

IDENTIFYING ENGLISH LANGUAGE NEEDS OF
THE TURKISH NATIONAL POLICE ACADEMY
STUDENTS: A NEEDS-BASED SYLLABUS
SUGGESTION FOR LAW ENFORCEMENT ENGLISH
COURSE

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IDENTIFYING ENGLISH LANGUAGE NEEDS OF THE TURKISH NATIONAL POLICE
ACADEMY STUDENTS: A NEEDS-BASED SYLLABUS SUGGESTION FOR LAW
ENFORCEMENT ENGLISH COURSE

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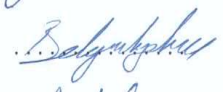
Anadolu University Graduate School of Educational Sciences

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In loving memory of my late father, Ramazan GÜLEÇ...

JÜRİ VE ENSTİTÜ ONAYI

Hüseyin GÜLEÇ'in "Identifying English Language Needs of the Turkish National Police Academy Students:A Needs-Based Syllabus Suggestion for Law Enforcement English Course" başlıklı tezi 26.12.2013 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

IDENTIFYING ENGLISH LANGUAGE NEEDS OF THE TURKISH NATIONAL POLICE ACADEMY STUDENTS: A NEEDS-BASED SYLLABUS SUGGESTION FOR LAW ENFORCEMENT ENGLISH COURSE

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The primary objective of this study was to identify English language needs of the Turkish National Police Academy (TNPA) students. A secondary aim was to suggest a needs-based syllabus design for the Vocational English (Law Enforcement English) course taught to the fourth year cadets at the Faculty of Security Sciences based on the identified needs.

The data for this study were collected through the questionnaires and interviews from the students, graduates, English instructors, and administrators. Needs analysis questionnaires were administered to 100 fourth year students taking the Vocational English course and 50 graduates working at various departments of the Turkish National Police (TNP). Then, some of the students, English instructors and administrators at the TNPA were interviewed to obtain deeper information about their perceptions towards English language needs of the cadets.

The results of the study revealed the participants' perceptions about the effectuality of the current Law Enforcement English course, their difficulties with the use of English, the reasons of the difficulties with English use, the necessity of English in their profession, their competencies in main language skills and some areas of knowledge, the importance of main language skills and some sub-skills in their profession and their suggestions for the methodology and content of the future courses. Furthermore, based on the findings, the implications for a needs-based syllabus design of the Vocational English (Law Enforcement English) course were outlined.

Keywords: English language needs, needs analysis, Vocational English course

ÖZET

POLİS AKADEMİSİ ÖĞRENCİLERİNİN İNGİLİZCE DİL GEREKSİNİMLERİNİN BELİRLENMESİ: MESLEKİ İNGİLİZCE DERSİ İÇİN İHTİYAÇ TEMELLİ BİR MÜFREDAT ÖNERİSİ

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Bu çalışmanın temel amacı Polis Akademisi öğrencilerinin İngilizce dil gereksinimlerini belirlemektir. Çalışmanın ikinci bir amacı ise, belirlenen gereksinimlere göre, Güvenlik Bilimleri Fakültesi dördüncü sınıf öğrencilerine verilen Mesleki İngilizce dersi için ihtiyaç temelli bir müfredat önermektir.

Bu çalışma için veriler; öğrenciler, mezunlar, İngilizce okutmanları ve yöneticilerden anketler ve mülakatlar yoluyla toplanmıştır. Mesleki İngilizce dersini almakta olan 100 4. sınıf öğrencisine ve Emniyet Teşkilatının çeşitli birimlerinde görev yapan 50 Polis Akademisi mezununa ihtiyaç analizi anketi uygulanmıştır. Daha sonra, katılımcıların öğrencilerin İngilizce dil gereksinimlerine yönelik algılarını daha iyi öğrenmek amacıyla öğrencilerden, İngilizce okutmanlarından ve yöneticilerden bir bölümüyle mülakatlar yapılmıştır.

Çalışmanın sonuçları, katılımcıların Mesleki İngilizce dersinin etkinliğiyle, İngilizce kullanımında yaşadıkları zorluklarla, İngilizce kullanımında yaşadıkları zorlukların sebepleriyle, İngilizcenin mesleklerindeki gerekliliğiyle, temel dil becerileri ve bazı alanlardaki yeterlilikleriyle, temel dil becerilerinin ve bazı alt becerilerin mesleklerindeki önemiyle ilgi görüşlerini ve gelecekteki derslerin yöntem ve içeriğiyle ilgili önerilerini ortaya koymuştur. Ayrıca, bulgular doğrultusunda, Mesleki İngilizce dersine yönelik ihtiyaç temelli bir müfredat için çıkarımlar özetlenmiştir.

Anahtar Sözcükler: İngilizce dil gereksinimleri, ihtiyaç analizi, Mesleki İngilizce dersi

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CHAPTER 1

INTRODUCTION

This study aims at identifying English language needs of the cadets at the Turkish National Police Academy (TNPA) in order to suggest a needs-based syllabus design for the Vocational English (Law Enforcement English) course taught at the Faculty of Security Sciences.

This chapter presents information on the background of the study, the problems related to Law Enforcement English course at the TNPA, which led to the development of this study, the purpose and the significance of the study, and the research questions as well as the definitions of some basic terms used in the study.

1.1. Background to the Study

The approved importance of English as an international language continues to increase as more people from different professions or occupations around the world want to learn or are expected to learn the language of the world, that is, English. Consequently, more people face with different aspects of English as a requirement of their area of work or study and try to learn English as a Foreign Language (EFL) or as a Second Language (ESL).

The increasing importance of English and the changing language needs of people have made educators explore new directions in language education. Due to this quest, it has been assumed that the changing needs of language learners could be met through more up-to-date teaching methods and approaches. Thus, the concern to make language courses more relevant to learners' needs has led to the existence of English for Specific Purposes (ESP) approach to language teaching (Richards, 2001).

The proposition that all language teaching should be adjusted to the specific learning and language use needs of the identified groups of learners has been the fundamental assumption behind the origination of ESP movement (Johns & Price-Machado, 2001). Hutchinson and Waters (1987) accept ESP as a phenomenon that grew out of a number of converging trends rather than a planned and coherent process in the developments of human activity. Accepting its complexity and sophisticated aspect, Hutchinson and Waters (1987, p. 6-8) advocate three main reasons for the origins of ESP: 1) *The demands of a Brave New World*; with the beginning of post-war period in the world English became the accepted international language of technology and commerce and created a new generation of learners

who knew specifically why they were learning a language. 2) *A revolution in linguistics*; new ideas in the study of language like the language we speak and write varies from one context to another gained ground that the English needed by a particular group of learners should be described with the analysis of linguistic characteristics of these learners' specialist area of work or study. 3) *Focus on the learner*; through the new developments in educational psychology learners' different needs and interests and their effects on learners' motivation to learn and the effectiveness on learning were started to be considered by the educators. The emergence and growth of ESP, then, is associated with three important factors: "the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology" (Hutchinson & Waters, 1987, p. 8).

The teaching of ESP has been accepted as a separate activity within English Language Teaching (ELT) since ESP has developed its own methodology (Dudley-Evans & St. Johns, 1998). In order to clearly indicate ESP and its scope, Dudley-Evans (2001, p. 132) presents its characteristics: in terms of its absolute characteristics, ESP (i) is designed to meet the specific needs of the learner, (ii) makes use of the underlying methodology and activities of the discipline it serves, (iii) is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. In terms of its variable characteristics, ESP (i) may be related to or designed for specific disciplines, (ii) may use, in specific teaching situations, a different methodology from that of General English, (iii) is likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation, however it could also be for learners at secondary school level, (iv) is generally designed for intermediate or advanced students, but it can be used with beginners, too.

ESP courses are generally divided into two main categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) or English for Vocational Purposes (EVP). EAP involves academic study needs in an educational context and EOP refers to work-related and training (professional) needs (Dudley-Evans & St. John, 1998; Robinson, 1991). However, there is not a clear-cut distinction between EOP and EAP courses since people can work and study simultaneously (Hutchinson & Waters, 1987).

As has been noted, the endeavours to make language courses more relevant to the needs of the learners resulted in the emergence of ESP courses. Since ESP courses commence to teach the language and skills that particular groups of language learners need in their disciplines of study, professions or workplaces, ESP course design includes a stage in which

the specific language and skills that the group of learners need or will need are identified. The identification of specific language and skills is utilized in determining and refining the content and methodology for the ESP course besides assessing learners and learning. This process in ESP course design is termed as ‘needs analysis’ (Basturkmen, 2010).

Scholars in the area of ESP accept ‘needs analysis (also called as ‘needs assessment’) as a prerequisite to the success of any ESP program (Richards, 2001; Jordan, 1997; Brown, 1995; Robinson, 1991; Berwick, 1989; Hutchinson & Waters, 1987; McDonough, 1984; Munby, 1978). According to Dudley-Evans and St. John (1998) ‘needs analysis’ is the cornerstone of ESP and leads to a very focused course by establishing the ‘what’ and ‘how’ of a course. Graves (2000) also defines needs analysis as “a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs” (p. 98).

The needs analysis process generally involves the following procedures (Basturkmen, 2010, p. 19):

- Target situation analysis: Identification of tasks, activities, and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Present situation analysis: Identification of what the learners do and do not know and can or can not do in relation to the demands of the target situation.
- Discourse analysis: Descriptions of the language used in the target situation
- Learner factor analysis: Identification of learner factor such as their motivation, how they learn, their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course runs. Consideration of what realistically the ESP course and teacher offer.

“Just as no medical intervention would be prescribed before a through diagnosis of what ails the patient, so no language teaching program should be designed without a through needs analysis” (Long, 2005a, p. 1). One of the prominent features of ESP course design is that the syllabus is based on the analysis of the learners’ language needs for their target (academic, workplace, or professional) environments. Thus, “as the syllabus is based on needs, it is likely to be motivating for learners, who see the obvious relevance of what they are studying” (Basturkmen, 2006, p. 17).

As Chan (2001) indicates, curriculum development in language education should start with determining how syllabus design addresses the specific needs and wants of target learners, and in order to design effective programs, these needs should be examined from different points of view. This study is therefore an exploratory attempt to identify English language needs of the Turkish National Police Academy students from several perspectives: that of the students, the graduates, the English instructors and the administrators. The study also attempts to consider the findings of needs analysis while designing a functional syllabus for the Vocational English (Law Enforcement English) course taught to the cadets.

1.2. Statement of the Problem

Before proceeding to define the problem that led to this study, it is necessary to present a profile of the Turkish National Police Academy, the institution selected for carrying out the present needs analysis study. Turkish National Police Academy (TNPA), the only four-year police higher education institution in Turkey, trains the future administrators - high rank police commanders - of the Turkish National Police (TNP). The Faculty of Security Sciences of the Police Academy offers a four-year undergraduate program and confers a BA degree in police studies with all the privileges pertaining thereto. Besides the courses in security and law-enforcement, the Faculty gives the students chance of following foreign language courses like English, French, Arabic, and Chinese.

English is considered of great importance for the cadets in order for them to conduct their national and international duties with due effort. Taking into consideration the importance of English language, both General and Vocational English courses are offered at the Faculty. However, the cadets' English language needs have not been identified comprehensively in order to design and implement Vocational English courses that meet the job-specific English language needs of the cadets. So, the starting point of this study has been the problems related to Law Enforcement English course taught to fourth year students.

The Law Enforcement English course was developed with the purpose of preparing the police cadets for their future professions in 2007 with the contributions of British Council. The TNPA English instructors and the members of British Council came together in order to develop a curriculum for the Vocational English course to be taught to the police cadets at the Academy. After a year of curriculum development process conducted by the British Council experts and the English instructors at the TNPA, a course pack, called as Law Enforcement English, was prepared for the TNPA students.

The Law Enforcement English course pack, as included in the Vocational English curriculum, was a revised version of the book taught at the Police Academy of Romania. This book was analyzed by the British Council's members and the Academy's English instructors, then by taking into consideration Turkey and its security policies new topics and articles were added while the irrelevant ones were excluded. However, during this process a comprehensive needs analysis was not carried out, and during the following years any feedback study was not conducted to properly assess the efficiency of this new curriculum and consequently the effective use of the course pack itself.

Furthermore, after the implementation of Law Enforcement English curriculum, the students were taught the course four hours in a week and during four semesters in the last two years of their education, so the course content had been designed according to these course hours. However, at the beginning of 2011-2012 academic year a new arrangement was made in the course hours; the hours of Law Enforcement English course dropped to hours to be taught in a week and during two semesters in the students' last year. This situation made the instructors design a new course content but the new content again was not a result of the analysis of students' English needs but the instructors' own perceptions.

Although the Academy implemented an EVP course for the police cadets, that is Law Enforcement English, it was not the result of an actual needs analysis. Through the time it seemed that the course did not serve for its purposes. Now, both students and instructors agree on the fact that the current Law Enforcement English course, as it stands now, falls behind meeting the students' English language needs related to their future profession. They state that the course, in terms of content and methodology, is not practical and needs to be modified and improved to maximize the benefits to students, instructors and Faculty's training objectives.

Hence, this study aims to identify English language needs of the Police Academy cadets from the perspectives of students, instructors, administrators and graduates working in various administrative positions of the TNP. It would be to the advantage of the cadets if their English language needs could be determined so that a practical and functional Law Enforcement English course could be run.

1.3. Purpose of the Study

As in numerous fields of the daily life, English is also used in policing by the professional law enforcers. In this study, our concern is on the police. The members of Turkish National Police may require to use English language in their professional contexts while upholding law and order both in Turkey and abroad missions. Besides helping the foreigners, the police may come across many English-speaking people including criminals, victims, witnesses, etc. This means they may need to use English. Internationalisation of the problems encountered by the police forces and the movements of people speaking different languages land the police with a necessity, that is communication and the most common way of doing it is using English. Furthermore, English, other than its function as a language to communicate, goes on stepping into the every corner of life. One of its recently mentioned utilization mode is to employ English as a peacekeeping instrument in international relations. The Turkish police may play a vital role in promoting good community relations and building trust and confidence between different nations while fulfilling its duty both in Turkey and abroad.

So, the Turkish National Police Academy designates one of its missions as training the cadets in language skills to help them gain adequate English proficiency. Considering the importance of English, mastering English proficiency is an expected and necessary qualification of prospective police commanders to perform their duties. Keeping in mind all these issues, the TNPA offers both General English and Vocational English courses, namely Law Enforcement English.

As it is explicitly mentioned through the related literature, in designing and refining a curriculum for ESP language courses, analyzing and assessing learners' language needs are accepted as the first step. To lay stress on the essentiality of needs analysis in program design, Nation and Macalister (2010) indicate that “needs analysis makes sure that a course will be relevant and satisfying to the learners. This is such a basic requirement that it is worth giving careful thought to needs analysis procedures. To neglect them is to run the risk of producing a course that does not meet the needs of its users” (p. 32).

By taking into consideration the importance and the place of needs analysis in ESP, this study aims at identifying English language needs of the police cadets. The perceptions of students and instructors concerning to effectuality of the current Vocational English course and the English needs of the cadets are depicted. The study also probes deeper into the nature of the problem by consulting the graduates and administrators. Based on the information

collected through the questionnaires and interviews, pedagogical implications are presented for a needs-based syllabus design of Law Enforcement English course.

1.4. Statement of Research Questions

This study was conducted in the light of the following research questions in order to reach the mentioned purposes:

1. How do the students, English instructors, and administrators of the Turkish National Police Academy perceive the efficiency of the current Law Enforcement English course curriculum?
2. How do the students, graduates, English instructors, and administrators of the Turkish National Police Academy perceive the cadets' English language needs?
3. How can a needs-based Law Enforcement English course syllabus be developed for the 4th year cadets at the Turkish National Police Academy?

1.5. Significance of the Study

Through the related literature it is apparent that needs analysis is an essential process before the successful implementation of any ESP program with the contribution and collaboration of a wide range of stakeholders who are directly or indirectly affected by the program. Hence, the present study is an attempt for the improvement of Law Enforcement English course curriculum and to suggest a syllabus design for the course at the TNPA. With these purposes in mind, the learners' current problems, difficulties, and interests related to the course and future language needs and goals related to their professions are investigated through a needs analysis study.

To the knowledge of the researcher, numerous English language needs analysis studies have been carried out in different areas such as medicine, business, engineering, military, tourism, etc. but no previous study of needs analysis has been done in Turkey for the police cadets, so it becomes more of an issue to identify English needs of the TNPA students to design a functional Law Enforcement English course for them.

1.6. Definition of Terms

The following terms will be used within the scope of this study, so they are explained below not to give rise any misunderstanding:

English for Specific Purposes (ESP): “An approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19).

English for Law Enforcement: The specialized language course developed to meet the English language needs of law enforcement professionals (the police, gendarmes etc.).

Needs: The required language skills, knowledge and proficiency for the learners’ area of work or study. Needs can be categorized as learners’ target needs (necessities, lacks, and wants) and learning needs (the conditions of the learning situation) (Hutchinson & Waters, 1987).

Needs Analysis / Assessment: “Needs analysis in ESP refers to a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course” (Basturkmen, 2010, p. 19).

Syllabus Design: The specification and ordering of the content to be taught in a course (Richards, 2001; Graves, 1996; Nunan, 1988).

CHAPTER 2

REVIEW OF LITERATURE

This study aims to identify English language needs of the Turkish National Police Academy (TNPA) students in order to suggest a needs-based syllabus design for Law Enforcement English course taught to the fourth year students. Within this scope, this chapter, firstly, reviews the literature on English for Specific Purposes (ESP) courses, then, explains needs analysis and its role in developing curriculum for special purposes language programs and, finally, presents similar studies from different educational milieus.

2.1. English for Specific Purposes (ESP) Courses

2.1.1. A Historical Overview of ESP

After the Second World War, the developments in economy, science, and technology, like any other field, effected the language education, too. The effect was the rising of English as an international language all around the world as a result of globalization. Over the years, English was extensively used as a common medium of communication between the world nations but different needs and demands of language users resulted in the appearance of a particular component of English Language Teaching (ELT) – namely English for Specific Purposes (ESP) (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Kennedy & Bolitho, 1984).

While the growing demand for English courses was tailored to specific needs of learners, new thoughts and views started to emerge in language education (Hutchinson & Waters, 1987). Traditionally the focus of language teaching had been the rules of English usage, that is, grammar. However, new ideas shifted the attention from formal features of language to communicative function of language, namely actual usage of language in real communication (Widdowson, 1978). These revolutionary movements in linguistics came together with the idea of English for specific groups of learners and constituted another basic principle behind the idea of ESP, that is, English needed by a specific group of learners should be identified by analysing the linguistics characteristics of their specialist area of work or study (Hutchinson & Waters, 1987).

Another movement taking place in educational psychology, the birth of new ideas, also contributed the development of ESP courses. Learners' needs and interests were started to be emphasized and in turn the idea gained ground that the relevance of the English course

to learners' needs improves the learners' motivation and thereby makes learning better and faster (Hutchinson & Waters, 1987). The emergence and growth of ESP then can be attributed to three important factors: the expansion of English for specific needs (the demand of a Brave New World), the developments in linguistics, and new thoughts in educational psychology (focus on the learner) (Hutchinson & Waters, 1987). From the 1960s, the demand for specialized language programs grew as a result of the aforementioned reasons and according to Richards (2001) the ESP approach to language teaching, during this period, began as a response to a number of practical concerns (p. 28):

- the need to prepare growing numbers of non-English background students for study at American and British universities from the 1950s.
- the need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment, such as non-English background doctors, nurses, engineers, and scientists.
- the need for materials for people needing English for business purposes.
- the need to teach immigrants the language needed to deal with job situations.

2.1.2. Definitions and Characteristics of ESP

The explanation of the acronym 'ESP' seems very simple through its words 'English for Specific Purposes' - English that is learnt or taught for a particular reason but the term has its own distinctive characteristics. Before discussing what ESP is, it would be appropriate to look at the scope of it.

ESP has been seen as a separate practice within ELT since its research has bases from various disciplines in addition to applied linguistics (Dudley-Evans & St. John, 1998). It can be regarded as an enterprise involving education, training, and practice, and it draws upon three major realms of knowledge: language, pedagogy, and learners' specialist areas of interest (Robinson, 1991). Widdowson (1983) has an assumption that "ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence to cope with this particular area. In other words, it is assumed that ESP is essentially a training exercise" (p. 10).

Hutchinson and Waters (1987) base upon the foundation of ESP to a simple question: 'Why does the learner need to learn English?' Beginning from this so called 'host' question

they invite further questions, some of them will relate to learners themselves, some to the nature of the target language, some to the mentioned learning context. All in all, they state that “this whole analysis derives from an initial identified need on the part of the learner to learn a language” (p. 19). Finally, they define ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (p. 19).

Dudley-Evans and St. John (1998) also argue that the definition of ESP should reflect the fact that much ESP teaching makes use of a methodology which differs from that used in English for General Purposes (EGP). They mention the importance of ESP methodology - the nature of the interaction between the ESP teacher and the learners - and stress two aspects of it: all ESP teaching should indicate the methodology of the disciplines and professions it serves and language should be included as defining characteristic of ESP. To make it more clear they present absolute and variable characteristics of ESP (p. 4-5) :

Absolute characteristics:

- ESP is designed to meet the specific needs of the learner;
- ESP makes use of the methodology and activities of the disciplines it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, it could, however, be used for secondary school level.
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

A simple definition then can be like that: “ESP is English language instruction designed to meet the specific learning needs of a specific learner or group of learners within a specific time frame for which instruction in general English will not suffice” (Orr, 2001, p. 207).

Orr (2002) further indicates the difference between EGP and ESP as follows: “EGP is presented as a linguistic system to a wide range of learners for application in the most general of potential circumstances, whereas ESP is taught as a tailor-made language package to specific communities of learners with highly specialized language needs” (p. 2). Hutchinson and Waters (1987) maintain that what distinguishes ESP from General English (GE) is an awareness of the need. Similarly Richards (2001) states that while EGP learner studies the language for its own sake or to pass an exam, the ESP student usually studies English in order to carry out a particular role in the society.

In conclusion, Robinson (1991) addresses some features thought as criterial to ESP courses as follows (p. 4-5);

- An ESP course is goal directed; students study English not because they are interested in the English language but because they need English for study or work purposes.
- An ESP course is based on a needs analysis; it is aimed to specify as closely as possible what students have to do through the medium of English.
- The students on an ESP course are likely to be adults rather than children.
- ESP courses may be written about as they consist of identical students; the students in a class are involved in the same kind of work or specialist studies.

2.1.3. Types of ESP Courses

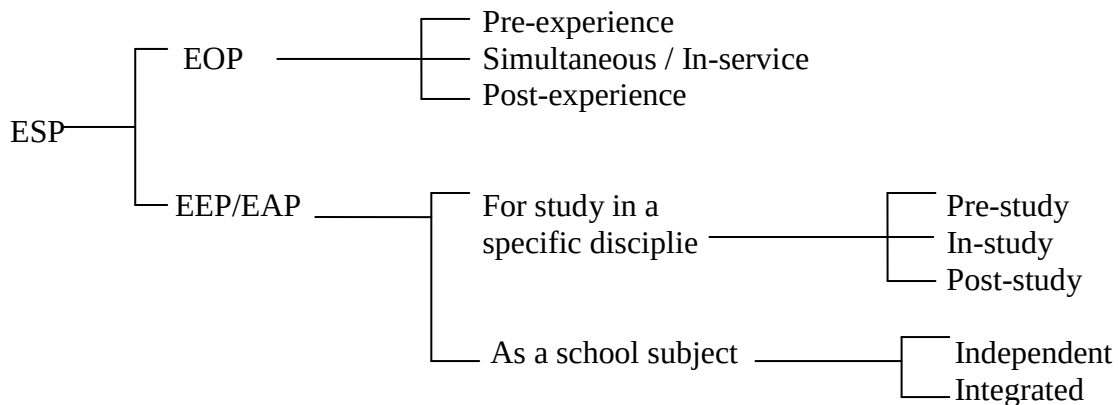
It is not a surprising result to come up with different types of ESP courses since the aim is to tailor these courses to the specific needs of the learners from different fields. Prominent scholars of the ESP research area come out with different faces of ESP, they are generally different on the surface but similar in the meaning. As McDonough (1984) states, there have been many attempts to arrive at a consensus on the classification of the different branches of ESP but the results have mostly been a bewildering array of labels and abbreviations.

Most of the researchers divide ESP into two main categories; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP involves academic or

educational study needs, and EOP or EVP (English for Vocational Purposes) includes work-related and training needs (Dudley-Evans & St. John, 1998; Robinson, 1991; Kennedy & Bolitho, 1984; McDonough, 1984; Munby, 1978).

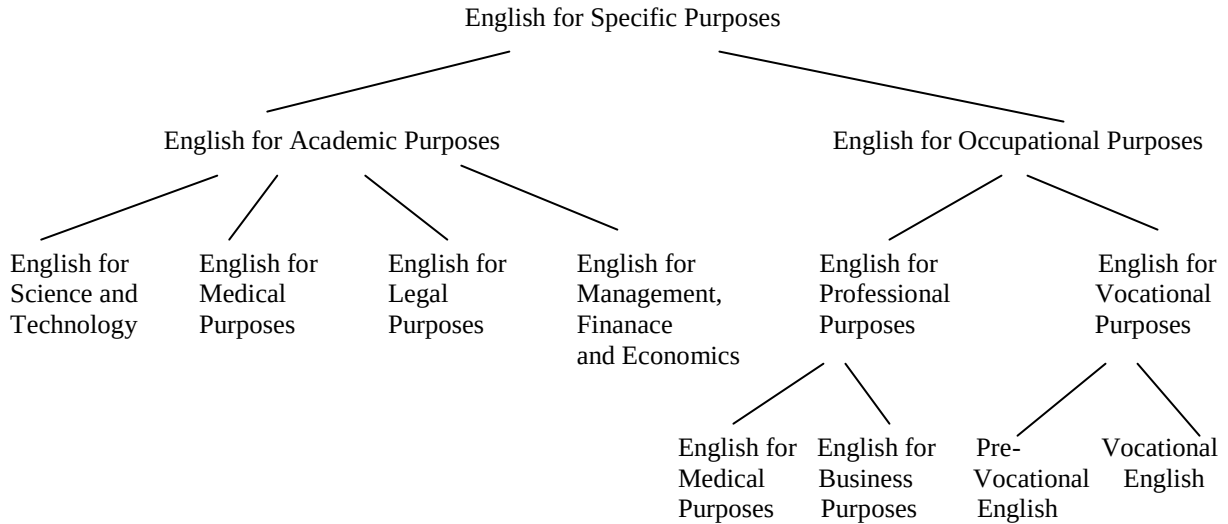
Hutchinson and Waters (1987) put the mentioned classification of ESP in their ELT tree diagram (p. 17) but they propound a more wide categorisation in which they divide ESP into three main categories: EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for Social Sciences). Each of these three branches falls into two sub-categories as EAP and EOP, but they point out that there is not a clear-cut distinction between EOP and EAP since people can work and study simultaneously.

Robinson (1991) also makes a distinction between EOP and EAP courses according to when they take place and states that a distinction must be made between the students who are new in their field of work or study and the students who are already familiar with or on the way to become so in the field. “A pre-experience or pre-study course will probably rule out any specific work related to the actual discipline or work as students will not yet have the required familiarity with the content, while courses that run parallel to or follow the course of study in the educational institution or workplace will provide the opportunity for specific or integrated work” (Dudley-Evans & St. John, 1998, p. 6). This classification is presented as follows:



ESP classification by experience (Robinson, 1991, p. 3)

Similarly, Dudley-Evans and St. John (1998) classify ESP as EAP and EOP. In their tree diagram, given below, they categorize ESP according to discipline or professional area.



ESP classification by professional area (Dudley-Evans & St. John, 1998, p. 6)

Since EAP is not included in the scope of this study it is to the point to focus on EOP. According to Kennedy and Bolitho (1984) EOP courses are taught “in a situation in which learners need to use English as part of their work or profession” (p. 4). They also note that there might be some differences in these courses depending on whether learners learn work-related English before, during or after the time they are being trained in their jobs. In concordance with them Dudley-Evans and St. John (1998) divide English for Vocational Purposes into two: Pre-Vocational English and Vocational English.

The main focus of this study is to identify English language needs of police cadets, the 4th year students at the Police Academy, so it means the students mentioned here need to learn job-related English before they start to carry out their profession. As McDonough (1984) pinpoints, most course titles begin with the word ‘English’ within the ESP literature; English for Electronic Engineering, English for Medical Purposes, English for Business Purposes, etc. The objective course in this study can be titled as ‘English for Law Enforcement’.

2.1.3.1. English for Law Enforcement

Belcher (2006) states that ESP courses now encompasses an “ever-diversifying and expanding range of purposes” (p. 134) and there will be as many types of ESP courses as there are specific learner needs (Belcher, 2009). One of the recently mentioned types of ESP courses is law enforcement English courses for law enforcers from a wide range of different backgrounds. Law enforcement professionals including the police, gendarmes, military police, border guards, customs officials are all supposed to communicate in English whenever needed. Needless to say, having satisfactory competence in English enables law enforcement officers to get relevant information and perform their duties as they are supposed to do. Law enforcers, here is the police, may come across many English-speaking people while they are serving for the security of the public. As Doğutaş et al.(2007) point out, currently policing is not just enforcing the law but it is a part of the social life in the community; and apart from lending a hand to a foreigner, the police may also fight and handle crime and foreign criminals. This means the police may need to use the international language, that is English.

Another point is that protecting and serving people is an international issue that lay a burden on the world nations; law enforcers, from all around the world, should communicate with each other to combat terrorism, organized crime, etc., so English is indispensable in providing national and international peace and security. The other objective of this research was to bring out a syllabus design for the Vocational English course, Law Enforcement English, taught to police cadets to make it more practical and functional, so English language needs of the cadets were tried to be identified through a needs analysis study.

2.2. Needs Analysis in ESP

Hutchinson and Waters (1987) define ESP as an approach to course design which starts with the question “Why do the learners need to learn English?” (p. 53) and further state that the answer to this question lies in ‘needs analysis’ (NA). Besides them, to emphasize the role of needs analysis in ESP, Robinson (1980 as cited in Richards, 1990, p. 2) also indicates that “in language teaching, the impact of needs analysis has been greatest in the area of special-purposes program design, and a considerable literature now exists on the role of needs assessment in ESP”.

An analysis of the literature on ESP (Basturkmen, 2010; Belcher, 2006; Dudley-Evans & St. John, 1998; Robinson, 1991; Hutchinson & Waters, 1987; McDonough, 1984;) reveals that the practical way of analysing learners' specific needs is 'needs analysis'. This close relationship or the mutual interaction between ESP and NA is explained, with its historical origins, by Richards (2001, p.51):

“Needs analysis was introduced into language teaching through the ESP movement. From the 1960s, the demand for specialized language programs grew and applied linguists increasingly began to employ needs analysis procedures in language teaching. By the 1980s, in many parts of the world a ‘needs-based philosophy’ emerged in language teaching, particularly in relation to ESP and vocationally oriented program design”

In principle, an ESP approach to course design commences with the analysis of learners' needs. To underline this principle McDonough (1984) states that “the idea of analysing the language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind” (p. 29). NA is now regarded as the corner stone of ESP since it leads to a needs-focused course from the points of learners. If the course design does not take into account the actual needs of the learners and set realistic objectives to target the needs, then the ESP program may not succeed in attaining the goals (Dehnad et al., 2010; Basturkmen, 2006; Belcher, 2006; Dudley-Evans & St. John, 1998; Benesch, 1996; Berwick, 1989), so the role NA plays in ESP program design is put forwarded by Belcher (2006, p. 135) as follows:

“Like other educational endeavors, ESP assumes there are problems, or lacks, that education can ameliorate, but unlike many other educational practices, ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored-to-fit instruction. ESP specialists, therefore, are often needs assessors first and foremost, then designers and implementers of specialized curricula in response to identified needs. It is probably no exaggeration to say that needs assessment is seen in ESP as the foundation on which all other decisions are, or should be, made”

2.2.1. Definition and Types of ‘Needs’

The emergence of ESP in language education started with the approaches that put the learner at the core of language teaching and learning process, so it has been necessary to identify the specific language needs of the learners. Therefore, before dealing with learners’ language needs it is reasonable to concentrate on the concept ‘need’. In the literature, the term is discussed and described from various aspects.

Berwick (1989) asserts that the definition of ‘need’ is the basis of any needs assessment study. An operational definition must be constructed separately for each assessment process since the elements will change according to the values of assessor and constituents of the educational system. Generally, however, the term ‘need’ is often expressed as “a gap or measurable discrepancy between current state of affairs and a desired future state” (Berwick, 1989, p. 52). West (1994) indicates that the term ‘needs’ lack a unified definition and remain ambiguous. Similarly, while accepting the difficulty of finding a usable definition of ‘needs’ Brindley (1989) accepts ‘need’ as “the gap between what is and what should be” (p. 65). Richards (2001) also adds that “what is identified as a need is dependent on judgement and reflects the interests and values of those making such a judgement” (p. 54). Furthermore, from a comprehensive point of view, Witkin and Altschuld (1995) state that “need as a noun refers to the gap or discrepancy between a present state (what is) and a desired end state, future state, or condition (what should be). The need is neither the present nor the future state; it is the gap between them... Need as a verb points to what is required or desired to fill the discrepancy - solutions, means to an end” (p. 9).

Rather than presenting a simple definition of ‘needs’, different scholars handle the concept from different perspectives while defining various types of ‘needs’. Hutchinson and Waters (1987), for example, categorize the language needs as *target needs* and *learning needs*. ‘Target needs’ refer to “what the learner needs to do in the target situation and ‘learning needs’ refer to what the learner needs to do in order to learn” (p.54). Under the umbrella term ‘target needs’ they look at the target situation in terms of *necessities*, *lacks*, and *wants*. They call ‘necessities’ as the type of need determined by the demands of target situation, in other words, what the learner has to know in order to function effectively in the target situation. The term ‘lacks’ refer to the gap between target language proficiency of the learner and the existing proficiency, and the other component ‘wants’ are the subjective views of learners on their needs. ‘Learning needs’, however, examine current conditions of the

learning situation besides learner's knowledge, skills, strategies and motivation to learn. To analyze the target language needs of the learners Hutchinson and Waters (1987) propose to needs assessor to ask the following questions: "Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?" (p. 59-60).

