments and areas of difficulty were also identified. Alhuqbani (2008) in his study attempted to identify police officers" needs of mastering English language in the Kingdom of Saudi Arabia. For this purpose the researcher developed a questionnaire and administered it to 103 serving police officers. The results showed that English language captures an integral part in security and police jobs. All participants identified skills which were very important to their workplace as important. The results also showed that despite the importance of English for the security sectors and officers, no training on EFL has been carried out on

how to use English for police purposes. Generally, results confirmed that English for police purposes should be emphasized.

Khushi and Talaat (2011) evaluated the ELT textbooks designed for the Pakistan Military Academy (PMA), Kabul. The main purpose of this study was to identify the pedagogic value of the syllabus applied there . Results showed that the syllabus is traditional in approach.The syllabus covered areas that have nothing to do with the military specialization. The study also revealed that the text book consists of general English and some literature which will provide nothing for military staff in terms of specialized language.

Spence and Liu (2013) analyze the English language needs of engineers working at a firm in Taiwan. They used needs analysis questionnaire to find out data related to that needs.

Results of the study revealed that the engineers are involved in many situations that require them to use English such as writing and reading emails, reports, and memos. On the other hand, other situations associated with oral functions such as: meetings, teleconferences, and presentations. Results revealed that there is a growing need for English especially where oral skills is used.

Khushi (2012) carried out a study sought to investigate the academic and professional English needs of military cadets from the teacher's perceptions, the study also aimed to contribute to the development of a course of English for Military Purposes. The researcher used the interview as an instrument administered to 12 EL instructors. Findings revealed that English Language plays an integral part of military cadets academic and professional lives. The results also showed that speaking and writing were more important than reading and listening.

Daffa Allah(2006)used a survey questionnaire to find out medicine students at Sudanese Universities need to ESP course.

He divided his questionnaire to collect three types of data; general needs, academic needs and future needs.

He distributed the questionnaire among 300 university students, namely; (University of Khartoum, University of Anilein and Al-Azhari University). The results showed that for general needs, students highlighted the needs for developing listening skills and consider it as a very important. In academic needs the study revealed the students keenness in using English to communicate and receive specialization language. So it is suggested be taught as a tailored material at university

The jobs needs are the last kind of needs has been investigated in this study. They are different from the other two kinds of needs mentioned above in the way that the students have to speculate these kinds of needs for their future. The students do not experience this kind of needs. In this part of the questionnaire the students were asked to speculate what they may need English in their future job through five situations.

Job needs survey revealed that they need the language to follow up with recent studies and to read new published reference and also to attend and listen to lectures.

Generally the four skills were of great important to most of the students, with a relative superiority of listening and speaking.

Conclusion:

As it has been illustrated above most of the previous related studies used almost the same method of designing data collection tools and the most important results that they came to are the importance of English language at work and most of the studies highlighted that most student perceived that spoken language is of great important.

2.11 Summary of the chapter

This chapter is intended to provide information about two main aspects have been covered; theoretical frame work of study and previous related researches.

In the theory part of the chapter many related terms and definitions have been introduced; ESP journey has been tracked form its early emerging and

up late discussions held to clarify some ambiguity of some areas of this modern discipline. ESP definition and types has been discussed and ESP Course design has given the lion share of discussion; course design definitions, approaches and core elements are included. Syllabus and types of syllabus have been covered as well. Needs analysis has been discussed widely, its types and approaches has been analyzed as well. In this chapter alight has been shed on English language training at Abu Dhabi Police in the main training providers within Abu Dhabi Police GHQ. Previous related studies and contribution made on the field of ESP needs evaluation or course design within police context or other occupational or special context also have been covered incorporating their methodologies, findings and suggestions.

Chapter Three

Research Methodology

3.1 Introduction

In this study bothdescriptive and analytical methods have been adopted. Data collection instruments were a questionnaire and a diagnostic test.This chapter contains information about the population and sampling, the content and development of the questionnaire and the collection of data.

3.2 Data Collection Tools

To collect the data for this study a questionnaire, two interviews and a test were used; first, data from executives in Abu Dhabi Police Training Department and English language teachers at Abu Dhabi Police were collected through two different interviews, the teachers interview sought information about the curriculum currently taught, the competence level of students and to what extent the curriculum sufficiently   serve the purpose of teaching English for police cadets. In a broader sense the interview of executives sought information about why police cadets receive English language training and to what extent the current training program helps achieving the target goals. The information received from these two interviews served to form the questionnaire questions and content, rather than using it as a final data that should be analyzed.

Second, for present situation analysis a diagnostic test was used as a tool to collect data about cadets' language needs .The test was divided to four sectionsto evaluate cadets' level in the four language skills in addition to their general level of competence. A part of the questionnaire was dedicated to find out about the cadets' evaluation of the current English language program.

For target situation analysis a questionnaire was used to collect data from in-service staff. The first section of the questionnaire covers personal information; the participants were asked to provide information about their names (optional), their ages, academic background and their gender. The

second section was provided for collecting data of the staffs' current level of English; English language training and to what extent it's sufficient ;English skills and sub-skills level ; their perception the importance of the four English language skills at workplace and the importance of some language functions at workplace.Section three was providedto collect data about English language difficulties that encounter them at workplace. Part four was allocated to collect data of their learning needs. Finally part five is provided for suggestions on general framework of the course. The target of the questionnaire was to seek information based on the theoretical framework of the study, which covers TSA (Target Situation Analysis), PSA (Present Situation Analysis) and LSA (Learning Situation Analysis). The questions of the questionnaire were formulated to provide answers to the questions and hypothesis of the study.

Finally for learning needs analysis, the questions sought information on how cadets want to learn ,the academic or training environment they prefer , nature of the course , time and place of the courseand other details that may suggested by them. Liker five- point scale with close-ended questions was used in the questionnaire. Some open –ended questions were also used in the questionnaire.

The following is description of the fourcomponents of the questionnaire and scoring criteria:

Part 1: Demographic Data

Three questions addressed demographic data – the participant's gender, age, and education.

Part 2 :English skills and training.

In this part questions were formulated to collect information trainees background and skills in English language as perceived by them ; evaluation of their current English language training.

Part 3: English language difficulties and needs at workplace

Two main questions with more than 15 items addressed the trainees need and difficulties they encounter at workplace.

Part 4: learning needs and suggestions

This part has more than 13 questions designed to elicit information from trainees about the learning environment they prefer.

Liker five- point scale with close-ended questions was used in the questionnaire. Some open –ended questions were also used in the questionnaire. Scoring criteria used for closed questions were:

*Very good = 1 , Good = 2 , Fair = 3, Poor = 4, Very poor = 5

* Strongly agree= 1 , Agree=2 , Undecided = 3 Dis agree = 4 , Strongly disagree 5

*Very important =1 , Important = 2, Average =3, Less than average=4, least important=5.

3.3 Construction and Development of the Questionnaire

The questionnaire used in this study was designed in two versions; Arabic version was used to minimize ambiguity problems and misinterpretation. English version remains the original version.

Procedures followed in constructing the questionnaire were according to following sequences; first, a variety of related researches, books and journals on needs analysis were reviewed to find out how a practical and efficient questionnaire could be built. In addition some of Abu Dhabi police staff has been initially interviewed to elicit some information about their English competence and their functions and responsibilities in terms of language using.

The information received from these interviews and from materials reviewed here used to provide guidelines to the initial draft of the questionnaire.

A pilot study was conducted to find out how clear were the questionnaire questions for the study subjects. After that the final draft of the questionnaire

has been distributed to the subjects in two different places; at police school and at five different police stations.

3.4 Population of the Study

The population of this study consisted of all policemen working in police stations in Abu Dhabi and police cadets.

3.5 Samples of the Study

The study samples included 50 on-the-job policemen and 30 police cadets. The selection of samples depended on their job nature; to assess cadets' future needs and current English level police cadets were the samples of the study, when the researcher assessed the job needs the samples were on-job police staff. It took the researcher one week to collect all the questionnaire copies; since it has been distributed through an internal computer network.

3.6 Ethical considerations

The researcher, before distributing the questionnaire made the participantsaware that all information included in the questionnaire will be used only for the purpose of this study, and the use of such information won't harm or cause any problem of any nature to the participants. The researcher ensured that all personal information will remain confidential.

3.7 Validity of the Questionnaire

To ensure the validity of the questionnaire it wasdistributed to a panel of experts in the field of English language teaching. The items of the questionnaire were checked to ensure their appropriateness to the study purposes.

3.8 Reliability of the Questionnaire

The researcher used Crombach Alpha to ensure the reliability of the questionnaire. The questionnaire was distributed to 5 subjects and after one week from the collection of the first test a second test was conducted by redistributing the same questionnaire to the same subjects and the result was as follow.

Case Processing Summary

		N	%
Cases	Valid	85	100
	Excluded	0	0
	Total	85	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.929	48

Conclusion

In this chapter the study methods and tools were described. Moreover both validity and reliability have been verified and statically calculated. In addition the questionnaire construction and designing was highlighted; type of questions included; information each part is seeking and scale adopted for statistical analysis. Population of the study and samples selection was clearly explained.

3.9 Summary of the Chapter

This chapter provides information about practical implementation of the study; starting form defining the subjects, designing the data collection instruments, and data collection process.

