

Opinions of Preparatory Students, Graduates and Lectures at Police College on Their Foreign Language Needs

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Abstract

Problem Statement: Needs assessment is an important factor in designing language learning/teaching activities. This process also helps teachers find out whether present programs they are involved in meet the goals and objectives in their curriculum. The English language needs of the prep- class students at Police College have not been analyzed up to now although English is seen as a vital tool for them.

Purpose of the study: Therefore, the purpose of this study is to both identify and make a descriptive analysis of the target communicative needs of the above mentioned population at Ankara Police College.

Method: To identify the needs of the subjects who participated in this study, the related data were gathered from three sources; 151 Police College prep-class students, 14 English language teachers and 35 graduates. The three groups were given the questionnaire consisting of 8 sections containing 115 statements related to both communication and academic needs. In the design of the questionnaire, the researcher utilized previous needs analysis studies conducted in Turkey and abroad. Then the data were analyzed by employing descriptive statistics, such as means and percentages. Finally, the responses to the perceptions of the three groups were compared using T-test.

Findings/Results: The results were shown in the tables and figures to make them more comprehensible. The results revealed that learning English is seen as very important for personal and professional development. All language skills were stated to be important in learning English; but speaking and vocabulary were perceived as the most needed points for Police College students. The respondents expressed a need for emphasis on both general and academic English.

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Recommendations: In the light of the findings, several implications were put forward for future curriculum developments and an appropriate preparatory program, which will hopefully meet the English language needs of the students at Police College.

Key Words: Teaching of English, Police College, Needs Analysis, Forensic Language

Özet

Problem Cümlesi: İhtiyaç değerlendirmesi dil öğrenim/öğretim aktivitelerinin tasarlanmasında önemli bir faktördür. Bu süreç aynı zamanda öğretmenlere, uyguladıkları hali hazırdaki programların müfredatlarındaki amaç ve hedeflerini karşılayıp karşılamadığını bulmalarında yardımcı olur. İngilizce, Polis Koleji öğrencileri için hayati bir araç olarak görülmesine karşın, Polis Koleji hazırlık sınıfı öğrencilerinin İngiliz Dili ihtiyaçları analizi şu ana kadar yapılmamıştır.

Çalışmanın Amacı: Bundan dolayı, çalışmanın amacı hem Ankara Polis Kolejindeki hazırlık sınıfı öğrencilerinin erek iletişimsel ihtiyaçlarının betimsel analizini yapmak ve de tespit etmek.

Yöntem: Çalışmanın örneklemini oluşturan deneklerin ihtiyaçlarını tespit etmek için gerekli veri üç kaynaktan yani, 152 Polis Koleji hazırlık sınıfı öğrencisi, 14 İngilizce öğretmeni ve 35 mezundan toplandı. Bu üç gruba hem iletişimsel hem de akademik ihtiyaçlarla ilgili 8 bölüm ve 115 ifadeden oluşan anket verildi. Anketin hazırlanmasında Türkiye ve yurtdışında yapılan daha önceki ihtiyaç analizi çalışmalarından yararlanıldı. Daha sonra, toplanan veriler ortalama ve yüzde gibi betimsel istatistikler kullanılarak analiz edildi. Son olarak, üç grubun verdikleri cevaplar T-test kullanılarak karşılaştırıldı.

Bulgular/Sonuçlar: Bulgu ve sonuçlar daha kolay anlaşılması için tablo ve şekillerde gösterildi. Bulgular, İngilizce öğrenmenin kariyer gelişimi, şahsi ve mesleki gelişim için çok önemli addedildiğini ortaya çıkardı. Bütün dil becerilerinin İngilizce öğreniminde önemli olduğu ifade edildi. Bu çalışmada sözcük çalışmalarının ve konuşma becerilerinin Polis Koleji öğrencileri için en çok ihtiyaç duyulan konulardan olduğu kanısına varıldı. Ankete cevap verenler, hem akademik hem de genel İngilizce'ye vurgu yapılması gerekliliğini ifade ettiler.