Hutchinson and Waters (1987, p. 60) regard the ESP course as a journey and consider 'lacks' as the starting point, 'necessities' as the destination and 'wants' as what the destination should be. Taking into consideration this analogy, they describe 'learning needs' as the answer to the question of how to get from the starting point to the destination. Similary to identify the 'learning needs' they suggest to ask the following questions: "Why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the ESP course take place? When will the ESP course take place?"(p. 62-63).

Brindley (1989) introduces another category for the types of 'needs': *objective needs* and *subjective needs*. 'Objective needs' can be defined as "the needs, which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties" (p. 70). 'Subjective needs' refer to "the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, self-esteem, expectations, learners' wants with regard to the learning of English and their individual cognitive styles" (p. 70). Although including differences, Hutchinson and Waters' (1987) *learning needs* and Brindley's (1989) *subjective needs* can be accepted similar to each other to some extent in terms of considering learner's characteristics.

Another researcher, Berwick (1989), also grouped 'needs' as *felt needs* and *perceived needs*. 'Felt needs' are the ones that learners have and can be explained as 'expressed' needs. Depending on the assessor these needs can be seen as 'wants' or 'desires'. So these needs are like 'subjective needs' (Brindley, 1989) and 'perceived needs', on the other hand, represent the judgements of experts about the educational gaps in learners' experiences, like 'objective needs' (Brindley, 1989).

A further classification of 'needs' is done by Brown (1995) as *situation needs* and *language needs*. Through the 'situation needs' he considers the human aspect of a language

program, that is, the physical, social, and psychological context in which learning takes place. Brown (1995) relates ‘situation needs’ to administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program. By ‘language needs’ he adverts to the information about the target linguistic behaviors that the learners should acquire. ‘Language needs’ also include details about the situations in which the language will be used.

According to Masuhara (1998) ‘needs’ seem to be defined and categorised in terms of: *a)* ownership (whose needs are they?), *b)* kinds (what kinds of needs are identified), and *c)* sources (what are the sources for the need?). The following table summarizes the needs identified in the literature (p. 240):

Ownership	Kind	Source
LEARNERS’ NEEDS	Personal needs	age; sex; cultural background; interests; educational background
	Learning needs	learning styles; previous language learning experiences; gap between the target level and the present level in terms of knowledge (e.g. target language and its culture); gap between the target level and the present level of proficiency in various competence areas (e.g. skills, strategies); learning goals and expectations for a course
	Future professional needs	requirements for the future undertakings in terms of: knowledge of language knowledge of language use L2 competence

As stated by different researchers, the difference or the gap between the learner’s current situation and the desired future situation can be accepted as the standard definition of ‘need’. However, they also indicate that this restrictive definition solely does not explain the learner’s real needs. Consequently, in this study, English language ‘needs’ of the cadets became clear by identifying their current ‘perceptions’ related to learning and teaching

environment, their perceived ‘lacks’ and ‘difficulties’ in English, their ‘motivations’, ‘interests’, and ‘wants’ related to English and English course, and their English ‘necessities’ for their future professions.

2.2.2. Definition of Needs Analysis (NA)

In the literature, a number of definitions have been presented to describe and explain what needs analysis is. Originally, the term ‘analysis of needs’ was used by Michael West in India in the 1920s while he was trying to find answers to two questions: *why* and *how* learners should learn English. West was dealing with the students of GE and perhaps because of this reason the term disappeared until around 1970s when ESP movement started to emerge (West, 1997).

In the widest sense, McKillip (1987) accepts NA as a tool for decision making in the human services and education. Bearing this in mind, many authors in the field of education/language education emphasize that a sound educational program should be based on analysis of learners’ needs or, in other words, needs analysis should be a prerequisite for effective course design, curriculum development, syllabus planning and material adoption / adaptation (Long, 2005a; Gatehouse, 2001; Richards 2001; Graves 2000; Nunan, 1999; Dudley-Evans & St. John 1998; Jordan 1997; Brown, 1995; Brindley, 1989; Hutchinson & Waters, 1987).

Tarone and Yule (1989, p. 31) state that “the term ‘needs analysis’, when it has been used in the context of language instruction, has usually referred to the collection and evaluation of information to answer the question: ‘What aspects of the language does some particular group of learners need to know?’”. Similarly, Richterich and Chancerel (1987) employ NA to find out what is indispensable, necessary, or merely desirable. Nunan (1999) and Richards (2001) also interpret the term as utilising of sets of tools, techniques, and procedures for determining the language content and learning process for a group of specified learner and Akyel and Özek (2010) also accept it as a powerful tool that helps clarify and validate true needs of learner. As is indicated in the above explanations reaching an agreed definition of NA has not been achieved but it makes sense to identify NA as the process of finding out “what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training” (West, 1994, p. 1). Similarly, Allwright (1982) also comprehends NA as an opportunity to try out ways of helping learners perceive and pursue their needs.

Different scholars in the literature tackle this comprehensive issue from different perspectives. Touching upon the disagreement over the meaning of ‘needs’ and what ‘needs analysis’ should entail, Brindley (1989) mentions about the two orientations to needs analysis: the first one is the ‘narrow’ or ‘product-oriented’ interpretation of needs whereby learners’ needs are considered only in terms of the language they will use in a specific communication situation and thus needs analysis is seen as a process of finding out as much as possible before the learners’ current and future language use start. Then again, the second one, ‘broad’ or ‘process-oriented’ interpretation addresses the needs in terms of the needs of the learner as an individual in the learning situation, and then needs analysis comprises not only target language behaviour but also affective and cognitive variables such as learners’ attitudes, motivation, awareness, personality, wants, expectations, and learning styles which all affect learning.

To make it clear Richards (2001) states the purposes of conducting a needs analysis in language teaching as follows (p. 52):

- to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student etc.
- to help determine if an existing course adequately addresses the needs of potential students
- to determine which students from a group are most in need of training in particular language skills
- to identify a change of direction that people in a reference group feel is important
- to identify a gap between what students are able to do and what they need to be able to do
- to collect information about a particular problem learners are experiencing

Finally, Tan San Yee (1993, p. 5) presents what to be included in a detailed needs analysis as follows:

- the nature of the target language
- the context in which the target language will be used
- the language abilities of the target students
- the language weaknesses of the target students
- the wants and constraints of the departments serviced, including time constraints

- the students' target jobs;
- the availability of resources;

Regarding the suggestions from the literature, this study makes an attempt to identify English language skills that the police cadets will need in their future professions, namely the contexts in which English will be used are pictured. The current language abilities of the students, their difficulties and weaknesses are tried to be specified. To give greater depth and effectiveness to the analysis of the nearners' needs the perceptions, attitudes, motivations and wants of the cadets are also taken into account. The researcher also looks into the learning conditions - the availability and constraints of the educational context - in order to determine to what extent it meets the students' needs. Thus, a sound needs analysis is tried to be carried out in order to define the true and real needs of the students.

2.2.3. Needs Analysis vs. Needs Assessment

The terms 'needs analysis' and 'needs assessment' are mostly used interchangeably in the literature although some of the authors prefer to assign a different meaning to each of them. The scholars distinguishing 'needs assessment' from 'needs analysis' are generally from different fields other than language education. For example, Kaufman (1986) makes a distinction between the terms by stating that: "Needs assessments identify, document, and justify gaps in results (needs), and select the most important for attention. Needs analysis break these identified needs down into their constituent component parts, and identify causes for the need" (p.24). Reviere et al. (1996, p. 6) also describe needs assessment as "a systematic and ongoing process of providing usable information about the needs of the target population" and remark the term as "population-specific, but systemically focused, empirically based, and outcome-oriented. Needs assessment, then, is a form of applied research that extends beyond data collection and analysis to cover the utilization of the findings". Agreeing with them, Witkin and Altchuld (1995) state that some authors make a distinction between needs analysis and needs assessment but in their approach they consider identification and analysis of needs are parts of the total process of needs assessment. Witkin and Altchuld (1995), then, define needs assessment as "a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources" (p. 4).

In other respects, some authors (Graves, 2000; Benesch, 1996; Brown, 1995) intentionally mention the terms' interchangeable uses and utilise both 'needs analysis' and 'needs assessment' interchangeably. Brown (1995, p. 36), in reference to language education, uses the phrases 'needs analysis' and 'needs assessment' interchangeably to refer to “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation”. It seems clear that the scholars handle the terms from different points of view so as a matter of course we come up with different definitions, but to understand for what purposes a needs assessment/analysis serves we can look at Weddel and Van Duzer's (1997, p. 3) list:

- It aids administrators, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training.
- It assures a flexible, responsive curriculum rather than a fixed, linear curriculum determined ahead of time by instructors.
- It provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next.

2.2.4. Steps Followed in Needs Analysis

According to Altschuld and Witkin (1995), needs analysis is a set of systematic procedures pursued in order to establish priorities based on identified needs and make decisions aiming at the improvement of a program and allocation of resources. Before conducting a needs analysis study some decisions should be made to specify the procedures to be followed by the analyst in order to ensure the effectiveness of the study (Brown, 2009; Richards, 2001; Graves, 2000).

Taking into consideration not only the education but also all human oriented resources McKillip (1987) labels the steps to be followed in a needs analysis study as follows (p. 8-9):

1. Identify users and uses of the needs analysis
2. Describe the target population and service environment
3. Identify needs;
 - Describe problems
 - Describe solutions
4. Assess the importance of the needs
5. Communicate results

Leading to the similar procedures but handling needs analysis in ESP context Schutz and Derwing (1981) present the following steps: a needs analysis should start with the definition of purposes, whether learning needs or target needs are to be defined, then the target population from whom the data will be gathered and the parameters of the investigation, namely, the major characteristics of the learners' needs should be delimited. Next step should be the selection of the data collection instruments. After the preparation phase which consists of the aforementioned tasks, the data are collected, the results are analyzed and interpreted for reporting and finally the needs assessment project is evaluated and criticised. Here is the steps in the NA process as listed by Schutz and Derwing (1981, p. 35):

1. Define the purpose
2. Delimit the target population
3. Delimit the parameters of investigation
4. Select the information gathering instrument
5. Collect the data
6. Analyze the results
7. Interpret the results
8. Critique the project

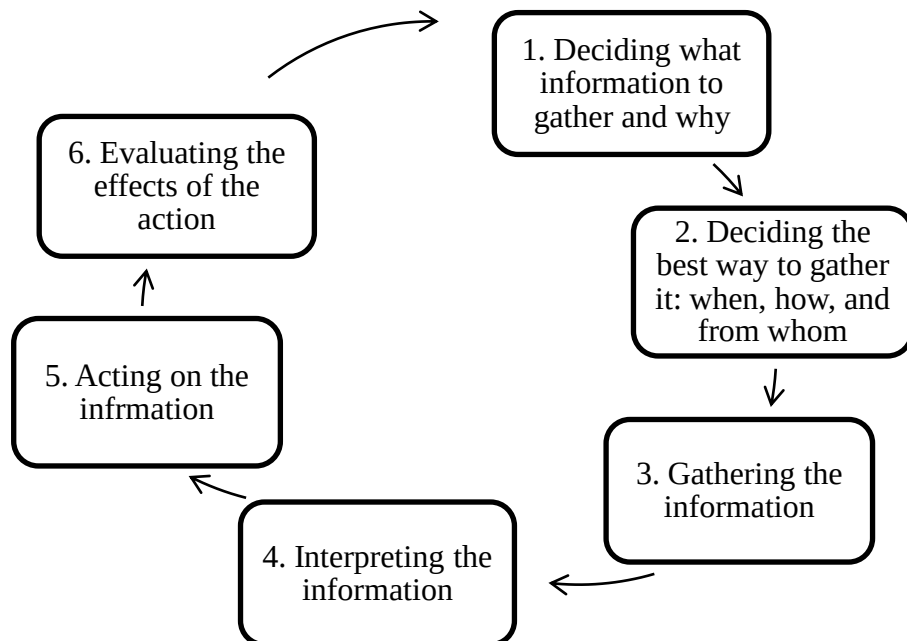
Similarly, Brown (2009) and Jordan (1997) also identify the steps of NA process in designing language courses as follows:

A) Get ready to do NA 1. Define the purpose of the NA	1. Define the purpose of analysis
2. Delimit the students population	2. Delimit student population
3. Decide upon approach(es) and syllabus(es)	3. Decide upon approach(es)
4. Recognize constraints	4. Acknowledge constraints/limitations
5. Select data collection procedures	5. Select methods of collecting data
B) Do the NA research 6. Collect data	6. Collect data
7. Analyze data	7. Analyze and interpret results
8. Interpret results	8. Determine objectives
C) Use the NA results 9. Determine objectives [Implement decisions (assessments, materials, teaching strategies, etc.)]	9. Implement decisions (i. e., decide upon syllabus, content, materials, methods, etc.)
10. Evaluate and report on the NA Project [Decide on further information to gather (for ongoing curriculum evaluation)]	10. Evaluate procedures and results

Brown (2009, p. 270)

Jordan (1997, p. 23)

Instead of listing the steps, Graves (2000) tenders a set of decisions, actions, and reflections, that are cyclical in nature. Graves (2000) summarizes the involved processes of NA as follows (p. 100):



To sum up, a needs analysis study should begin with a preparation stage including defining the purpose of the study, identifying the target population, determining the scope of the investigation and deciding on the data collection techniques. After gathering the necessary information, the last step should be to make conclusions about the program and make necessary changes in the light of the research findings (Brown, 2009; 1995).

The purpose of this needs analysis study was to identify English language needs of the students at the Turkish National Police Academy. The target population was limited to 100 fourth year students, 50 graduates, 3 English instructors and Heads of 3 different Departments at the Academy. The data were collected through questionnaires and interviews. The data were analyzed, and then the results were interpreted in order to make some conclusions about the Vocational English curriculum at the Academy. Finally, in keeping with the findings of the study, a practical syllabus design was suggested for the future Law Enforcement English courses.

2.2.4.1. Deciding what information to gather and why

To decide what information to gather and why, it is reasonable to look at both the ‘present’ and ‘future’. For a course to meet the needs of learners it is necessary to gather information about learners’ present situation (language ability, learning preferences) and the desired goals of and about them in the future. Here is a list showing the types of information that can be gathered while identifying learners’ needs (Graves, 2000, p. 102):

The present:

1. Who the learners are
2. The learners’ level of language proficiency
3. The learners’ level of intercultural competence
4. Their interests
5. Their learning preferences
6. Their attitudes

The future: information about what the learners need to learn and want to change

1. The learners’ goals and expectations
2. The target contexts: situations, roles, topics, and content
3. Types of communicative skills they will need and the task they will perform
4. Language modalities they will use

Brown (1995) also states that the type of information that will be gathered may vary according to purpose and scope of the study, so the needs analyst may adopt various approaches (discrepancy, democratic, analytic, diagnostic) or philosophies before conducting the study. Needs analysis approaches and philosophies mentioned here will be outlined in parts to come within the literature review.

2.2.4.2. Deciding the best way: when, how and from whom

2.2.4.2.1. When to conduct needs analysis?

The cyclical nature of needs analysis refers to the fact that it might be conducted at different times: prior to the start (pre-course), during its initial stages, and/or throughout the course (ongoing) (Graves, 2000; West, 1994). According to Richards (1990), needs analysis is an important basis for determining the objectives and organizing the content of the language programs, so much of the needs analysis process should be carried out before the start of the course. Similarly, Graves (2000) suggests that pre-course needs assessment helps teachers identify the content, goals and objectives, activities and materials of the course according to students' current strengths and weaknesses and future needs but as Nunan (1999) stresses, in some educational systems this type of needs analysis might be beyond the control of the teacher since curriculum specialists are active before the course.

Initial needs analysis can also be conducted during the initial stages of a course; the first few sessions, the first few week or weeks depending on the course's time framework. The information gathered at these initial stages can be similar to the prior teaching assessment so for a more reliable and effective analysis an ongoing needs analysis should take place during the course (Graves, 2000).

Hutchinson and Waters (1987) define needs analysis as not a once and for all activity but a continuing process. Nunan (1988b) also suggests that need analysis procedures should be implemented not only in the initial stages but also continuously throughout the course. Graves (2000) assumes that once needs analysis employed as an ongoing part of teaching "it helps the learners to reflect on their learning, to identify their needs, and to gain a sense of ownership and control of their learning" (p. 98).

Pre-course or initial needs analysis can be utilized to identify the future needs and goals of the learners and then to adjust the curriculum based on the findings. An ongoing analysis serves the purpose of meeting the changing needs through the time. An analysis

process can also be put to use at the final stage of the teaching. Making use of a needs analysis at the end of the program enables all stakeholders to check whether the needs have been met, to evaluate the current program and, to decide on the necessary changes to design the next one (Nation & Macalister, 2010; Graves, 2000; Richterich & Chancerel, 1987).

To sum up, needs analysis is an on-going cyclical set of activities that is an integral part of the process of program development, implementation and evaluation (Stufflebeam et al., 1985), so learners' needs should be analysed on an ongoing basis since they are likely to change through the time, depending on contextual and human affective variables (Brown, 1995; Hutchinson & Waters, 1987; Nunan, 1988b; Richterich & Chancerel, 1987).

As the literature suggests, a needs analysis should be carried out as an ongoing activity throughout the course but because of the constraints it is not always possible. Keeping in mind this situation, this study was conducted at the end of the course in order to check whether the English needs of the cadets taking the Vocational English course have been met or not. And another aim of the study was also to evaluate the effectiveness of the course to decide the necessary changes and to design a functional syllabus that addresses the students' real needs.

2.2.4.2.2. How to conduct needs analysis?

'How' of a needs analysis study, namely, the ways of gathering data on needs may vary according to the contexts and purposes of the study. However, employing multiple data collection instruments is recommended when dealing with complex needs and for validating the collected data or to produce credible results (Gilabert, 2005; Jasso-Aguilar, 2005; Long, 2005b; Boshier & Smalkoski, 2002; Dudley-Evans & John, 1998). Different scholars in the literature offer similar data collection instruments underlining their advantages and disadvantages in various milieus and with diverse goals.

- **Questionnaires (structured with a limited number of responses or unstructured with open-ended questions);** the most common instrument type used to identify the learners' perceived needs are the questionnaires. Questionnaires are practical in terms of preparing and applying for a particular group but the ambiguity in the questions may cause some misunderstandings (Long, 2005b; Richards, 2001; Graves, 2000; Dudley-Evans & St. John, 1998; Brown, 1995).

- **Self-ratings;** respondents can rate themselves according to their own abilities, skills, interest levels, and motivations in a self rating scale (Richards, 2001; Jordan, 1997; Brown, 1995). Jordan (1997) labels those kinds of surveys as self-assessment but suggests that any survey on self-assessment can be carried out not only with questionnaires but also with interviews and tests. Apart from self ratings, participants might also be asked to evaluate the various aspects of a program through *judgemental ratings*. Finally, a combination of all aforementioned questionnaire types, that is *Q sort*, may be conducted to ask students their own attitudes, views, opinions, and also to rank them in terms of importance (Brown, 1995).
- **Interviews;** this type of data collection tool can be used for a more in-depth exploration of issues through structured or semi-structured questions (Richards, 2001). Through interviews the ‘real’ opinions of the participants might be uncovered if the necessary sincerity is ensured between the interviewer and interviewee but this may appear as a negative point in a contrary situation and time-consuming procedures of interviews are also another drawback while gathering information on the needs (Richards, 2001; Graves, 2000; Dudley-Evans & St. John, 1998; Brown, 1995).
- **Meetings;** a large amount of information can be collected in a fairly short time through the meetings which are different from *group interviews* (Richards, 2001). A group interview might appear to be a practical way of solving time problem while gathering information from the group. However, meetings are more likely to be structured and thus participants can fulfill certain tasks. Observing the group during the meeting and the task completion may provide useful information about the people and program in question. The *Delphi technique* is a kind of meeting to build a consensus on the goals and objectives of the curriculum and *advisory meetings* (pre-teaching) or *review meetings* (post-teaching) can also be held according to the application time of the needs analysis process (Brown, 1995).
- **Observations;** observation of learners’ behaviour by the analyst in a target situation may be an effective way of assessing their needs (Richards, 2001; Dudley-Evans & St. John, 1998). Observing and monitoring is especially suitable for identifying speaking and listening difficulties, and for perceiving students lacking self-confidence and need extra help (Jordan, 1997). However, people who are observed

might not perform cordially and knowing how to observe is a special skill that requires professionalism (Richards, 2001).

- **Case studies;** a single student or a selected group of student is followed through a relevant work or in an educational context and this may provide a very rich source of information (Richards, 2001). A case study can be very time-consuming but is a good way of obtaining in-depth information and insights (Jordan, 1997). Although it is not possible to generalize from a case study, it provides very illuminating source of information that can be evaluated with the information obtained from other sources (Richards, 2001).
- **Collecting learner language samples;** collecting language samples from learners' performances on different language tasks provides useful and reliable information about learners' language needs. Language samples can be collected through writing activities, role plays, achievement tests, and performance tests. They can all help to assess proficiency or distinguish strengths and weaknesses of students in different domains of language (Richards, 2001; Graves, 2000; Dudley-Evans & St. John, 1998).
- **Task analysis;** analysing the kinds of tasks the learners will perform in English in a future occupational setting is another way of collecting data (Richards, 2001). Berwick (1989) states that "the emphasis of target situation analysis is on the nature and effect of target language communications in particular situations" (p. 57). Through the identification of target tasks a basis can be established for designing courses and materials.
- **Analysis of available information;** the purpose of the analysis of existing information is to use any preexisting information that is available. An analysis of available information from various sources such as books, reports, surveys, records, and files should normally be the first step in a needs analysis (Richards, 2001; Brown, 1995).

Brown (2009, p. 278-9) presents the explained data collection tools for NA from the literature as follows:

Procedures for NA	
Existing information	Records analysis Systems analysis Literature review E-mail, letter writing Phone calls
Tests	Aptitude Proficiency Placement Diagnostic Achievement
Intuitions	
Observations	Case studies Diary studies Behaviour observation Interactional analysis Inventories
Interviews	Individual Group
Meetings	Delphi technique Advisory Focus group Interest group Review
Questionnaires	Biodata surveys Opinion surveys (closed- or open-response) Self-ratings (closed- or open-response) Judgmental ratings (closed- or open-response) Q sort (closed response)
Target language	Text analysis Discourse analysis

In conclusion, all the aforementioned different ways of needs analysis are more or less serve the same purpose that is identifying the needs. While the procedures overlap in functioning, they differ in terminology. In fact, all the procedures discussed above are never perfect, they have various strengths and weaknesses. In other words, utilising various combinations of these procedures or triangulation of sources might be more useful providing each one is logically reliable, valid, and usable within a given context to accomplish the determined goals (Nation & Macalister, 2010; Long, 2005b; Richards, 2001; Jordan, 1997; Brown, 1995).

The data collection tools for this study were questionnaires and interviews. The fourth year students and the graduates were given needs analysis questionnaires to probe the students' current and future English needs. Interviews were also held with the students, English instructors and administrators to better obtain information about their perceptions towards the English language needs of the police cadets and the Vocational English program of the Academy.

2.2.4.2.3. Who are to identify the needs?

One of the fundamental phases of a needs analysis study is deciding on the participants and users of it at the beginning of the process. Richards (1990) emphasizes that the involvement of people as learners, teachers, administrators, and employers in the planning process of NA is crucial because a wide range of input can be incorporated into the content, design and implementation of a language program by this way.

Brown (1995) defines four categories of people who should be involved in the needs analysis process: the target group, the audience, the needs analysts, and the resource group. The target group refers to the people about whom information will be gathered. Generally, the target group is made up of the present or former students in a program but sometimes the teachers and the administrators can also take place in the target group (Brown, 1995; Hutchinson & Waters, 1987). Richards (2001) describes the target group from a wider perspective and includes the following people in the target population (p. 57):

- policy makers
- ministry of educational officials
- teachers
- students
- academics
- employers
- vocational training specialists
- parents
- influential individuals and pressure groups
- academic specialists
- community agencies

While Richards (2001) designates all the possible stakeholders of a needs analysis process as both the target population and users of needs analysis, Brown (1995) names teachers, teacher aides, program administrators, and any governing bodies or supervisors as

audience since they are supposed to act upon the analysis at the end. The other group needs analysts are responsible for conducting the needs analysis. The needs analysts may be special consultants or members of the institution charged for the job and besides this, the analysts group should also be active while identifying the other three groups throughout the process (Brown, 1995). The last one, resource group, includes any people who may serve as a source of information about the target group. In some cases, parents, financial sponsors, or guardians may give valuable information about the target group and in some other contexts future employers, or professors from the students' content courses may provide important data about the target language that students will need to use in the future (Brown, 1995).

Based upon the literature, it is important to ensure that the needs analysis should probe into the fabric of interweaving factors that comprise the learning and teaching situation. Therefore, in this study, all relevant aspects (students, teachers, administrators, and graduates) that have a bearing on the learning and teaching situation were tried to be included in the analysis process of the cadets' language needs.

2.2.4.3. Gathering the information

Needs analysts can make use of a variety of procedures while administering the needs analysis. The type of information gathered through a needs analysis study is closely related to the approach to teaching and learning and to syllabus design followed by the analysts and, of course, needs analysts should try to get information from a wide range of sources and viewpoints. After deciding upon the approach that will be adopted and the kind of the information that will be collected, the next step is gathering the information about the target group by using pre-determined instruments. However, just before the actual data collection, in the process of gathering information, Rossett (1982 cited in Brown, 1995, p. 43) suggests five categories of questions designed to identify the following: *problems, priorities, abilities, attitudes, and solutions*. Once the questions from different categories are clarified then the fundamental techniques to gather the information might be easy to design and apply.

The purpose of the questions in the category of *problems* is to identify the most problematic domain of language for the people in the target group. The questions may be addressed to the students, teachers, and administrators. *Priority* questions investigate which topics, language skills, and etc. are regarded important for the target group to learn. *Ability* questions focus on the students themselves to measure the overall language proficiency or certain weaknesses of them. *Attitude* questions are designed to reveal participants' feelings

and attitudes towards the program. Finally, the questions in the category of *solutions* may bring about some ideas for solutions to perceived problems of the target group.

This study, through the questionnaires and interviews, investigated the problematic language domains for the students, namely their difficulties with English. The prior language skills and sub-skills that are important for the students future professions were identified. Furthermore, the study focused on the students' abilities in some skills and sub-skills in order to measure their competency or weaknesses. And the study also aimed to reveal the participants' attitudes towards Law Enforcement English course and their solution offers to the problems.

2.2.4.4. Interpreting and making use of the information

Since NAs are generally qualitative in nature, needs analysts should take into consideration some principles while interpreting the results to make the interpretations sound: first, the NA data should be gathered and analyzed in such a way that the interpretations must be dependable, confirmable, credible, and transferable. Second, the interpretations should be done very carefully to minimize the researcher bias; data triangulation is necessary to achieve this. Third, the results should be examined both for how various data sources cross-validate each other and for any differences that occur among data sources (Brown, 2009).

The outcomes of a language program should be clear to the participants and to the outside world, so transforming the information gathered through a needs analysis into usable statements that state the purposes of a program is important (Brown, 1995; Robinson, 1991). The results of a needs analysis usually include information taken from various sources and presented in the form of ranked lists of different kinds. The results of a needs analysis might be listed in the following kinds (Richards, 2001, p. 64):

- situations in which English is frequently used
- situations in which difficulties are encountered
- comments most often made by people on learners' performance
- frequencies with which different transactions are carried out
- perceived difficulties with different aspects of language use
- preferences for different kinds of activities in teaching
- frequencies of errors made in different types of situations or activities
- common communication problems in different situations

- suggestions and opinions about different aspects of learners' problems
- frequencies of linguistic items or units in different texts or situations

As stated above, needs analysis produces a considerable amount of information about the context of the language program, the learners, the teachers, and the administrative factors that is used in deciding the goals and objectives of the program (Richards, 1990). Along the same line, Nunan and Lamb (2001) also state that “needs analysis provides a basis for setting goals and objectives. Goal and objective setting are important tasks in most educational contexts, because they provide a rationale for selecting and integrating pedagogical tasks, as well providing a point of reference for the decision-making process” (p.39). Moreover, Richards (2001) also provides some different ways of making use of the information obtained through a needs analysis as follows (p. 67):

- It may provide the basis for the evaluation of an existing program or a component of a program.
- It may provide the basis for planning goals and objectives for a future program.
- It may assist with developing tests and other assessment procedures.
- It can help with the selection of appropriate teaching methods in a program.
- It may provide the basis for developing a syllabus and teaching materials for a course.
- It may provide information that can be used as part of a course or program report to an external body or organization

2.2.4.5. Evaluating and reporting the NA results

A report about the results of NA should evaluate the effectiveness of the NA itself. To carry out the implementation goal of NA the report should include a description of the theoretical and practical context of the project; a description of the research methodology employed, including descriptions of the participants (administrators, teachers, students, future employers, etc.), materials (observation forms, interview schedules, questionnaires, etc.), procedures (step-by-step), and analyses (including how credibility, confirmability, and transferability were enhanced). Finally, the NA report should be ended by supplying all the objectives derived from the NA (Brown, 2009).

After having the trouble of doing NA, the next step is thinking about the audiences and dissemination; the report of NA should be written by considering the audiences. The report

should be useful for students, administrators, authorities, politicians, and even for the public. And the dissemination plan is also important; the results can be disseminated through oral presentations at faculty meetings or professional conferences, or through written documents such as newsletters, journals, and books (Brown, 2009).

This study attempted to identify English language needs of the police cadets in order to suggest a practical syllabus design for the Vocational English - Law Enforcement English - course. It is hoped that, the findings of the study will enable the instructors and administrators to revise the overall goals of the Vocational English curriculum and help them to design a new and functional syllabus for the course.

2.2.5. Philosophies of Needs Analysis/Assessment

There are different philosophies that can be applied while conducting a needs analysis. Thus, while doing a needs analysis, an analyst should be careful about which of these philosophies should be embraced since the philosophy adopted clearly affects the type of information gathered in the analysis. Brown (1995) remarks four divergent philosophies of needs assessment from the literature; the discrepancy, the democratic, the analytic, and the diagnostic.

In the discrepancy philosophy needs are viewed as differences, or discrepancies, between a desired performance of students and what they are actually doing now. These discrepancies, or differences, may effect information gathering process and in turn lead to necessary changes in students' performances (Brown, 1995). According to McKillip (1987, p. 20), this model of needs assessment emphasizes normative expectations and involves three phases:

- 1- goal setting, identifying what ought to be;
- 2- performance measurement, determining what is;
- 3- discrepancy identification, ordering differences between what ought to be and what is

McKillip (1987) further states that “because of its dependence on experts for identification and assessment of need, the discrepancy model is sometimes seen elitist” (p. 21).

The democratic philosophy is the one in which a need is defined as any change that is wanted by a majority of the group involved. This group may consist of the students themselves, their teachers, program administrators, or the owners of a private school. In any case, the democratic philosophy will lead to a needs analysis that will gather information about the learning most desired by the chosen group or groups (Brown, 1995). A democratic philosophy might have great public relations value in educational constituencies, although the democratic consensus would not ordinarily be a useful way of deciding upon the objectives and content for the language syllabus (Berwick, 1989).

In the analytic philosophy a need is whatever the learners will naturally learn next in parallel with what is known about them and the learning processes involved; that is, if the learners are at stage x in their language learning process, and then they next need to learn $x + 1$ or whatever is next in the hierarchy of language development (Brown, 1995). Berwick (1989) believes that the analytic view of needs assessment involves reliance on expert opinion, so this expert-centred approach to needs analysis has not made much of an impact in language education and we are supposed to re-think the issue of who the experts are in needs assessment.

One final view of needs assessment in educational research is the diagnostic philosophy; a need is accepted anything that would prove harmful if it was missing. The importance of all these philosophies rests on the fact that they will affect the types of information that will be gathered in the needs analysis process (Brown, 1995; Berwick, 1989).

This study adopted the democratic and discrepancy philosophies by referring to perceptions of different sources such as the students, graduates, English instructors, and administrators.

2.2.6. Approaches to Needs Analysis

Like the various philosophies, some approaches to needs analysis are also need to be briefly touched on to complete the theoretical underpinnings of needs analysis literature. Needs analysis is accepted as the starting point for devising syllabuses, courses, materials, and the kind of learning and teaching that takes place, so under the umbrella of needs analysis some approaches have been identified (Jordan, 1997). These approaches are to enable a course/syllabus designer to identify learners' needs and specify the course/syllabus content in an ESP context. From its early beginnings in 1960s, Hutchinson and Waters (1987, p. 9-14)

address the five developmental stages of ESP; in other words, various approaches to needs analysis:

- **Register Analysis:** According to Hutchinson and Waters (1987) the first stage, register analysis, took place in 1960s and early 70s. The basic principle was that the English of, say, Electrical Engineering constituted a particular register different from that of, say, General English. The aim of the needs analysis was to describe the grammatical and lexical features of these registers that are particular to specific learners.
- **Rhetorical / Discourse Analysis:** The second phase, rhetorical or discourse analysis, came out into view as a result of the developments in the world of linguistics. After register analysis that focused on sentence grammar, the researchers directed their attention on understanding how sentences are combined in discourse to produce meaning. The main concern of the analysis was to identify the organisational patterns in texts and to specify the linguistic means by which these patterns are signalled.
- **Target-situation Analysis:** The third phase was target-situation analysis. The aim was to establish the procedures for relating language analysis more closely to learners' reasons for learning. The main concern was to enable learners to function adequately in a target situation, in which the learners will use the language they are learning, to identify the target situation, and then the analysis of the linguistic features of that situation. Target-situation analysis offered by Munby (1978) in his 'Communicative Syllabus Design' has been the most well-known approach to needs analysis. Munby's (1978, p. 33) 'Communication Needs Processor' (CNP) model focuses on the students' needs at the end of a language course, and target level performance. This model contains a detailed set of procedures for discovering target situation needs. It is based on analyzing communication needs in the target situation in order to provide a communicative needs profile for a specified group of learners. The Communication Needs Processor model contains nine components: participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key. Each component asks questions about the use of the target language in order to identify learners' real world communicative needs. Munby's CNP model is criticised because of being inflexible, complex, and time-consuming (West, 1994) and being too mechanical

and for paying little attention to the perceptions and voices of learners (Nunan, 1988b).