The participants were two groups; current cadets in police school and former police cadets, the first group was subject to a diagnostic test to evaluate the English competence of the police staff when they first join the service. The second group responded to a questionnaire to evaluate the current English language program, importance of the language at workplace, language difficulties that may encounter them at work place and personal preferences and suggestions.

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

In this chapter the collected data of the questionnaires will be analyzed. A total of 85 responses were received from a total of 100 potential respondents, which constitutes 82%. All respondents completed all the questions that were required to be answered. The data collected from the questionnaire were analyzed by using SPSS software by the researcher himself. This chapter focuses on presenting the gathered data to facilitate further discussion on designing the required course framework, which will be presented in Chapter 5.

The study subjects were divided into two groups; Cadets (those who are still receiving training in the police school and those who graduated from police school and working in different police departments). PSA (present situation analysis) will be applied on the first group and TSA (target situation analysis) will be applied on the second group.

Table 4.1 Departments included

| Department	questionnaires submitted	Questionnaires returned
Police School	30	30
Civil Defense	20	15
Airport Police	10	5
Traffic Institute	20	20
Immigration and residence	20	15
Total	100	85

Table 4.1 shows the numbers of the questionnaires each department received and the numbers the questionnaires returned. Airport police works on shift basis, and this is why only 10 questionnaires submitted.

Table 4.2 Participants according to gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	65	76.5	76.5	76.5
	Female	20	23.5	23.5	100.0
	Total	85	100.0	100.0	

As shown in table 4.2 and due to the nature of policing job the majority of the participants were men.

Figure 4.1 Participants" Gender Frequency.
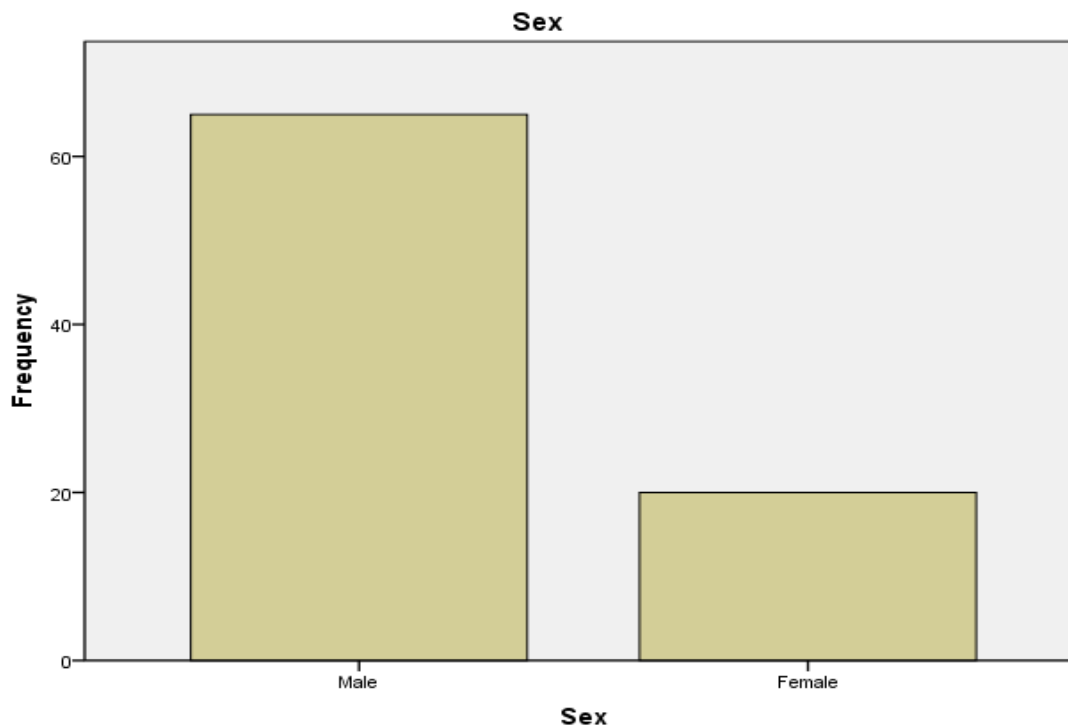
As it's clear in the figure male's column is pretty longer than women's. Just to confirm the fact that men are majority when it comes to police field work.

Table 4.3 Participants' Age

Age group	Frequency	Percent	Valid Percent	Cumulative Percent
between 20-30	17	20.0	20.0	20.0
between 31-40	32	37.6	37.6	57.6
between 41-50	24	28.2	28.2	85.9
between 51-60	12	14.1	14.1	100.0
Total	85	100.0	100.0	

Most of the participants age as shown in table 4.3 is between 31 -40 and this is because most of the participants are either recently graduated from police school or still receiving their training in the police school ; cadets should be under 30 when they first join police school and it takes two years to graduate.

Figure 4.2 Participants ages Frequency.
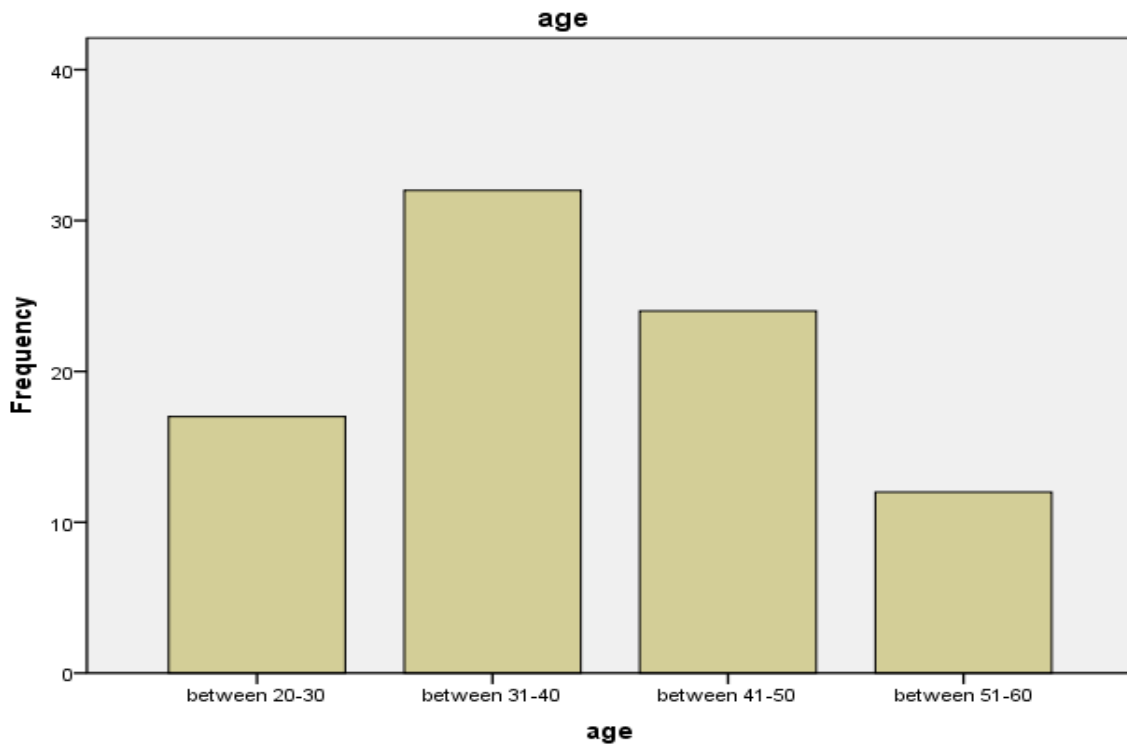
Participants group age between (31– 40) and (41-50) formed the majority as indicated by columns two and three.

Table 4 .4Participants Educational Level.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	37	43.5	43.5	43.5
	Diploma	6	7.1	7.1	50.6
	Bachelor	34	40.0	40.0	90.6
	M.A	8	9.4	9.4	100.0
	Total	85	100.0	100.0	

As table 4.4 represents secondary school certificate holders are forming the majority of the participants and this in my own point of view due to the very high salaries policemen receive regardless the qualifications, so they in a way or another motivate youth to join police force and this has a negative effects on the numbers of youth receive higher education. It's worth mentioning that I am talking about males. Holders of Bachelor degree are forming 40% which is a big percent and this is mainly because most of these numbers are females. Diploma (two years course after high secondary school) forming the least numbers and this because this program stopped since 2012.