Öneriler: Bu bulgular ışığında, İngilizce öğretiminde öğrencilerin İngilizce dili gereksinimlerini karşılayacağı umut edilen iyi bir müfredat ve hazırlık programı geliştirilmesi için birçok öneri ortaya konmuştur.

Anahtar Kelimeler: İngilizce Öğretimi, Polis Koleji, İhtiyaç Analizi, Adli Dil

INTRODUCTION

The demand for English and English Language Teaching (ELT) has increased rapidly. In academic contexts, Swales (1987) estimates that nearly 50% of the millions of academic papers published each year are written in English, and the percentage is growing year by year. Seen as the lingua-franca, English is being taught as a foreign language (EFL), or as a second language (ESL) in many countries. There is no doubt that English is taught as a foreign language in Turkey. This context, which is English as a foreign language in Turkey, is important as it affects learner's needs. Canale and Swain (1980)

describe communicative competence in terms of three interrelated dimensions; grammatical competence, sociolinguistic competence and strategic competence. Tarone and Yule (1989:35) state that “an analysis of what learner needs to know in the second language will usually reveal that the learner needs all three components of communicative competence.

First of all, teachers should know that success in any learning or in language learning can only come about if the learners are motivated. Making the course relevant to **learners’ needs** is usually a good way to motivate the learners. That is to say, a key part of the “Needs Analysis” (NA) can be to find out what will motivate the learners.

Secondly, although English is seen as a vital tool for the students at Police College, their English language needs have not been analyzed up to now. As it is very important, needs analysis has figured notably in the literature of language teaching for nearly 30 years, and has focused on learners’ communicative needs, since language is used for communication. While teaching a language for communication, four language skills should be emphasized and given great importance because they are the essential aspects of communication in a language. Consequently, students’ four language skills plus grammar and vocabulary needs will be identified in this study.

Finally, language instruction, in general, has five important components – students, teachers, materials, teaching methods and evaluation. Though there are five elements in language instruction, the focus in language teaching has shifted from the nature of the language to the learner; therefore learners should now be at the centre of the instruction. Therefore, it is important for teachers to know the English language needs of the learners so that the content of English could be useful, meaningful and interesting for their students.

PROBLEM

Since the students’ language needs haven’t been analyzed formally up to now, teachers decide how and what students need to learn the English language relying on their past experiences. As a result, the content and materials of the English course offered to the students at Police College seem not to meet their present needs in the desired degree. Therefore, there is a mismatch between the objectives set by teachers and the level of the students when they finish Police College. It is assumed that this problem has originated from the lack of emphasis on specification and analysis of the students’ present needs.

Purpose

This study is aimed at presenting the analysis of the needs of learners at Police College and prospective implications for successful language learning. The aim is to explore the issue of how much, if any, subject content knowledge is required not only for students but also for teachers to successfully prepare their learners for academic study and to effectively teach the English Language. In short, the main aim is to start with the needs analysis and finishing with the implications and implementation of produced teaching materials for successful language learning.

Importance of the Study

The importance of this study stems from the fact that needs analysis is really necessary and has a great impact on the students' success in the foreign language being learned. Thus, students and teachers will be able to take a closer look at the probable effects of needs in efficient language learning. It is believed that the findings will address the weakness of the current situation and contribute to the essential changes in the preparatory program at Police College. Finally, the findings of this study could be of some value for instructors or course designers in designing ESP (English for Specific Purposes) course at Police Academy, since it is the first study providing a statistical analysis of needs of the students at Police College.

Research Questions

The research questions that this study tries to answer can be summarized as follows:

1. What are the communication needs of Police College students?
2. What do the students in the preparatory classes at Police College view their English language needs to be?
3. How do the graduates view the English language needs of Police College students?
4. What do the teachers of English in the preparatory class view the English language needs of Police College students to be?
5. Do any statistically significant differences exist between: teachers and students, teachers and graduates, and students and graduates?
6. What are the student's opinions on the required contents of the courses?