- **Skills and Strategies Analysis;** According to Hutchinson and Waters (1987) the fourth stage of the evolution of needs analysis, skills and strategies, “attempted to look below the surface and considered not the language itself but the thinking processes that underlie language use” (p. 13). The principal idea behind the skills-centered approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse. Therefore, the focus should be on the underlying interpretive strategies like guessing the meanings of words from context. Jordan (1997) states that in the 1980s the focus of needs analysis turned to the preferred learning styles and strategies of the learners. Consequently, the training of learners and the development of learner autonomy gained importance. Furthermore, West (1997) also indicates that strategy analysis sets out to establish the learners' preferences in terms of learning styles and strategies, or teaching methods.
- **Learning-centered Approach;** As the last developmental stage of ESP, Hutchinson and Waters (1987) propose a learning-centered approach. In their approach their main concern is not with language use but language learning. They argue that analysis of the target situation can tell us what people do with language (language use), but we need to know how people learn to do what they do with language (language learning). The learning-centered approach, offered by Hutchinson and Waters (1987), sets forth a difference between target needs (what the learners need to do in the target situation) and learning needs (what the learners need to do in order to learn). Instead of solely focusing on a learner-centered approach they advocate a more comprehensive one - learning-centered - involving teaching, syllabus, methods, materials etc.

Other than these five approaches to needs analysis or the developmental stages of ESP mentioned by Hutchinson and Waters (1987), in the literature, various authors also refer to the different approaches to needs analysis;

- **Present-situation Analysis;** Another approach included in the literature is present-situation analysis - PSA (Jordan, 1997). This model investigates students' state of language development at the beginning of language course. Present-situation analysis presents information about learners' current skills and language use and

thus allows to assess their lacks (Dudley-Evans & St. John, 1998). Data collection sources are the students themselves, the teaching establishment, and the user institution. In essence, the learner is at the core of the system including the surrounding society and culture (Jordan, 1997). As the information sources are multiple, the model provides detailed guidelines and techniques about the kind of information to be included. The main aim is to investigate information about levels of ability, available curricula, teaching methods, resources, views on language teaching and learning, surrounding society, and cultural elements. Requiring a team of specialists to be conducted seems to be the main limitation of the model (Alharby, 2005).

- **Deficiency analysis;** One of the drawbacks of target-situation analysis is that it takes little consideration of the present situation of the learner's present language proficiency, and so a method is needed to indicate the starting point of ESP course. Such needs have been termed lacks, deficiencies or subjective needs as they estimate the 'gap' between present needs and target needs (West, 1997).
- **Means Analysis;** A remarkable attempt in the development of needs analysis was the adaptation of language courses to local situations. This approach was called as means analysis (Holliday & Cooke, 1982 cited in Jordan, 1997, p. 27). The model involved a study of the local situation, i.e. the teachers, teaching methods, students, facilities, etc. to see how a language course may be carried out (Dudley-Evans & St. John, 1998). This approach provides sensitivity to situations in any milieu and discourages the effect of alien methodology models (Jordan, 1997). According to West (1997, p. 71-72) means analysis encompasses four main areas:
 - 1- classroom culture/learner factors - what is or is not possible within a particular educational culture or tradition
 - 2- staff profiles/teacher profiles - what is or is not possible with the staff available, considering numbers, language level, LSP (Languages for Specific Purposes) background, training, etc.
 - 3- status of language teaching/institutional profiles - what is or is not possible given the status of LSP within the organisation or institution, considering timetable and resource allocations, etc.
 - 4- change agents/change management - an assessment of what innovations are necessary or possible in order to establish an effective LSP programme.

- **Language audits;** Language audits are large-scale studies for identifying language needs of companies, regions or countries. They may offer training or educational policies to be implemented over a period of time in a country (Jordan, 1997). West (1997, p. 72) also notes the scope of language audits as follows:
 - the target languages to be learnt and possibly the skills priorities within those languages
 - the current deficiencies in terms of, for example, the proficiency levels of those leaving schools and entering LSP programmes
 - an evaluation of current teaching methods and alternative methodologies available elsewhere
 - an assessment of the opportunities provided by an effective LSP policy and the resource implications of implementing such a policy

The present study included target-situation analysis in terms of establishing priorities in English language skills, situations, functions, and tasks that the cadets may need in order to successfully perform in their target situations. Additionally, in order to present information about the cadets' current language abilities, and assess their lacks and problems the study involved present-situation analysis. Finally, for a whole analysis of the cadets' English needs, the study also engaged means analysis that enabled the researcher to evaluate the current teaching and learning situation of Law Enforcement English course.

2.3. Needs Analysis in Curriculum Development

In a broad sense a curriculum refers to “all aspects of the planning, implementation and evaluation of an educational program, the *why*, *how*, and *how well* together with the *what* of the teaching-learning process” (Finney, 2002, p. 70). The curriculum development process contains certain phases and components that interact and complete with each other; establishing the principles of learning and teaching, analysing the context, identifying the needs, formulating the aims and objectives, designing the syllabus and instructional materials and, the final step - assessment are some to be included in a curriculum development process (Richards, 2001; Masuhara, 1998; Jordan, 1997; Brown, 1995; Nunan, 1988a; Dubin & Olshtain, 1986).

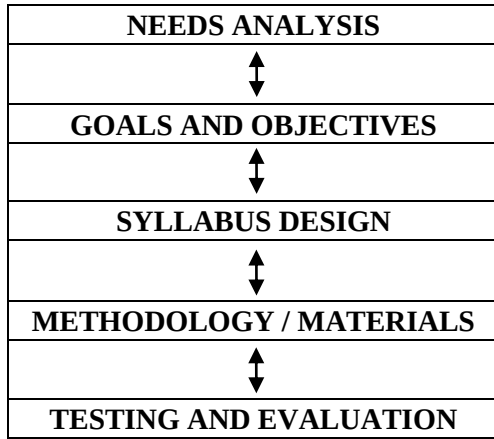
Richards (1990) combines the elements of curriculum development in language teaching as follows: needs analysis, goal setting, syllabus design, methodology, testing and

evaluation. So we discern that any language teaching curriculum should be designed with a through needs analysis (Long, 2005b) or the first step in designing any language program should be the analysis of learners' needs (West, 1994). Accepting needs analysis as an integral part of systematic curriculum building, Brown (1995) states that "needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (p. 35). In the case of language education those needs will be language related and once identified, they can be explained in terms of goals and objectives which, in turn, can contribute to developing teaching materials, learning activities, tests, program evaluation strategies, etc. Thus needs analysis seems to be the first step in curriculum development (Brown, 2009).

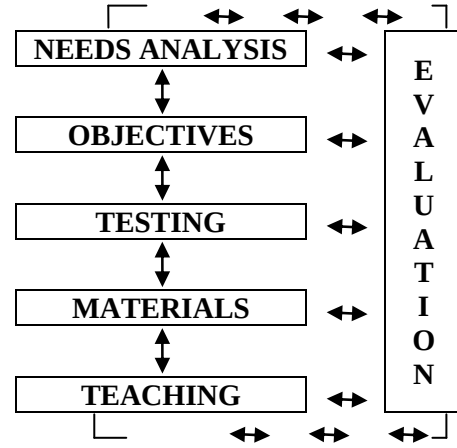
Nunan and Lamb (1996) suggest that all language programs should take their form of departure from the goals and objectives that have been obtained from an analysis of learners' needs. A good syllabus then is designed after a needs analysis has been done to commence the learning goals and objectives. Similarly, Kormos et al. (2002) also indicate that the study of learners' needs - known as needs analysis or needs assessment - has been an important part of curriculum design and they believe that besides using needs analysis to determine curriculum and syllabus in ESP, it can also be a helpful instrument in the planning of course length, course intensity, teaching methodology, staff matters, the grouping of learners and any language policy/planning situation.

Needs analysis enables educators and practitioners to shape the curriculum development that bases the content of language courses on true needs, wants and interests of the learners (Lepetit & Cichocki, 2002). By integrating needs analysis results in curricular decisions, curriculum developers can have valid information on which to base the curriculum and in turn they can select options that benefit both the learners and the society (Grier, 2005).

In accordance with the other scholars, Masuhara (1998) and Brown (1995) propose models of course design in which the first step taken to be is needs analysis; identification of learners' needs provide a framework for determining of goals and objectives before the design of a syllabus and then the decisions on the best methods and materials are made accordingly and the process ends with the testing and evaluation phase.



Model of Course Design
(Masuhara, 1998, p. 247)



*Systematic Approach to Designing
and Maintaining Language Curriculum*
(Brown, 1995, p. 20)

While Masuhara's (1998) and Brown's (1995) models to curriculum development are very similar to each other in terms of the components included, Brown's (1995, p. 20) systematic approach to designing and maintaining language curriculum provides a chance to curriculum developers to intervene and make necessary changes in any phase of the curriculum with its flexibility including the integration and interaction of the components.

Since our main aim through this study is to suggest a needs-based syllabus design for Law Enforcement English course at the Turkish National Police Academy, it is reasonable to look at the interaction between curriculum and syllabus.

2.3.1. Curriculum and Syllabus Interaction

There are conflicting views on what distinguishes syllabus design from curriculum development. These terms are sometimes used interchangeably to imply different meanings but the distinction between the 'syllabus' and 'curriculum' can be explained as follows:

“...curriculum is a very general concept which involves consideration of the whole complex philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught”
(Allen, 1984, p. 61 cited in Nunan, 1988a, p. 6).

Similarly, in terms of language curriculum, Dubin and Olshtain (1986) put forward that a curriculum contains a broad description of general goals and indicate an overall educational-cultural philosophy together with a theoretical orientation to language and language learning whereas, a syllabus is a more detailed and operational state of teaching and learning elements that translates the mentioned philosophy into planned steps and in turn more narrowly defined objectives. Dubin and Olshtain (1986) separate the purposes of a curriculum and a syllabus and stress that a single curriculum can be the basis to develop various syllabuses concerning particular audiences, needs and objectives.

2.3.2. Syllabus Design and Syllabus Types

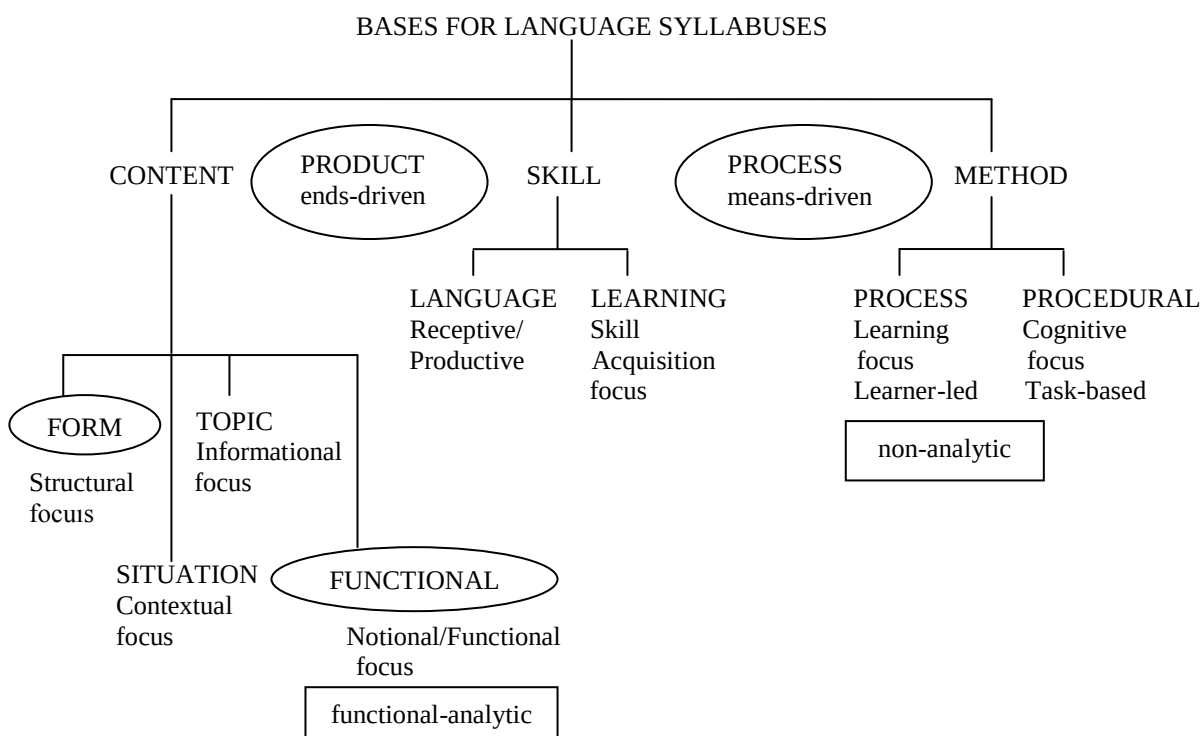
While a ‘curriculum’ refers to the planning, implementation, evaluation, management, and administration of an educational programme, a ‘syllabus’ is concerned with the selection and grading of a course content in this program (Nunan, 1988a). Language syllabuses include a number of components need to be developed; van Ek (1975, p. 8-9 cited in Nunan, 1988a, p. 7) lists the necessary components of a language syllabus as follows:

- the situations in which the foreign language will be used, including the topics which will be dealt with;
- the language activities in which the learners will engage;
- the language functions which the learner will fulfill;
- what the learner will be able to do with respect to each topic;
- the general notions which the learner will be able to handle;
- the specific (topic-related) notions which the learner will be able to handle;
- the language forms which the learner will be able to use;
- the degree of skill with which the learner will be able to perform

All these compomonents should be taken into consideration while designing, developing and evaluating a language syllabus. However, there is not a consensus on what to select to meet learners’ goals, needs, and lacks etc. and so far, various groupings of syllabus types each highlighting a different perspective have been proposed by the scholars (Richards, 2001; Brown, 1995; Robinson, 1991; White, 1988; Dubin & Olshtain, 1986).

One of the commonly quoted example of syllabus classification is White’s (1988). In his “bases for language syllabus designs (p. 46-47)”, he classifies all syllabus types into Type A or Type B syllabus. While the former one deals with linguistic issues or ‘what’s of the

teaching learning process the latter one focuses on the psychological and pedagogical issues or ‘how’s of the process. Type A syllabuses encapsulate ‘what’ is to be learned, they are other-directed or determined by the authority. Type B syllabuses, on the other hand, focus on how the language is to be learned and place emphasis on the process of learning rather than the subject matter (Long & Crookes, 1992). Type A syllabuses are also referred to as product-oriented while Type B syllabuses are classified as process-oriented. Based on the White’s (1988, p. 46) study Robinson (1991) combines the approaches to language syllabus design in a diagram as follows (p. 35):



The basic distinction between the ends-driven - Type A or product syllabuses - and the means-driven - Type B or process syllabuses - is that in a product-oriented program what is planned and taught in the classroom will become what is learned; however, in a process oriented or means-driven program language is seen as “an extremely complex set of processes (Nunan, 1988a, p. 36)” which cannot be simplified into the relationship of ends and means. White (1988) uses the term ‘content’ for product and suggests several kinds of content syllabuses:

- **Structural (or grammatical) syllabus:** This type of syllabus is designed around grammatical items. “Input is selected and graded according to grammatical notions of simplicity and complexity” (Nunan 1988a, p. 28). Grammatical syllabuses have been used as the basis for planning general courses mostly for beginning-level learners (Richards, 2001). The assumption behind the structural syllabus is that language consists of a finite set of rules that can be combined in different ways to make meaning, and furthermore these rules can be learned one by one, in an additive fashion (Nunan, 1988a). Grammatical syllabuses have been criticized for the misrepresentation of the complex phenomenon, language. These syllabuses represented only a partial dimension of language proficiency, that is formal grammar, and did not address the communicative skills (Richards, 2001; Nunan, 1988a).
- **Situational syllabus:** This kind of syllabus is organized around different situations and the oral skills needed in those situations (Richards, 2001). Situational syllabuses are based on the predictions of the situations in which learners are likely to operate in the daily life. Speech settings, and transactions associated with them, such as shopping, at the bank, at the supermarket are the bases of situational syllabuses (Richards, 1990; Wilkins, 1979).
- **Topical syllabus:** This kind of syllabus is organized around different themes or topics (such as food, health, clothing, law, traffick) and how to talk about them in the target language (Richards, 2001; 1990). Topical syllabuses are similar to situational syllabuses in that they are designed around topics or themes, rather than situations. Topic-based syllabus deploys the content of the learners’ work or specialist study. One of the objectives of the ESP course might be to teach this specialist content (Robinson, 1991).
- **Functional-Notional syllabus:** During the 1970s functional syllabuses were proposed with the communicative language teaching movement. Functions are explained as the communicative purposes for which we use language, while notions are the conceptual meanings expressed through language (Nunan, 1988a). A functional syllabus is organized around communicative functions such as requesting, complaining, suggesting, agreeing etc.; on the other hand, notions are expressed through lexical and grammatical features, and include time, quantity, space, and relational meanings, certainty or uncertainty, and commitment

(Richards, 2001; Nunan, 1988a; Wilkins, 1976). Functional-notional syllabuses may be criticized in terms of their lack of criteria for selecting or grading functions, and representing a simplistic view of communicative competence and not addressing the processes of communication (Richards, 2001).

- **Skills-based syllabus:** Robinson's (1991, p. 35) diagram, introducing the bases for language syllabuses, suggests that skill-based syllabuses are like a half-way house between content or product syllabuses on the one hand and method or process syllabuses on the other hand. A skills syllabus is organized around different fundamental abilities that are involved in utilizing a language for purposes such as reading, writing, listening, or speaking (Richards, 2001). As White (1988) states, skills syllabuses focus on exclusively or principally on one of the four traditional language skills within the context of ESP like writing business letters for businessmen or academic reading for academicians, but later there have been attempts to identify the microskills or sub-skills underlying the use of the four macroskills of reading, writing, listening, and speaking as a basis for syllabus design (Richards, 2001; Munby, 1978). Some of the sub-skills like deducing gist may belong to more than one macro skill like listening and reading so that it may be reasonable to group skills as learning skills, professional skills, and communication skills as Robinson (1991) indicates. In terms of grouping linguistic competencies (pronunciation, vocabulary, grammar and discourse) into generalized types of behavior (listening for the main idea, giving oral presentations etc.) skills-based syllabus is different from situational syllabus because this type groups functions into specific setting of language use (Krahnke, 1987).

Another category of syllabus design is process syllabuses or method syllabuses. We can distinguish two sub-categories; one is referred to as method, process, or learning process and the other as task or procedure (Robinson, 1991). Process-oriented syllabuses were suggested due to the failure of product-oriented ones. The focus shifted from the outcomes of instruction, i.e. the knowledge and the skills to be gained by the learner at the end of the course, to the processes through which knowledge and skills might be gained (Nunan, 1988a). As Rabbini (2002) clears, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.

- **Task-based syllabuses:** This kind of syllabuses are also known as procedural syllabuses. Although there are some differences in practice, the underlying principles shared by procedural and task-based syllabues are very similar (Nunan, 1988a). They have a common concern with the classroom processes which stimulate learning. Nunan (1988a, p. 42) explains this as follows:

“... In both approaches, the syllabus consists, not of a list of items determined through some form of linguistic analysis, nor of a description of what learners will be able to do at the end of study, but of the specification of the tasks and activities that learners will engage in class”

Richards (2001) defines a task as “an activity or goal that is carried out using language such as finding a solution to a puzzle, reading a map and giving directions, or reading a set of instructions and assembling a toy” (p. 161). Skehan (1996) underlines tasks as activities which have meaning as their primary focus and states that success in tasks is evaluated in terms of achievement of an outcome and resembles a real-life language use. Two kinds of tasks have been proposed as a basis for syllabus design: pedagogical task and real-world task. The former one is designed to trigger second language learning processes and strategies. Jigsaw, information-gap, problem solving, decision-making, and opinion exchange tasks can be accepted as pedagogicals tasks. The latter ones, real-world tasks, are designed to practice or rehearse those activities that turn out to be important and useful in real world (Richards, 2001).

- **Learner-led syllabuses:** These ones are also known as learner-centered syllabuses. Here the emphasis is on the learner, and it is aimed involving students to the implementation of the syllabus design as far as practically possible (Richards, 2001). Nunan (1988b) names the aims of the learner-crentered curriculum as follows: 1) to provide learners with efficient learning strategies, 2) to assist learners identify their own preferable ways of learning, 3) to develop skills needed to negotiate the curriculum, 4) to encourage learners to set their own objectives, 5) to encourage learners to adopt realistic goals and time frames, 6) to develop learners’ skills in self education.

Other than aforementioned syllabus types there are some other foreign language syllabus designs that share common points with slight differences and they are not categorized as process- or product-oriented in the literature but the researchers call them with different terms but similar contents or vice versa;

- **Content-based syllabus:** This kind of syllabus is usually derived from some fairly well-defined subject area. This area might be subjects in a school curriculum such as science or social studies, or specialist subject matter in an academic or technical field such as mechanical engineering, medicine etc. (Nunan, 1988a). Content-based syllabuses are appreciated for they are believed to increase the motivation of learners to use the new language if their attention is focused on a topic or subject that they have an interest in (Hudelson, 1991). The process of language learning, in the content-based syllabus, is linked with the learning of other subject matter. The most important positive characteristic of content-based syllabus might be that it allows students to learn subject matter and language simultaneously, that is the language is learned in the context of its use (Krahnke, 1987).
- **Competency-based syllabus:** This type of syllabus is based on a specification of the competencies students are expected to achieve in specific situations. Competency-based syllabuses are generally used in social survival and work-oriented language programs. Competencies can be described as the essential skills, knowledge, and attitudes required for effective performance of some particular tasks or activities (Richards, 2001).
- **Lexical syllabus:** The one that is organized to teach a certain level of vocabulary in the target language. Today all members of English language teaching world, especially textbook and materials writers, tend to keep materials within target vocabulary bands but a lexical-based syllabus can only be a strand of a comprehensive language syllabus (Richards, 2001).
- **Text-based syllabus:** This kind of syllabus is derived from texts and samples of extended discourse so it can also be regarded as a type of situational syllabus since the starting point is the analysis of the context in which learners will use the target language (Richards, 2001). “The text-based syllabus also has aspects in common with the task-based approach in that it sees language as a functional rather than formal artefact, to be used as a resource for meaning-making and for achieving purposeful goals” (Flowerdew, 2005, p. 137). In fact, this type of syllabus can be

regarded as a type of integrated or mixed syllabus because it combines elements of different syllabus types (Flowerdew, 2005; Richards, 2001).

- **An integrated syllabus:** Considering all the syllabus types handled until now and thinking the ones could not be touched in the literature we can conclude that there isn't a clear-cut line while grouping the syllabuses as product- or process-oriented or content-, skill-, or method-based. Hereof Richards (2001) notes that decisions about a proper syllabus framework show different priorities. While arriving at decision about which syllabus design to apply, all sides of the educational milieu - course planners - need to decide between macrolevel and microlevel planning units in the course. For example, a syllabus might be organized grammatically at the first level and then the grammar presented functionally or vice versa. In practical terms, all syllabuses should reflect some degree of integration as Krahnke concludes (1987, p. 45):

“For almost all instructional programs, it is clear that some combination of types of instructional content will be needed to address the complex goals of the program... for most general teaching applications, whose goal is functional ability in broadly defined settings and structural knowledge and communicative ability in specific situations, a combination of functional, structural, situational, and skill-based instruction is the probable choice. On the other hand, in some second language teaching settings, skills and tasks can be more narrowly specified, instructional resources are richer, or specific structural or formal knowledge is not required by the program for students to succeed, and a combination of task-based, skill-based, situational, functional, and content instruction may be chosen”

Considering the complexity of language education, it is reasonable to agree with Krahnke's (1987) arguments. The types of syllabuses mentioned in the literature seem to occur purely in theory. However, in practice, these syllabuses rarely occur independently of each other. Generally, we encounter with the syllabus types which do not abide by the standards defined above.

Regarding the role of the syllabus, that is providing guidelines to specify the content, this study focused on the question of how to integrate the cadets' English language needs into the content of Law Enforcement English course, namely designing a needs-based syllabus. Since there is not a clear-cut distinction among syllabus types, the suggested syllabus should

include the target needs of the cadets; the skills and situations that the cadets will need to perform. The suggested syllabus should also dwell on the topics that are important and relevant to the cadets' professions. Then it can be termed as a combination of skills-based, topic-based syllabuses.

2.4. Needs Analysis Studies

Needs analysis (NA) has been the cornerstone of ESP course design, curriculum development/evaluation/renewal process, material adaptation or evaluation; or in other words, analysing learners' needs has been the first step to be taken in the implementation of specific purposes language programs (Basturkmen, 2010; Long, 2005a; Johns & Price-Machado, 2001; Richards, 2001; Dudley-Evans & St. John, 1998; Jordan, 1997; Brown, 1995; West, 1994; Robinson, 1991; Hutchinson & Waters, 1987). There is a plethora of research that has been carried out both in Turkey and abroad in NA.

A number of studies have been conducted in order to identify students' English language needs in health and medical field; Taşçı (2007) analysed the academic and professional English language needs of medical students in a state university in Turkey in order to corroborate the curriculum development process of English for Medical Purposes courses at the Medical Faculty. Questionnaires were applied to the currently enrolled students and the academicians to compare their perceptions of the students' English language needs and an interview was held with the Dean of the Medical Faculty to better obtain information about the perceptions of the administration towards the English language needs of the medical students. The results revealed that all participants agree upon the fact that medical students studying in Turkish-medium contexts primarily need to improve their English reading skills in order to do research in their subject fields. The participants also stated that there is a need to increase the class hours, provide technological equipment, and train English instructors for the efficient medical English classes. In another branch of health field, the academic and vocational English needs of nursery and midwifery students taking Vocational English courses examined by Ayas and Kırkgöz (2013) in order to improve the current curriculum, materials and language instruction. Questionnaires, focusing on students' reasons for learning English, the materials used and the language difficulties they face, were applied, then, interviews, to have a better insight into the students' personal opinions, were held with the students. The findings indicated that most of the students express their reason for learning English as to increase their job opportunities. The students stated that they want to improve

especially speaking and listening skills rather than reading and writing. In terms of difficulties, they were generally in the opinion of experiencing difficulties with speaking and general and vocational vocabulary. Most of the students regarded the materials provided by the English instructors as inadequate and they suggested developing materials functionally.

In the same vein but in a different context, Chowdhury and Haider (2012) examined the content and structure of the EAP courses taught to Pharmacy students in Bangladesh. The study was based on a needs-analysis survey of the students and EAP teachers of Department of Pharmacy at a private university. The researchers explored the academic and work-related English needs of the potential pharmacy professionals to strengthen the effectiveness of the EAP courses. The results showed that the courses are inadequate in meeting students' expectations, so the researchers suggested improving EAP courses by incorporating materials relevant to the core subject and putting more emphasis on writing and speaking skills since these productive skills considered most important and difficult by the students.

The aforementioned studies were all in EFL (English as a Foreign Language) environment but there are also some studies conducted in ESL (English as a Second Language) contexts; Bosher and Smalkoski (2002) carried out a needs analysis to identify the communication needs of immigrant ESL students in a nursing program in the USA. Interviews, observations and questionnaires were used to gather information about the objective language needs of the students. Based on the findings, the researchers developed a course, *Speaking and Listening in a Health Care Setting*, to meet the communication needs of the refugee/immigrant students in professional health-care programs in the USA.

Another study investigating the foreign language needs of English-speaking students in health field is also available. Lepetit and Cichocki (2002) explored the foreign language needs of the Department of Public Health Sciences students at a public university in the State of South Carolina, USA. Almost all of the participant university students (99.3%) were native speakers of English, and the aim of the researchers was to identify the perceived foreign language needs of the students since the demographic diversity in the state requires medical personnel to develop multi-lingual skills in order to communicate with patients. Analysis of the survey questionnaires revealed that the students wish to study Spanish, and the findings also presented valuable source of information for designing foreign language curricula for health professionals.

Some other studies focusing on one specific language skill needed by the students of different fields/departments besides medical and health need to be mentioned; Daloğlu and Işık Taş (2007) assessed the needs and lacks of the International Relations and Political Science students in relation to writing in English in their current academic English courses and for their future professional lives. Based on the findings, the goals, objectives and content of a new writing course syllabus were formulated. Ferris (1998) also distributed a needs analysis survey among the immigrant ESL students and subject-matter instructors of three different tertiary institutions - a community college, a teaching-oriented university, and a research-oriented university in the USA in order to reveal the participants' perceptions of the aural/oral skills requirements in students' subject-matter courses, their difficulties in meeting these expectations, and the relative importance of specific aural/oral tasks and skills in their academic settings. The responses of students and professors were compared and significant differences were observed.

Needs analysis studies are generally associated with different educational or vocational fields rather than language; however, there have been some studies investigating the language needs of language students. Tavi (2006) investigated the needs of the preparatory school students at the departments of Language (American Culture and Literature, English Language and Literature, Linguistics, Translation and Interpretation, English Language Teaching) at a state university in Turkey. The data were collected through questionnaires and interviews from 103 fourth year students (it is assumed that these students may be aware of their needs better) and 18 teaching staff at these departments in order to decide whether the existing curriculum meets the needs of the preparatory school students. Analysing the questionnaires, the researcher found that the speaking ability of the students is not sufficient to deal with the content courses at their departments so the students need to be trained in speaking skills mostly while they are in preparatory school. The informal interviews held with the teaching staff also argued that the grammar points, situations, and tasks are properly introduced but the shortcoming of the existing syllabus is that it does not include academic language skills, so the students also need to be trained in using academic language skills like reading and listening techniques. Similarly, Kormos et al. (2002) also investigated the language wants of English (English language and literature combined with TESOL) majors in Hungary through questionnaires. The respondents were the enrolled students and the graduates in the last five year. The results suggested that the students use English mainly for academic purposes during their university studies and the most important functions for

English majors in their professional lives seem to be expressing their opinion, reading texts on the Internet, conversing with non-native speakers, writing e-mail messages, giving explanations and instructions, and translating oral and written English in a variety of occupations.

Researchers also conducted needs analysis studies for engineering students' Vocational English courses with the purpose of designing new courses or evaluating the existing ones. Kittidhaworn (2001) carried out a study to investigate the perceived English-language needs of Thai undergraduate engineering students for their second-year English courses in engineering. The researcher applied a questionnaire including two parts: the first part asked for the demographic data like gender, specialty, years of studying English in the schools and self-evaluated English proficiency in four language skills, the second part dealt with the English-language needs in four major areas: language structures, rhetorical categories, language functions, and language skills. The findings of the study indicated that the majority of the engineering students seemed to show similarity with their perceptions of the English-language needs, namely their self-perceptions of the English-language needs did not differ from each other in terms of demographic variables. Atai and Shoja (2011) also assessed the current and target situation academic language needs of undergraduate students of Computer Engineering in Iran. The participants of the study were 231 undergraduates, 30 graduate students, 20 computer engineering instructors and 15 ESP instructors at three major Iranian universities. Both qualitative and quantitative instruments including needs analysis and self-assessment questionnaires, a General English proficiency test, semi-structured interviews, and non-participant observations were employed in this study. The results shed light on the undergraduate students' perceived difficulties with some sub-skills of reading, writing, speaking and listening. The undergraduates also argued that they need more general English than highly specific academic English. According to researchers, the findings of this study assure implications to renew the EAP courses and might be a model framework for needs assessment to other researchers worldwide.

Seferoğlu (2001) studied the English language needs of Turkish graduate students aiming at getting a master's or doctoral degree in the US. Survey questionnaires, interviews, and videotaped classroom discourse were used to probe the effectuality of the language program in Turkey that the students attend before their graduate programs in the US. The results indicated that their immediate language need is to get the satisfactory score on the

TOEFL to start their programs. However, the students perceive their academic needs to be far more important than their everyday and TOEFL needs.

The mentioned needs analysis studies until this point were all carried out in higher education institutions, namely with university students. There are also some studies conducted with adults/graduates working in various jobs.

Cowling (2007) carried out a needs analysis and designed a syllabus for an intensive English language course for a Japanese industrial firm in Japan. The researcher held interviews with the client, target group teachers, target group students respectively and then provided structured questionnaires for students to complete with their senior employees. Based on the results, the researcher designed a notional-functional syllabus for the first half of the course allowing more structured lessons and then a content or task-based syllabus for the second half of the course providing learners with the opportunity to practice their English in real-like situations. Taillefer (2007) aimed to assess the professional language needs of Economics graduates in order to encourage reflection on curriculum and pedagogical issues in French higher education system. Crosling and Ward (2002) probed the nature of the workplace oral communication needs and uses of business graduate employees in Australia in order to better focus undergraduate curricula and assessment, for both native English-speakers and ESL students. Holliday (1995) also assessed the English language needs of an oil company in the Middle East to make recommendations regarding the language needs of the staff, curriculum framework of the language courses and training of the instructors in this company.

As evidenced from the review of the needs analysis studies above, it is possible to increase the number of needs analysis studies directed at English language teaching, particularly ESP, programs in different contexts. Related to the scope of this study, language needs of police cadets, there are also few studies in security and law-enforcement contexts.

Solak (2010) aimed to suggest a syllabus design in accordance with NATO Stanag 6001 Level 3 perspective for the Advanced Level English Course at Gendarmerie Schools Command in Turkey. In order to achieve this, he collected the data from 30 trainees, 6 teachers, and 40 graduates. The instruments were “can do” statements for NATO Stanag 6001 Level 3, Trainee Questionnaire, Graduate Questionnaire, Teachers Questionnaire, Trainee Interest Questionnaire, a Stanag Level 3 test in four skills, KPDS scores of the graduates and some statistical data on foreign missions of the Gendarmerie personnel. The analysis of the

data showed that the present course is not sufficient in reaching NATO Stanag 6001 Level 3 objectives; course materials, coursebooks, course topics, and setting should be replaced or revised in accordance with learners' needs and interest as well as organizational needs and NATO Standards. Therefore, the suggested syllabus design aimed to improve four language skills and put into practice a topic-based syllabus to meet the professional needs of the gendarmerie personnel for national and international missions.