Figure 4.3
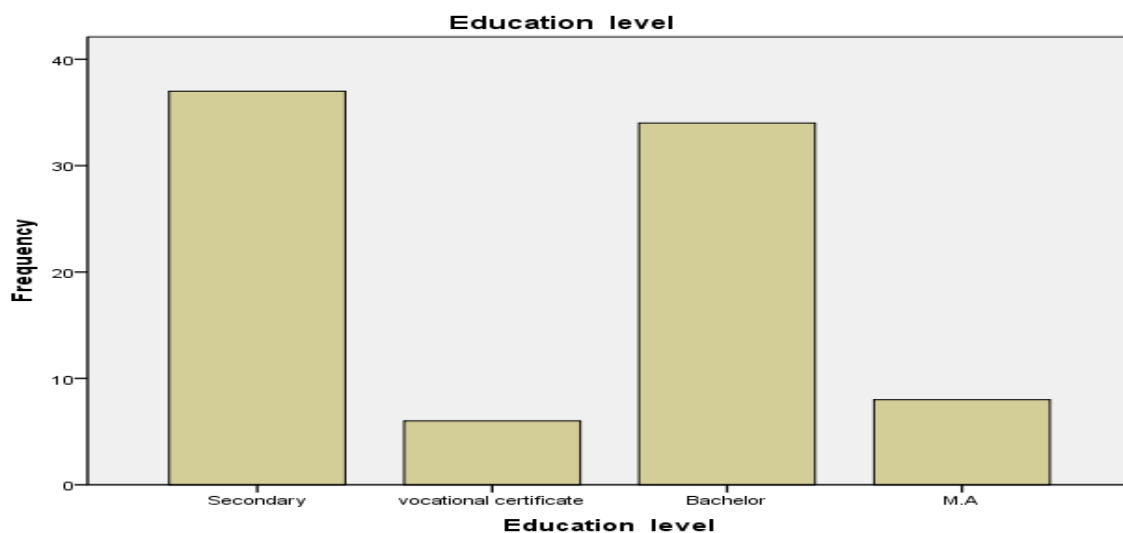
Columns I in figure 4.3 represents high secondary school holders and it's obvious that they're the majority, coming next bachelor degree holders and the majority of this group are females.

4.2 Present Situation Analysis (PSA)

A test was conducted to analyze the present situation, in other words; to investigate the current trainee's level and needs in English language. The subjects who responded to these questions are all still receiving their training in Abu Dhabi Police School.

 The participants were subject to a level test to decide on their level and the table below represents their level according to the test results.

Table 4.5 Participants level in English.

Levels	Frequency	Percent	Valid Percent	Cumulative Percent
Beginner	27	31.8	31.8	31.8
Elementary	39	45.9	45.9	77.6
Intermediate	12	14.1	14.1	91.8
Vantage	6	7.1	7.1	98.8
Advanced	1	1.2	1.2	100.0
Total	85			

The main factor leads to the poor level of English after students finished high secondary school could the negative attitude towards English as a subject at school. English was almost neglected, however, this attitude is slightly shifting to be positive. This table shows clearly most of the participants are beginners or elementary and both levels are considered as basic levels.

Figure 4.4

my current level in English language
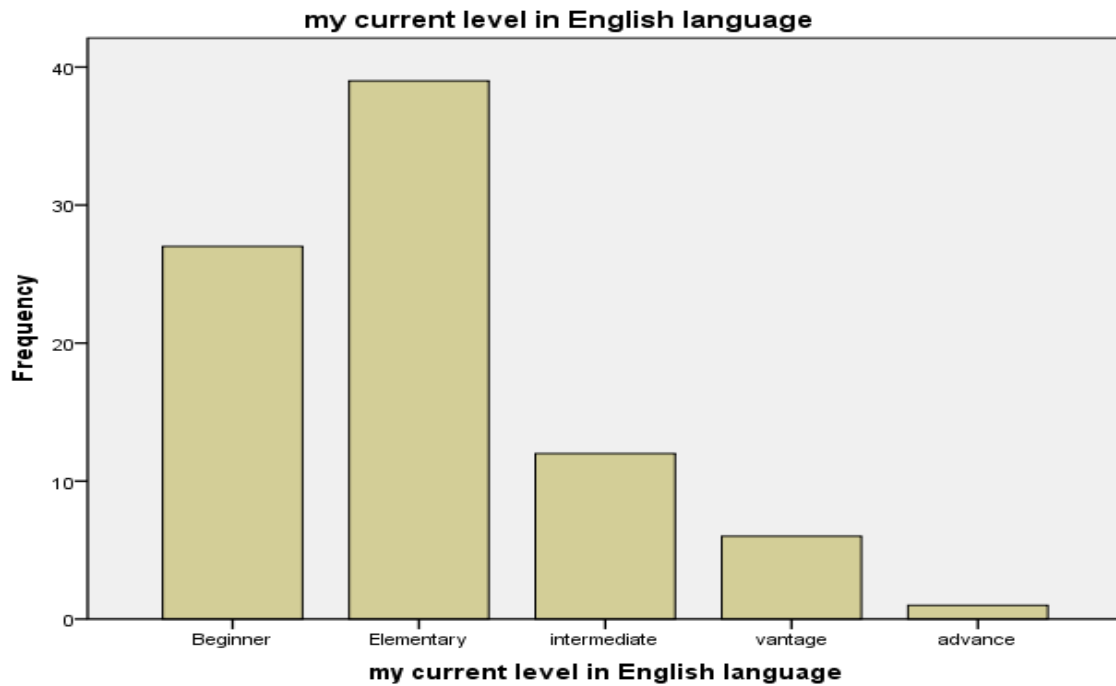
In this figure columns1 and 2 are the tallest and both represent the basic levels. So most of the participants are of basic levels in English.

Police school cadets' level test was divided to four main sections to assess trainees' level on the four language skills as well as their general level. In table 4.6 a detailed results of their skills and sub-skills level is presented based on the test conducted for this purpose.

Table 4.6Participants English language skills and sub-skills level

Skill / Sub-Skill	Very good	Good	Average	Weak	Very weak	Mean	Std. Deviation	Level
	Number	number	Number	Number	Number			
	%	%	%	%	%			
Listening	21	23	23	8	10	3.44	1.286	Good
	24.7	27.1	27.1	9.4	11.8			
Speaking	14	25	23	12	11	3.22	1.257	Average
	16.5	29.4	27.1	14.1	12.9			
Reading	17	23	28	6	11	3.34	1.249	Good
	20	27.1	32.9	7.1	12.9			
Writing	13	22	23	13	14	3.08	1.302	Average
	15.3	25.9	27.1	15.3	16.5			
Grammar	11	19	25	13	17	2.93	1.307	Average
	12.9	22.4	29.4	15.3	20			
Vocabulary	10	21	28	12	14	3.01	1.239	Average
	11.8	24.7	32.9	14.1	16.5			
Pronunciation	15	22	27	10	11	3.24	1.250	Average
	17.6	25.9	31.8	11.8	12.9			

After the test it was revealed that most of the participants are of average level in almost all English skills and sub-skills, except for the listening they proved to be good, and this could be because of amount of English they exposed to during their normal days; they are forced to listen to English almost everywherethey go because of the demographic structure of the city mentioned in chapter 1 in this study.

Figure 4.5 listening level
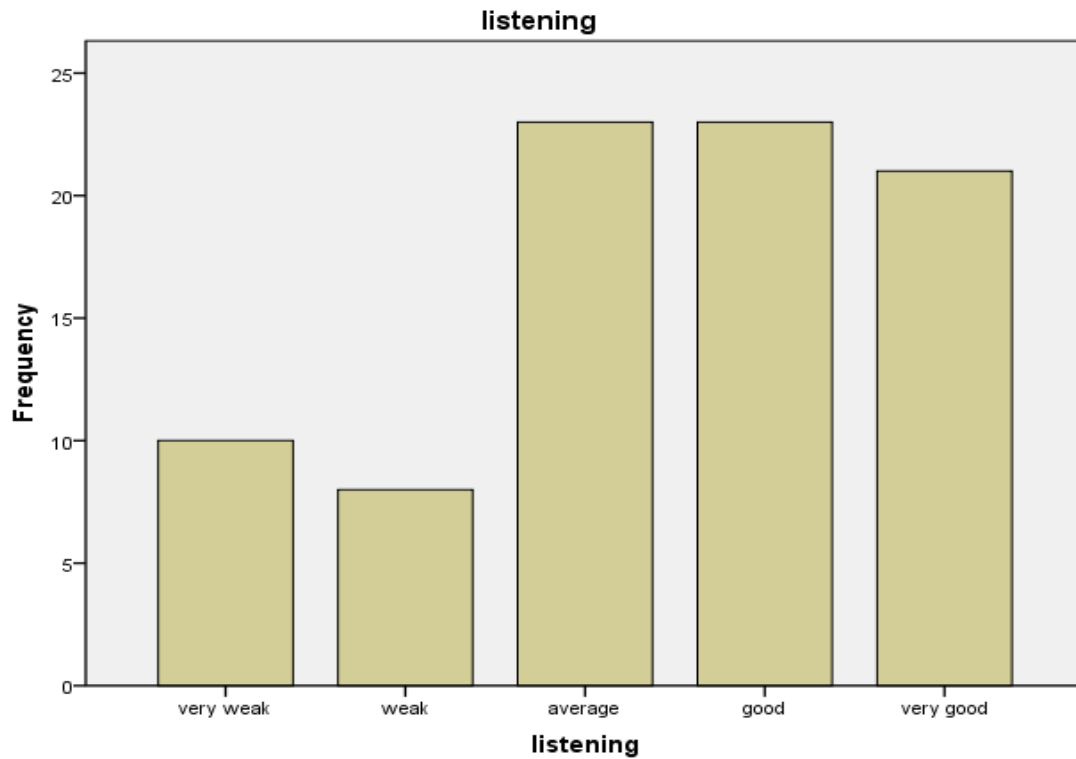
The column that represents level (good) is little bit higher; participants are used to different English dialects and this is why their listening skill is the best. Here a question may arise; since they're good at listening they supposed to be good at speaking as well, why their speaking level is poorer than expected? This could be because people speak other languages including English don't tend to correct Arabic speakers mistakes, (in my own point of view).