Khamkaew (2009) explored the needs and problems in English listening and speaking skills of the Metropolitan Police Officers (MPOs) working at a police station in a tourist attraction in Thailand. Analysis of the questionnaire and interview results indicated that the MPOs need to improve their English listening and speaking skills in the following tasks: 1) greeting and offering help, 2) asking personal details and problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving directions, and 5) giving advice and instruction in safety, travel, and shopping. Regarding the listening and speaking problems, MPOs listed the variety of English accents, being unable to catch the main idea, and pronouncing English vowel sounds. The findings of the study also provided valuable information for the course designers and teachers of English training courses to design effective language programs for the MPOs.

In a different EFL environment, Alhuqbani (2008) was concerned with identifying and assessing the English language needs of police officers in the Kingdom of Saudi Arabia. Analysing the questionnaire results, the researcher compared and contrasted the English language needs of police officers according to their departments. The participant officers were found to be conscious of the significance of English language in police work although they had never been trained on how to use English for police purposes. Bearing this situation in mind and taking into consideration the findings, the researcher suggested several guidelines to improve the teaching of English to police officers, English for police purposes courses, in the workplace and to police cadets at the police higher education institutions.

To conclude, all the mentioned studies in the literature emphasized the significance of analyzing and assessing the learners' needs prior to the design of a language program, especially for specific purposes language courses. The literature on the learners' language needs handled this complex phenomenon from different perspectives. Some studies in the literature investigated the learners' target language needs; the necessary language skills, situations etc. for the target situation. In some other studies, researchers examined learners'

present language needs; the deficiencies, lacks in the learners' language abilities were used to decide the gap between the current and target proficiency. The other important issues noted in the needs analysis literature were the learner factor (learners' motivations, goals, wants, etc.) and the teaching context factor (the constraints and facilities of the teaching environment) analyses. In terms of embracing all the mentioned variables of a sound needs analysis, the current study can be accepted as an important and comprehensive one.

Despite the general agreement that needs analysis is the necessary first step in designing ESP language courses, little work has been done to deal with the question of how to conceptualise and integrate needs analysis results into course and syllabus design. This is important for the significance of the current study because this study attempts to incorporate the findings of needs analysis into a syllabus design process. And there have been numerous needs analysis studies in medicine, business, engineering, etc. contexts both in Turkey and abroad. However, considering the scarcity of needs analysis studies in security and law-enforcement contexts, the current study aimed to investigate English language needs of the Turkish National Police Academy cadets.

CHAPTER 3

METHODOLOGY

This chapter is devoted to the methodology followed in this study, namely the setting and the participants are introduced first. Then, the development of data collection instruments are explored. Finally, administration of data collection instruments and data analysis methods are presented.

3.1. Setting and Participants

The common setting of the participant groups is Turkish National Police Academy (TNPA) situated in Gölbaşı, Ankara. Security Sciences Faculty of the TNPA offers courses mainly in the field of security and law-enforcement through six Departments: Criminal Justice, Security Administration, Public Administration, Border Security, International Security, Mandatory and Practical Courses. The TNPA is the only four-year police higher education institution in Turkey. The graduates of the Academy work as police commanders in various positions of the Turkish National Police (TNP), namely the Academy trains the future administrators of the TNP.

Besides the vocational courses, the Faculty offers a wide variety of language courses ranging from compulsory English to some elective courses such as French, Arabic and Chinese. The cadets receive two hours of English language training in each week during an academic term. In the first three years of their training the cadets follow a General English programme and in their last year at the Academy they have the opportunity to follow Vocational English - Law Enforcement English - program in two consecutive semesters.

The main purpose of this study is to focus on Law Enforcement English (LEE) course to investigate to what extent this course meets the students' needs and to suggest an effective LEE syllabus design for the very fact that this course is designed with the intention of preparing students for their future professional responsibilities. This Vocational English course is designed around the law-enforcement issues that the cadets are very likely to encounter while maintaining national and international security both within the country and abroad once they graduate.

In accordance with the stated purpose, four different groups of data sources were chosen to collect the data;

The first group consisted of 100 cadets selected randomly among 400 fourth-year students taking Vocational English - LEE - course. The cadets' ages ranged between 22-24 and all were male since there were no female students in the randomly chosen classes to apply the student questionnaire. Among the 100 students that took the questionnaire 10 students were interviewed based on their voluntariness to gain insight into their perceived expectations from the course and needs of English use.

The second group involved 50 TNPA graduates working at various departments of the Turkish National Police in Ankara with at least five years of professional work experience. Work experience was considered a criterion while selecting the graduates since experienced professionals are thought to have a better understanding of English language needs in their career positions in the TNP. The graduate participants were chosen randomly in terms of their willingness to fill in the graduate questionnaire. The following table displays the department and the number of the graduate participants:

Department	Number of Participants
Counter-Terrorism and Operations	6
Aviation	3
Counter-Smuggling and Organized Crime	3
Foreign Relations	4
Interpol-Europol-Sirene	6
Public Order	3
Foreigners, Borders, and Immigration	5
Forensic-Criminal Laboratories	3
State Security	5
TNPA Administrative Staff	5
TNPA Instructor	2
Logistic Supply and Maintenance	3
Traffic Practice and Inspection	1
Strategic Planning	1

The third group of subjects were 3 English instructors who teach the Law Enforcement English course to the fourth year students at the Faculty of Security Sciences. Two of the instructors have six and one of them has 20 years of teaching experience at the Academy. The teachers were interviewed to reveal how they perceive their students' English language needs and to get information about the existing Law Enforcement English course curriculum.

The fourth group of participants were 3 administrators of the Faculty of Security Sciences. One of them was the Vice-Dean, the two others were the Heads of Border Security and Public Administration Departments. Structured interview forms were emailed to take their opinions on the cadets' language needs and the Vocational English program.

3.2. Instruments

In a needs analysis the quality of the collected data depends on selecting appropriate data collection techniques. Questionnaires, interviews, and observations are generally the main data sources used in a needs analysis. In this study, questionnaires and interviews were also used since they allow the needs analyst to explore participants' opinions of needs, difficulties and the importance of language skills and areas (Basturkmen, 2010).

The instruments for this study consisted of:

- i) Student Needs Analysis Questionnaire (Appendix A) – Turkish version (Appendix D)
- ii) Graduate Needs Analysis Questionnaire (Appendix B) – Turkish version (Appendix E)
- iii) Interview questions for the students, English instructors and administrators (Appendix C)

3.2.1. Questionnaires

Two questionnaires were used in this study. One of them was the Student Questionnaire and the other was the Graduate Questionnaire. The Graduate Questionnaire was derived from the Student Questionnaire. The items in the second, third, fourth, fifth and sixth parts of the Student Questionnaire constitute the Graduate Questionnaire but the only difference is in the wording of the questions. The students were asked to answer the survey questions as a 'student' but the graduates were asked to answer them as a 'professional'. Besides the shared parts, the Student Questionnaire has two extra parts related to the Vocational English course content and methodology.

While designing the questionnaire, a number of sources were made use of, including Solak (2010), Alhuqbani (2008), Taşçı (2007), Çelik (2003), Ekici (2003), Basturkmen (1998), and Ekinici (1995). In developing the questionnaire, the items were adapted from the mentioned studies considering the informal interviews held with the students, English instructors, and graduates working as an academic at the TNPA.

In each section of the questionnaires, participants were required to rank their answers on a five-point Likert scale. The item “other” was also included in each section in case there is another option that respondents may want to add to the listed items.

The first part of the Student Questionnaire included items that attempted to elicit information about the students’ perceptions of their current Law Enforcement English course in terms of language teaching methodology, activities, materials etc. and their suggestions for the future course curriculum. This part of the questionnaire provided information to evaluate the existing course syllabus in terms of students’ point of view and to take into consideration students’ suggestions for a new syllabus design. The students were asked to specify their opinions on a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Not Sure, (4) Agree, (5) Strongly Agree.

The second part of the Student Questionnaire aimed to discover the students’ difficulties with the use of English in their English classes. The parallel part in the Graduate Questionnaire also indicated the difficulties of the graduates while using English in their professional positions. The participants reported the frequency of the difficulties with the use of English on a five-point Likert scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Usually, (5) Always.

The third part of the Student Questionnaire dealt with the reasons of the difficulties students experience with the use of English, and the parallel part in the Graduate Questionnaire contained items pertaining to the graduates’ perceptions about the reasons of the difficulties they experience while using English. The five-point Likert scale, in this section, consisted of the following descriptors: (1) Strongly Disagree, (2) Disagree, (3) Not Sure, (4) Agree, (5) Strongly Agree.

The fourth part of the Student Questionnaire consisted of the items that indicate the necessity of English language in the participants’ profession, that is ‘the police’. In other words, the aim of this part was to find out why the members of Turkish National Police (TNP) need English. The students were asked to indicate their opinions about the necessity of learning English for their future professions. The parallel part in the Graduate Questionnaire asked the graduates to remark the necessity of English knowledge in their professions. The participants rated the items related to their profession on a five-point Likert scale: (1) Not Necessary, (2) Somewhat Necessary, (3) Fairly Necessary, (4) Necessary, (5) Very Necessary.

The fifth part of the Student Questionnaire focused on the English language skills and areas of knowledge. The students were asked to rate their own competency in main language skills (reading, writing, speaking, listening) besides some areas of knowledge (grammar, occupational vocabulary, pronunciation, translation). The parallel part in the Graduate Questionnaire asked the participants to evaluate their competency in the same skills and areas of language. They stated their perceptions of their competency on a five-point Likert scale: (1) Poor, (2) Below Average, (3) Average, (4) Above Average, (5) Excellent. Furthermore, in this part, the students and graduates were also asked to rank the main language skills and areas of knowledge in terms of their importance in their professional career. The importance scale consisted of the following descriptors: (1) Not Important, (2) Somewhat Important, (3) Fairly Important, (4) Important, (5) Very Important.

The sixth part of the Student Questionnaire attempted to reveal the perceptions of students regarding their target language needs (Hutchinson & Waters, 1987). Considering their future profession, the students were asked to rate the importance of some English language sub-skills under the four main skills. The parallel part in the Graduate Questionnaire also asked the respondents to state the importance of some sub-skills considering their professional positions. The students and graduates rated the importance of some occupational sub-skills on the following scale: (1) Not Important, (2) Somewhat Important, (3) Fairly Important, (4) Important, (5) Very Important.

The last part of the Student Questionnaire was a kind of interest checklist that the students rated the main topics they want to study in the course. The students marked the listed topics on a three-point scale as follows: (1) I'm not interested in at all, (2) I'm interested in, (3) I'm very interested in.

The following table presents the categorization of the items both in Student and Graduate Questionnaires:

Part 1 of the Student Questionnaire		Students' opinions about the current Law Enforcement English course and their suggestions for the future courses
Part 2 of the Student Questionnaire	Parallel parts in the Graduate Questionnaire	The difficulties with the use of English
Part 3 of the Student Questionnaire		The reasons of the difficulties with the use of English
Part 4 of the Student Questionnaire		The necessity of learning/knowledge of English for/in the profession
Part 5 of the Student Questionnaire		The competency/importance in/of English language skills and areas of knowledge
Part 6 of the Student Questionnaire		The importance of English language sub-skills in the profession
Part 7 of the Student Questionnaire		Students' interests in the course topics

Both Student Questionnaire and Graduate Questionnaire also included an open-ended question for the participants to indicate their points of views about the current Law Enforcement English course curriculum and to offer suggestions for improving the course.

3.2.1.1. Validity and Reliability of the Questionnaires

The first draft of the Student Questionnaire was developed by the researcher pursuant to (i) review of the related literature and the previously developed instruments (Solak, 2010; Alhuqbani, 2008; Taşçı, 2007; Çelik, 2003; Ekici, 2003; Basturkmen, 1998; Ekinci, 1995), (ii) informal interviews with the students, English instructors, and graduates working as an instructor at the Academy. In order to ensure the clarity of the items for the participants, the Student Questionnaire was designed in Turkish by the researcher. Based on the Turkish version of the Student Questionnaire, the Turkish version of the Graduate Questionnaire was formed by changing the wording in the questions.

To ensure validity, the first versions of the student and graduate questionnaires were given to 10 experts from Anadolu University, ELT Department. They were requested to evaluate the questionnaires in terms of content validity, face validity and clarity of the items. The items and the layout of the questionnaires were tailored according to experts opinions, evaluations and suggestions. The revised questionnaire was piloted on 30 students to take their comments on the questionnaire design, content, and wording. After the piloting, slight changes were made in the wording of some items.

For internal reliability of the questionnaires, Cronbach-alpha values of each questionnaire were calculated to see the internal consistency of the instruments. Cronbach-alpha value for the Student Questionnaire was found to be .91, and Cronbach alpha value for the Graduate Questionnaire was found to be .89. These results indicate a strong internal consistency for both Student Questionnaire and Graduate Questionnaire (Huck, 2004).

3.2.2. Interviews

Interviews with the students, English instructors and administrators were carried out in order to provide in-depth and more detailed information about the students' needs of English use and to see how the current Law Enforcement English course responds to the needs of the students. Interviews complemented and clarified the information obtained through the questionnaires to reflect the findings on the suggested syllabus design.

While developing the first drafts of the interview questions, a variety of sources were exploited such as Atai and Shoja (2011), Nakaprasit (2010), and Taşçı (2007). The drafts of the interview questions were also given to the experts from Anadolu University, ELT Department to take their opinions. Taking their comments and suggestions, the final versions of the interview questions were formed.

In order to support the quantitative data, gathered through the questionnaires, with qualitative data, semi-structured interview sessions were conducted with 10 students to find out whether the existing Law Enforcement English course curriculum meets their expectations, their perceived difficulties and their suggestions for developing a new syllabus design.

Semi-structured interviews with 3 English instructors were also held. As the instructors might have a more objective understanding of the students' language needs, they were requested to explain the Law Enforcement English course-related problems/difficulties that their students experience in their classrooms. The instructors also evaluated the currently implemented program and made suggestions for a more functional curriculum.

Structured interview questions were e-mailed to 3 administrators to reveal how they perceive the cadets' English needs and to get information about the existing Vocational English program and their suggestions for developing a new one. The rationale behind interviewing the administrators is that they are supposed to act upon the needs analysis results at the educational institute.

3.3. Data Collection and Analysis Procedures

The data for this study were collected during the Spring term of 2012-2013 academic year. The Student Questionnaires were distributed to the students in their class hours by the English instructors. The Graduate Questionnaires were given to the graduates working in the various departments of the Turkish National Police in Ankara by hand or via e-mails. After collecting the data with the questionnaires, the interviews with the students and English instructors were held. Finally the structured interview questions were e-mailed to the administrators to get their opinions.

Both quantitative and qualitative data were obtained through the data collection instruments of this study. Quantitative data collected through the questionnaires were analyzed by employing descriptive statistics (percentages). Besides the descriptive statistics, independent-samples Chi-square test was run to find out the differences between the responses of students and graduates, and in order to decrease the possibility of getting a false positive error (Huck, 2004) Bonferroni adjustment was applied.

Due to low response rate, the responses to the open-ended questions and the ‘other’ options in the questionnaires were analyzed within the analysis of each part of the questionnaires rather than a separate analysis.

As for the qualitative data analysis, tape recorded interviews were transcribed. The transcribed interviews with the students, instructors, and administrators were analyzed and then emergent categories were designated. Both Turkish and English (translated by the researcher) excerpts were provided in order to discuss the interview results in each related part of the questionnaires.

CHAPTER 4

RESULTS AND DISCUSSION

This study intends to identify English language needs of the Turkish National Police Academy (TNPA) students in order to suggest a needs-based syllabus design for the Vocational English (Law Enforcement English) course taught to the fourth year cadets. The data for the study were obtained through the questionnaires completed by the students and graduates and the interviews held with the students, English instructors and administrators.

This chapter presents the results of Student Questionnaire and Graduate Questionnaire and discusses these results in the light of relevant literature and interviews. Firstly, the questionnaire data will be analysed, under the various headings contained in the questionnaire, to compare the students' and graduates' responses. Secondly, the data obtained from the interviews will be incorporated under the relevant sections to clarify the questionnaire results. Finally, the findings will be interpreted to integrate the results into the syllabus design for Law Enforcement English course.

4.1. Students' Opinions About the Current Law Enforcement English Course and Their Suggestions for the Future Courses

This part aims to find out the results of the first research question: 'How do the students, English instructors, and administrators of the Turkish National Police Academy perceive the efficiency of the current Law Enforcement English course curriculum?' In related part of the Student Questionnaire, the students were asked to state their opinions about the currently implemented Law Enforcement English course and their suggestions for the future courses. Students' responses were supported through the interview excerpts.

4.1.1. Students' Opinions About the Current Law Enforcement English Course

Hutchinson and Waters (1987) urge taking into consideration learners' *learning needs* in a sound needs analysis study since the 'learning needs' include current conditions of the learning situation, learners' knowledge, skills, strategies, and motivation to learn. Similarly, Brown (1995) also considers the *situation needs* while identifying the language needs of the learners, because he relates the 'situation needs' to the human aspect of language program; that is, the physical, social, and psychological context in which learning takes place.

In this study, the researcher takes into account the conditions of the learning situation in order to give greater depth and effectiveness to the analysis of the learners' needs. With reference to the related literature, this part of the Student Questionnaire asked the students' opinions about the current Law Enforcement English course. Table 4.1. below presents the students' opinions. To simplify the interpretation, the 'Strongly disagree' and 'Disagree' categories have been combined in the table, and similarly the 'Agree' and 'Strongly agree' categories.

Table 1. Students' Opinions About the Current Law Enforcement English Course

Students' Opinions About the Current Law Enforcement English Course	Strongly disagree / Disagree %	Not sure %	Agree / Strongly agree %
1. I think Law Enforcement English course is important for my future professional career	22	38	40
2. I'm generally satisfied with Law Enforcement English course	35	36	29
3. I think Law Enforcement English course meets my future professional English language needs	64	23	13
4. I think Law Enforcement English course increases my interest in law enforcement topics	61	21	18
5. I think Law Enforcement English course will be useful in my future professional field	44	27	29
6. The content of Law Enforcement English course and the Faculty's core courses overlap	42	24	34
7. I'm satisfied with the methodology of Law Enforcement English course	50	29	21
8. In Law Enforcement English course, the emphasis is on reading skills	22	21	57
9. In Law Enforcement English course, the emphasis is on the teaching of vocational vocabulary	11	22	67
10. In Law Enforcement English course, the emphasis is on speaking skills	69	27	4
11. In Law Enforcement English course, the emphasis is on listening skills	60	27	13
12. In Law Enforcement English course, the emphasis is equally placed on four skills and vocabulary	62	28	10
13. In Law Enforcement English course, the emphasis is on translation	9	14	77
14. I think the teaching materials used in Law Enforcement English course are interesting	64	22	14
15. I think the audio-visual teaching materials used in Law Enforcement English course are sufficient	81	13	6
16. I think the teaching materials used in the course are appropriate for my proficiency level	51	24	25
17. I think the weekly number of course hours are enough	44	18	38

Key: Bold figures = categories with highest percentage

Items 1, 2, 3, 4, and 5 reflect overall views of the students about Law Enforcement English course. Although 40% of the students ‘agree’ or ‘strongly agree’ that the course is important for their future professional career, it is important to note that 38% of them are uncertain about the importance of the course. In terms of students’ satisfaction with the course, 36% of them are ‘not sure’ whether they are satisfied with the course or not, and 35% of them indicate that they are not satisfied with the course. Considering their future professional English language needs, more than half of the students (64%) ‘strongly disagree’ or ‘disagree’ that the course meets their language needs. They think the course does not meet their professional language needs. 61% of the students ‘strongly disagree’ or ‘disagree’ with Item 4, which means the students think that the course does not increase their interest in law enforcement topics. In other words, the course does not stimulate students’ interests. In parallel with the above statements, 44% of the students ‘strongly disagree’ or ‘disagree’ with the statement ‘I think Law Enforcement English course will be useful in my future professional field’, namely the students generally perceive the course as useless for their future professional lives. To justify these responses, one of the students expressed his opinions in the interview sessions as follows:

Bu ders beklentilerimi karşıladı diyemem çünkü uygulamaya, pratiğe yönelik bir şey görmedik. Sürekli metinler okuduk ve mesleki terimler öğrendik... Bu yüzden, dersin İngilizcemizi geliştirmesi açısından bir katkısı olduğunu söyleyemem, sadece mesleki terimleri öğrenmemiz açısından bir farkındalık oluştu diyebilirim.

[I cannot say that this course met my expectations because we did not study anything related to practice and application. We always read some texts and learnt occupational terms... So, I cannot say that the course made a contribution to improve my English proficiency, it just raised our awareness in terms of learning occupational terms]

Through the results, we can conclude that the students are generally not satisfied with Law Enforcement English course because they think the course does not meet their professional English language needs. They are in favor of accepting the course as important for their professional career but as it stands now, they think the course will be useless when they start doing their jobs.

Items 6, 7, 8, 9, 10, 11, 12, and 13 focus on Law Enforcement English course content and methodology. For Item 6, ‘the content of Law Enforcement English course and the Faculty’s core courses overlap’, 42% of the students state that they ‘strongly disagree’ or ‘disagree’ with this item. According to students’ responses, it is inferred that the content of Law Enforcement English course is not parallel with the contents of the courses the students study at the Faculty of Security Sciences. In accordance with the Faculty’s training objectives, the students take courses based on security and law-enforcement issues related to their future profession. These courses generally include theoretical and practical information, so the content of Law Enforcement English course is supposed to overlap with these courses since all the courses are expected to train the cadets for their future occupation. Here, we observe a discrepancy among the students, while 42% of them do not agree with Item 6, 38% of them agree with it. Namely, there is not a consensus whether Law Enforcement English course content reflect the Faculty’s core courses or not. Item 7 revealed students’ satisfaction level with the methodology followed in Law Enforcement English course. Half of the students state that they are not satisfied with the course methodology; the students are discontent with the teaching/learning system followed in this course. As for the emphasized language skills/areas in the course, 57% of the students ‘agree’ or ‘strongly agree’ that the emphasis is on ‘reading’ in Law Enforcement English course. 67% and 77% of the students also ‘agree’ or ‘strongly agree’ that the emphasis is on ‘vocational vocabulary’ and ‘translation’ respectively. The students’ responses also disclose the ignored skills/areas in the course; 69% of the students ‘strongly disagree’ or ‘disagree’ with Item 10, ‘in Law Enforcement English course, the emphasis is on speaking skills’. 60% of them indicate, by disagreeing with Item 11, that the emphasis is not on ‘listening skills’ either. As an indication of the above statements, 62% of the students ‘strongly disagree’ or ‘disagree’ with Item 12, ‘in Law Enforcement English course, the emphasis is equally placed on four skills and vocabulary’. Based on the students’ responses, the students perceive that while ‘reading’ (57%), ‘vocational vocabulary’ (67%) and ‘translation’ (77%) are emphasized in Law Enforcement English course, ‘speaking’ and ‘listening’ are ignored, and as a consequence, the emphasis is not equally placed on four main skills and vocabulary. This situation was pictured during the interviews with the students and instructors. One of the students state that:

Bu derste ağırlıklı olarak sadece kelime öğrendik, yani mesleki jargon. Derste işlediğimiz kitapçıktan metinler okuyup bu metinleri Türkçeye çevirdik, ve tabii çevirirken burada geçen mesleki terimlerin anlamlarını öğrendik...

[In this course, we mainly learnt vocabulary, namely occupational jargon. We read texts from the course pack and translated these texts into Turkish, we also, needless to say, learnt the meanings of the vocational items in these texts while translating them...]

Students' perceptions of the methodology and classroom procedures are also confirmed by the teachers' responses in the interview sessions. One of the instructors expressed her thoughts related to course methodology as follows:

Ortak bir ders kitabımız mevcut değil, her hoca da elimizdeki kitapçığın istediği ünitesini işliyor, kitapçıkta her ne kadar bütün becerilere yönelik alıştırmalar olsa da, sınıfların fiziksel yapısı ve kalabalık olması nedeniyle daha çok okuma ve çeviri becerilerine ağırlık veriliyor, dengeli, bütüncül yaklaşıma dayalı bir müfredat uygulanamıyor...

[We do not have a common course book, each teacher teaches one of the units that she wants from the course pack. Although there are activities for all skills in the course pack, because of the physical conditions of the classrooms and crowded classroom sizes reading and translation skills are emphasized. An integrated approach cannot be implemented...]

As teaching materials used in a course, audio-visuals, laboratory equipments and supplementary materials play an important role in the implementation of a language program; their degree of relevance to learner needs will inevitably affect the success of the program (Brown, 1995; Hutchinson & Waters, 1987). Taking into account the importance of the course materials, Items 14, 15, and 16 report the students' perceptions related to the materials used in Law Enforcement English course. 64% of the students 'strongly disagree' or 'disagree' that the 'the teaching materials used in Law Enforcement English course are interesting', the students do not find the materials interesting. 81% of them 'strongly disagree' or 'disagree' with Item 15, 'I think the audio-visual teaching materials used in Law Enforcement English course are sufficient'. The students are generally not satisfied with the audio-visual materials. During the interviews, the teachers also agreed with the students by revealing their discontent with various facilities of the school.

And Item 16 indicates that 51% of the students find the materials used in the course inappropriate for their proficiency level. The following excerpt reflects the students' overall opinions about the course materials:

İşlediğimiz o kitapçıktaki okuma parçaları hiç ilgimizi çekmiyor, buradaki konular genel olarak makale şeklinde yazılmış ve Türkiye’de bizim karşılaşabileceğimiz konular değil... Ayrıca, okuma parçaları bizim seviyemize göre ağırdı, bilmediğimiz çok kelime vardı bu yüzden de belli bir süre sonra artık kelime ezberlemeyi bıraktık.

[The texts in the course pack do not arouse our interest because the texts are generally in article style and the text topics are not likely to be encountered in Turkey... Furthermore, the texts were, comparing to our proficiency level, difficult to understand and there were too many unknown words, so we gave up learning vocabulary after some time]

When asked about the current Law Enforcement English class hours (Item 17), 44% of the students do not find the class hours adequate for their professional English language needs. The students are inclined to accept the weekly number of course hours inadequate. The teachers also agree with the students, one of them specifies her concerns on this issue as follows:

...Haftalık ders saati de başka bir problem; yani haftada 2 saat... Ders saati az olduğu için bu dersle hedeflenen şeylerin öğrencilere kazandırılması çok zor...

[...The weekly number of course hours is another problem; two hours in a week... Because of inadequate course hours, it is hard to make the students achieve the goals of this course...]

As can be inferred from the students' perceptions of the current Law Enforcement English course, the students do not seem to be satisfied with the course because they think the course does not meet their expectations and perceived needs. Although they think the course is important for their professional career, they stress the ineffectiveness of it as it stands now. So it is of vital importance to ask the students' suggestions and wants for the future classes in order to design an effective and learner-based course.

4.1.2. Students' Suggestions for the Future Law Enforcement English Courses

West (1997) puts forth that one of the requirements of a good needs analysis procedure is that it should take into account the preferences of the learners in terms of both language and learning styles. Similarly, Basturkmen (2010) also argues that a needs analysis process should involve *learner factor analysis* which enables us to identify learners' factors such as their motivation, how they learn, and their perceptions of their needs. In this part of the Student Questionnaire the respondents were asked to state their preferred course content, methodology, and materials since taking notice of the students' suggestions, preferences and wants will render possible a learner-centered course content. To aid interpretation of the results, the 'Strongly disagree' and 'Disagree' categories have been amalgamated in the table, and similarly the 'Agree' and 'Strongly agree' categories.

Table 2. Students' Suggestions for the Future Law Enforcement English Course

Students' Suggestions for the Future Law Enforcement English Course	Strongly disagree / Disagree %	Not sure %	Agree / Strongly agree %
19. In the course, the emphasis should be on pronunciation activities	16	24	60
20. In the course, the emphasis should be on teaching of vocational vocabulary	8	18	74
21. In the course, the emphasis should be on watching videos of real law enforcement cases	4	10	86
22. In the course, the emphasis should be on reading of texts related to our profession	12	17	71
23. In the course, the emphasis should be on teaching of grammatical structures	47	26	27
24. In the course, there should be activities to make a presentation related to our profession	40	24	36
25. In the course, there should be dialog and role-play activities related to our profession	22	17	61
26. In the course, there should be out-of-classroom research tasks	50	21	29
27. In the course, a coursebook should be followed	29	14	57
28. In the course, there should be activities for the English language exams in our profession	13	21	66

Key: Bold figures = categories with highest percentage

As indicated in Table 2., the students are generally in favor of pronunciation and occupational vocabulary activities, watching videos of real cases, reading professional texts, role-play activities and language exam preparation but they are not keen to study grammar, make presentation and do out-of-classroom research tasks.

60% of the students 'agree' or 'strongly agree' that there should be pronunciation activities in the future classes. As for the teaching of vocational vocabulary, almost three

quarters of the students (74%) believe that the emphasis should also be on vocational vocabulary. Again, a great majority (86%) of the students ‘agree’ or ‘strongly agree’ with Item 21, ‘the emphasis should be on watching videos of real law enforcement cases’. This result supports the claim that language materials need to be authentic in specific purposes language courses; that is, the materials should be originated from the learners’ area of study or work (Hutchinson & Waters, 1987; Munby, 1978). The students also express their need to have materials that include actual police situations:

Mesela, Polis Savunma Taktikleri dersinde değişik ülkelerin polislerinin olaylara ve suçlulara nasıl müdahale ettiğini gösteren videolar izliyoruz. Bu tarz videoları mesleki İngilizce dersinde de izleyebiliriz. Hem İngilizcemizi geliştirir hem de mesleki anlamda bir şeyler öğrenebiliriz. Bu şekilde dersin daha ilgi çekici hale geleceğini düşünüyorum.

[For example, in Police Defence Tactics course we watch videos of different countries’ police forces; how they respond to different crimes and criminals. We can watch that kind of videos in Law Enforcement English course, too. Thus we can both improve our English and learn occupational things. I think the course might be more attractive in this way]

71% of the students are also in favor of reading texts related to their profession and one of them supports this disposition as follows:

Bence dersin içeriğinde karşılaştırmalı polislik uygulamalarını anlatan metinler olmalı; mesela Türkiye’de nasıl bir uygulama, yabancı başka bir ülkede nasıl bir uygulama var. Genel olarak ülkelerin kolluk kuvveti uygulamaları ile ilgili bilgiler faydalı olur diye düşünüyorum. Bir de ders daha ilgi çekici hale gelmeli; bu açıdan da uluslararası polis kurumlarını, yurtdışındaki misyon görevlerini detaylı şekilde anlatan metinler de dersin içeriğinde olmalı

[I think there should be texts explaining comparative policing practices of different countries in the content of the course; for example, how a policing practice is implemented in Turkey and in a different country. On the whole, I think the information related to law enforcement practices of different countries might be useful. Moreover, the course should be more interesting; in

this respect, the texts giving detailed information about the international police institutions and international missions should also be included in the course content]

For speaking activities, 61% of the students ‘agree’ or ‘strongly agree’ that there should be dialog and role-play activities concerning to police in the future Law Enforcement English courses, and one of the students stresses his concerns about this issue:

Bence ders şu anki bu akademik metinler okuma formatından çıkarılıp öğrencinin daha aktif şekilde derse katılıp konuşabileceği bir hale getirilmeli. Derste gerçek hayatta yaşanmış, yaşanması muhtemel olaylar işlenmeli; bir turist ile polis arasında geçen diyalog gibi. Mesela, Mesleki Uygulamalar dersindeki senaryo oluşturup rol oynama çalışmaları gibi bu derste de daha pratiğe yönelik şeyler olmalı.

[I think the current reading academic texts form of the course should be turned into a form that the students can actively participate in the lesson and speak. There should be real-life or like real-life cases in the course: like a dialog between a tourist and a police officer. There should be more practical-oriented things in this course, too; for example, like building a scenario and then role-playing as in our Occupational Practices course]

In terms of course materials, 57% of the students ‘agree’ or ‘strongly agree’ that ‘a coursebook should be followed’ in the future classes and another suggestion made by the students is exam preparation activities. 66% of them agree that there should be activities for the English language exams in their future profession. As being prospective police commanders, they want to get prepared for the English exams that pave the way for the international missions. One of the students expresses his wishes about this:

... Mezuniyetten sonra İngilizce sınavları olacak, bu derste de özellikle yurt dışı görevlerine yönelik İngilizce sınavları için çalışmalar olabilir. 4 yıllık eğitimimizde 3 yıl genel İngilizce 1 yıl Mesleki İngilizce dersi var, bu 2 yıl genel, 2 yıl mesleki şeklinde olursa bu sınavlar açısından faydalı olabilir...

[After graduation there will be English exams; and in this course, there might be exam preparation for the English exams of the international missions.

During the four years education, there are three years General English and one year Vocational English, if this changes as two years General and two years Vocational, it might be more beneficial for these exams...]

There seems to occur negative attitude towards the grammar and presentation activities among the students. 47% of them ‘strongly disagree’ or ‘disagree’ that ‘the emphasis should be on teaching of grammatical structures’. The students’ responses also indicate that they do not want to make presentations related to their job in the future classes; while 40% of them oppose presentation activities, 36% take sides in this type of activities. And again, half of the students seem to disapprove out-of-classroom research tasks.

Other than the students’ suggestions, there are also some other issues mentioned by the instructors as a suggestion;

- The weekly number of course hours should be increased
- The Vocational English course should be elective; thus, the classroom sizes can be reduced to increase the efficacy of the course
- The physical conditions and facilities of the classrooms should be made better
- The Vocational English classes should also be formed according to the students’ proficiency levels
- The Vocational English course could be branched according to different departments of the police (Interpol, Foreign Relations, Border Security, etc.); thus the motivation of the students can be increased.
- The students should be encouraged to study English by various rewards from the administration

The other issues emphasized by the graduates and administrators;

- Police reports and correspondences in English should be included in the course content; thus the students can learn legal format and jargon of the documents.
- The publications and bulletins of the international police organizations should be included in the course
- The course should be target-driven; namely, the course content should include the situations or tasks that the police is likely to encounter in the daily life while on duty.

As can be inferred from the findings, all participants perceive the current Law Enforcement English course as impractical; that is, the course does not serve the future police commanders' purposes. All parties emphasize the importance of a more practical and functional course content that meets the English language needs of the cadets. All in all, the information obtained from the opinions and suggestions of the participants should be taken into account in determining and refining the content and method of the future Vocational English courses.

4.2. The Difficulties with the Use of English

Starting from this part and in the following parts of this chapter, the results related to second research question will tried to be clarified: 'How do the students, graduates, English instructors, and administrators of the Turkish National Police Academy perceive the cadets' English language needs?

The term 'needs analysis' encompasses, as presented in the review of literature part, several aspects including the *target situation analysis* (TSA) (Munby, 1978) and the *present situation analysis* (PSA) (Jordan, 1997). TSA looks into the tasks and activities learners will be using English for and PSA deals with learners' current skills and language use. According to Dudley-Evans (2001), PSA allows us to assess learners' lacks and weaknesses (the gap between PSA and TSA). This part, in order to identify the participants' lacks and deficiencies, summarizes the perceived difficulties with different aspects of language use; the students were asked to indicate the difficulties they experience while using English in Law Enforcement English classes in terms of frequency and the parallel part in the Graduate Questionnaire probed into the lacks of the graduates that they experience while using English in their professional positions. For a clearer presentation of the results, the 'Never' and 'Rarely' categories have been combined in the table, and similarly the 'Usually' and 'Always' categories.

4.2.1. The Difficulties with Speaking Skills

Table 3. Students' and Graduates' Perceptions of Their Speaking Difficulties

The Difficulties with Speaking Skills	Students' Perceptions of Their Speaking Difficulties %			Graduates' Perceptions of Their Speaking Difficulties %			Chi-square	df	p
	Never / Rarely	Sometimes	Usually / Always	Never / Rarely	Sometimes	Usually / Always			
1. I have difficulty in pronouncing the words correctly while speaking	32	40	28	20	62	18	6.474	2	.039280
2. I have difficulty in forming grammatically correct sentences while speaking	13	33	54	26	46	28	9.730	2	.007714
3. I have difficulty in turning thoughts into words fast enough while speaking	6	19	75	12	38	50	9.375	2	.009210
4. I have difficulty in using appropriate intonation and stress while speaking	19	33	48	16	46	38	2.422	2	.297920
5. I have difficulty in choosing appropriate words and phrases while speaking	9	32	59	14	50	36	7.058	2	.029328
6. I worry about saying something wrongly while speaking	28	26	46	40	24	36	2.334	2	.311318

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

Items 1, 2, 3, 4, 5, and 6 aimed to discover the frequency of the difficulties faced by the participants in speaking skills. 40% of the students and 62% of the graduates think that they 'sometimes' have difficulty in 'pronouncing the words correctly while speaking'. For pronouncing the words correctly, both students and graduates think they face difficulties moderately. Students' responses indicate that more than half of them (54%) 'usually' or 'always' have difficulty in 'forming grammatically correct sentences while speaking'. But 46% of the graduates 'sometimes' feel difficulty in this item. Three quarters of the students (75%) and half of the graduates think that they 'usually' or 'always' have difficulty in 'turning thoughts into words fast enough while speaking'. As seen in the table, 48% of the students in 'using appropriate intonation and stress' and 59% of them in 'choosing appropriate words and phrases' 'usually' or 'always' experience difficulties. However, the graduates think that they 'sometimes' have difficulties in these abilities. Although 46% of the students state they 'usually' or 'always' 'worry about saying something wrongly while speaking', 40% of the graduates report they 'never' or 'rarely' worry about this. As can be

inferred from the table, the students ‘usually’ or ‘always’ have difficulties in the mentioned speaking abilities but the graduates ‘sometimes’ experience such problems or difficulties. The reason of the graduates’ having less problems, comparing to the students, in these speaking skills may be due to their experience at work. For example, almost half of the students ‘usually’ or ‘always’ worry about saying something wrongly while speaking English but, according to the graduates responses, they ‘never’ or ‘rarely’ feel such a thing because they actively use English and they have improved their self-confidence during all those years at work. Although there are slight differences between the responses of students and graduates, chi-square results indicate that there is not a statistically significant difference in the students’ and graduates’ responses which means both students and graduates perceive similar difficulties in speaking skills.

Here, another point need to be stressed is that one of the aims of this study is to suggest a syllabus design for the Vocational English course, and since a syllabus is “a plan of what is to be achieved through teaching and learning” (Breen, 2001, p. 151), the practitioners of the suggested syllabus, here is the instructors, should also take into consideration learners’ difficulties and lacks while following that plan. The students’ responses indicate that they generally experience difficulties in turning thoughts into words fast enough, choosing appropriate words and phrases, forming grammatically correct sentences, and using appropriate intonation and stress.

4.2.2. The Difficulties with Listening Skills

Table 4. Students' and Graduates' Perceptions of Their Listening Difficulties

The Difficulties with Listening Skills	Students' Perceptions of Their Listening Difficulties %			Graduates' Perceptions of Their Listening Difficulties %			Chi-square	df	p
	Never / Rarely	Some times	Usually / Always	Never / Rarely	Some times	Usually / Always			
7. I have difficulty in obtaining the gist of what is being said	45	24	31	46	34	20	2.702	2	.258920
8. I have difficulty in perceiving a specific information (name, date etc.) while listening	48	30	22	40	40	20	1.533	2	.464616
9. I have difficulty in deducing the meaning of unfamiliar words and word groups while listening	11	30	59	26	44	30	12.255	2	.002183
10. I have difficulty in understanding the complex grammatical structures while listening	7	30	63	28	40	32	17.582	2	.000152*
11. I have difficulty in taking notes while listening	11	23	66	30	40	30	18.303	2	.000106*
12. I have difficulty in understanding different accents and tones while listening	9	25	66	16	40	44	6.691	2	.035239

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

Table 4. summarizes the participants' responses to the aspects of the difficulties that they encounter in the listening skills. Almost half of the respondents, 45% of the students and 46% of the graduates, feel that they 'never' or 'rarely' have difficulty in 'obtaining the gist of what is being said'. Both students and graduates agree that they generally understand what is being said to them. Similarly, 'perceiving a specific information (name, date etc.) while listening' something in English is 'never' or 'rarely' a problem for the 48% of the students and 40% of the graduates. But the same percentage (40%) of the graduates also point out the difficulty they 'sometimes' experience in 'perceiving a specific information while listening'. While more than half of the students (59%) find 'deducing the meaning of unfamiliar words and word groups while listening' 'usually' or 'always' difficult, 44% of the graduates find it 'sometimes' difficult. And, based upon the chi-square results, there are significant differences between the students' and graduates' responses for Items 10 and 11; 'understanding the

complex grammatical structures while listening' is 'usually' or 'always' a problem for 63% of the students and 66% of them again 'usually' or 'always' have difficulty in 'taking notes while listening' but only 40% of the graduates 'sometimes' have trouble in these skills. When the respondents are asked how often they have problems in 'understanding different accents and tones while listening' to something in English, 66% of the students and 44% of the graduates state they 'usually' or 'always' have problems.

The overall picture depicted from the analysis of the items asking for the difficulties of the specific listening skills indicates that the students generally have problems in understanding different accents and tones, taking notes, understanding the complex grammatical structures and deducing the meaning of unfamiliar words and word groups while listening in English. The responses of the graduates may also give an idea about the students' likely to continue language difficulties in the future, so the practitioners of the suggested syllabus are supposed to take into consideration the students' lacks and difficulties while implementing the syllabus.

4.2.3. The Difficulties with Reading Skills

Table 5. Students' and Graduates' Perceptions of Their Reading Difficulties

The Difficulties with Reading Skills	Students' Perceptions of Their Reading Difficulties %			Graduates' Perceptions of Their Reading Difficulties %			Chi-square	df	p
	Never / Rarely	Some times	Usually / Always	Never / Rarely	Some times	Usually / Always			
13. I have difficulty in understanding and summarizing a reading text generally	27	32	41	42	66	22	5.975	2	.050416
14. I have difficulty in skimming and understanding the main idea of a reading text	35	24	41	48	26	26	3.570	2	.167831
15. I have difficulty in skimming and finding a specific piece of information (name, date etc.) in a reading text	52	26	22	64	20	16	1.957	2	.375848
16. I have difficulty in reading a text carefully and understanding the detailed information	25	30	45	44	32	24	7.752	2	.020730
17. I have difficulty in guessing the meaning of unknown vocabulary while reading a text	25	37	38	38	38	24	3.889	2	.143031

18. I have difficulty in identifying the author's point of view in a reading text	27	40	33	44	32	24	4.420	2	.109678
19. I have difficulty in understanding and translating a reading text generally	25	41	34	52	28	20	10.911	2	.004273

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

Table 5. indicates the percentages of the responses given to the items on reading skills. As shown in the table; 41% of the students 'usually' or 'always' have trouble in 'understanding and summarizing a reading text generally' but 66% of the graduates 'sometimes' experience the same problem. While 41% of the students believe they 'usually' or 'always' face difficulties in 'skimming and understanding the main idea of a reading text', 48% of the graduates report they 'never' or 'rarely' undergo such a difficulty. The students and graduates agree upon Item 15; more than half of them (52% of the students and 64% of the graduates) indicate that they 'never' or 'rarely' have difficulty in 'skimming and finding a specific piece of information (name, date etc.) in a reading text'. For 45% of the students 'reading a text carefully and understanding the detailed information' is 'usually' or 'always' difficult, but for 44% of the graduates it is 'never' or 'rarely' difficult. There is an equal distribution stands out among the responses for Item 17; 37% of the students 'sometimes' have difficulty in 'guessing the meaning of unknown vocabulary while reading a text', while 38% 'usually' or 'always' have it. Similarly, 38% of the graduates 'never' or 'rarely' and 38% 'sometimes' have problem in the same ability. 40% and 41% of the students 'sometimes' experience problems in 'identifying the author's point of view in a reading text' and 'understanding and translating a reading text generally' respectively. And almost half (44%) and more than half (52%) of the graduates 'never' or 'rarely' face difficulties in 'identifying the author's point of view in a reading text' and 'understanding and translating a reading text generally' respectively.

Although the percentages of the students' and graduates' responses show slight differences, chi-square results indicate that there is not a statistically significant difference between the responses of students and graduates, namely they feel similar difficulties in reading skills.

As depicted by the analysis, there are some abilities reported to be more challenging than others by the participants within reading abilities; reading a text carefully and

understanding the detailed information, understanding and summarizing a reading text generally, skimming and understanding the main idea of a reading text, and guessing the meaning of unknown vocabulary while reading a text are the abilities that the students have difficulty in. The students' having trouble in these abilities seem to due to their overall language proficiency, so the findings signal the need for training the cadets in skimming and scanning to understand a text and summarizing it and guessing the meanings of unknown vocabulary while reading a text in English.

4.2.4. The Difficulties with Writing Skills

Table 6. Students' and Graduates' Perceptions of Their Writing Difficulties

The Difficulties with Writing Skills	Students' Perceptions of Their Writing Difficulties %			Graduates' Perceptions of Their Writing Difficulties %			Chi-square	df	p
	Never / Rarely	Some times	Usually / Always	Never / Rarely	Some times	Usually / Always			
20. I have difficulty in forming grammatically correct sentences while writing	19	26	55	36	40	24	13.207	2	.001355*
21. I have difficulty in selecting appropriate words while writing	17	34	49	28	46	26	7.481	2	.023743
22. I have difficulty in using correct punctuation and spelling while writing	38	26	36	44	32	24	2.229	2	.328150
23. I have difficulty in organizing ideas / information appropriately while writing	19	37	44	32	32	36	3.166	2	.205331
24. I have difficulty in writing quotations / citations correctly	25	36	39	40	34	26	4.163	2	.124759

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

Table 6. indicates how often the participants have difficulty with abilities related to writing skill. More than half of the students (55%) find 'forming grammatically correct sentences while writing' 'usually' or 'always' difficult while 40% of the graduates 'sometimes' find it difficult. So, regarding the chi-square results, there is a significant difference between the responses of students and graduates for this item. And similarly, 'selecting appropriate words while writing' is a problem that 49% of the students 'usually' or 'always' have and 46% of the graduates 'sometimes' face. When the respondents asked how

often they have problems in ‘using correct punctuation and spelling while writing’, 38% of the students and 44% of the graduates claim that they ‘never’ or ‘rarely’ have problems, while 36% of the students and 26% of the graduates state they ‘usually’ or ‘always’ have difficulties in this ability. Needless to say, to clearly reveal their problems in punctuation and spelling, the samples of the participants’ written productions should be analyzed. While the students and the graduates agree on Item 23, they generally disagree on Item 24; 44% of the students and 36% of the graduates perceive ‘usually’ or ‘always’ difficulties in ‘organizing ideas/information appropriately while writing’, and for Item 24; while 39% of the students state they ‘usually’ or ‘always’ have trouble in ‘writing quotations/citations correctly while writing’, 40% of the graduates state they ‘never’ or ‘rarely’ have difficulty in this ability. As indicated above, the participants’ responses show slight differences in terms of percentages but regarding chi-square results, there is not a statistically significant differences between the students’ and graduates’ perceived difficulties in writing skills except Item 20.

From the information in Table 4.2.4 above, within writing, forming grammatically correct sentences, selecting appropriate words, organizing ideas/information appropriately, and writing quotations/citations correctly are the most problematic issues for the students while writing in English. It is evident that the students need to be trained in these skills while implementing a needs-based curriculum.

4.3. The Reasons of the Difficulties with English Use

Through this part of the questionnaires it is aimed to reveal both the students’ and graduates’ perceptions about the reasons of the difficulties they experience while using English. The respondents were asked the question ‘What can be the reasons of the difficulties you experience with the use of English?’. To aid interpretation of the table, the ‘Strongly disagree’ and ‘Disagree’ categories have combined and the ‘Agree’ and ‘Strongly agree’ categories.

Table 7. Students' and Graduates' Perceptions About the Reasons of the Difficulties with English Use

The Reasons of the Difficulties with English Use	Students' Perceptions About the Reasons of the Difficulties with English Use %			Graduates' Perceptions About the Reasons of the Difficulties with English Use %			Chi-square	df	p
	Strongly disagree / Disagree	Not sure	Agree / Strongly agree	Strongly disagree / Disagree	Not sure	Agree / Strongly agree			
1. Insufficient vocabulary knowledge	6	5	89	18	4	78	5.344	2	.069111
2. Insufficient grammar knowledge	19	16	65	42	18	40	10.369	2	.005603
3. Insufficient listening skills	9	15	76	8	16	76	.060	2	.970348
4. Insufficient speaking skills	7	7	86	6	10	84	.441	2	.802268
5. Insufficient reading skills	20	18	61	24	14	62	.570	2	.751947
6. Insufficient writing skills	21	17	62	16	22	62	.877	2	.644854
7. Unqualified teaching materials	12	24	64	18	22	60	.999	2	.606715
8. Negative prejudices against English language	29	12	59	44	18	38	5.890	2	.052603
9. Inadequate English courses taken in the previous years	11	5	84	20	16	64	8.307	2	.015713

* Significant at the Bonferroni adjusted significance level: $.05/9 = .005$

Key: Bold figures = categories with highest percentage

As is indicated in Table 7., 89% of the students associate the difficulties they experience while using English with 'insufficient vocabulary knowledge'. A great majority of the students think that the source of their problems with English is their 'insufficient vocabulary knowledge'. And 86% of them link their problem with English to 'insufficient speaking skills'. In terms of the highest percentage, the item 'inadequate English courses taken in the previous years' comes as third. 84% of the respondents attribute the difficulties they face while using English to the 'inadequate English courses taken in the previous years'. It is deduced from this item that the students are not content with their former English courses. Next one is the 'insufficient listening skills' item. 76% of the students think the reasons of their English problems as 'insufficient listening skills'. The other items, 'insufficient grammar knowledge', 'unqualified teaching materials', 'insufficient writing skills', 'insufficient reading skills', and 'negative prejudices against English language', also have percentages between 59% - 65%. This means that more than half of the students also

perceive these items as the reasons of their English use difficulties. The students seem to have a sense of attributing their problems with English to all of the listed items, but the ‘insufficient vocabulary knowledge’, ‘insufficient speaking skills’, ‘inadequate English courses taken in the previous years’, and ‘insufficient listening skills’ have the highest percentages respectively.

The following excerpt from an interview with one of the English instructors support the students’ responses about the reasons of their English problems:

...Öğrenciler Mesleki İngilizce dersini 4. Sınıfta görüyor, ama bu dersi anlayıp katılabilmesi için belli bir altyapı oluşturmuş olması lazım ama o altyapı olmadığı için öğrenciler bu derste çok kelime çalışmak zorunda kalıyor. Mesleki İngilizce dersi de dahil olmak üzere, 4. sınıfa gelene kadar okulun ve sınıfların fiziki şartlarından dolayı özellikle konuşma ve dinleme becerileri üzerinde durulmuyor...

[...The students take the Vocational English course in their fourth year, but in order to understand and participate in this course they are supposed to have gained enough English background in the previous years. Because of not having enough background the students have to study too much vocabulary in this course. Including the Vocational English course, because of the school’s and classrooms’ physical facilities, speaking and listening skills are ignored in the students’ previous English courses...]

The graduates’ responses generally overlap with the students’ responses. 84% of the graduates ‘agree’ or ‘strongly agree’ that the reasons of the difficulties they experience while using English are their ‘insufficient speaking skills’. The second item with the highest percentage is ‘insufficient vocabulary knowledge’. 78% of the graduates also ‘agree’ or ‘strongly agree’ that the reasons of their problems with English are their ‘insufficient vocabulary knowledge’. ‘Insufficient vocabulary knowledge’ and ‘insufficient speaking skills’ change place in ranking in the students’ and graduates’ responses. The items, ‘insufficient listening skills’ and ‘inadequate English courses taken in the previous years’ are ranked as the third and fourth respectively in terms of their percentages in the graduates’ responses. According to chi-square results, there is not a statistically significant difference between the perceptions of students and graduates, but the only item that the graduates’ and

students' responses differ slightly from each other is 'insufficient grammar knowledge'. While 42% of the graduates 'strongly disagree' or 'disagree' on this item for being a reason of their problems with English, 40% of them 'agree' or 'strongly agree' on the item for being a reason of their English use difficulties. On the other hand, more than half of the students (65%) 'agree' or 'strongly agree' that 'insufficient grammar knowledge' is one of the reasons of their English difficulties but only 19% of them 'strongly disagree' or 'disagree' that 'insufficient grammar knowledge' is a reason of the problem they face with English use.

As is stated above, most of the participants perceive all the listed items as sources of their English problems but they generally associate their perceived English difficulties with 'insufficient vocabulary knowledge', 'insufficient speaking skills', 'inadequate English courses taken in the previous years', and 'insufficient listening skills'. So it should be an essential feature of the proposed course design focusing on the students' difficulties in these skills and areas.

4.4. The Necessity of Learning / Knowledge of English

According to Brown (2009), *necessities* (Hutchinson & Waters, 1987) are *objective needs* (Brindley, 1989), or what learners need to know to effectively function in the target situation. This part of the questionnaires aimed to find out the students' perceptions of why they think learning English is necessary for their future profession and the parallel part in the graduate questionnaire asked respondents why they think knowledge of English is necessary in their profession. In other words, this part presented the reasons of why the members of Turkish National Police (TNP) need English. In terms of easing the interpretation of the table, the 'Not necessary' and 'Somewhat necessary' categories have been combined and the 'Necessary' and 'Very necessary' categories.

Table 8. Students' and Graduates' Perceptions About the Necessity of Learning / Knowledge of English

The necessity of learning / knowledge of English	Students' Perceptions About the Necessity of Learning English %			Graduates' Perceptions About the Necessity of Knowledge of English %			Chi-square	df	p
	Not necessary / Some what necessary	Fairly necessary	Necessary / Very necessary	Not necessary / Some what necessary	Fairly necessary	Necessary / Very necessary			
1. To communicate with foreigners who can't speak Turkish	10	22	68	-	20	80	5.729	2	.057007
2. To be assigned abroad for professional development	8	9	83	2	4	94	3.602	2	.165154
3. To meet people from different countries and cultures	20	12	68	10	20	70	3.474	2	.176051
4. To make translations related to my profession	24	21	55	10	18	72	5.117	2	.077412
5. To get sufficient scores from national or international English language exams	10	13	77	8	6	86	2.012	2	.365751
6. To take part in international peacekeeping missions that require English	6	10	84	2	10	88	1.205	2	.547344
7. To follow publications in English related to my profession	35	20	45	10	14	76	14.268	2	.000797*
8. To understand meetings, conferences in English related to my profession and make presentations there	24	19	57	2	14	84	13.843	2	.000987*
9. To write reports, articles in English related to my profession	38	24	38	8	12	80	24.422	2	.000005*
10. To do postgraduate studies	12	18	70	8	10	82	2.540	2	.280838
11. To access the websites in English related to my profession or general issues	14	20	66	10	16	74	1.017	2	.601263

* Significant at the Bonferroni adjusted significance level: $.05/11 = .004$

Key: Bold figures = categories with highest percentage

To indicate the students' and graduates' perceptions of why they think English is necessary in their profession, the listed items are analyzed from the highest percentage to the lowest one according to the participants' consensus; as seen in Table 8. both students and graduates place importance, by choosing 'necessary' or 'very necessary' options, to English in order to function all the listed items, but there are slight differences. The highest percentage in the students responses is 'to take part in international peacekeeping missions that require English'. 84% of the students think that learning English is 'necessary' or 'very necessary' 'to

take part in international missions requiring English'. The same item comes in the second rank with its percentage in the graduates' responses. 88% of the graduates state that knowledge of English is 'necessary' or 'very necessary' in order 'to take part in international peacekeeping missions that require English' but an overwhelming proportion of the graduates (94%) think English is 'necessary' or 'very necessary' 'to be assigned abroad for professional development', and this item is in the second rank in students' responses. Because of the great consensus on these items we can conclude that the members of the TNP mostly need English 'to take part in international peacekeeping missions that requires English' and 'to be assigned abroad for professional development'. This conclusion was also supported by the participants' responses during the interviews. One of the students expresses his ideas about why they need English when they start their job:

...Akademiden mezun olduktan sonra, hepimiz için olmasa bile, birçoğumuzun yurt dışı misyon koruma görevlerine gitme imkanı var; hem bu görevlere katılabilmek, hem de görevleri tam anlamıyla yerine getirebilmek için şüphesiz İngilizce lazım olacak. Yurtdışı görevlerinden başka çalıştığımız birimler de yurtdışına çeşitli eğitimlere gönderiyor, yine bunun içinde İngilizce gerekli...

[...After graduating from the Academy, not for all of us, but many of us have the opportunity to take part in the international missions in foreign countries; both to take part in these missions and perform them properly we will undoubtedly need English. Besides the international missions, the Departments we work for also send us to various trainings in foreign countries, again English is also necessary for these trainings...]

And one of the administrative staff also explains, emphasizing the international missions and abroad trainings, why their graduates need English as follows:

Teşkilat mensuplarımız INTERPOL, SELEC, UNODC gibi uluslararası güvenlik kuruluşları, üniversiteler ve bizim teşkilatın ortaklaşa düzenlediği toplantılara, ziyaretlere, konferanslara, seminerlere ve eğitim programlarına katılmakta ve yabancılarla yüz yüze iletişim sağlamaktadır... Ayrıca polis amirlerimiz çeşitli uluslararası kuruluşlarda da (UN, OSCE, INTERPOL, EULEX) görev

yapmaktadır... Kısacası, küresel dünyanın güvenlik aktörü olan Türk polis amirlerinin de İngilizce bilmesi gerekmektedir.

[The members of the TNP participate in the meetings, visits, conferences, seminars, and training programs organised by the partnership of the international security institutions such as INTERPOL, SELEC, UNODC and universities, and the TNP, so they communicate face-to-face with foreigners... Additionally, our police commanders serve for various international institutios (UN, OSCE, INTERPOL, EULEX), too... Shortly, being the security actors of the global world, the Turkish Police commanders also need to know English.]

After the items ‘to take part in international peacekeeping missions that requires English’ and ‘to be assigned abroad for professional development’ both students and graduates rank the item ‘to get sufficient scores from national or international English language exams’ as the third in terms of percentage. 77% of the students and 86% of the graduates believe that English is ‘necessary’ or ‘very necessary’ to be successful in national and international English exams. This situation is a natural corollary of the first two items because both ‘to take part in international peacekeeping missions that requires English’ and ‘to be assigned abroad for professional development’ the Academy graduates need to take sufficient scores from the English exams. In accordance with this result, one of the students states that:

Şu an bizim direkt olarak müdürlerden gördüğümüz İngilizceye daha çok yurtdışına misyon koruma görevlerine gitmek için ihtiyaç duydukları, bu görevlere gitmek için de İngilizce sınavlarına giriyorlar.

[The thing we directly observe among our chiefs is that they mostly need English to take part in the international missions, and they get English exams to participate in these missions]

As for the fourth rank in terms of percentage, 70% of the students feel that learning English is ‘necessary’ or ‘very necessary’ ‘to do postgraduate studies’ . The same item takes place in the fifth rank in terms of percentage in the graduates’ responses. 82% of the graduates

believe that English knowledge is ‘necessary’ or ‘very necessary’ ‘to do postgraduate studies’. Related to this item, one of the students expresses his ideas about why he needs English as follows:

Ben Akademiden sonra yurt dışında yüksek lisans ve doktora yapmayı düşündüğüm için benim için İngilizce çok önemli ve ondan sonraki bilimsel çalışmalarım içinde yine İngilizce gerekecek.

[I’m planning to study for master’s and doctoral degrees after graduating from the Academy, so English is very important for me, and after that I will again need English for my academic studies]

The items ‘to communicate with foreigners who can’t speak Turkish’ and ‘to meet people from different countries and cultures’ have the same percentages in the students’ responses. 68% of the students feel that learning English is ‘necessary’ or ‘very necessary’ ‘to communicate with foreigners who can’t speak Turkish’ and ‘to meet people from different countries and cultures’. The graduates also attach importance to these items, 80% of them declare that English is ‘necessary’ or ‘very necessary’ in order ‘to communicate with foreigners who can’t speak Turkish’ and 70% of the graduates also believe they necessarily need English ‘to meet people from different countries and cultures’. One of the administrators also emphasizes the necessity of English to communicate with foreigners as follows:

Bence bizim öğrencilerimiz için İngilizce öğrenmede ilk amaç ülkemize gelen yabancılara yardımcı olmak olmalıdır. Öğrencilerimizin hem günlük konularda, hem de polisi ilgilendiren konularda yabancılarla iletişim kurup yardımcı olabilecek seviyede İngilizce öğrenmeleri gerekir.

[I think, for our students, the first and foremost objective of learning English should be helping foreigners coming to our country. The students should have sufficient English proficiency that enables them to communicate with foreigners both in daily and police-related issues]

66% of the students also mark learning English as ‘necessary’ or ‘very necessary’ ‘to access the websites in English related to profession or general issues’. About three quarters of the graduates (74%) also remark the same item as ‘necessary’ or ‘very necessary’ to indicate

the necessity of English knowledge. One of the administrators specified his concerns on this issue as follows:

Çağımızda iletişim kanallarının çeşitliliği ve özellikle sosyal medya ve teknolojinin kullanımındaki ciddi artış, güvenliği korumakla görevli gelecekteki emniyet amirlerinin İngilizceyi bilmelerini gerekli kılmaktadır

[The diversity of communication channels in our age and the serious increase of especially social media and technology use necessitate the police commanders of the future responsible for maintaining the security to know English]

More than half of the participants (55% of the students and 72% of the graduates) think that English is ‘necessary’ or ‘very necessary’ ‘to make translations related to profession’. One of the students remarks the importance of English in order to make translations as follows:

Yine mesela yurtdışında yazılmış çeşitli polislik uygulamaları ile ilgili makaleleri, kitapları Türkçeye çevirmek ve bunları bizim teşkilatın yararına sunmak içinde İngilizce lazım olabilir...

[Again we may need English in order to translate the books and articles, written in foreign countries, related to various policing practices and put them at the TNP’s disposal...]

So far, the items that the students and graduates agree on to some extent have been discussed, but there are some other items that they disagree. According to chi-square results, there are statistically significant differences in some items between the perceptions of the students and graduates; 38% of the students think learning English is ‘not necessary’ or ‘somewhat necessary’ ‘to write reports, articles in English related to profession’, adversely, 38% of the students and 80% of the graduates believe that English is ‘necessary’ or ‘very necessary’ ‘to write reports, articles in English related to profession’. For Item 8, a great proportion of the graduates (84%) state English is ‘necessary’ or ‘very necessary’ ‘to understand meetings, conferences in English related to profession and make presentations there’, but only 57% of the students agree with the graduates. Similarly, 76% of the graduates perceive English as ‘necessary’ or ‘very necessary’ ‘to follow publications in English related

to profession', but only 45% of the students think so. Considering these items - 'to write reports, articles in English related to my profession', 'to understand meetings, conferences in English related to my profession and make presentations there' and 'to follow publications in English related to my profession' - we can reach a conclusion; the graduates perceive English as necessary to fulfill these tasks but the students are not so sensitive about the necessity of English to carry out them. This might be due to the tasks' characteristics. The graduates practice all the mentioned items while doing their jobs and they are aware of the necessity of English in doing these but the students may not comprehend English as necessary to do these items since they are not functioning these duties as a police.

In order to clearly reveal why English is necessary for the members of TNP, the students' and graduates' responses can be ranked according to percentages:

Degree of Necessity	Students	Graduates
	The English Necessities	The English Necessities
1 st	To take part in international peacekeeping missions	To be assigned abroad for professional development
2 nd	To be assigned abroad for professional development	To take part in international peacekeeping missions
3 rd	To get sufficient scores from national or international language exams	To get sufficient scores from national or international language exams
4 th	To do postgraduate studies	To understand meetings, conferences related to my profession and make presentations there
5 th	To meet people from different countries and cultures and To communicate with foreigners who can't speak Turkish	To do postgraduate studies
6 th	To access the websites related to my profession or general issues	To communicate with foreigners who can't speak Turkish and To write reports, articles related to my profession
7 th	To understand meetings, conferences related to my profession and make presentations there	To follow publications related to my profession
8 th	To make translations related to my profession	To access the websites related to my profession or general issues
9 th	To follow publications in English related to my profession	To make translations related to my profession
10 th	To write reports, articles related to my profession	To meet people from different countries and cultures

As a whole, we can say that the participants consider English as necessary for all the listed items but it can be inferred from the results that both students and graduates are generally keen to learn English in order to improve their job performance (to be assigned abroad for professional development) and enhance their personal development (to take part in international peacekeeping missions). Educational purposes (to get sufficient scores from

national or international language exams, to do postgraduate studies), social needs (to meet people from different countries and cultures, to access the websites related to my profession or general issues), academic needs (to write reports, articles related to my profession, to follow publications in English related to my profession, to make translations related to my profession) and job requirements (to communicate with foreigners who can't speak Turkish, to understand meetings, conferences in English related to my profession and make presentations there) are also their main reasons for learning English. Considering these issues, the first step for the curriculum developers should be to make the Vocational English course curriculum and syllabus goals consistent with those reasons for learning English.

4.5. The Competency in English Language Skills and Areas of Knowledge

In this part of the questionnaires, the respondents were asked, considering their current English proficiency level, to rate their competency in main English language skills and some areas of knowledge. Based upon the literature, it is important to take into account the students' level of proficiency in English before designing an ESP course since this significantly helps in determining the *learning needs* (Hutchinson & Waters, 1987) of the students. Table 4.5. provides the information about both students' and graduates' perceptions of their English language competency.

Table 9. Students' and Graduates' Perceptions of Their Competency in English Language Skills and Areas of Knowledge

English Language Skills and Areas of Knowledge	Students' Perceptions of Their Competency in Language Skills and Areas of Knowledge %					Graduates' Perceptions of Their Competency in Language Skills and Areas of Knowledge %					Chi-square	df	p
	Poor	Below average	Average	Above Average	Excellent	Poor	Below average	Average	Above Average	Excellent			
1. Reading Skills	4	24	34	29	9	0	8	34	46	12	9.650	4	.046749
2. Writing Skills	15	32	36	15	2	8	16	40	30	6	9.982	4	.040726
3. Speaking Skills	24	49	23	3	1	4	30	38	26	2	29.972	4	.000005*
4. Listening Skills	18	44	24	10	4	2	12	56	28	2	33.972	4	.000001*
5. Translation Skills	14	29	39	17	1	6	30	24	38	2	10.474	4	.033149
6. Occupational vocabulary	21	40	32	6	1	6	28	22	40	4	30.914	4	.000003*
7. Grammar	12	26	40	19	3	0	16	36	44	4	15.330	4	.004063*
8. Pronunciation	9	22	34	29	6	4	22	48	26	0	5.933	4	.204196

* Significant at the Bonferroni adjusted significance level: $.05/8 = .006$

Key: Bold figures = categories with highest percentage

Table 9. indicates that 29% of the students perceive their ‘reading’ competency as ‘above average’ and 9% of them consider their ‘reading’ competency as ‘excellent’. 34% of them think their competency in ‘reading’ as ‘average’. We can infer that most of the students are satisfied with their competency in ‘reading skills’. According to the level of reading skill that the subjects believed to have, they are generally ‘average’. However, the students do not portray the same confidence in their ‘speaking’, ‘listening’, and ‘writing’ skills. A significant proportion of the students (24% as ‘poor’ and 49% as ‘below average’) consider themselves as ‘poor’ or ‘below average’ in ‘speaking’. More than half of the students (62%) again mark themselves as ‘poor’ or ‘below average’ in ‘listening skills’, and nearly half of them (47%) believe that they are ‘poor’ or ‘below average’ in ‘writing skills’, too. One of the instructors expresses her opinions about the students’ language abilities as follows:

...sınıfların çok kalabalık olması nedeniyle konuşma ve dinleme aktivitelerine pek ağırlık veremiyoruz, öğrencilerin ders dışında pratik yapma imkanları da çok az, derste de pek pratik yapamadığımızdan konuşma ve dinleme öğrenciler için oldukça zorlayıcı beceriler...

[...because of crowded classroom sizes we cannot emphasize speaking and listening activities; the students do not have much chance of practicing these abilities out of the classroom, and because of not practicing these abilities in the classroom, speaking and listening abilities are really difficult for the students...]