Figure 4.6 speaking level
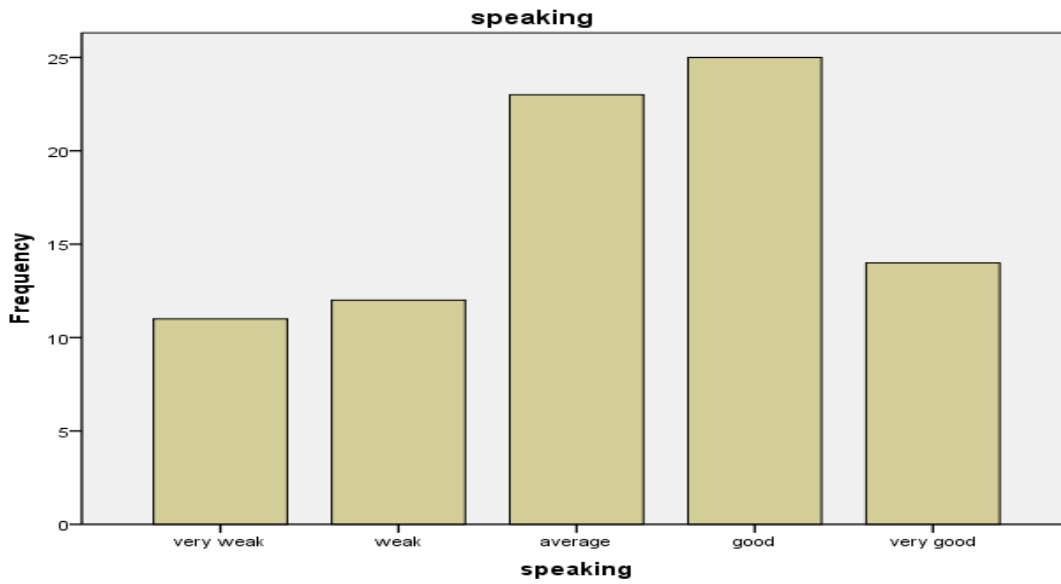
As previoulsy stated police cadets speaking level is avereage and this could be due to the way they practice speaking, this could little in terms of time and amount or wrong in terms of vocabulary and pronunciation.

Figure 4.7 reading level
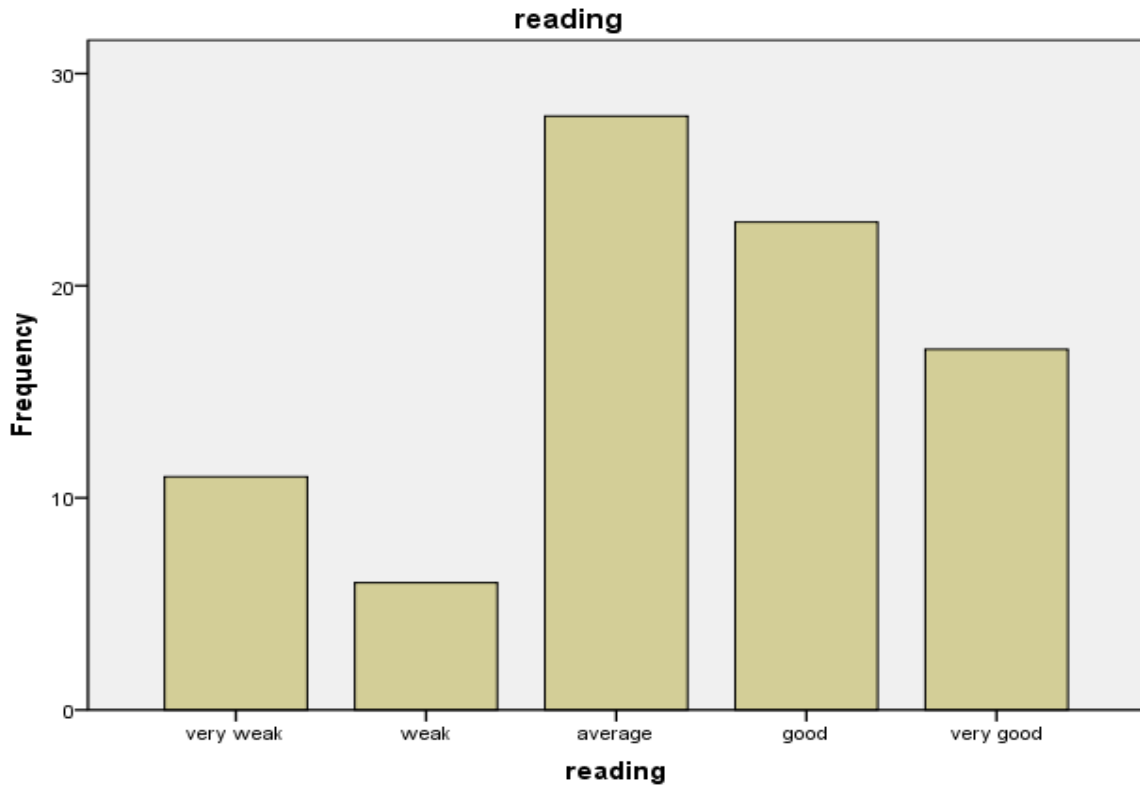
reading

Column that represents average level is the longest; this reflects reading skill levels at schools; which is very poor and is rarely taught properly.

Figure 4.8 Participants' writing level
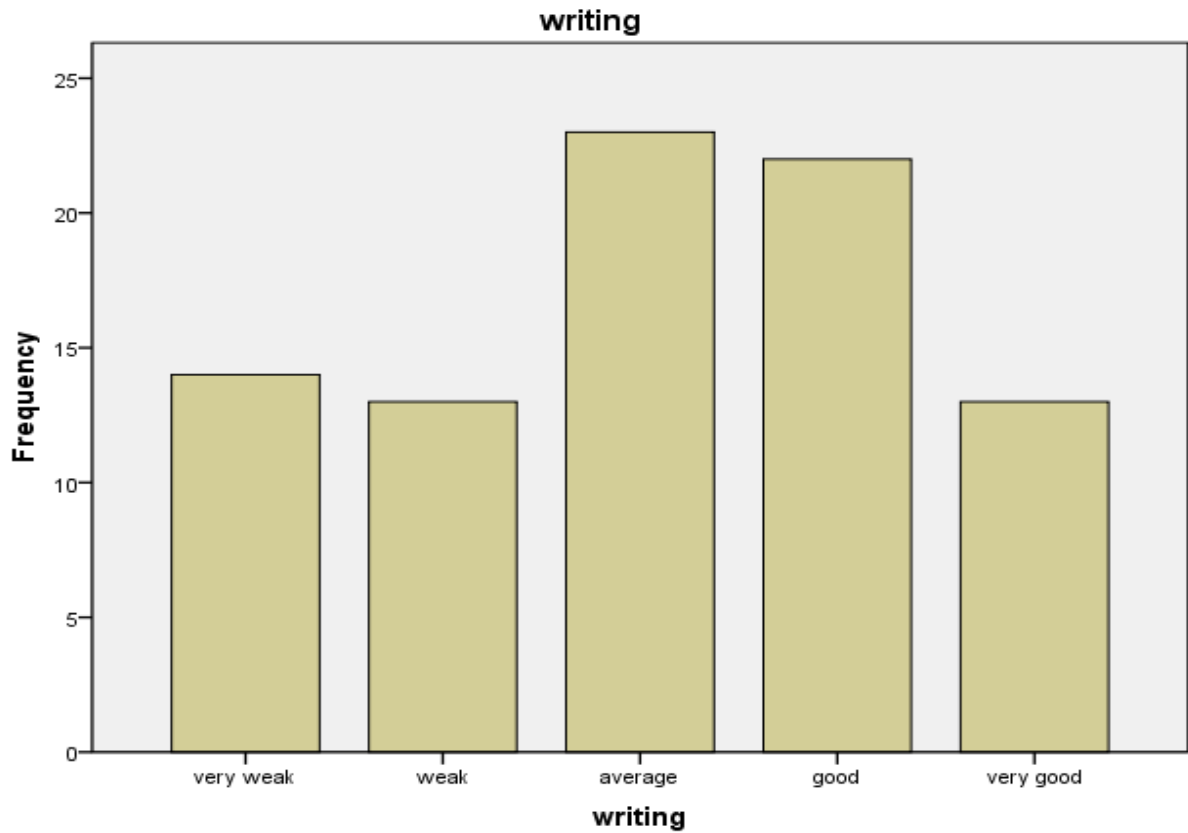
Writing level of the majority of the participants is average as shown in column 3 writing skill is not exception from other skills neglected at school level, so the result of neglecting and poor teaching of skills has a clear impact on participants results.