The reason of the students’ rating their ‘reading’ competency as ‘average’ or ‘above average’ and ‘speaking’, ‘listening’ and ‘writing’ competency as ‘poor’ or ‘below average’ might be due to Law Enforcement English course methodology; the focus of the Vocational English course is generally on ‘reading’ according to the statements of the students. The interviews held with the students and English instructors reveal that while ‘reading’ is emphasized in the Vocational English course, ‘speaking’, ‘listening’ and ‘writing’ skills are generally ignored.

In terms of the areas of knowledge, more than half of the students (21% as ‘poor’ and 40% as ‘below average’) also believe that their ‘occupational vocabulary’ level is ‘poor’ or ‘below average’. And for ‘translation skills’, 43% of the students feel themselves as ‘poor’ or

‘below average’, too. The students seem to perceive their ‘grammar’ and ‘pronunciation’ abilities better than ‘translation skills’ and ‘occupational vocabulary’. 40% of them state their competency in ‘grammar’ as ‘average’ and 19% as ‘above average’ and 3% as ‘excellent’. And 34% of them also perceive their competency in ‘pronunciation’ as ‘average’ and 29% as ‘above average’.

According to the students’ ‘felt’ competency in main language skills and areas of knowledge, the students appear to feel that they are insufficient especially in ‘speaking’, ‘listening’ and ‘writing’ because they generally feel their competency in these skills as ‘poor’ or ‘below average’. The students feel their ‘reading’ and ‘pronunciation’ as ‘average’ or ‘above average’. This situation again might be linked to their Vocational English course. According to the interviews held with the students, they generally practice reading and pronunciation activities while reading texts in the Vocational English course and because of their familiarity with these activities they may feel competent in these skills. The students also feel their ‘occupational vocabulary’ level as ‘poor’ or ‘below average’, because for the first time they came up with the job-related vocabulary through this course. This situation is supported by the following excerpt from an interview with a student:

...Dersin başlangıcında ilk defa gördüğümüz kelimeler olduğu için yani İngilizce değil de yeni bir dil öğreniyor gibiydik, okuduğumuz metinlerdeki kelimeler çok zorlayıcıydı. En zor kısmı, mesela metinde polisiye bir olay var ve bununla ilgili, yasalarla ilgili bir durum anlatılıyor, yani kanunlarla ilgili bu terimleri anlamak çok zordu ama zamanla alıştık ve birçok kelime öğrendik...

[...At the beginning of the course, there were vocabulary items that we came up with for the first time, so it was learning a new language rather than English. The vocabulary items of the texts we read were very difficult. The most difficult part; for example, there was a case concerning to the police in the text and a situation related to the legislation was explained in this case but it was very difficult to understand these vocabulary items related to laws but we were accustomed to this through the time and learnt new vocabulary...]

The analysis of the table, in terms of graduates' perceptions, also indicates that the graduates generally perceive their competency in 'reading', 'translation skills', 'occupational vocabulary' and 'grammar' as 'average' or 'above average'. And they also feel their competency in 'speaking', 'listening', 'writing' and 'pronunciation' as 'average'. It might be inferred that, comparing to the students, the graduates generally perceive their competency in English language skills as 'average' or 'above average' or 'excellent'. According to chi-square results, the differences between the perceptions of students and graduates, in terms of their competency in English language skills and areas of knowledge, are significant in 'speaking skills', 'listening skills', 'occupational vocabulary' and 'grammar'. While the students feel they are 'poor' or 'below average' in these skills, the graduates perceive themselves as 'average' or 'above average' or 'excellent'. This might be a result of their professional position, because they actively use English when they are performing their jobs. The overall picture depicted from the findings is that the students perceive themselves to be most able in reading skills and less able in listening and writing skills and least able in speaking skills and the same situation is valid for the graduates, too. So the curriculum, more specifically, the syllabus of Law Enforcement English course should be based on these needs of the students.

4.6. The Importance of English Language Skills and Areas of Knowledge

The participants of the study were also requested to rate the importance of the main language skills and some areas of knowledge in order to find out the crucial language skills and areas in their profession. The table below provides the perceived importance of English language skills and areas of knowledge by the students and graduates. To aid interpretation of the table, the 'Not important' and 'Somewhat important' categories have been combined, and the 'Important' and 'Very important' categories.

Table 10. Students' and Graduates' Perceptions About the Importance of English Language Skills and Areas of Knowledge

English Language Skills and Areas of Knowledge	Students' Perceptions About the Importance of Language Skills and Areas of Knowledge %			Graduates' Perceptions About the Importance of Language Skills and Areas of Knowledge %			Chi-square	df	p
	Not important / Somewhat important	Fairly important	Important / Very important	Not important / Somewhat important	Fairly important	Important / Very important			
1. Reading Skills	6	22	72	4	12	84	2.667	2	.263515
2. Writing Skills	10	25	65	4	28	68	1.661	2	.435866
3. Speaking Skills	1	6	93	2	14	84	3.012	2	.221847
4. Listening Skills	2	10	88	-	12	88	1.125	2	.569783
5. Translation Skills	5	15	80	8	24	68	2.873	2	.237714
6. Occupational vocabulary	4	23	73	2	24	74	.419	2	.811058
7. Grammar	14	35	51	18	48	34	3.905	2	.141917
8. Pronunciation	4	20	76	4	76	70	.708	2	.702009

* Significant at the Bonferroni adjusted significance level: $.05/8 = .006$

Key: Bold figures = categories with highest percentage

As indicated in Table 10., the students consider all skills and areas of knowledge 'important' or 'very important' to success in their future profession. The graduates also state that all the main language skills and areas of knowledge (except grammar) are 'important' or 'very important' for their jobs, but they perceive 'grammar' as 'fairly important'. Chi-square results also indicate that there is not a statistically significant difference between the students' and graduates' responses; that is, they generally have similar perceptions in terms of the importance of main language skills and areas of knowledge.

In all listed items, the students rate 'speaking' (93%) as the most important language skill while the graduates cite 'listening' (88%). According to the students, what follows 'speaking' is 'listening' with 88% respond rate but the graduates perceive 'speaking' and 'reading' having equal importance in the second rank with 84% respond rate.

As has been noted, the respondents favor speaking and listening skills as the most important language skills to their profession. Their responses to the questionnaires are verified by the interviews. Following is an excerpt from the interviews with the students about the importance of speaking and listening skills:

Mesleğe başladığımızda İngilizceye birçok yerde ihtiyaç duyabiliriz. İlk aklıma gelen yurtdışı görevleri, bu noktada çok fazla imkanımız var. Sadece misyon görevi değil, her yıl yurtdışında mesleğimizle ilgili birçok kursa gidebiliyoruz. Tabii, buralarda eğer sıkıntı yaşamak istemiyorsak ilk ihtiyaç duyduğumuz şey İngilizce olarak konuşup, anlaşılabilmek. Yani baktığımda İngilizcenin gerekli olduğu yerlerde, mesleğimiz açısından konuşma ve dinlediğini anlama çok önemli diyebilirim.

[We may need English in many situations when we start doing our job. The first thing comes to my mind is international missions in foreign countries. We have many opportunities to take part in these missions. But not just the abroad missions, every year, we can take part in many (in-service) trainings related to our job in different countries. Of course, for not facing with problems during these trainings, the first thing we need is being able speak and understand in English during these courses. In short, for the situations we need English in terms of our job, I can say that speaking and listening are very important]

The students and graduates attach importance to ‘speaking’ and ‘listening’, but for the graduates ‘reading’ is also as important as ‘listening’. Graduates’ perceptions related to the importance of ‘reading’ skill may result from their work experience. This situation is pictured one of the students as follows:

...çalıştığımız birime göre ihtiyaç duyacağımız dil becerisi değişebilir, mesela mezun olan üst devrelerimizle konuşuyoruz, çalıştıkları birimlerde uluslararası işbirliği yaptığımız ülkelerle yazışmalar oluyormuş, bu yazışmalar İngilizce oluyor, bu yüzden bu birimlere bu belgeleri okuyup, anlayıp geri cevap yazabilecek İngilizcesi olanları atıyorlar...

[...the language skill we need may change according to our departments. When we talk to our seniors, they tell us that there are official correspondences between our country and the countries that we signed collaboration agreement. These correspondences are in English so the ones who are able to read, understand and write the correspondences back are appointed to these departments...]

The importance of four main language skills and the areas of knowledge, as perceived by the students and graduates, can be ranked as follows according to percentages:

Degree of Importance	Students	Graduates
	English Language Skills and Areas of Knowledge	English Language Skills and Areas of Knowledge
1 st	Speaking	Listening
2 nd	Listening	Speaking and Reading
3 rd	Translation	Occupational vocabulary
4 th	Pronunciation	Pronunciation
5 th	Occupational vocabulary	Writing and Translation
6 th	Reading	Grammar
7 th	Writing	
8 th	Grammar	

Related literature on needs analysis studies demonstrate that the participants' perceptions about the language needs of a particular group do not always match, here we face with the differing perceptions of the students and graduates on the relative importance of language skills and areas of knowledge. As seen in the table of priority, the graduates attach great importance to 'occupational vocabulary' with 74% respond rate, while the students perceive it with lesser importance after 'translation' (80%) and 'pronunciation' (76%). Pronunciation comes as the fourth in terms of importance in both students' and graduates' responses. Among the four main language skills, 'writing' is perceived to be the least important skill both by students and graduates, but the graduates think that 'translation' is as important as 'writing', and both students and graduates attach the least importance to 'grammar'.

Taken as a whole, the participants indicate that each skill is highly important in their profession, but speaking and listening skills are considered to be more important by the students. Incidentally, these were also the skills where the students feel they are weak in and the interviews held with the students are also consistent with these results. The graduates also, besides listening, put emphasis on speaking, reading and occupational vocabulary for their profession. Thus the findings clearly indicate that the students need more training in speaking and listening in English besides reading and occupational vocabulary. Therefore, it is necessary when designing a needs-based syllabus to consider the students' and graduates' arguments about the priority of language skills and areas of knowledge.

4.7. The Importance of English Language Sub-skills

A needs analysis study can be viewed as the awareness of a target situation that the learners need to use English in. The *target situation analysis* establishes priorities, such as, which languages (English, German, etc.), skills (speaking, reading, etc.), situations or tasks (speaking on the phone, etc.) are more or less important in the target situation (West, 1997). In order to identify the students' target needs, in this part of the Student Questionnaire, the participants were asked to state their perceptions about the importance of some English sub-skills related to their future profession. Furthermore, the language requirements of the target situation can be identified by contemplating, questioning or observing those already in that situation (West, 1997), so the parallel part in the Graduate Questionnaire asked the respondents to rate the importance of these sub-skills regarding their current positions at work. The sub-skills were divided according to the four commonly accepted language skills of speaking, listening, reading and writing. To aid interpretation of the tables, the 'Not important' and 'Somewhat important' categories have been combined and similarly the 'Important' and 'Very important' categories.

4.7.1. The Importance of Speaking Sub-skills

Table 11. Students' and Graduates' Perceptions About the Importance of Speaking Sub-skills

Speaking Sub-skills	Students' Perceptions About the Importance of Speaking Sub-skills %			Graduates' Perceptions About the Importance of Speaking Sub-skills %			Chi-square	df	p
	Not important / Somewhat important	Fairly important	Important / Very important	Not important / Somewhat important	Fairly important	Important / Very important			
1. To participate discussions / make presentations related to my profession	35	33	32	8	10	82	33.430	2	.000000*
2. To give order / instructions to foreign colleagues	27	35	38	14	48	38	3.917	2	.141035
3. To elicit information about the identity of a foreign passport holder	8	32	60	14	36	50	1.948	2	.377525
4. To conduct face-to-face / telephone conversation with foreigners asking advice or help	3	23	74	8	20	72	1.940	2	.379034

5. To ask questions / give answers to a foreigner about the physical description of a person	5	31	64	14	26	60	3.744	2	.153801
6. To interview / interrogate foreign victims / criminals	11	26	63	16	14	70	3.090	2	.213342

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

As displayed in Table 11., 35% of the students perceive the first item, ‘participating the discussions and making presentations related to my profession’, as ‘not important’ or ‘somewhat important’, however 32% of them think that this item is ‘important’ or ‘very important’. As can be inferred from the percentages there is a discrepancy among the students for this item. On the other hand, with the highest importance percentage in the table, 82% of the graduates cite this item as ‘important’ or ‘very important’. The chi-square results also indicate a significant difference between the responses of students and graduates on this item. The reason of the graduates’ attributing high importance on this item may be due to their work experience; they may participate in the discussions in English with foreign colleagues and make presentations during the meetings while they fulfill their duties. The students may not be aware of the importance of this situation since they are students yet. In the same vein, one of the administrators lay stress on being able to participate the discussions and make presentations in English related to profession as follows:

Mezunlarımıza, göreve başladıklarında, yurtdışından gelen heyetlerle ilgilenme, onlara kurs verme, yurtdışında kurslara katılma gibi imkanlar doğmaktadır. Ayrıca uluslararası kuruluşlarda ülkemizi temsil etme gibi önemli bir konuma da sahip olabilmektedirler, bu noktada bu ders öğrencileri bu görevlere hazırlayıcı olmalıdır.

[Our graduates get the chance of welcoming foreign delegations, teach courses to these delegations and going abroad for trainings when they start their jobs. Additionally, they may get important positions like representing our country in international organizations. At this point, this course (Law Enforcement English) should prepare the students for these duties]

As emphasized by the administrator, considering their future profession, being able to participate discussions and make presentations in English will be very important for the

students in their future profession, so one of the objectives of Law Enforcement English course should be to provide these abilities to the students.

38% of the students perceive the second item, ‘giving orders and instructions to foreign colleagues’, as ‘important’ or ‘very important’, and again 35% of the students and 48% of the graduates perceive this ability as ‘fairly important’. The other English speaking abilities, ‘eliciting information about the identity of a foreign passport holder’, ‘conducting face-to-face/telephone conversation with foreigners asking advice or help’, ‘asking questions/giving answers to a foreigner about the physical description of a person’, ‘interviewing/interrogating foreign victims/criminals’ are also perceived as ‘important’ or ‘very important’ by both students and graduates. One of the students explains the importance of these abilities in these words:

Göreve başladığımızda birçok durumda İngilizce konuşmak gerekebilir. Mesela, sürekli TV’de izliyoruz, bir turistin şu eşyası çalındı, veya şöyle dolandırılmak istendi, gaspa uğradı diye... Bu şekilde mağdurlarla iletişim kurup onlara yardımcı olmak için İngilizce lazım. Tabii, yabancılar sadece mağdur değil, uluslararası aranan bir suçlu da olabilir, böyle bir durumda da bu kişilerin bağlantılarını takip edip, yakalayıp, sorgulamak için de İngilizce gerekli.

[We may need to speak in English in many situations when we start our job. For example, we usually watch on TV; a tourist was robbed, tried to defrauded, or extorted... We need English to communicate with and help the victims in the cases like these. Of course, the foreigners may not only be victims, they may also be internationally wanted criminals, in that case we again need English to follow the connections of the criminals and seize and interrogate them]

The importance of the listed speaking sub-skills as perceived by the students and graduates can be ranked as follows according to percentages:

Degree of Importance	Students	Graduates
	Speaking Sub-skills	Speaking Sub-skills
1 st	Conducting face-to-face / telephone conversations with foreigners asking advice or help	Participating discussions/making presentations related to my profession
2 nd	Asking questions/giving answers to a foreigner about the physical description of a person	Conducting face-to-face / telephone conversations with foreigners asking advice or help
3 rd	Interview ing/interrogating foreign victims/criminals	Interview ing/interrogating foreign victims/criminals
4 th	Eliciting information about the identity of a foreign passport holder	Asking questions/giving answers to a foreigner about the physical description of a person
5 th	Giving order/instructions to foreign colleagues	Eliciting information about the identity of a foreign passport holder

4.7.2. The Importance of Listening Sub-skills

Table 12. Students' and Graduates' Perceptions About the Importance of Listening Sub-skills

Listening Sub-skills	Students' Perceptions About the Importance of Listening Sub-skills %			Graduates' Perceptions About the Importance of Listening Sub-skills %			Chi-square	df	p
	Not important / Some what important	Fairly important	Important / Very important	Not important / Some what important	Fairly important	Important / Very important			
8. To understand meetings / conferences related to my profession	25	27	48	4	8	88	22.685	2	.000012*
9. To understand questions / orders raised by foreign colleagues / people	14	31	55	4	18	78	8.051	2	.017852
10. To understand TV / radio programs related to my profession	22	32	46	8	30	62	5.474	2	.064760
11. To understand different accents or slang words	22	31	47	32	38	30	4.136	2	.126411
12. To understand telephone conversations made with foreign people / colleagues	9	26	65	8	14	78	3.033	2	.219503

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

As shown in Table 12., nearly all of the students' and graduates' responses, related to the importance of the listed listening sub-skills, are on 'important' or 'very important' option. Only Item 11, 'understanding different accents or slang words', is perceived as 'fairly important' by 38% of the graduates. However, there is a significant difference between the students' and graduates' responses for Item 8, 'understanding meetings/conferences related to my profession'. A significant proportion of the graduates (88%) perceive this item as 'important' or 'very important', but only 48% of the students state this item as 'important' or 'very important'. Here, again, the graduates' awareness about the importance of this ability can be traced to their work experience.

The importance of the listed listening sub-skills as perceived by the students and graduates can be ranked as follows according to percentages:

Degree of Importance	Students	Graduates
	Listening Sub-skills	Listening Sub-skills
1 st	Understanding telephone conversations made with foreign people / colleagues	Understanding the meetings / conferences related to my profession
2 nd	Understanding questions / orders raised by foreign colleagues/people	Understanding questions / orders raised by foreign colleagues/people
3 rd	Understanding meetings / conferences related to my profession	Understanding telephone conversations made with foreign people / colleagues
4 th	Understanding different accents or slang words	Understanding TV / radio programs related to my profession
5 th	Understanding TV / radio programs related to my profession	Understanding different accents or slang words

As for the listening-subskills, the participants indicate that the members of Turkish National Police (TNP) need to listen in English in order to understand questions/orders raised by the foreigners, and telephone conversations made with the foreign people, and the meetings and conferences held with the foreign colleagues. One of the administrators remarks the importance of these abilities as follows:

İllerde görev alan amirlerin büyük kısmı, halkla iç içe olduğu gibi yabancılarla da irtibat kurmakta, onların talep ve şikayetleriyle ilgilenmek durumundadır. Merkez teşkilatta çalışan amirler ise yabancı heyetlerle toplantılar yapıp, bu devletlerle imzalanan anlaşmalarda aktif roller almaktadır. Gelecekte amir olacak öğrencilerimizin de yabancı kişilerle İngilizce olarak yapacakları konuşmalarda ve dinlemelerde polis ve güvenlik literatürüne hakim olması ve kolaylıkla iletişim kurabilmesi gerekmektedir.

[The police commanders working in the city centers, because of integrating with the public, contact with the foreigners, too; they are to be concerned with the foreigners' demands and complaints. The commanders working in the headquarters conduct meetings with foreign delegations and take an active role in the agreements with the foreign countries. Our students -the police commanders of the future- are supposed to master the police and security terminology while speaking and listening to foreigners in English and should communicate easily]

The participants further indicate that listening in English is important because it enables them to understand the TV/radio programs held in their area of work or study. And understanding the different accents and slang words used by the foreign English speakers is also perceived important by the students and graduates. Inferences from the tables shed light onto the content of the suggested syllabus; the syllabus design should include all the aforementioned sub-skills as an objective for the sake of being functional.

4.7.3. The Importance of Reading Sub-skills

Table 13. Students' and Graduates' Perceptions About the Importance of Reading Sub-skills

Reading Sub-skills	Students' Perceptions About the Importance of Reading Sub-skills %			Graduates' Perceptions About the Importance of Reading Sub-skills %			Chi-square	df	p
	Not important / Some what important	Fairly important	Important / Very important	Not important / Some what important	Fairly important /	Important / Very important			
14. To read and understand the police-related news from the magazines / newspapers	21	24	55	10	10	80	8.996	2	.011133
15. To read and understand the articles / reports / studies related to my profession	26	24	50	6	16	78	12.301	2	.002132
16. To read and interpret the information in diagrams and charts related to my profession	34	25	41	8	26	66	12.131	2	.001408 *
17. To read and understand the written instructions related to my profession	18	28	54	6	18	76	7.410	2	.024596

18. To read and understand the questions in the exams (TOEFL, YDS etc.)	4	16	80	2	16	82	.417	2	.811992
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* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

In terms of reading sub-skills, the analysis of the table reveals that both students and graduates generally perceive the listed reading sub-skills as 'important' or 'very important'. As indicated by chi-square results, the only statistically significant difference between the students' and graduates' responses is for Item 16. 66% of the graduates and 41% of the students perceive 'reading and interpreting the information in diagrams and charts related to my profession' as 'important' or 'very important', but 34% of the students perceive this item as 'not important' or 'somewhat important' while this rate is very low (8%) with the graduates. The reason of graduates' perceiving this item as 'important' or 'very important' may be due to their work. The graduates working in different departments of the TNP may read and interpret the information in diagrams and charts while they are reading different articles or studies in English. Because they may be supposed to read and understand the reports or articles prepared by the international or foreign police organizations in order to use the findings for international and national security applications.

The priority of the listed reading skills rated by the students and graduates as follows:

Degree of Importance	Students	Graduates
	Reading Sub-skills	Reading Sub-skills
1 st	Reading and understanding the questions in the exams	Reading and understanding the questions in the exams
2 nd	Reading and understanding the police-related news from the magazines / newspapers	Reading and understanding the police-related news from the magazines / newspapers
3 rd	Reading and understanding the written instructions related to my profession	Reading and understanding the articles / reports / studies related to my profession
4 th	Reading and understanding the articles / reports / studies related to my profession	Reading and understanding the written instructions related to my profession
5 th	Read and interpreting the information in diagrams and charts related to my profession	Read and interpreting the information in diagrams and charts related to my profession

The overall picture depicted from the results of the questions asking for the importance of the specific reading skills indicates that both students and graduates attribute much importance to read and understand the questions in the English exams; because these

exams enable them (if they succeed in) to be sent international peacekeeping missions in different countries, and the exams are also key to pursue postgraduate degrees both in Turkey and abroad. The participants also indicate that they may need to read in English in order to understand written materials related to their jobs and police specialization (e.g., newspapers, magazines, articles, reports, various studies and other references). One of the students comments on their reading needs in English as follows:

En basitinden dil sınavlarına girip, yeterli puanı almak için İngilizce gerekli; hem yurt dışı görevleri için hem de yurt dışında master veya doktora eğitimi için, hatta Türkiye’de bile lisansüstü eğitim için dil puanı gerekiyor... Ayrıca, mesela başka ülkelerin yayınladığı o ülkelerdeki güvenlik uygulamalarını anlatan yayınlar oluyor, ve bunlar diğer ülkelere de hitap etmesi için İngilizce yayımlanıyor, bunları okuyup anlamak için de İngilizce gerekli... Bazen de yabancı polis teşkilatlarından bir suçlunun dosyası ile ilgili bilgiler geliyor bunlar da İngilizce oluyor, yine bunları okuyup anlamak için de İngilizce bilmek gerekiyor.

[English is necessary, at least to get sufficient scores from the English language exams; getting sufficient scores from the English language exams is necessary both for the international missions and abroad master or doctoral studies and even in Turkey sufficient language score is necessary for postgraduate studies... Furthermore, there are the publications of foreign countries explaining the security applications of those countries and these publications are in English since to address the other countries; we need English to read and understand these publications, too... We sometimes get information about the criminal record of a criminal from foreign police organizations, and this information is also in English, we again need English to read and understand these documents, too]

4.7.4. The Importance of Writing Sub-skills

Table 14. Students' and Graduates' Perceptions About the Importance of Writing Sub-skills

Writing Sub-skills	Students' Perceptions About the Importance of Writing Sub-skills %			Graduates' Perceptions About the Importance of Writing Sub-skills %			Chi-square	df	p
	Not important / Some what important	Fairly important	Important / Very important	Not important / Some what important	Fairly important /	Important / Very important			
20. To write notes in meetings / conferences / seminars related to my profession	33	28	39	6	12	82	25.446	2	.000003*
21. To write articles / reports / projects related to my profession	37	28	35	10	16	74	21.241	2	.000024*
22. To write statements of witnesses / victims for international police investigations	19	33	48	14	22	64	3.456	2	.177660
23. To fill out official forms / reports	18	35	47	12	26	62	3.036	2	.219143
24. To write formal / informal texts / mails	15	28	57	2	18	80	9.359	2	.009282

* Significant at the Bonferroni adjusted significance level: $.05/24 = .002$

Key: Bold figures = categories with highest percentage

With regard to the writing sub-skills, the students' and graduates' responses are generally overlap except Items 20 and 21. According to chi-square results, there are statistically significant differences between the students' and graduates' responses on Items 20 and 21; a significant proportion of the graduates (82%) and 39% of the students think 'writing notes in meetings/conferences/seminars related to profession' as 'important' or 'very important' but 33% of the students also perceive this ability as 'not important' or 'somewhat important'. And for Item 21, 'writing articles/reports/projects related to profession', almost three quarters of the graduates (74%) and 35% of the students express their opinions as 'important' or 'very important', but 37% of the students also perceive this item as 'not important' or 'somewhat important'. The other writing abilities; 'writing statements of witnesses/victims for international police investigations', 'filling out official forms/reports', and 'writing formal/informal texts/mails' are perceived as 'important' or 'very important' by both students and graduates.

The participants rate the importance of these writing abilities as follows:

Degree of Importance	Students	Graduates
	Writing Sub-skills	Writing Sub-skills
1 st	Writing formal/informal texts/emails	Writing notes in meetings/conferences /seminars related to my profession
2 nd	Filling out official forms/reports	Writing formal/informal texts/emails
3 rd	Writing statements of witnesses / victims for international police investigations	Writing articles/reports/projects related to my profession
4 th	Writing notes in meetings/conferences /seminars related to my profession	Writing statements of witnesses / victims for international police investigations
5 th	Writing articles/reports/projects related to my profession	Filling out official forms/reports

Filling out official forms/reports, writing formal/informal documents and statements of witnesses/victims for international police cooperation are relevant to daily police work, but graduates' greater sensitivity towards writing articles/reports/projects related to their profession may be interpreted as their emphasis on the academic needs of their job. With the rise of the terms like community policing and democratic policing, the police is supposed to find and prepare solutions regarding the problems of the society in terms of academical perspective. One of the administrators explains his opinions about writing needs of the cadets below and his thoughts may give some clues about the objectives of Law Enforcement English course:

Yurtdışı görevlerinde tutulan raporlar ve resmi belgeler İngilizce, bu yüzden bu derste buna yönelik aktiviteler olmalı, örnekler gösterilmeli... Yine emniyet teşkilatımız çeşitli ülkelerin polis teşkilatları ve kurumlarıyla yazışmalar da yapmaktadır ve bu yazışmaların özel bir formatı ve dili vardır; bunlar üzerinde de durulmalı ve öğrenciler bu yönde hazırlanmalıdır...

[The police reports and formal documents of the international missions are all in English, so there should be activities and examples of these documents in this course... The Turkish National Police may exchange correspondence with different countries' police organizations or institutions and these correspondences have a unique format and language, so all these should be emphasized and the cadets should be trained in these abilities, too]

This section investigated the importance of some skills and activities that the cadets may need to use in their professional contexts. These skills and activities were categorized under the main language skills (speaking, listening, reading, and writing). The overall picture depicted from the results of this section asking for the importance of some English sub-skills indicates that the graduates generally regard all the listed sub-skills as ‘important’ or ‘very important’ since they are all aware of the importance of these abilities while fulfilling their duties. However, the students perceive some of these skills (participating discussions/making presentations related to profession, writing articles/reports/projects related to profession, writing notes in meetings/conferences/seminars related to profession) as ‘not important’, ‘somewhat important’ or ‘fairly important’ since they are still stranger to their future profession. By comparing the percentages of both students’ and graduates’ responses in main skills, it is evident that the percentages of speaking and listening sub-skills are higher than reading and writing in terms of importance. Thus the findings may indicate that the students need more training in speaking and listening sub-skills. It is clearly seen that the participants attach more importance to the skills that are challenging and problematic for them. However, it is worth mentioning that the graduates who are already experiencing the target situation perceive all listed sub-skills as ‘important’. So, in developing the curriculum for Law Enforcement English course, these findings should be taken into consideration and emphasis should be given to the most important sub-skills for the learners in this specific setting.

4.8. Students’ Interests in the Course Topics

If a course is designed based on students’ needs and interests, it is likely to be motivating for the learners since they see the obvious relevance of what they are studying (Basturkmen, 2006). Bearing in mind the importance of greater student involvement, the interest questionnaire was prepared and administered to the students to reflect their interests on the thematic content of Law Enforcement English course syllabus.

Table 15. Students' Interests in the Course Topics

Course Topics	Students' Interests Level in the Course Topics - %		
	I'm not interested in at all	I'm interested in	I'm very interested in
1. Security in the world: law enforcement agencies all around the world	24	60	16
2. Terrorism and Counter-terrorism	5	52	43
3. Civil Disorder: demonstrations, strikes, riots, etc.	16	56	28
4. Drug Trafficking; narco-terror	4	48	48
5. Traffic: violations, laws, accidents, vehicles, etc.	51	39	10
6. Human Trafficking: fugitives, refugees, immigrants, etc.	23	56	21
7. Crimes Against Property: theft, robbery, burglary, vandalism, etc.	24	54	22
8. Financial Crimes: money laundering, embezzlement, tax evasion, etc.	14	52	34
9. Cyber Crimes: computer and internet crimes	25	43	32
10. Border Security	57	35	8
11. Criminology	28	56	16
12. Public Safety	22	47	31
13. Hostage Rescue	37	51	12
14. Crime Scene Investigation	26	53	21
15. Domestic Violence and Child Abuse	34	50	16
16. Organized Crimes	7	43	50
17. International cooperation in law enforcement: international agencies	47	39	14
18. Multinational peace support operations	33	48	19
19. Human rights and law enforcement	35	43	22
20. Police Ethics	38	52	10
21. Guns, weapons, ammunition, etc.	25	40	35
22. Psychological aspects/barriers of law enforcers	38	37	25
23. Criminal psychology	26	48	26
24. Career in police organizations	36	47	16
25. Communication, language and leadership in policing	29	45	26
26. Police training in Turkey and in the world	37	41	22
27. Community policing	40	40	19
28. Sports and physical education	30	46	23

Key: Bold figures = categories with highest percentage

As a result of the interviews with the students, graduates, instructors, and administrators, 28 topics were specified to put into the questionnaire. Among the listed items/topics, each item was scaled on a three-point scale: (1) I'm not interested in at all, (2) I'm interested in, (3) I'm very interested in. The students were asked to rank the topics, drawing their attention and might be useful for their future professional career, according to their interest level. The above table shows the percentage distribution of the interest

questionnaire. Taking into consideration the course's time framework and the students' interests level, the most favorite 14 topics for the students were designated as follows:

The Most Favorite Course Topics	
1st	Drug Trafficking; narco-terror
2nd	Organized Crimes
3rd	Terrorism and Counter-terrorism
4th	Financial Crimes: money laundering, embezzlement, tax evasion
5th	Civil Disorder: demonstrations, strikes, riots
6th	Guns, weapons, ammunition
7th	Public Safety
8th	Cyber Crimes: computer and internet crimes
9th	Criminal Psychology
10th	Human Trafficking: fugitives, refugees, immigrants
11th	Crimes Against Property: theft, robbery, burglary, vandalism
12th	Communication, language and leadership in policing
13th	Crime Scene Investigation
14th	Sports and physical education

The students' arguments related to the current content of Law Enforcement English course revealed that the course content, especially topics do not arouse their interests. Since the current topics of the course pack were adapted from a foreign country's police education institution the students cannot see the relevance of what they are studying to their own target contexts. So, the topics needed to be revised in accordance with the learners' needs and interest as well as organizational needs of the TNP. As a result, the interest questionnaire was surveyed to understand the cadets' professional needs and interests in terms of topics and in order to use the most favorite topics while designing a syllabus. The list of the topics above is by no means prescriptive. They are just the suggestions based on the findings of the interest checklist and therefore are supposed to be motivating for the personal interests and professional needs of the students in question. All in all, the listed favorite topics should be used with the ultimate aim of realizing curricular objectives of the Vocational English course.

This chapter analyzed the Student and Graduate Questionnaires and supported the results with the interview data. The first section investigated the students' perceptions about the current Law Enforcement English course and asked their suggestions, in terms of content and methodology, for the future courses. The next section looked into the participants' difficulties with English, and then the reasons of these difficulties were tried to be identified. Next, the necessity of English language for the participants' future profession was portrayed. After that, the importance of main language skills and areas for the target profession and the participants' competency in these skills and areas were revealed. The importance of some

sub-skills for the cadets' future profession and their interests in different course topics were also brought to light. In conclusion, this chapter presented the information about the students' target needs (the skills and activities that the learners will be using English for), present lacks and difficulties, their interests and motivations and the teaching context factors (facilities and constraints of the teaching environment). The overall aim was to determine the objectives of Law Enforcement English course and suggest a needs-based syllabus design.

CHAPTER 5

CONCLUSION

In this chapter, first, an overview of the study is presented: summary of the results is discussed. Then, implications of the needs analysis are submitted for the suggested syllabus design of Law Enforcement English course. Finally, the issues that could be dealt with in future studies are mentioned as suggestions for further research.

5.1. Overview of the Study

The primary objective of this study was to investigate English language needs of the cadets at the Turkish National Police Academy (TNPA). In order to reach this aim, data were collected from the students, graduates, English instructors, and administrators through questionnaires and interviews. The study also aimed to suggest a needs-based syllabus design for the Vocational English (Law Enforcement English) course at the Academy. First of all, the fourth year students taking the course were given a needs analysis questionnaire in order to reveal their perceptions about their overall English language needs and the effectiveness of Law Enforcement English course. Then, the graduates working at various the departments of the Turkish National Police (TNP) were distributed a questionnaire to reveal their perceptions about English language needs of the members of TNP. Finally, some of the students, English instructors and administrators were interviewed to obtain deeper information about their perceptions of English language needs of the cadets and the efficiency of the Vocational English course.