Figure 4.9 Participants' grammar level
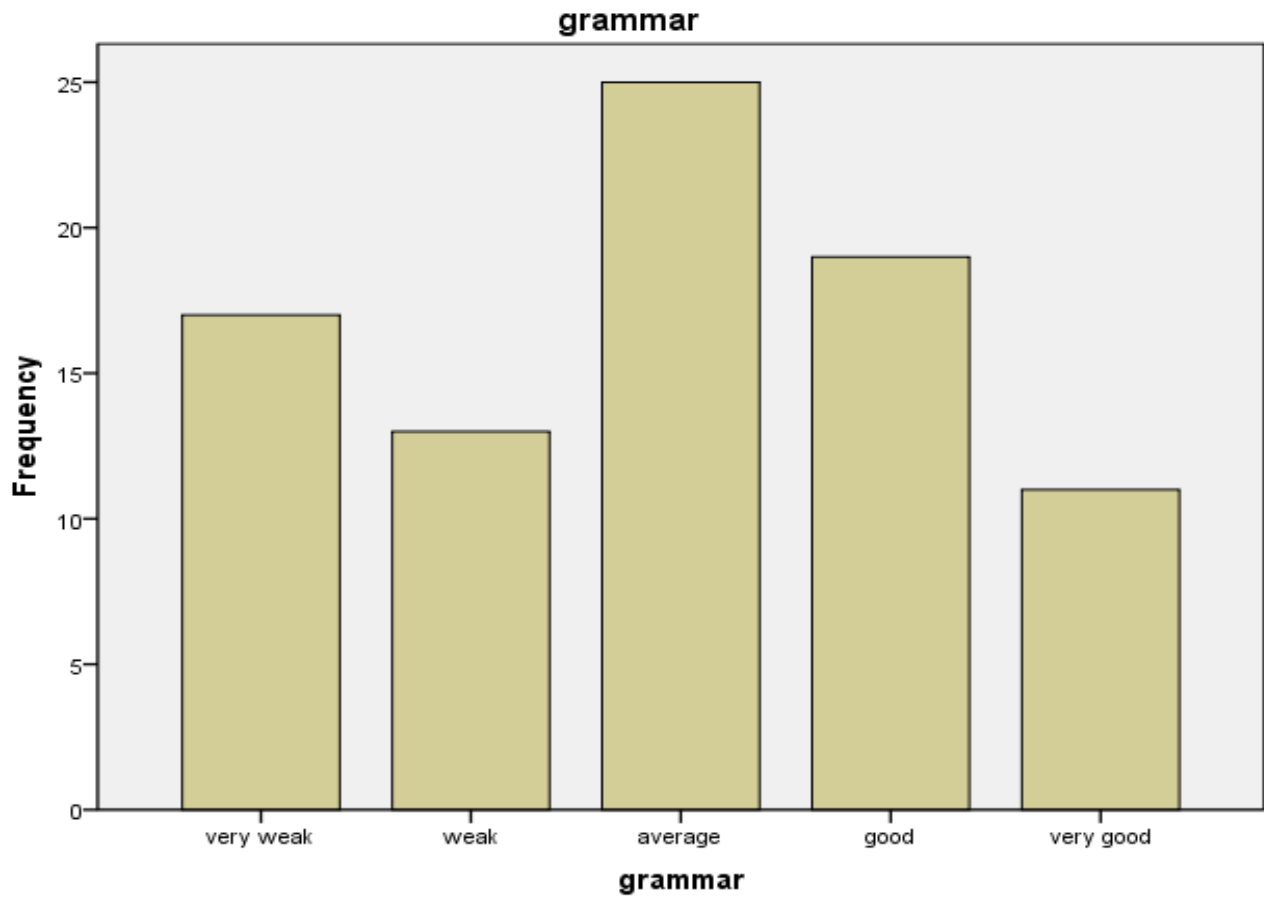
The majority of the Participants level in grammar is average, this could be because grammar is demanding and needs much more effort to maste.

Figure 4.10 Participants" Vocabulary competence
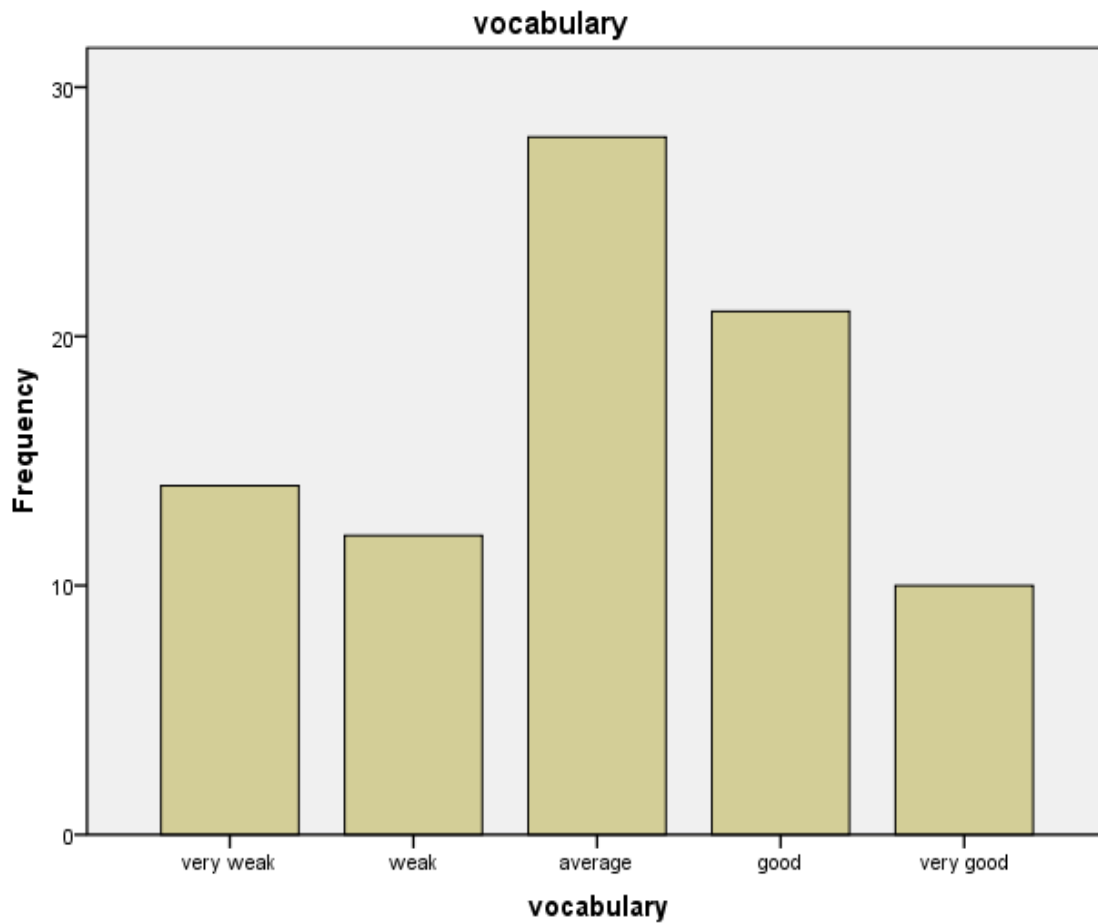
vocabulary

Police school cadets were subject to a test to evaluate their level in vocabulary, police related words formed most of the test, the majority proved to be average. The group of very weak, weak, average formed the majority and this clearly indicate that the need much more work in this area.

Figure 4.11 Participants' pronunciation competence
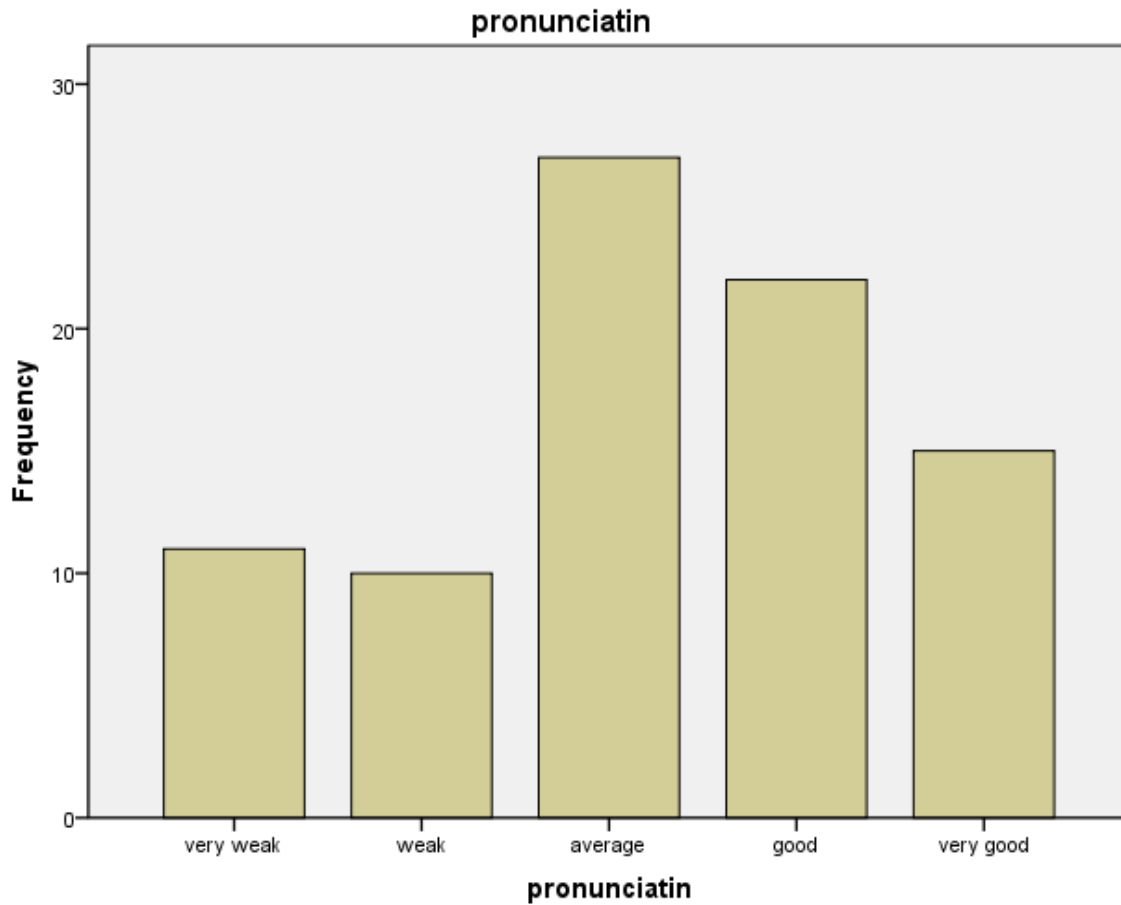
Pronunciation level of police school cadets is average and this is a very normal result since pronunciation is almost neglected at schools.

Table 4.7 English training evaluation as perceived by participants

Statement	Strongly disagree Number %	Disagree Number %	Agree Number %	Strongly disagree Number %	Mean	Std. Deviation	Level of agreement
I receive sufficient training in English language	16	23	30	16	2.54	1.007	Slightly agree
	18.8	27.1	35.3	18.8			
I receive specialized training meets job requirement	17	25	26	17	2.51	1.031	Slightly agree
	20	29.4	30.6	20			
time allocated for English training is sufficient and suitable	18	29	26	12	2.38	.976	Disagree
	21.2	34.1	30.6	14.1			
My needs are always analyzed before joining a training course	19	24	29	13	2.42	1.004	Disagree
	22.4	28.2	34.1	15.3			

Table 4.7 represents the assessment of the Abu Dhabi police school cadets of the English language training they receive, most of the participants mentioned that their needs are always not considered when they have training course in English language, furthermore, most of them are not satisfied with the time allocated for their training. Considerable number of the participants slightly agrees with the amount and the nature of training they receive.

4.3 Target situation Analysis (TSA)

Questions 7-8-9 in the questionnaire were designed to investigate the future needs; the type and functions of language needed at workplace.

In table 4.8 the answers of the participants are presented statistically to give clear clarifications of the results. All of the subjects of this part (TSA) are graduated from police school and are now working in different police departments.

Table 4.8 English language Difficulties encounter police staff at work

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std. Deviation	Level of agreement
	Number	Number	Number	Number			
	%	%	%	%			
I find difficulties to understand English speakers when they naturally.	0	8	36	41	3.39	.656	Strongly agree
	0	9.4	42.4	48.2			
I find difficulties in understanding different dialects	1	8	42	34	3.28	.683	Agree
	1.2	9.4	49.4	40			
I don't understand English at all	1	9	44	31	3.24	.684	Agree
	1.2	10.6	51.8	36.5			
I can't respond to what is said in English	1	8	45	31	3.25	.671	Agree
	1.2	9.4	52.9	36.5			
I can't use terminologies related to my work	5	9	37	34	3.18	.848	Agree
	5.9	10.6	43.5	40			
I can't understand terminologies related to my work	5	8	36	36	3.21	.846	Agree
	5.9	9.4	42.4	42.4			

Most of the participants believe that they have difficulties in writing, reading, listening and speaking consecutively and at different levels. So they need first more training in the four skills to overcome these difficulties. Both general English and ESP were included among these functions and it was revealed that police staff at work need training in both.

Table 4.9 The importance of the Four Language Skills at Work

Statement	Not important Number %	Slightly important Number %	Important Number %	Very important Number %	Mean	Std. Deviation	Level of importance
Listening	2	3	22	58	3.60	.676	Very important
	2.4	3.5	25.9	68.2			
Speaking	2	6	24	53	3.51	.734	Very important
	2.4	7.1	28.2	62.4			
Reading	1	9	22	53	3.49	.734	Very important
	1.2	10.6	25.9	62.4			
Writing	6	8	26	45	3.29	.911	Important
	7.1	9.4	30.6	52.9			

As this table presents all of the participants believe that listening, speaking and reading are very important, writing is considered to be important; this could be because they always use a computer programs or a specialized system for their routine work.

In the last part of the questionnaire participants were asked to evaluate some language functions and to determine how much important are they for them at workplace. This part will serve as an integral part of the syllabus (language functions) by language functions the researcher means the situations at which police staff may need English and may have difficulties in using it. So table 4.10 stated clearly most of the functions that are needed in different situations at workplace alongside with the participants responds; participants here are all graduated from police school and now are actually performing their duties as policemen in different departments. The language functions included in table 4.10 were obtained from a visiting the researcher conducted to the departments participated; executives in these departments were very helpful and made it easy for the researcher to get all need information in this regard. The researcher met with the executives and noted down the most important functionsand situations that required English language skills and needed at work place.

Table 4.10 Importance of some language functions at work

Statement	Not important Number %	Slightly Important Number %	important Number %	Very important Number %	Mean	Std. Deviation	Level of importance
understating police terminologies (listening)	4 / 4.7	10 / 11.8	27 / 31.8	44 / 52.8	3.31	.859	Very Important
understanding words related to my work (listening)	0 / 0	10 / 11.8	25 / 29.4	50 / 58.8	3.47	.700	Very important
understanding different English dialects (listening)	3 / 3.5	13 / 15.3	28 / 32.9	41 / 48.2	3.26	.847	Very Important
Understanding inquiries whether over phone or personally (listening)	0 / 0	9 / 10.6	32 / 37.6	44 / 51.8	3.41	.678	Very Important
Understanding lectures held in English (listening)	0 / 0	14 / 16.5	29 / 34.1	42 / 49.4	3.33	.746	Very Important

using police terminologies	2	15	29	39		Important
	2.4	17.6	34.1	45.9	3.24	.826	
Introducing oneself and others' responsibilities (speaking)	1	15	30	39			
	1.2	17.6	35.3	45.9	3.26	.789	Important
offering help (speaking)	0	17	27	41			
	0	20	31.8	4.8.2	3.28	.781	Important
asking for personal information (speaking)	0	19	24	42			Very Important
	0	22.4	28.2	49.4	3.27	.808	
help tourists and visitors (speaking)	0	21	24	40			
	0	24.7	28.2	47.1	3.22	.822	Important
direct motorist and making them aware of rules (speaking)	3	18	27	37			Important
	3.5	21.2	31.8	43.5	3.15	.880	
providing general instructions and advices (speaking)	1	19	29	36			
	1.2	22.4	34.1	42.4	3.18	.819	Important

Describing people (speaking)	1	17	31	36			Important
	1.2	20	36.5	42.2	3.20	.799	
Describing an accident (speaking)	0	19	29	37			Important
	0	22.4	34.1	43.5	3.21	.788	
reading terminologies related to my work (speaking)	2	16	33	34			Important
	2.4	18.8	38.8	40	3.16	.814	
Giving directions (speaking)	2	17	27	39			Important
	2.4	20	31.8	45.9	3.18	.928	
reading reports , letters, emails	2	17	27	39			Important
	2.4	20	31.8	45.9	3.21	.846	
reading topics in my work specialization	2	24	22	37			Important
	2.4	28.2	25.9	43.5	3.11	.900	
reading general topics	3	26	23	33			Important
	3.5	30.6	27.1	38.8	3.01	.919	
writing terminologies related to my work	4	15	28	38			Important
	4.7	17.6	32.9	44.7	3.18	.889	
writing an accidents description	5	16	32	32			Important
	5.9	18.8	37.6	37.6	3.07	.897	
writing reports	7	16	28	34			Important
	8.2	18.8	32.9	40	3.05	.962	

writing general topics	9	15	27	34	3.01	1.006	Important
	10.6	17.6	31.8	40			
Filling forms	6	19	24	36	3.06	.968	Important
	7.1	22.4	28.2	42.4			

Table 4.10 gives clear indication of the importance of the language functions stated in the table. Police staff believes that these language functions are of great importance for them at workplace.

4.4 English language needs

Speaking

The results of the questionnaire and the test revealed that police cadets need more training in speaking skill, because they need this skill at work; rated as a very important skill by the working staff. They need speaking to respond to English native speakers or speakers use English to communicate whether over telephone or personally attend to report any problem or crime and they need to speak to question a witness or give directions or instruction or provide any kind of help verbally.

Listening

It was rated as a very important at workplace. Test conducted revealed that police cadets need more practicing to improve their listening skill, nevertheless, their level in listening is better than other skills.

Reading

Reading was rated as important skill, and is needs to read reports, letters, emails and descriptions of accidents or crimes and investigations reports or any related issues.

Writing

Was rated as an important skill and is needed to write reports; letters, emails; descriptions of accidents, crimes; and investigation reports.

Emotional needs

Apart of the questionnaire was dedicated to find out about trainees emotional needs for designing the suggested ESP course, in terms of time they prefer to study a long-term course (more than six months), for teachers they prefer English native speakers, they prefer to study in the morning. They like to work in small groups or pairs. For the nature of the course they prefer a material that tailored according to their job needs.