5.1.1. Perceptions of the Students, English Instructors, and Administrators About the Current Law Enforcement English Course

This part is shaped in the framework of first research question: How do the students, English instructors, and administrators of the Turkish National Police Academy perceive the efficiency of the current Law Enforcement English course curriculum?

As mentioned earlier, a sound needs analysis study should include *learner factor analysis* (identification of learners' motivation, perceptions, and learning styles etc.) and *teaching context analysis* (identification of facilities and constraints of the teaching milieu) (Basturkmen, 2010). So, the first part of the Student Questionnaire investigated the students' opinions about the current content and methodology of Law Enforcement English course and their suggestions for the future courses. In general, the students regarded Law Enforcement

English course as important and useful for their future professional career - the target situations that they will use English for (Hutchinson & Waters, 1987). However, they stated that they are generally not satisfied with the course methodology. They think the course does not meet their job-specific English language needs and they also indicated that the course, as it stands now, does not increase their interests and meet their expectations in law enforcement topics, so they are not content with the course content.

Regarding the emphasized language skills/areas in the course, the students stated that ‘reading’, ‘occupational vocabulary’ and ‘translation’ are emphasized but ‘speaking’, ‘listening’, and ‘writing’ skills are overlooked by the teachers in Law Enforcement English classes. The interviews held with the instructors confirmed this situation. The instructors indicated that because of the time and physical constraints of the school they ignore these skills. Both students and instructors agreed that the emphasis is not equally placed on main language skills in the current classes but they suggested that an integrated approach including all skills should be followed in the future classes.

As for the course materials, the students regarded the audio-visual materials as insufficient and not interesting. They also thought that the reading texts used in the course were beyond their proficiency level, so they were in trouble understanding them and this situation demotivated them. And neither the cadets nor the instructors found the current amount of Vocational English instruction at the TNPA sufficient.

The results of the student questionnaire and the interviews held with the students and instructors indicated that there is clearly a great degree of dissatisfaction among the students about the course. A great majority of the students regarded the current overall design of the course as insufficient and inadequate to meet their English language needs. So, all parties of the study (students, graduates, instructors and administrators) suggested some solutions.

According to the participant students, there are some activities need to be emphasized in the future classes: occupational vocabulary and pronunciation activities and job-specific reading texts should be accentuated. There should also be dialog and role-play activities besides videos of real law enforcement cases. The students want to watch authentic police-related videos and role play them. Another suggestion made by the students was English language exams preparation activities. They want to get prepared for the English exams that enable them to participate abroad trainings and missions. Most of the students also stated that they want to study a course book instead of the existing course pack. The instructors also

supported this view; to them, providing such a course book would appear to be a feasible first step to improve the Vocational English courses. And the students were not in favor of studying grammar, presentation activities, and out-of-classroom research tasks in the future classes.

The participant instructors also suggested that the Vocational English course should be elective; thus, the classroom sizes can be reduced to increase the efficacy of the course. And the Vocational English classes should be formed according to the students' proficiency levels in order to eliminate the demotivation of the students having lower level proficiency. According to teachers the most important thing for the future classes is having improved language teaching facilities. The graduates also pointed out the importance of reports and correspondences in English in their duties, so they suggested that formal document examples should be included in the content of future classes.

A very pertinent point to note with regard to English language needs of the cadets is the participants' suggestions for a Vocational English course that is customized to the students' real language needs. Namely, all parties of the study stressed that Law Enforcement English course should be target-driven and practical; that is, the course should prepare the cadets to the situations or tasks that they are likely to encounter in their future profession.

5.1.2. Perceptions of the Students, Graduates, English Instructors, and Administrators About the Cadets' English Language Needs

In this part, the results of the second research question are discussed: How do the students, graduates, English instructors, and administrators of the Turkish National Police Academy perceive the cadets' English language needs?

A comprehensive needs analysis should include *target situation analysis* (identification of the tasks, skills, and activities learners are/will be using English for – *necessities* or *objective needs*) and *present situation analysis* (identification of learners' current language skills, abilities in relation to the demands of target situation – *lacks*, *deficiencies*, or *subjective needs* (Dudley-Evans, 1998; West, 1997). Considering the importance of a sound needs analysis in identifying the language needs of the students, this study also focused on the cadets' present and future language needs. The second part of the Student Questionnaire and the parallel part in the Graduate Questionnaire tried to diagnose the participants' perceived difficulties with English use.

Within speaking skills, the students stated that they ‘usually’ or ‘always’ have difficulty in ‘forming grammatically correct sentences’, ‘turning thoughts into words fast enough’, ‘using appropriate intonation and stress’, and ‘choosing appropriate words and phrases’ while speaking in English. They also indicated that they generally worry about saying something incorrectly while speaking. The analysis of the graduates’ responses showed that they are ‘usually’ or ‘always’ challenged by ‘turning thoughts into words fast enough while speaking’, however they ‘sometimes’ have problems in the other speaking skills. Within listening skills, the students noted that they are ‘usually’ or ‘always’ confronted with difficulties in ‘deducing the meaning of unfamiliar words and word groups’, ‘understanding the complex grammatical structures’, ‘taking notes’, and ‘understanding different accents and tones’ while listening to something in English. The graduates also marked that they ‘usually’ or ‘always’ face difficulty in ‘understanding different accents and tones’ but they ‘sometimes’ or ‘never’ or ‘rarely’ experience problems in the other listening abilities.

For reading skills, ‘understanding and summarizing a reading text generally’, ‘skimming and understanding the main idea of a reading text’, ‘reading a text carefully and understanding the detailed information’ and ‘guessing the meaning of unknown vocabulary while reading a text’ were the most problematic issues that the students ‘usually’ or ‘always’ experience. The graduates generally indicated that they ‘never’ or ‘rarely’ have difficulty in the mentioned reading skills. For writing skills, the students ‘usually’ or ‘always’ found the following abilities difficult: ‘forming grammatically correct sentences’, ‘selecting appropriate words’, ‘organizing ideas/information appropriately’ and ‘writing quotations/citations correctly’. The graduates also found ‘organizing ideas/information appropriately while writing’ difficult that they ‘usually’ or ‘always’ experience. As depicted by the analysis, the students’ having trouble in all of the mentioned language skills may be due to their overall language proficiency in English. The graduates seem to have less problems and difficulties in all skills because of their work experience and active use of the language. The analysis of the graduates’ difficulties in English may give some clues to guess the students’ likely to continue language difficulties in the future, so the students may need more training in these skills.

The focus of the third part of the Student Questionnaire and the parallel part in the Graduate Questionnaire was the perceptions of the participants about the reasons of the difficulties they experience while using English. The responses of students and graduates generally overlapped with each other. The participants generally associated their difficulties

in English with ‘insufficient vocabulary knowledge’, ‘insufficient speaking skills’, ‘inadequate English courses taken in the previous years’ and ‘insufficient listening skills’. These results were also consistent with the interview data coming from the teachers. They pointed out that their students have difficulty in English because of the mentioned issues.

The fourth part in the Student Questionnaire and the parallel part in the Graduate Questionnaire dealt with the participants’ perceptions of why they think English is necessary in their profession, namely why the participants need English. The analysis of the responses showed that both students and graduates generally - referencing the highest percentages - perceive English as ‘necessary’ or ‘very necessary’ ‘to take part in international peacekeeping missions’, ‘to be assigned abroad for professional development’ and ‘to get sufficient scores from national or international language exams’. However, there are some items about the necessity of English that the students and the graduates disagree. A great proportion of the graduates think that English is ‘necessary’ or ‘very necessary’ ‘to understand meetings, conferences in English related to profession and make presentations there’, ‘to write reports, articles in English related to profession’, and ‘to follow publications in English related to profession’, however the students do not perceive these issues as important as the graduates think. The analysis of the interviews with the students, instructors and administrators also remarked that the students need English to communicate with foreigners who can’t speak Turkish, to access the websites in English related to profession, and to make translations related to profession (job requirements), and to do postgraduate studies (educational needs). Considering these issues, it is concluded that the curriculum and syllabus of the Vocational English course should be consistent with those reasons for learning English.

The fifth part of the Student Questionnaire and the parallel part in the Graduate Questionnaire were designed to investigate the participants’ perceptions of their competence in main language skills (speaking, listening, reading, and writing) and some areas of knowledge (grammar, occupational vocabulary, pronunciation, and translation). The results indicated that the students perceive their ‘reading skills’ competency as ‘average’ or ‘above average’, while they feel themselves as ‘poor’ or ‘below average’ in ‘speaking’, ‘listening’ and ‘writing’ skills. As for the areas of knowledge, the students perceived themselves as ‘poor’ or ‘below average’ in ‘translation skills’ and ‘occupational vocabulary’, they also found their competency in ‘grammar’ and ‘pronunciation’ as ‘average’ and ‘above average’. The graduates also felt their competency in ‘reading’, ‘translation’, ‘occupational vocabulary’, and ‘grammar’ as ‘average’ or ‘above average’ and in ‘writing’, ‘speaking’, ‘listening’ and

‘pronunciation’ as ‘average’, and this situation indicates significant differences between the perceptions of the students and graduates. The analysis of the interviews held with the students and English instructors indicated that the students perceive themselves to be most able in reading skills and less able in listening and writing skills and least able in speaking skills. The students’ rating of speaking skill as the skill in which they are less proficient comparing to other skills is consistent with the results of Alhuqbani’s (2008) needs analysis study with police officers. Taking into consideration the focus of the current Law Enforcement English course, it is possible to conclude this relative difficulty with speaking skills results from the fact that reading activities dominates the syllabus, while speaking, listening, and writing are almost absent from it. So, the findings indicates that the students appear to need more training especially in ‘speaking’ and then ‘listening’ and ‘writing’.

This part also requested the participants to rate the importance of mentioned language skills and areas to their profession besides their competency in these skills. In terms of the importance of main language skills and areas of knowledge, it is worth mentioning that all the participants considered those skills and areas ‘important’ or ‘very important’ to success in their profession. However, in terms of the percentages, ‘speaking’ and ‘listening’ skills were considered to be more important than ‘reading’ and ‘writing’ by the students. The cadets’ ranking of ‘speaking’ and ‘listening’ as the most important skills to their work is consistent with a previous study in police context (Alhuqbani, 2008). Both students and graduates perceived ‘speaking’ as the most important and ‘writing’ as the least important skill in their profession, but the graduates noted that ‘reading’ is as important as ‘listening’ after ‘speaking’. A course instructor/designer should definitely consider the above ranking of the language skills by the students when designing a Law Enforcement English course syllabus.

As for the language areas, the graduates attached great importance to ‘occupational vocabulary’ but the students perceived it with lesser importance after ‘translation’ and ‘pronunciation’. ‘Grammar’ was perceived as the least important area both by the students and graduates. The interviews held with the students, instructors and administrators supported the students’ and graduates’ arguments about the priority of language skills and areas of knowledge in their profession but all parties also emphasized the importance of all skills and areas.

Part six of the Student Questionnaire and the parallel part in the Graduate Questionnaire sought information on how some English sub-skills are important to the participants' work. In other words, this part was designed to obtain the respondents' perceptions about the specific needs for the four language skills in their target situations (West, 1997).

Within speaking sub-skills, 'conducting face-to-face/telephone conversations with foreigners asking advice or help', 'asking questions/giving answers to a foreigner about the physical description of a person', 'interviewing/interrogating foreign victims/criminals', and 'participating discussions/making presentations related to profession' had the highest percentages in terms of importance according to the responses of the students and graduates. In other words, both students and graduates perceived these skills as 'important' or 'very important'. But the percentage of students perceiving the item 'participating discussions/making presentations related to profession' as 'not important' or 'somewhat important' and 'important' or 'very important' was almost equal. That may mean that the students are not aware of the importance of this situation since they are still students. However, both graduates and administrators attribute great importance to this item since they are aware of the necessity of this skill in their works. In terms of listening sub-skills, both students and graduates perceived 'understanding telephone conversations made with foreign people/colleagues', 'understanding questions/orders raised by foreign colleagues/people' and 'understanding meetings/conferences related to profession' as 'important' or 'very important'.

As for reading sub-skills, 'reading and understanding the questions in the exams', 'reading and understanding the police-related news from the magazines/newspapers', 'reading and understanding the written instructions related to profession' and 'reading and understanding the articles/reports/studies related to profession' were regarded as 'important' or 'very important' by all respondents. With regard to writing sub-skills, 'writing formal/informal texts/emails', 'filling out official forms/reports', 'writing statements of witnesses/victims for international police investigations' and 'writing notes in meetings/conferences related to profession' were seen as 'important' or 'very important' by the participants.

In conclusion, this section asked for the importance of some English sub-skills and the findings indicated that the graduates generally perceive all the listed sub-skills as 'important' or 'very important' since they are already in their work contexts and using these

skills. However, the students perceive some of these skills as ‘not important’ or ‘somewhat important’ since they are still not much informed about their real needs.

As Nunan (1985) points out “the most powerful argument in favour of a needs-based course is a motivational one. One way of improving motivation is to orientate content towards those areas that most interest learners and which are perceived by them as being more relevant” (p. 7). Keeping in mind this issue, the last part of the Student Questionnaire was a kind of interest checklist that revealed the students’ interests on the thematic content of the suggested syllabus design for Law Enforcement English course. According to the results, the most interesting 14 topics for the cadets were Drug Trafficking, Organized Crimes, Terrorism and Counter-terrorism, Financial Crimes, Civil Disorder, Guns and Weapons, Public Safety, Cyber Crimes, Criminal Psychology, Human Trafficking, Crimes Against Property, Communication and Leadership in Policing, Crime Scene Investigation, Sports and Physical Education.

Having analyzed the results of the needs analysis that identified English language needs of the police cadets, we can now scrutinize what implications these results may have, and what recommendations, in relation to these implications, can be made as regards to the Law Enforcement English curriculum of the Turkish National Police Academy.

5.2. Implications of the Study: A Needs-based Syllabus Design for Law Enforcement English Course

This part is shaped in the framework of the third research question: How can a needs-based Law Enforcement English course syllabus be developed for the 4th year cadets at the Turkish National Police Academy? Integrating the needs analysis results into course design is not an easy task. Berwick (1989) points out that three responses are possible to identified needs: ‘ignoring them’, ‘interpreting them’, or ‘applying them directly to planning’. He also notes that the usual response is interpreting. Here, the analysis of the questionnaire results are interpreted with the help of interview findings to reflect them onto the suggested syllabus design, namely the practical implications of the study are presented.

If a group of learners’ English language needs can be accurately specified, then this specification of needs can be used to determine the content of a language programme that will meet these needs of the learners (Munby, 1978). According to Brown (1995), “the process of needs analysis can generate a tremendous amount of information that must be sorted and

utilized in some way within the curriculum. One way to use this information is to apply what has been learned in the needs analysis for the formulation of program goals and objectives” (p. 71). Setting goals and objectives provides the teacher a basis to determine the appropriate content and activities for the course. It also enables the teacher to form a coherent framework in planning the course (Graves, 1996).

Graves (1996) suggests that in order to arrive at the goals one should ask the question “What are the purposes and intended outcomes of this course?” (p. 17) and the answer to this question lies in the analysis of students’ needs, the policies of the institution, and the way the teacher conceptualizes content. In deriving goals from perceived needs, Brown (1995) mentions about four points that are to be remembered (p. 71):

- Goals are general statements of the program’s purposes
- Goals should usually focus on what the program hopes to accomplish in the future, and particularly on what the students should be able to do when they leave the program
- Goals can serve as one basis for developing more precise and observable objectives
- Goals should never be viewed as permanent, that is, they should never become set in cement

Based on the data collected through the needs analysis, the following instructional goals were formulated for Law Enforcement English course:

The overall goal of this course is to develop the required English language skills of the fourth year Turkish National Police Academy students in law enforcement issues, and the other specified goals can be as follows:

- to develop students’ communication skills needed to deal with police-related cases
- to develop students’ communication skills for formal meetings/trainings/conferences etc.
- to develop students’ speech/presentation/discussion skills on professional issues
- to promote students’ communication skills for international/abroad missions
- to help students improve their listening skills for daily police work
- to help students gain an awareness of different accents or slang words
- to help students understand TV/radio programs related to their profession
- to improve students’ reading skills for professional issues

- to help students understand police-related news/information from magazines/newspapers
- to help students understand articles/reports/studies related to their profession
- to develop students' writing skills for the professional issues in their daily work
- to develop students' ability to write reports/projects/articles related to their profession
- to promote students' ability to write different documents related to police work (different types of police reports, correspondences, emails, official forms, statements, etc.)
- to develop students' knowledge of vocabulary related to police work
- to develop students' translation skills of oral and written texts related to their profession
- to prepare students for the English exams of abroad/international missions
- to develop students' English language skills for the international missions

According to Richards (2001), while the goals or aims of a program refer to the general purposes of a curriculum, the objectives refer to more specific and concrete description of purposes. In order to determine the objectives, the question “What do students need to learn or do to achieve these purposes?” (Graves, 1996, p. 17) should be asked. The instructional objectives of a course are the “specific statements that describe the particular knowledge, behaviours, and/or skills that the learner will be expected to know or perform at the end of a course or program” (Brown, 1995, p. 73). Objectives usually have the following characteristics (Richards, 2001, p. 123):

- They describe what the aim (goal) seek to achieve in terms of smaller units of learning
- They provide a basis for the organization of teaching activities
- They describe learning in terms of observable behaviour or performance

The results of the identification of students' English language needs should be incorporated into design of the syllabus through the specification of course objectives. Based on the findings, the following skills-based and topic-based objectives were formulated for the syllabus framewok of Law Enforcement English course:

Table 16. The Suggested Skills-based Objectives of Law Enforcement English Course

Speaking Skills (Students will be able to ...)	Listening Skills (Students will be able to ...)	Reading Skills (Students will be able to ...)	Writing Skills (Students will be able to ...)
* Give directions/ instructions and offer help when contacting with foreign visitors * Provide and ask for information, and calm down and reassure foreigners in emergency situations * Greet/welcome foreign colleagues in meetings/trainings, etc. * Open and close conversations on professional and daily issues in meetings, conferences, etc. * Give formal speeches/ presentations in meetings, conferences, etc. * Discuss, argue and explain viewpoints in meetings, trainings, conferences, etc. * Provide and ask for information on the phone * Interview/ interrogate/question foreign victims/ criminals, etc. * Ask for and provide information about the description of a person/vehicle, etc. * Ask and answer about the procedures during customs control/border checking * Give order/ instruction and give/take permission in abroad missions * Use appropriate words and phrases * Adopt appropriate intonation and stress * Form grammatically correct sentences	* Interpret information provided by foreign people/colleagues on the phone * React to the questions/orders/ instructions raised by foreign colleagues in meetings/trainings/ missions, etc. * React to the questions/requests, etc. raised by foreigners in the daily life * Respond to greetings, introductions in meetings/trainings /seminars, etc. * Obtain the gist of what is being said in meetings/conferences/ trainings/daily life, etc. * Recognize a specific information in a meeting/training, etc. * Take notes while listening in meetings/seminars, etc. * Follow question-answer sessions in meetings/conferences * Guess the meaning of unfamiliar words while listening in different contexts * Recognize occupational terms and grammatical structures * Interpret implied information/idea/meaning * Distinguish different Englishes, accents * Guess the meaning of slang words	* Interpret written instructions in abroad missions/trainings/ meetings, etc. * Read and interpret formal documents: reports, correspondences, etc. * Read and translate a text generally * Read and summarize a text generally * Guess the meaning of unknown words from the context * Skim a text for the gist * Scan a text for specific information * Read a text carefully for the detailed information * Draw conclusions and infer implied ideas * Read and interpret the questions in the English exams * Analyze/infer the author's point of view * Interpret the information in diagrams, charts, illustrations * Recognize occupational terms in a text, article, report, etc.	* Fill out official documents: police reports for international investigations, official forms/reports, etc. * Write official correspondences * Write formal / informal e-mail messages * Write victim / witness, etc. statements * Write notes in meetings/conferences /seminars/trainings, etc. * Write application letters for master and doctoral studies * Write quotations / citations / references * Use correct punctuation and spelling * Organize ideas / information in writing reports/articles, etc. * Select appropriate words while writing * Use occupational terms in writing

Table 17. The Suggested Topic-based Objectives of Law Enforcement English Course

Topic (Thematic Content)	Objectives (Students will be able to ...)	Vocabulary Areas
Drug Trafficking	identify the drug classification and the national and international tracks of trafficking drugs	Drug classification, drugs-related crimes and border checks, international co-operation and legislation
Organized Crimes	recognize the national and international dimensions and extent of this criminal activity	Types of organized crimes, organized crime groups, international co-operation in combatting organized crimes
Terrorism and Counter-terrorism	develop a sense of understanding the nature of this criminal phenomenon	Types of terrorist attacks, international co-operation in countering terrorism
Financial Crimes	be familiar with the terminology of financial and economic criminal activities	Money laundering, embezzlement, tax evasion, etc.
Civil Disorder	be familiar with the types of civil unrest and anti-social behaviours	Examples of civil disorder and anti-social behavior, equipments and tactics of police in civil unrest
Guns and Weapons	become acquainted with the terminology of guns, weapons and other equipments used in policing	Guns, weapons, ammunition and modern policing equipments
Public Order and Security	explain modern policing practices in providing public safety	Roles and responsibilities of the police: custody, arrest, etc., interrogating/interviewing criminals, etc.
Cyber Crimes	realize the background to and the dimensions, and developments of this contemporary criminal activity	Technical and technological types of computer and internet crimes
Criminal Psychology	be familiar with the nature of criminals and the means of dealing with them	Psychological profiling, theories in criminal psychology, crime motives of criminals, criminology
Human Trafficking	realize the nature of this phenomenon both in Turkey and in the world	Fugitives, refugees, immigrants, sexual slavery, etc.
Crimes Against Property	be familiar with the criminal activities against property	Theft, robbery, burglary, vehicle crime, vandalism, etc.
Communication and Leadership in Policing	recognize the role of communication and language in modern policing and the practices of leadership	Community and democratic policing practices, law enforcement and respect for human rights, police leadership
Crime Scene Investigation	identify the stages in investigative processes and evidence gathering	Stages of evidence gathering, types of physical evidence, forensic equipments and techniques, surveillance cameras
Sports and Physical Education	become aware of the role of physical education in police training	Types of physical education in modern police training

5.3. Concluding Remarks

In this study, English language needs of the Turkish National Police Academy students were investigated by identifying their current lacks, future needs, wants and interests in the framework of existing Vocational English - Law Enforcement English - course. Based on the identified needs, lacks, and interests, the goals and objectives of a new syllabus for Law Enforcement English course were formulated. As Richards (1990) indicates “in standard models of curriculum processes, curriculum planners progress sytemetically from needs assessment, to goals and objectives, to specification of the instructional content of the program” (p. 8). The specification of instructional content refers to the selection and organization of the content, namely designing the syllabus (Brown, 1995, Richards, 1990).

There are some essential points that are to be considered while designing and implementing a syllabus. The selection of syllabus framework (grammar, functional, skills-based, etc.) is the next step after setting goals and objectives (Robinson, 1991). Taking into consideration the identified needs of the students and the formulated goals and objectives based on the needs, we can notice that the suggested syllabus should include various concepts and skills, so an integrated skills-based and topic-based syllabus should be adopted as a functional syllabus for Law Enforcement English course. The most important aim of the suggested syllabus should be to create an atmosphere focusing on four language skills and to select the topics that are relevant to students’ profession. Implementing an integrated syllabus can be a good solution if a number of different syllabuses are needed as a result of the needs analysis (Dubin & Olshtain, 1986). After choosing the syllabus framework, the components or the content (language, tasks, activities, and skills) of the syllabus should be sequenced or graded. As Nunan (1989) states “gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner” (p. 96). Similarly, Yalden (1983) indicates that “staging and sequencing are carried out according to criteria of simplicity, regularity, frequency and contrastive difficulty” (p. 6). Consequently, the content to be taught in the first week/hour should be selected either because the learner needs it urgently, it occurs frequently or because it is easy or important for the students. Besides these issues, “the choice of a particular approach to content selection will depend on subject-matter knowledge, the learners’ proficiency levels, current views on second language learning and teaching, conventional wisdom, and convenience” (Richards, 2001, p. 148). Supporting this view, Hyland (2008) indicates that needs analysis is “like any other classroom practice in that it involves decisions based on teachers’ interest, values, and beliefs about teaching, learning

and language” (p. 113). So, “teachers’ or course developers’ views of learning may be used alongside results of needs analysis in determining the syllabus. Their views may be used in the selection of units for the organization of the syllabus, determining the way content is combined and the choice of approach” (Basturkmen, 2012, p. 5). Based on the identified needs and formulated objectives, the English instructors of the Academy should come together and decide on the staging and sequencing of the course syllabus by incorporating their own views.

After the sequence of content, the next step should be the selection and development of materials and activities. Needs analysis results may also provide the basis for developing teaching materials besides the syllabus content (Richards, 2001). The students’ opinions and suggestions about the materials and activities were given but there are some points need to be mentioned. The students stated that the materials used in the current course are beyond their proficiency levels, so while selecting or developing materials for the future course students’ proficiency levels should be taken into consideration. It is also worth mentioning that the students stated they do not want to study grammar and presentation activities in the future courses but the analysis of their present lacks and future needs revealed that the students should also improve these abilities. Consequently, the new syllabus should include some activities developing cadets’ sense of what kind of language forms are appropriate in different contexts. Furthermore, the students did not consider the presentation activities as important for their future profession but the graduates stressed the importance of it. It seems that the students should be convinced about the usefulness of such activities and be encouraged for more active participation.

The current study investigated English language needs of the police cadets within the framework of an existing ESP course - Law Enforcement English - in order to suggest a new syllabus framework for this course. The students’ needs were identified and then the goals and objectives of this course were formulated. The steps in the process of a new syllabus design were tried to be outlined. Although the study is far from being exhaustive, it seems that it reached its aims in preparing the ground for a functional syllabus design for Law Enforcement English course.

5.4. Suggestions for Further Research

Needs analysis plays a crucial role in designing functional ESP courses but since course design is a cyclical process needs analysis also plays a role in refining and evaluating ongoing ESP courses. That is why needs analysis might be regarded as a starting point but not an end.

Keeping in mind these issues, the current study attempted to identify English language needs of the cadets at the TNPA in order to suggest a needs-based syllabus design for Law Enforcement English course. The data were gathered from the cadets, graduates, English instructors, and administrators by considering a wide range of audiences as defined by Brown (1995) and Jordan (1997) through various data collection tools (questionnaires and interviews) (Long, 2005b). The students taking the Vocational English (Law Enforcement English) course and the graduates working at various departments of the Turkish National Police were given questionnaires. Then some of the students, English instructors and administrators were also interviewed in order to determine English language needs of the cadets and the deficiencies of the currently implemented Vocational English course. The findings of the study were presented as guidelines in a new syllabus design.

In terms of further research, consulting the graduates with follow-up interviews would be useful for supporting the findings of the current study since the graduates are already in the target situation and use the target language skills actively. Furthermore, for the current study 50 graduates were given the questionnaires to get information about English language needs of the members of TNP but larger samples from different departments of the TNP may provide more reliable data. In addition, the perceptions of the content teachers at the Faculty of Security Sciences may also be investigated and thus, a more complete picture may be obtained.

Moreover, further studies may explore English language needs and problems of the cadets by observing them in the classroom. And for a quite complete analysis of English language needs of the TNP members, the discourse and genres that are used by the police while they are on duty in their work contexts should be observed and analysed. The investigation of specialist discourse may also help to get detailed and useful information about the students' target language needs and design more functional courses.

This study was limited to the perceptions of participant students, graduates, instructors and administrators and the results were presented from the personal viewpoint of the

researcher. As Robinson (1991) states “the needs that are established for a particular group of students will be influenced by ideological preconceptions of the analysts. A different group of analysts working with the same group of students, but with different views on teaching and learning, would be highly likely to produce a different set of needs” (p. 7). Nevertheless, it is hoped that this study, with its accuracies and flaws, is an example for more comprehensive English language needs analysis studies at the Turkish National Police Academy.

APPENDICES

Appendix A: Student Needs Analysis Questionnaire

Dear Cadets,

This questionnaire was designed in order to identify the 4th year students' needs and perceptions about Law Enforcement English course at the Faculty of Security Sciences and it also aims to determine English language needs of the cadets for their future professional careers. This questionnaire constitutes a part of the MA thesis at the English Language Teaching Department of Anadolu University. I assure that any information you provide will be kept confidential and will serve for research purposes only. The data collected through the questionnaire will be evaluated to develop a more efficacious curriculum for Law Enforcement English course. Please, read and fill in the questionnaire by putting 'X' to the appropriate option for your current situation.

Thank you for your contribution and time in advance.

Hüseyin GÜLEÇ – English Instructor

1. Your opinions about the Law Enforcement English course;

1. Strongly Disagree

2. Disagree

3. Not Sure

4. Agree

5. Strongly Agree

Your opinions about the current Law Enforcement English course					
1. I think Law Enforcement English course is important for my future professional career	1	2	3	4	5
2. I'm generally satisfied with Law Enforcement English course	1	2	3	4	5
3. I think Law Enforcement English course meets my future professional English language needs	1	2	3	4	5
4. I think Law Enforcement English course increases my interest in law enforcement topics	1	2	3	4	5
5. I think Law Enforcement English course will be useful in my future professional field	1	2	3	4	5
6. The content of Law Enforcement English course and the Faculty's core courses overlap	1	2	3	4	5
7. I'm satisfied with the methodology of Law Enforcement English course	1	2	3	4	5
8. In Law Enforcement English course, the emphasis is on reading skills	1	2	3	4	5
9. In Law Enforcement English course, the emphasis is on the teaching of vocational vocabulary	1	2	3	4	5
10. In Law Enforcement English course, the emphasis is on speaking skills	1	2	3	4	5
11. In Law Enforcement English course, the emphasis is on listening skills	1	2	3	4	5
12. In Law Enforcement English course, the emphasis is equally placed on four skills and vocabulary	1	2	3	4	5
13. In Law Enforcement English course, the emphasis is on translation	1	2	3	4	5
14. I think the teaching materials used in Law Enforcement English course are interesting	1	2	3	4	5
15. I think the audio visual teaching materials used in Law Enforcement English course are sufficient	1	2	3	4	5
16. I think the teaching materials used in the course are appropriate for my proficiency level	1	2	3	4	5
17. I think the weekly number of course hours are enough	1	2	3	4	5
18. Other, please specify;	1	2	3	4	5
Your suggestions about the future Law Enforcement English course					
19. In the course, the emphasis should be on pronunciation activities	1	2	3	4	5
20. In the course, the emphasis should be on teaching of vocational vocabulary	1	2	3	4	5
21. In the course, the emphasis should be on watching videos of real law enforcement cases	1	2	3	4	5
22. In the course, the emphasis should be on reading of texts related to our profession	1	2	3	4	5
23. In the course, the emphasis should be on teaching of grammatical structures	1	2	3	4	5
24. In the course, there should be activities to make a presentation related to our profession	1	2	3	4	5
25. In the course, there should be dialog and role-play activities related to our profession	1	2	3	4	5
26. In the course, there should be out-of-classroom research tasks	1	2	3	4	5
27. In the course, a coursebook should be followed	1	2	3	4	5
28. In the course, there should be activities for the English language exams in our profession	1	2	3	4	5
29. Other, please specify;	1	2	3	4	5

2. Could you indicate the difficulties you experience while using English in your Law Enforcement English classes in terms of their frequency?

The difficulties with the use of English	Never	Rarely	Sometimes	Usually	Always
1. I have difficulty in pronouncing the words correctly while speaking					
2. I have difficulty in forming grammatically correct sentences while speaking					
3. I have difficulty in turning thoughts into words fast enough while speaking					
4. I have difficulty in using appropriate intonation and stress while speaking					
5. I have difficulty in choosing appropriate words and phrases while speaking					
6. I worry about saying something wrongly while speaking					
7. I have difficulty in obtaining the gist of what is being said					
8. I have difficulty in perceiving a specific information (name, date etc.) while listening					
9. I have difficulty in deducing the meaning of unfamiliar words and word groups while listening					
10. I have difficulty in understanding the complex grammatical structures while listening					
11. I have difficulty in taking notes while listening					
12. I have difficulty in understanding different accents and tones while listening					
13. I have difficulty in understanding and summarizing a reading text generally					
14. I have difficulty in skimming and understanding the main idea of a reading text					
15. I have difficulty in skimming and finding a specific piece of information (name, date etc.) in a reading text					
16. I have difficulty in reading a text carefully and understanding the detailed information					
17. I have difficulty in guessing the meaning of unknown vocabulary while reading a text					
18. I have difficulty in identifying the author's point of view in a reading text					
19. I have difficulty in understanding and translating a reading text generally					
20. I have difficulty in forming grammatically correct sentences while writing					
21. I have difficulty in selecting appropriate words while writing					
22. I have difficulty in using correct punctuation and spelling while writing					
23. I have difficulty in organizing ideas / information appropriately while writing					
24. I have difficulty in writing quotations / citations correctly					
25. Other, please specify;					

3. What can be the reasons of the difficulties you experience with the use of English?

The reasons of the difficulties with the use of English	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Insufficient vocabulary knowledge (general and vocational)					
2. Insufficient grammar knowledge					
3. Insufficient listening skills					
4. Insufficient speaking skills					
5. Insufficient reading skills					
6. Insufficient writing skills					
7. Unqualified teaching materials					
8. Negative prejudices against English language					
9. Inadequate English courses taken in the previous years					
10. Other, please specify;					

4. Considering your profession, why do you think learning English is necessary?

The necessity of learning English	Not Necessary	Somewhat Necessary	Fairly Necessary	Necessary	Very Necessary
1. To communicate with foreigners who can't speak Turkish					
2. To be assigned abroad for professional development					
3. To meet people from different countries and cultures					
4. To make translations related to my profession					
5. To get sufficient scores from national or international English language exams					
6. To take part in international peacekeeping missions that require English					
7. To follow publications in English related to my profession					
8. To understand meetings, conferences in English related to my profession and make presentations there					
9. To write reports, articles in English related to my profession					
10. To do postgraduate studies					
11. To access the websites in English related to my profession or general issues					
12. Other, please specify;					

5. English language skills and areas of knowledge

English language skills and areas of knowledge	Considering your current English proficiency level, please rate your competency in the following language skills					Considering your English language needs and the frequency of English use in your future professional career, please rate the importance of the following language skills				
	Poor	Below Average	Average	Above Average	Excellent	Not Important	Somewhat Important	Fairly Important	Important	Very Important
1. Reading Skills										
2. Writing Skills										
3. Speaking Skills										
4. Listening Skills										
5. Translation Skills										
6. Occupational vocabulary										
7. Grammar										
8. Pronunciation										

6. Considering your future professional career, which English language sub-skills do you think are important?

English Language Sub-Skills	Not Important	Somewhat Important	Fairly Important	Important	Very Important
Speaking Skills					
1. To participate discussions / make presentations related to my profession					
2. To give order / instructions to foreign colleagues					
3. To elicit information about the identity of a foreign passport holder					
4. To conduct face-to-face / telephone conversation with foreigners asking advice or help					
5. To ask questions / give answers to a foreigner about the physical description of a person					
6. To interview / interrogate foreign victims / criminals					
7. Other, please specify;					
Listening Skills					
8. To understand the meetings / conferences related to my profession					
9. To understand questions / orders raised by foreign colleagues / people					
10. To understand TV / radio programs related to my profession					
11. To understand different accents or slang words					
12. To understand telephone conversations made with foreign people / colleagues					
13. Other, please specify;					
Reading Skills					
14. To read and understand the police-related news from the magazines / newspapers					
15. To read and understand the articles / reports / studies related to my profession					
16. To read and interpret the information in diagrams and charts related to my profession					
17. To read and understand the written instructions related to my profession					
18. To read and understand the questions in the exams (TOEFL, YDS etc.)					
19. Other, please specify;					
Writing Skills					
20. To write notes in meetings / conferences / seminars related to my profession					
21. To write articles / reports / projects related to my profession					
22. To write statements of witnesses / victims for international police investigations					
23. To fill out official forms / reports					
24. To write formal / informal texts / mails					
25. Other, please specify;					

7. Please rank the topics, drawing your attention and might be useful for your future professional career, according to your interest level.