4.5 Syllabus Framework
To design this syllabus framework the researcher has adopted a well-structured plan, which started from defining the targeted groups, define the goals and the purposes of the syllabus, analyzing the group needs in terms of language and learning environment, selecting of authentic materials to help learners to practice real language they will find in real life as much as possible, as per Hutchinson and Water (1987) materials should be authentic and could be selected from any source or modified to suite students. Based on the results of the test conducted to find out about trainees current level and the questionnaire designed to investigate the future needs of the trainees the following is a suggested syllabus to bridge the gap between current level and the target English language competence the syllabus was divided into two parts, Remedial Course which is a general English course and ESP course.

4.6 Remedial course:
This course is intended to prepare learners for the ESP course which require stronger English competence, the course is designed or selected according to the learners' competence. The remedial course could help as a refresher for those of a good background of English language. Before joining the remedial course learners will be tested to decide on their actual levels, after that, learners will be divided into groups according to their levels. Time vary according to each group needs; one group may work for one month another may work for more than three month and so on to finish the remedial courses.

4.7 Syllabus of the remedial course:
General English syllabus will be applied in this stage, there are many English series designed to provide learners with English they need according to their competence to select from, English Head Way series is one of the most suitable syllabuses. Head Way is divided into six levels starting form beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advanced, it's grammar oriented course, however, a great deal of real English in different context is included in the different level and this is why the researcher believe that Head Way course will serve the purpose of preparing learners (in our case, police cadets in Abu Dhabi police school) well for the ESP course.

Table 4.11 ESP Syllabus Framework

Unit theme	Topics and Vocabulary	Communication tasks	Grammar
Unit 1 The world of police	• Phonics • Numbers • Time • Uniform and equipment. • Countries and nationalities.	• Describe yourself. • Talk about your routine work, responsibilities and activities. • Writing a paragraph about oneself.	Verb to be (present form) Present simple
Unit 2 Giving direction	• Names of public places. • Directions. • Streets names. • Landmarks	• Asking questions about places. • Responding to questions about places. • Describing surroundings. • Giving direction	Present simple Present continuous
Unit 3 Crimes and punishment	• Crime vocabulary. • Punishment vocabulary. • People description.	• Definition of crimes types. • Punishment types (terminologies in a context (passage) • Describing people. • Interrogating law-breakers. • Responding to law-breakers questions.	• Simple past • countable/uncounta ble nouns • Adjectives

Unit 4 Traffic and vehicles	• Describing vehicles. • Car parts. • Car registration documents. • Driving license information.	• Describing vehicles. • Asking for and checking car documents. • Explaining traffic violations. • Describing an accident. • Writing an accident reports. • First aid instructions.	Obligation must/ rules. May/ might/ ought to. Should / advice. Present perfect. Reading passage (scanning skills)
Unit 5 Identifications	• Types of IDs • IDs information • Passports types. • Birth certificates • Personal information	• Asking for IDs. • Filling IDs information. • Asking for personal information.	Using (would/ my) for polite requests. Adjectives /Colors Question words

Unite theme	Topic and vocabulary	Communication tasks	Grammar
Unit 6 Assisting visitors	• At the airport. • On the street. • Handling tourist complains.	• Identifying airport area. • Explaining airport regulations • Giving directions. • Writing complains reports • Giving advice	• Permission, obligation, prohibition. • Prepositions of place • Future (be going to) • Time clause • Conditionals with modals

Unit 7 Women and children protection	• Vocabulary related • Domestic violence • Child abuse • Sexual harassment	• Handle emergency calls • Calm and reassure a victim • Interview a victim • Write a domestic violence report. • Describe types of sexual harassment. • Usesensitive language	• Future using will. • For and since • Adverbs of frequency • Past perfect • Reading passage (reading for detailed information ,skimming)
Unit8 At the station	• Vocabulary related • a witness • Memos, letters and emails.	• Questioning a witness • Writing memos, letters and emails. • Answering telephone calls reporting lost property, fire and burglary.	• Imperatives • Punctuations • Adjectives order

Conclusion

After defining the needs of Abu Dhabi Police cadets and after deciding on their English language competence, the researcher investigated their target situation needs. For the cadets' current level and their assessment for the English language training they receive a test and a questionnaire was used. For target situation needs (workplace) a questionnaire was used. All data collected have been analyzed and the results tabulated to be used in designing the suggested ESP course outline. This course targets learners who have finished elementary level in the remedial course (Head Way) and is intended to provide trainees with the needed communications skills required in the workplace.

4.8 Summary of the chapter
In this chapter all data collected have been analyzed, to collect data from in-service staff a questionnaire was used to decide on Abu Dhabi police cadets' needs in the future (job needs), these needs were divided into two categories; language needs and learning needs, for language needs a table of functions, English skills and sub-skills was use to let participants decide on the importance of these language components and this process is known as target situations analysis. For the learning needs Abu Dhabi police cadets have responded to a number of questions in the questionnaire to provide their suggestions and emotional needs; how do they like to learn? When do they want to learn? Who do they prefer to teach them? And so on. These questions were set to provide the researcher with clear information regarding English language needs and learning needs.

The process of designing the suggested ESP course incorporated all the needs defined early in this chapter, Hutchinson and Water (1987) suggested steps in designing ESP was followed.

Chapter Five

Summary, Conclusions and Recommendation and Suggestions for Further studies

5.1 Summary

This study aims to investigate Abu Dhabi police school cadets' needs for designing an ESP-based syllabus to be applied in Abu Dhabi police school training program. Three needs analysis types (present situation analysis, learning situation analysis, and target situation analysis) were used to obtain information from participants involved in this study.

Hutchinson and Waters (1987) systematic approach to ESP course design wasused to carry out steps of designing a language course from needs analysis to a proposed ESP-based syllabus. Finally, the content-based, syllabus was chosen.

In the practical part of the study a questionnaire was used to collect data concerning target situation, TSA would tell us about what Abu Dhabi school cadets need to be able to do in the target situation (workplace) by the end of the course.

As per Graves (2000) the TSA seeks to answer the following questions:
   a) What tasks do the learners need to be able to do by the end of the course?
   b) Why is it important for them to perform these tasks in English?
   c) Why do learners want or need to learn these skills?

A test was conducted for present situation analysis PSA (English competence and general level) for Abu Dhabi police cadets. The test was designed to answer the following questions about learners (Abu Dhabi Police cadets in our case):
   a) What is their current level of English?
   b) What strengths and weaknesses do they have in speaking, listening, reading, and writing? As per Dudley-Evans and St. John (1998).

After the required information of the language needs and lacks was gathered, cadets' personal and emotional needsand preferences like; the way they want to learn; the time they prefer; the nature of the course they prefer were defined and stated clearly the suggested ESP course (was designed accordingly. It is worth mentioning that a remedial course of general English nature is suggested to precede the application of the ESP to prepare learners for studying the ESP course, and this support the theory adopted by

Robinson (1991) that ESP course learners should be familiar with English and they shouldn't be absolute starters, this theory is also supported by Hutchison and Waters (1987).

5.2 Conclusions

This study was conducted to find out the learning needs of Abu Dhabi police cadets for designing ESP course, to evaluate the existing syllabus in terms of its relevance to the cadets' needs, and to propose an ESP-based syllabus relevant to the cadets' needs of English at workplace.Some conclusions were revealed from this study in terms of English proficiency, cadets' actual needs and course content. Concerning the English skills proficiency, in general Abu Dhabi police school cadets' language proficiency was still low as indicated from the data of the questionnaire and test results. However, they're aware of the importance of English language for them at workplace and they are fully desired to improve their English competence.

Concerning the contents, in general Abu Dhabi police cadets wanted to learn English related to their work.The English four skills and sub-skills to be mastered by the cadets were identified in this study; it was revealed that they wanted to learn English skills and sub-skills in the context of ESP that directly related to their job tasks.In this study, it was also revealed that the English syllabus used in Abu Dhabi police school did not meet cadets' actual needs in the future and the contents were organized around some general topics and grammar, without giving any attention to the learning needs and future needs of the cadets.Therefore, based on these conclusions the proposed ESP syllabus should include authentic topics related directly to Abu Dhabi police job needs and English sub-skills, functions and grammar neededby them as revealed in this study.

Many findings were revealed form this study, first it was revealed that Abu Dhabi police cadets don't receive sufficient training in English language in addition the type of English they receive doesn't match their job needs. This study also came to a conclusion that Abu Dhabi police school doesn't apply any type of needs analysis before starting any English language program. So we can say that the study concluded that the training program of English language in Abu Dhabi police is not serving clear goals or purposes.

In terms of English proficiency the study came to a conclusion that most of the Abu Dhabi police cadets are of low levels and need to practice English before joining any type of ESP training program.

The study revealed that English four skills are highly needed by Abu Dhabi police staff at work, specially speaking and listening. Sub-skills like

grammar, pronunciation and vocabulary were revealed as very important as well.

In terms of learning needs, a part of the questionnaire was dedicated to find out about Abu Dhabi cadets learning needs and suggestions and it was concluded that they prefer a special tailored course that meets their job needs, they also prefer English native speaker teachers, they prefer to learn three hours daily and they prefer be fully released from any tasks while the course, they prefer to work in small groups and in pairs and they prefer to use English as instruction medium in the classes.