Topics	I'm not interested in at all	I'm interested in	I'm very interested in
1. Security in the world: law enforcement agencies all around the world			
2. Terrorism and Counter-terrorism			
3. Civil Disorder: demonstrations, strikes, riots, etc.			
4. Drug Trafficking; narco-terror			
5. Traffic: violations, laws, accidents, vehicles, etc.			
6. Human Trafficking: fugitives, refugees, immigrants, etc.			
7. Crimes Against Property: theft, robbery, burglary, vandalism, etc.			
8. Financial Crimes: money laundering, embezzlement, tax evasion, etc.			
9. Cyber Crimes: computer and internet crimes			
10. Border Security			
11. Criminology			
12. Public Safety			
13. Hostage Rescue			
14. Crime Scene Investigation			
15. Domestic Violence and Child Abuse			
16. Organized Crimes			
17. International cooperation in law enforcement: international agencies			
18. Multinational peace support operations			
19. Human rights and law enforcement			
20. Police Ethics			
21. Guns, weapons, ammunition, etc.			
22. Psychological aspects/barriers of law enforcers			
23. Criminal psychology			
24. Career in police organizations			
25. Communication, language and leadership in policing			
26. Police training in Turkey and in the world			
27. Community policing			
28. Sports and physical education			
29. Other, please specify;			

8. Please state the positive points of Law Enforcement English course:

1.
2.
3.

Please state the negative points of Law Enforcement English course:

1.
2.
3.

Please state your suggestions about the content of Law Enforcement English course:

1.
2.
3.

Appendix B: Graduate Needs Analysis Questionnaire

Dear Participant,

This questionnaire was designed in order to collect the data for a study intending to improve the efficiency of Law Enforcement English course taught to 4th year students of Faculty of Security Sciences at the Turkish National Police Academy. This questionnaire constitutes a part of the MA thesis at the English Language Teaching Department of Anadolu University. I assure that any information you provide will be kept confidential and will serve for research purposes only. Your sincere and individual answers to the questions will be helpful to identify English language needs of the future administrators of the Turkish National Police and solve the content problems of Law Enforcement English course. Please, read and fill in the questionnaire by putting 'X' to the appropriate option for your current situation.

Thank you for your contribution and time in advance.

Hüseyin GÜLEÇ – English Instructor

1. Your Department at the Turkish National Police:

2. Year of Graduation from the Turkish National Police Academy:

3. Considering your profession, why do you think knowledge of English is necessary?

The necessity of knowledge of English	Not Necessary	Somewhat Necessary	Fairly Necessary	Necessary	Very Necessary
1. To communicate with foreigners who can't speak Turkish					
2. To be assigned abroad for professional development					
3. To meet people from different countries and cultures					
4. To make translations related to my profession					
5. To get sufficient scores from national or international English language exams					
6. To take part in international peacekeeping missions that require English					
7. To follow publications in English related to my profession					
8. To understand meetings, conferences in English related to my profession and make presentations there					
9. To write reports, articles in English related to my profession					
10. To do postgraduate studies					
11. To access the websites in English related to my profession or general issues					
12. Other, please specify;					

4. Considering your professional experience, which English language skills do you think are important?

English Language Skills	Not Important	Somewhat Important	Fairly Important	Important	Very Important
Speaking Skills					
1. To participate the discussions / make presentations related to my profession					
2. To give order / instructions to foreign colleagues					
3. To elicit information about the identity of a foreign passport holder					
4. To conduct face-to-face / telephone conversation with foreigners asking advice or help					
5. To ask questions / give answers to a foreigner about the physical description of a person					
6. To interview / interrogate foreign victims / criminals					
7. Other, please specify;					
Listening Skills					
8. To understand the meetings / conferences related to my profession					
9. To understand the questions / orders raised by foreign colleagues / people					
10. To understand the TV / radio programs related to my profession					
11. To understand different accents or slang words					
12. To understand telephone conversations made with foreign people / colleagues					
13. Other, please specify;					
Reading Skills					
14. To read and understand the police-related news from the magazines / newspapers					
15. To read and understand the articles / reports / studies related to my profession					
16. To read and interpret the information in diagrams and charts related to my profession					
17. To read and understand the written instructions related to my profession					
18. To read and understand the questions in the exams (TOEFL, YDS etc.)					
19. Other, please specify;					
Writing Skills					
20. To write notes in meetings / conferences / seminars related to my profession					
21. To write articles / reports / projects related to my profession					
22. To write statements of witnesses / victims for international police investigations					
23. To fill out official forms / reports					
24. To write formal / informal texts / mails					
25. Other, please specify;					

5. English language skills and areas of knowledge

English language skills and areas of knowledge	Considering your current English proficiency level, please rate your competency in the following language skills					Considering your English language needs and the frequency of English use in your current professional position, please rate the importance of the following language skills				
	Poor	Below Average	Average	Above Average	Excellent	Not Important	Somewhat Important	Fairly Important	Important	Very Important
1. Reading Skills										
2. Writing Skills										
3. Speaking Skills										
4. Listening Skills										
5. Translation Skills										
6. Occupational vocabulary										
7. Grammar										
8. Pronunciation										

6. Could you indicate the difficulties you experience while using English in your professional position in terms of their frequency?

The difficulties with the use of English	Never	Rarely	Sometimes	Usually	Always
1. I have difficulty in pronouncing the words correctly while speaking					
2. I have difficulty in forming grammatically correct sentences while speaking					
3. I have difficulty in turning thoughts into words fast enough while speaking					
4. I have difficulty in using appropriate intonation and stress while speaking					
5. I have difficulty in choosing appropriate words and phrases while speaking					
6. I worry about saying something wrongly while speaking					
7. I have difficulty in obtaining the gist of what is being said					
8. I have difficulty in perceiving a specific information (name, date etc.) while listening					
9. I have difficulty in deducing the meaning of unfamiliar words and word groups while listening					
10. I have difficulty in understanding the complex grammatical structures while listening					
11. I have difficulty in taking notes while listening					
12. I have difficulty in understanding different accents and tones while listening					
13. I have difficulty in understanding and summarizing a reading text generally					
14. I have difficulty in skimming and understanding the main idea of a reading text					
15. I have difficulty in skimming and finding a specific piece of information (name, date etc.) in a reading text					
16. I have difficulty in reading a text carefully and understanding the detailed information					
17. I have difficulty in guessing the meaning of unknown vocabulary while reading a text					
18. I have difficulty in identifying the author's point of view in a reading text					

19. I have difficulty in understanding and translating a reading text generally					
20. I have difficulty in forming grammatically correct sentences while writing					
21. I have difficulty in selecting appropriate words while writing					
22. I have difficulty in using correct punctuation and spelling while writing					
23. I have difficulty in organizing ideas / information appropriately while writing					
24. I have difficulty in writing quotations / citations correctly					
25. Other, please specify;					

7. What can be the reasons of the difficulties you experience with the use of English?

The reasons of the difficulties with the use of English	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Insufficient vocabulary knowledge (general and vocational)					
2. Insufficient grammar knowledge					
3. Insufficient listening skills					
4. Insufficient speaking skills					
5. Insufficient reading skills					
6. Insufficient writing skills					
7. Unqualified teaching materials					
8. Negative prejudices against English language					
9. Inadequate English courses taken in the previous years					
10. Other, please specify;					

8. Considering your professional experience, do you have any suggestions for the content of Law Enforcement English course at the Faculty of Security Sciences?

1.
2.
3.

Appendix C: Interview Questions

For Students

- What do you expect to gain now by taking Law Enforcement English course?
- What do you expect to gain for your future by taking Law Enforcement English course?
- Can this course help to fulfill any of your needs as a future police commander? If yes, what are they?
- What English-related problems or difficulties do you experience in your Law Enforcement English classes?
- What areas of English language do you think will be the most important for you in your future profession?
- In your opinion, which aspects of English language should Law Enforcement English course include?

For English Instructors

- What English-related problems or difficulties do you observe among the cadets in your classrooms?
- What language skills do you think your students find the most challenging in your classrooms?
- Which speaking / listening / reading / writing skills do you think are the most necessary in your students' future field of study?
- What do you think about the efficiency of the current Law Enforcement English course curriculum?
- What are your suggestions to improve Law Enforcement English course curriculum at the Faculty of Security Sciences?

For Administrators

- In your opinion to what extent is English important for the cadets at the Faculty of Security Sciences?
- What are the purposes and expected outcomes of Law Enforcement English course at the Faculty?
- How important do you think Law Enforcement English course is in enhancing the students' future performances both professionally and socially?
- In what way do you think Law Enforcement English courses could be modified and improved to maximize the benefits to students, instructors and Faculty's training objectives?

Appendix D: Öğrenci Anketi

Değerli Arkadaşlar,

Bu anket, Güvenlik Bilimleri Fakültesi 4. sınıf öğrencilerinin Mesleki İngilizce (Law Enforcement English) dersine ilişkin algılarını ve ihtiyaçlarını saptamak ve gelecekteki mesleki yaşamlarında İngilizceye ne şekilde ve ne oranda gereksinim duyacaklarını belirleyebilmek için hazırlanmıştır. Bu araştırma, Anadolu Üniversitesi, İngiliz Dili Eğitimi yüksek lisans programındaki çalışmanın bir bölümünü oluşturmaktadır. Ankette sunacağınız bilgiler gizli kalacak olup, yalnızca araştırma amaçları doğrultusunda kullanılacak ve Mesleki İngilizce dersini daha etkili ve verimli kılacak bir içerik hazırlamak amacıyla değerlendirilecektir. Lütfen soruları ya da ifadeleri okuduktan sonra durumunuza uygun olan seçeneğe 'X' koyarak işaretleyiniz.

Katkılarınız ve ilginiz için teşekkürler.

Hüseyin GÜLEÇ – İngilizce Okutmanı

1. Mesleki İngilizce dersi hakkındaki görüşleriniz;

1.Kesinlikle katılmıyorum 2.Katılmıyorum 3.Kararsızım 4.Katılıyorum 5.Kesinlikle katılıyorum

Mesleki İngilizce dersi ile ilgili şu anki görüşleriniz					
1. Mesleki İngilizce dersinin gelecekteki mesleki kariyerim için önemli olduğunu düşünüyorum	1	2	3	4	5
2. Mesleki İngilizce derslerinden genel olarak memnunum	1	2	3	4	5
3. Mesleki İngilizce dersinin gelecekteki mesleki dil gereksinimlerimi karşıladığını düşünüyorum	1	2	3	4	5
4. Mesleki İngilizce derslerinin mesleğimle ilgili konulara olan ilgimi artırdığını düşünüyorum	1	2	3	4	5
5. Mesleki İngilizce derslerinin mesleki alanımda işe yarayacağını düşünüyorum	1	2	3	4	5
6. Mesleki İngilizce derslerinin içeriği Fakülte'deki mesleki derslerimin içeriğiyle örtüşmektedir	1	2	3	4	5
7. Derslerin işleniş / yürütülüş tarzını beğeniyorum	1	2	3	4	5
8. Derslerde okuma-anlama becerisine ağırlık veriliyor	1	2	3	4	5
9. Derslerde kelime öğretimine ağırlık veriliyor	1	2	3	4	5
10. Derslerde konuşma becerisine ağırlık veriliyor	1	2	3	4	5
11. Derslerde dinleme-anlama becerisine ağırlık veriliyor	1	2	3	4	5
12. Derslerde tüm becerilere ve kelime öğretimine eşit ağırlık veriliyor	1	2	3	4	5
13. Derslerde tercümeğe ağırlık veriliyor	1	2	3	4	5
14. Kullanılan öğretim materyallerinin içeriğini ilgi çekici buluyorum	1	2	3	4	5
15. Kullanılan öğretim materyallerini (görsel, işitsel) yeterli buluyorum	1	2	3	4	5
16. Kullanılan öğretim materyallerinin dili seviyeme uygundur	1	2	3	4	5
17. Ders saatlerini yeterli buluyorum	1	2	3	4	5
18. Diğer, lütfen belirtiniz;	1	2	3	4	5
Mesleki İngilizce dersi ile ilgili gelecek önerileriniz					
19. Derslerde telaffuz çalışmalarına ağırlık verilmeli	1	2	3	4	5
20. Derslerde mesleki sözcük öğretimi çalışmalarına ağırlık verilmeli	1	2	3	4	5
21. Derslerde mesleğimizle ilgili, gerçek hayattan alınmış videoların izlettirilmesine ağırlık verilmeli	1	2	3	4	5
22. Derslerde mesleğimizle ilgili konularda okuma aktivitelerine ağırlık verilmeli	1	2	3	4	5
23. Derslerde dilbilgisi yapılarının öğretilmesine ağırlık verilmeli	1	2	3	4	5
24. Derslerde mesleğimizle ilgili konularda sunum yapma çalışmaları olmalı	1	2	3	4	5
25. Derslerde mesleğimizle ilgili diyalog oluşturma ve rol oynama çalışmaları olmalı	1	2	3	4	5
26. Derslerde mesleğimizle ilgili sınıf dışı araştırma ödevleri olmalı	1	2	3	4	5
27. Derslerde bir ders kitabı takip edilmeli	1	2	3	4	5
28. Derslerde mesleğimizle ilgili İngilizce sınavları için test çalışmaları olmalı	1	2	3	4	5
29. Diğer, lütfen belirtiniz;	1	2	3	4	5

2. Mesleki İngilizce derslerinde İngilizcenin kullanımıyla ilgili aşağıda belirtilen durumlarla ne kadar sık karşılaşıyorsunuz?

İngilizcenin kullanımında yaşadığınız zorluklar	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1. Konuşurken sözcükleri doğru şekilde telaffuz etmede zorlanırım					
2. Konuşurken dilbilgisel açıdan doğru cümleler kurmada zorlanırım					
3. Düşünceleri söze dönüştürmede yeterince hızlı olamam					
4. Konuşurken uygun tonlama ve vurguyu kullanmada zorlanırım					
5. Konuşurken uygun sözcük ve kalıpları seçmede zorlanırım					
6. Konuşurken bir şeyi yanlış söylerim diye endişe ederim					
7. Dinlenen bir şeyin ana fikrini anlamada zorlanırım					
8. Dinlerken özel bir bilgiyi (isim, tarih vb.) algılamada zorlanırım					
9. Dinlerken bilinmeyen sözcük ya da sözcük gruplarının anlamını çıkarmada zorlanırım					
10. Dinlenen karışık dilbilgisel yapıları anlamada zorlanırım					
11. Dinlenen bir şeyle ilgili not tutmada zorlanırım					
12. Dinlerken farklı aksanlarda ya da tonlarda söylenen şeyleri anlamada zorlanırım					
13. Okunan bir metni genel olarak anlayıp özetlemede zorlanırım					
14. Bir metne hızlıca göz atıp ana fikrini çıkarmada zorlanırım					
15. Bir metne göz atıp özel bir bilgiyi (isim, tarih) bulmada zorlanırım					
16. Bir metni dikkatlice okuyup detayları anlamada zorlanırım					
17. Bir metni okurken bilinmeyen sözcüklerin anlamlarını tahmin etmede zorlanırım					
18. Bir metni okuyup yazarın bakış açısını anlamada zorlanırım					
19. Okunan bir metni genel olarak anlayıp çevirmede zorlanırım					
20. Yazarken dilbilgisel olarak doğru cümleler kurmada zorlanırım					
21. Yazarken uygun sözcükleri seçip yazmada zorlanırım					
22. Yazarken doğru imla ve noktalamayı kullanmada zorlanırım					
23. Yazarken bilgi ve fikirleri uygun şekilde organize edip yazmada zorlanırım					
24. Yazarken alıntıları doğru şekilde yapmada zorlanırım					
25. Diğer, lütfen belirtiniz;					

3. Mesleki İngilizce derslerinde İngilizcenin kullanımıyla ilgili yaşadığınız zorlukların sebepleri genel olarak neler olabilir?

İngilizce kullanım zorluklarının sebepleri	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Yetersiz kelime bilgisi (genel ve mesleki)					
2. Yetersiz dilbilgisi					
3. Yetersiz dinleme-anlama becerisi					
4. Yetersiz konuşma becerisi					
5. Yetersiz okuma becerileri					
6. Yetersiz yazma becerileri					
7. Yetersiz öğretim materyalleri					
8. İngilizceye karşı olan negatif önyargılar					
9. Geçmiş yıllarda alınan İngilizce derslerinin yetersizliği					
10. Diğer, lütfen belirtiniz;					

4. Mesleğinizi göz önünde bulundurduğunuzda, İngilizce öğrenmek sizce niçin gereklidir?

İngilizcenin öğrenmenin gerekliliği	Gereksiz	Az Gerekli	Orta Derecede Gerekli	Gerekli	Çok Gerekli
1. Türkçe bilmeyen yabancılarla iletişim kurmak için					
2. Mesleki gelişim amacıyla yurt dışına gönderilmek için					
3. Farklı ülke ve kültürlerden insanları tanımak için					
4. Mesleğimle ilgili konularda tercüme yapmak için					
5. Ulusal ya da uluslararası İngilizce sınavlarından geçerli not almak için					
6. İngilizce gerektiren uluslararası görevlere katılabilmek için					
7. Mesleğimle ilgili İngilizce yayınları takip edebilmek için					
8. Mesleğimle ilgili İngilizce yapılan toplantıları, konferansları anlamak ve burada sunumlar yapmak için					
9. Mesleğimle ilgili İngilizce raporlar, makaleler yazmak için					
10. Lisansüstü çalışmalar yapmak için					
11. Mesleğimle ilgili ya da genel konularda internette dil sorunu yaşamamak için					
12. Diğer, lütfen belirtiniz;					

5. Dil becerileri ve Bilgi Alanları

Mesleki dil becerileri ve bilgi alanları	Şimdiki İngilizce seviyenizi göz önüne alarak solda verilen dil becerilerinde kendinizi ne derece yeterli gördüğünüzü belirtiniz.					Gelecekteki mesleki İngilizce gereksinimlerinizi göz önüne alarak solda verilen dil becerilerini önem derecelerine göre değerlendiriniz.				
	Oldukça yetersiz	Yetersiz	Orta	Yeterli	Oldukça yeterli	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
1. Okuma becerileri										
2. Yazma becerileri										
3. Konuşma becerileri										
4. Dinleme becerileri										
5. Çeviri becerileri										
6. Mesleki terminoloji bilgisi										
7. Dilbilgisi										
8. Telaffuz										

6. Aşağıda belirtilen İngilizce dil becerileri gelecekteki mesleki yaşamınız için ne kadar önemlidir?

İngilizce Dil Becerileri	Önemsiz	Az Önemli	Orta Derecede Önemli	Önemli	Çok Önemli
Konuşma Becerileri					
1. Mesleğimle ilgili konularda sunumlar yapmak/tartışmalara katılmak					
2. Yabancı meslektaşlarıma emir/komut vermek					
3. Bir yabancı pasaport sahibine kimliğiyle ilgili sorular sormak/cevaplar vermek					
4. Yardım isteyen bir yabancıya telefonda veya yüz yüze yapması gerekenleri anlatmak					
5. Bir kişinin eşkale ile ilgili sorular sormak/cevaplar vermek					
6. Suçluları/mağdurları sorgulamak/ifadelerini almak					
7. Diğer, lütfen belirtiniz;					
Dinleme Becerileri					
8. Mesleğimle ilgili seminerleri/konferansları/ toplantıları anlamak					
9. Yabancı meslektaşlar/kişiler tarafından sorulan soruları ve verilen komutları anlamak					
10. Mesleğimle ilgili radyo veya TV programlarını anlamak					
11. Günlük hayatta kullanılan farklı aksanları ve argo ifadeleri anlamak					
12. Yabancı meslektaşlarla/kişilerle yapılan telefon konuşmalarını anlamak					
13. Diğer, lütfen belirtiniz;					
Okuma Becerileri					
14. Gazete veya dergilerdeki mesleğimle ilgili haberleri okuyup anlamak					
15. Mesleğimle ilgili makaleleri/raporları/araştırmaları okuyup anlamak					
16. Mesleğimle ilgili grafik ve çizelgeleri okuyup anlamak					
17. Mesleğimle ilgili yazılı talimatları okuyup anlamak					
18. Sınav sorularını okuyup anlamak (YDS, TOEFL vb.)					
19. Diğer, lütfen belirtiniz;					
Yazma Becerileri					
20. Mesleğimle ilgili konferanslarda /seminerlerde/toplantılarda notlar tutmak					
21. Mesleğimle ilgili makaleler/raporlar/projeler yazmak					
22. Uluslararası polis soruşturmaları için tanıkların / mağdurların ifadelerini yazmak					
23. Mesleki formları/tutanakları doldurmak					
24. Resmi/gayri resmi yazılar/mailler yazmak					
25. Diğer, lütfen belirtiniz;					

7. Mesleki İngilizce derslerinde işlendiğinde ilginizi çekecek ve meslek hayatında da size katkı sağlayacağını düşündüğünüz konuları ilgili olma durumunuza göre belirtiniz.

Konular	Hiç ilgili değilim	İlgileniyorum	Çok İlgiliyim
1. Dünyada güvenlik: ülkelerin kolluk kuvveti sistemleri			
2. Terörizm ve terörizme karşı koyma			
3. Toplumsal olaylar: gösteriler, ayaklanmalar, grevler vs.			
4. Uyuşturucu kaçakçılığı; narko-terör			
5. Trafik: trafik suçları, trafik kazaları, trafik hukuku			
6. İnsan kaçakçılığı: kaçaklar, göçmenler, mülteciler vs.			
7. Maddi suçlar: hırsızlık, soygun, yağma vs.			
8. Finansal suçlar: kara para aklama, yolsuzluk, vergi kaçırma vs.			
9. Siber suçlar: bilgisayar ve teknoloji suçları			
10. Sınır güvenliği			
11. Kriminoloji			
12. Kamu güvenliği ve düzeni: asayiş			
13. Rehine kurtarma			
14. Olay yeri inceleme			
15. Kadına ve çocuğa yönelik suçlar			
16. Organize suçlar			
17. Uluslararası polis işbirliği teşkilatları			
18. Çok uluslu misyon koruma görevleri			
19. Kolluk kuvvetlerinde hukuk ve insan hakları			
20. Polis etiği			
21. Silahlar ve mühimmatlar			
22. Polisliğin psikolojik boyutu			
23. Suç ve suçlu psikolojisi			
24. Emniyet güçlerinde kariyer			
25. Poliste dil, iletişim ve liderlik			
26. Türkiye’de ve Dünya’da polis eğitimi			
27. Toplum destekli polislik			
28. Spor ve beden eğitimi			
29. Diğer, lütfen belirtiniz;			

8. Mesleki İngilizce dersi ile ilgili olumlu bulduğunuz noktalar:

1.
2.
3.

Mesleki İngilizce dersi ile ilgili olumsuz bulduğunuz noktalar:

1.
2.
3.

Mesleki İngilizce dersi ile ilgili ne gibi değişiklikler yapılmasını önerirsiniz:

1.
2.
3.

Appendix E: Mezun Anketi

Sayın Katılımcı,

Bu anketin yapılış amacı, Polis Akademisi Başkanlığı - Güvenlik Bilimleri Fakültesi'nde 4. Sınıf öğrencilerine verilen Mesleki İngilizce (Law Enforcement English) derslerini daha verimli hale getirmek için yapılan bir araştırma için veri toplamaktır. Bu anket, Anadolu Üniversitesi, İngiliz Dili Eğitimi yüksek lisans programındaki çalışmanın bir bölümünü oluşturmaktadır. Ankette sunacağınız bilgiler gizli kalacak olup, yalnızca araştırma amaçları doğrultusunda kullanılacaktır. Sorulara vereceğiniz içten ve durumunuza uygun yanıtlar Emniyet Teşkilatı'nın gelecekteki yöneticilerinin İngilizce gereksinimlerini saptamak için gerçekçi verilerin elde edilmesi ve bunların değerlendirilmesi sonucunda Mesleki İngilizce derslerinin içeriği ile ilgili sorunların giderilmesi çabasında yol gösterici olacaktır. Lütfen soruları ya da ifadeleri okuduktan sonra durumunuza uygun olan seçeneğe 'X' koyarak işaretleyiniz.

Katkılarınız ve ilginiz için teşekkür ederim.

Hüseyin GÜLEÇ – İngilizce Okutmanı

1. Çalıştığınız birim:

2. Mezuniyet yılınız:

3. Mesleğinizi göz önünde bulundurduğunuzda, İngilizce bilmek sizce niçin gereklidir?

İngilizce bilmenin gerekliliği	Gereksiz	Az Gerekli	Orta Derecede Gerekli	Gerekli	Çok Gerekli
1. Türkçe bilmeyen yabancılarla iletişim kurmak için					
2. Mesleki gelişim amacıyla yurt dışına gönderilmek için					
3. Farklı ülke ve kültürlerden insanları tanımak için					
4. Mesleğimle ilgili konularda tercüme yapmak için					
5. Ulusal ya da uluslararası İngilizce sınavlarından geçerli not almak için					
6. İngilizce gerektiren uluslararası görevlere katılabilmek için					
7. Mesleğimle ilgili İngilizce yayınları takip edebilmek için					
8. Mesleğimle ilgili İngilizce yapılan toplantıları, konferansları anlamak ve burada sunumlar yapmak için					
9. Mesleğimle ilgili İngilizce raporlar, makaleler yazmak için					
10. Lisansüstü çalışmalar yapmak için					
11. Mesleğimle ilgili ya da genel konularda internette dil sorunu yaşamamak için					
12. Diğer, lütfen belirtiniz;					

4. Mesleğinizi ve mesleki tecrübelerinizi göz önünde bulundurduğunuzda, sizce hangi İngilizce becerileri ne kadar önemlidir?

İngilizce Dil Becerileri	Önemsiz	Az Önemli	Orta Derecede Önemli	Önemli	Çok Önemli
Konuşma Becerileri					
1. Mesleğimle ilgili konularda sunumlar yapmak/tartışmalara katılmak					
2. Yabancı meslektaşlarıma emir/komut vermek					
3. Bir yabancı pasaport sahibine kimliğiyle ilgili sorular sormak/cevaplar vermek					
4. Yardım isteyen bir yabancıya telefonda veya yüz yüze yapması gerekenleri anlatmak					
5. Bir yabancıya bir kişinin eşkali ile ilgili sorular sormak / cevaplar vermek					
6. Yabancı suçluları/mağdurları sorgulamak/ifadelerini almak					
7. Diğer, lütfen belirtiniz;					
Dinleme Becerileri					
8. Mesleğimle ilgili seminerleri/konferansları/ toplantıları anlamak					
9. Yabancı meslektaşlar/kişiler tarafından sorulan soruları ve verilen komutları anlamak					
10. Mesleğimle ilgili radyo veya TV programlarını anlamak					
11. Günlük hayatta kullanılan farklı aksanları ve argo ifadeleri anlamak					
12. Yabancı meslektaşlarla/kişilerle yapılan telefon konuşmalarını anlamak					
13. Diğer, lütfen belirtiniz;					
Okuma Becerileri					
14. Gazete veya dergilerdeki mesleğimle ilgili haberleri okuyup anlamak					
15. Mesleğimle ilgili makaleleri/raporları/araştırmaları okuyup anlamak					
16. Mesleğimle ilgili grafik ve çizelgeleri okuyup anlamak					
17. Mesleğimle ilgili yazılı talimatları okuyup anlamak					
18. Sınav sorularını okuyup anlamak (YDS, TOEFL vb.)					
19. Diğer, lütfen belirtiniz;					
Yazma Becerileri					
20. Mesleğimle ilgili konferanslarda / seminerlerde / toplantılarda notlar tutmak					
21. Mesleğimle ilgili makaleler/raporlar/projeler yazmak					
22. Uluslararası polis soruşturmaları için tanıkların / mağdurların ifadelerini yazmak					
23. Mesleki formları/tutanakları doldurmak					
24. Resmi/gayri resmi yazılar/mailler yazmak					
25. Diğer, lütfen belirtiniz;					

5. Mesleki dil becerileri ve bilgi alanları

Mesleki dil becerileri ve bilgi alanları	Şimdiki İngilizce seviyenizi göz önüne alarak solda verilen dil becerilerinde kendinizi ne derece yeterli gördüğünüzü belirtiniz.					Şu anki mesleki konumunuzda İngilizce gereksinimlerinizi ve kullanım sıklığını göz önüne alarak solda verilen dil becerilerini önem derecelerine göre değerlendiriniz.				
	Oldukça yetersiz	Yetersiz	Orta	Yeterli	Oldukça yeterli	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
1. Okuma becerileri										
2. Yazma becerileri										
3. Konuşma becerileri										
4. Dinleme becerileri										
5. Çeviri becerileri										
6. Mesleki terminoloji bilgisi										
7. Dilbilgisi										
8. Telaffuz										

6. Mesleki konumunuzda İngilizcenin kullanımı ile ilgili yaşadığınız zorlukları yaşama sıklığınıza göre belirtir misiniz?

İngilizcenin kullanımında yaşadığınız zorluklar	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1. Konuşurken sözcükleri doğru şekilde telaffuz etmede zorlanırım					
2. Konuşurken dilbilgisel açıdan doğru cümleler kurmada zorlanırım					
3. Düşünceleri söze dönüştürmede yeterince hızlı olamam					
4. Konuşurken uygun tonlama ve vurguyu kullanmada zorlanırım					
5. Konuşurken uygun sözcük ve kalıpları seçmede zorlanırım					
6. Konuşurken bir şeyi yanlış söylerim diye endişe ederim					
7. Dinlenen bir şeyin ana fikrini anlamada zorlanırım					
8. Dinlerken özel bir bilgiyi (isim, tarih vb.) algılamada zorlanırım					
9. Dinlerken bilinmeyen sözcük ya da sözcük gruplarının anlamını çıkarmada zorlanırım					
10. Dinlenen karışık dilbilgisel yapıları anlamada zorlanırım					
11. Dinlenen bir şeyle ilgili not tutmada zorlanırım					
12. Dinlerken farklı aksanlarda ya da tonlarda söylenen şeyleri anlamada zorlanırım					
13. Okunan bir metni genel olarak anlayıp özetlemede zorlanırım					
14. Bir metne hızlıca göz atıp ana fikrini çıkarmada zorlanırım					
15. Bir metne göz atıp özel bir bilgiyi (isim, tarih) bulmada zorlanırım					
16. Bir metni dikkatlice okuyup detayları anlamada zorlanırım					
17. Bir metni okurken bilinmeyen sözcüklerin anlamlarını tahmin etmede zorlanırım					
18. Bir metni okuyup yazarın bakış açısını anlamada zorlanırım					
19. Okunan bir metni genel olarak anlayıp çevirmede zorlanırım					
20. Yazarken dilbilgisel olarak doğru cümleler kurmada zorlanırım					
21. Yazarken uygun sözcükleri seçip yazmada zorlanırım					
22. Yazarken doğru imla ve noktalamayı kullanmada zorlanırım					
23. Yazarken bilgi ve fikirleri uygun şekilde organize edip yazmada zorlanırım					
24. Yazarken alıntıları doğru şekilde yapmada zorlanırım					
25. Diğer, lütfen belirtiniz;					

7. İngilizcenin kullanımı ile ilgili yaşadığınız zorlukların sebepleri genel olarak neler olabilir?

İngilizce kullanım zorluklarının sebepleri	Kesinlikle katılmıyorum	Katılmıyorum	Karasızım	Katılıyorum	Kesinlikle katılıyorum
1. Yetersiz kelime bilgisi (genel ve mesleki)					
2. Yetersiz dilbilgisi					
3. Yetersiz dinleme-anlama becerisi					
4. Yetersiz konuşma becerisi					
5. Yetersiz okuma becerileri					
6. Yetersiz yazma becerileri					
7. Yetersiz öğretim materyalleri					
8. İngilizceye karşı olan negatif önyargılar					
9. Geçmiş yıllarda alınan İngilizce derslerinin yetersizliği					
10. Diğer, lütfen belirtiniz;					

8. Mesleki deneyiminize dayanarak Güvenlik Bilimleri Fakültesi'nde Mesleki İngilizce (Law Enforcement English) dersinin içeriği ile ilgili önerileriniz varsa belirtir misiniz?

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