5.3 Recommendations of the Study

Based on the findings, this study recommends the following:

1) First,Abu Dhabi police school should implement the ESP-based syllabus proposed in this study in order to provide police cadets and police in service with the English communication skills they actually need.
2) Second, needs analysis process should be conducted before starting any English course to find out the actual needs of the Abu Dhabi Police Cadets.
3) Needs analysis should be systematic and accurate as much as possible to clearly define these needs.
4) English language skills in PSA (present situation analysis) should be assessed by a test, and the test should be comprehensive and covers the four skills; speaking, reading, listening and writing.
5) English language skills needed in target situation should be defined in terms of verbal communications, equipments, written communications generally the whole environment in the target situation should be considered when analyzing the language needs.
6) Emotional needs as an integral part of designing any English course and therefore, cadets' personal needs and preferences should never neglected when designing the suggested ESP course.
7) This study recommends the content-based syllabus to be applied.
8) The study recommends using authentic materials to help trainees use and master real and live language.

5.4Suggestions for Further Studies

A. Therefore, implementing of the proposed ESP syllabus may be useful for further studies in order to develop the syllabus.

B. This study came to the end with a proposed ESP syllabus for Abu Dhabi Police Cadets receiving general training in Abu Dhabi police school, so further studies to propose more ESP syllabi for each department according to their very narrow job needs is highly recommended by the researcher.

5.5 Summary of the Chapter

In chapter five the researcher exposed the whole study findings and the conclusions the study came up with; furthermore, the chapter presents the researcher's recommendations and suggestions for further studies. Conducting needs analysis and following a systematic approach to collect data in addition to adopting the most appropriate syllabus design scheme like Hutchinson and Waters are the most important conclusions and findings of this study. The researcher have some suggestions for further studies as well in terms of the application of the suggested ESP syllabus and doing more research in applying the course in some specific police departments.

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Appendixes

النسخة العربية من الاستبانة

Arabic Version of the Questionnaire

هذه الاستبانة جزء من بحث لنيل درجة الدكتوراه في اللغة الانجليزية. الهدف الأساسي من هذه الاستبانة هو دراسة مدى الحاجة الى تصميم برنامج تدريبيمتخصصلتدريب اللغة الانجليزية يلبى الحاجة الفعلية لأفراد الشرطة مجال العمل .

معلومات عامة

الجنس: ذكر ( ) أنثى ( )

العمر :........................

المستوى التعليمي : ثانوية عامة ( ) تدريب مهني ( ) بكالوريوس ( ) ماجستير ( )

أخرى (الرجاء التوضيح)

....

تقييم المتدربين للبرنامج التدريبيالحالي للغة الانجليزية.

لا اوافق بشدة	لا اوافق	محايد	اوافق	اوافق بشدة	المحور
					اتلقى تدريبا كافيا على اللغة الانجليزية
					اتلقى تدريبا متخصصا يلبى حاجتي من اللغة في مجال عملي الحالي / المستقبلي
					الزمن المخصص لدورات اللغة كافي و مناسب
					تتم استشارتي لمعرفة حاجتي قبل التحاقي بالدورة التدريبية

اهمية المحادثة , القراءة , الكتابة والاستماع في مكان العمل

لست متاكدا	غير مهم	متوسط الاهمية	مهم	مهم جدا	المهارة
					الاستماع
					المخاطبة
					القراءة
					الكتابة

حاجة المتدربين للمهارات المختلفة في مكان العمل

لست متاكدا	غير مهم	متوسط الاهمية	مهم	مهم جدا	احتاج الى الاستماع في مكان العمل لافهم :
					المفردات البوليسية التي تخص عملي مثل : (جريمة , مخالفة , شهود , تحقيق , عقوبة , مدان , حجز ... الخ)
					الكلمات العامة ذات العلاقة بعملي
					اللهجات الانجليزية المختلفة
					اسئلة المراجعين الاجانب (عبر الهاتف او الحضور شخصيا)
					المحاضرات والدورات التي تعقد باللغة الانجليزية
					احتاج الكلام لـ:
					استخدام المفردات و المصطلحات الامنية
					التعريف بالنفس و بالآخرين والمسؤوليات
					عرض المساعدة
					السؤال عن المعلومات الشخصية
					ارشاد السائحين والاجانب
					توجيه السائقين وتزويدهم بالقوانين
					وصف الاتجاهات
					اعطاء النصح والارشادات للعامة
					وصف الاشخاص
					وصف حادث او حدث في مجال عملي
					احتاج للقراءة لـ:
					قراءة المصطلحات والمفردات الخاصة بعملي
					قراءة تقارير / خطابات / بريد الكرتوني
					قراءة المواد في مجال دراستي
					قراءة المواضيع العامة
					احتاج للكتابة لـ:
					كتابة المصطلحات والمفردات الخاصة بعملي
					وصف او تخطيط حادث
					كتابة تقرير
					كتابة مقال
					ملء فورمات

صعوبات استخدام اللغة الانجليزية في مكان العمل

لست متأكدا	لا اوافق بشدة	لا اوافق	اوافق	اوافق بشدة	اجد صعوبة في :
					فهم الحوار عندما يكون سريعا
					التواصل مع اصحاب اللهجات الإنجليزية المختلفة
					فهم كل ما يقال باللغة الانجليزية
					الاستجابة لكل ما يقال باللغة الإنجليزية
					استخدام المصطلحات البوليسية الخاصة بعملي
					فهم المصطلحات البوليسية الخاصة بعملي

الرجاء تحديد إجابتك أو ملء المكان الشاغر في حال اختيار إجابة غير مدرجة

أ ـ ما هو منهج (كورس) اللغة الانجليزية الذي تفضل التدريب عليه .

1/ منهج متخصص للغة الانجليزية في مجال عملي.

2/ منهج للغة الانجليزية العامة (منهج متكامل يشمل استماع وقراءة وكتابة ومحادثة)

3/ كتيبات تعنى بالمصطلحات

4/ أخرى حدد

....

ب ـ ما هي النشاطات التعليمية التي تفضلها لأجل تطوير لغتك الانجليزية اثناء التدريب ؟

1/ العمل في شكل ثنائي

2/ العمل مع مجموعة

3/ حوارات في أوضاع شبه حقيقة

4/ ألعاب

5/ اخرى / حدد

....

ج - عدد ساعات الدورة المناسبة

1/ 30 ساعة

2/ 40 ساعة

3/ 50 ساعة

4/ أخرى حدد ....

و - عدد ايام الدارسة المناسبة من وجهة نظرك

1/ خمسة أيام في الأسبوع ساعة واحدة

2/ مرة في الأسبوع

3/ محاضرة كاملة فى نهاية الاسبوع

4/ أخرى حدد ....

ز - يجب أن يكون المدرب:

1/ عربي

2/ أجنبي (لغته الأم الانجليزية)

3/ كلاهما عربي وأجنبي

4/ أخرى حدد ....

English version of the Questionnaire

Needs analysis

Name: ……………………………………………………

Sex: Male (   )   Female (   )

Age: ………………………………………………………..

Education level: …………………………………………..

Question 2 Evaluation of theEnglish language current training program.

Statement	Strongly disagree	Disagree	Agree	Strongly disagree	Not sure
I receive sufficient training in English language					
I receive specialized training meets job requirement					
time allocated for English training is sufficient and suitable					
My needs are always analyzed before joining a training course					

Question 3, English language difficulties may encounter police staff at work.

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Not sure
I find difficulties to understand English speakers when they naturally.					
I find difficulties in understanding different dialects					
I don't understand English at all					
I can't respond to what is said in English					
I can't use terminologies related to my work					
I can't understand terminologies related to my work					

Question 4, the importance of the four language skills at work place as perceived by police staff.

Statement	Not important	Slightly important	Important	Very important	Not sure
Listening					
Speaking					
Reading					
Writing					

Question 5 , importance of some language functions related to police work as perceived by participants.

Statement	Not important	Slightly Important	important	Very important	Not sure
understating police terminologies (listening)					
understanding words related to my work (listening)					
understanding different English dialects (listening)					

Understanding inquiries whether over phone or personally (listening)					
Understanding lectures held in English (listening)					
using police terminologies					
Introducing oneself and others' responsibilities (speaking)					
offering help (speaking)					
asking for personal information (speaking)					
help tourists and visitors (speaking)					
direct motorist and making them aware of rules (speaking)					

providing general instructions and advices (speaking)				
Describing people (speaking)				
Describing an accident (speaking)				
reading terminologies related to my work (speaking)				
Giving directions (speaking)				
reading reports , letters, emails				
reading topics in my work specialization				
reading general topics				
writing terminologies related to my work				

writing an accidents description					
writing reports					
writing general topics					
Filling forms					

Instructions: Please select an answer or fill the space in case your choice isn't included.

A – Which English course do you prefer?

   1- General English course.
   2- ESP course.
   3- Terminologies booklets.
   4- Other, specify ………………………………………………

B – Which learning activity do prefer?

   1- Group works.
   2- Pair works.
   3- Simulations dialogues.
   4- Games.
   5- Other, specify ……………………………………………….

C – Course hours that convince you…

   1- 30 hours.
   2- 40 hours.
   3- 50 hours.
   4- Other, specify………………………………………………

D – Course days that convince you….

1- Five days a week.
2- Three days a week.
3- Once a week at weekends.
4- Other, specify……………………………………………………..

E – The teacher should be …………………

1- Arabic.
2- English native speaker.
3- Both.
4- Other, specify……………………………………………………...