Limitations

The findings of the study are limited to the group of students of the class selected from the College level. As such, the findings would not be applicable and generalizable to all learners who study English as a foreign language throughout Türkiye as needs may change according to the particular groups of students.

METHOD

Setting and Subjects

The setting of the study was the Police College in Ankara. Three groups were used as participants in this study. The first group consisted of 151 out of 160 prep-class Police College students. The second group consisted of 14 out of 15 English language teachers who have had at least 3 years of teaching experience. The last group of subjects consisted of 35 graduates. The rationale behind selecting graduates as subjects was that they have a deeper understanding of English language needs in career positions in the Police organization.

Instruments and Procedure

A variety of sources were used in the design of the questionnaire such as Johns (1981), Nunan (1988a) and especially Nunan (1989), Richterich and Chancerel's (1987) study and Munby's (1978) "Communication Needs Processor". Three versions of questionnaires were developed for the survey, based on earlier survey instruments by Cihanoğlu (2001), Gündüz (1999) and Ekinçi (1995). The researcher also took the results of informal interviews with the students, teachers, and graduates into the consideration in preparing the questionnaire.

The questionnaire given to the subjects consisted of eight sections of 115 statements; the topics of which were the reason for learning English, the importance of language skills (listening, speaking, reading and writing) and components (grammar and vocabulary). Each section is divided into "Communication Needs and Academic Needs". The sections and statements were all same in all versions of the questionnaires to make sure that they were directly comparable. Likert-scale was used in the questionnaire with the items to be ranked in order of importance in which 1 for 'fairly unimportant', 2 for 'unimportant', 3 for 'neutral', 4 for 'important' and 5 for 'fairly important'.

Methodology

The data were computer-analyzed using an SPSS program, since this is a descriptive study carried out to find out students' needs. T-tests and percentage analyses were conducted in order to determine the perceptions of English language needs of Police College students and to compare the perceptions held by three groups; students, teachers and graduates.

Analysis of the Results

Responses of Teachers (Ts), Students (Ss) and Graduates (Gs)

<u>Communication Needs</u>	<u>Mean Rates</u>
Ts: Speaking	4.86
Ss: Vocabulary	4.83
Ss: To have an extensive vocabulary for effective communication	4.82
Ss: To speak fluently and accurately	4.75
<u>Academic Needs</u>	
Ss: To have a chance to be sent abroad for professional development	4.77
Ts: Speaking	4.79
Ss: Vocabulary	4.85
Ss: To understand dialogues in which native speakers speak	4.71
Ss: To read both books, newspapers and journals	4.86
Ts: To know the technical vocabulary related to my subject	4.71

Responses of Teachers, Students and Graduates in Each Section

Section 1: NEED FOR ENGLISH

<u>Communication Needs</u>	
Ts: To communicate with foreigners who do not speak Turkish	4.64
Ss: To communicate with foreigners who do not speak Turkish	4.52
Gs: To read basic textbooks and journals in English	4.40
<u>Academic Needs</u>	
Ts: To have a chance to be sent abroad for professional development	4.50
To read materials in English related to my field of study	4.50
Ss: To have a chance to be sent abroad for professional development	4.77
Gs: To have a chance to be sent abroad for professional development	4.63

Section 2: LANGUAGE SKILLS AND COMPONENTS

<u>Communication</u>	<u>Needs</u>	<u>Academic Needs</u>	
<u>Mean Rates</u>		<u>Mean Rates</u>	
Ts: Speaking	4.86	Ts: Speaking	4.79
Ss: Vocabulary	4.83	Ss: Vocabulary	4.85
Gs: Speaking and Vocabulary	4.60	Gs: Vocabulary	4.60

Section 3: LISTENING SKILLS

<u>Communication Needs</u>	<u>Mean Rates</u>
Ts: To follow spoken instructions and orders	4.62
Ss: To improve my pronunciation skills	4.61
Gs: To understand and identify what others are saying	4.34
<u>Academic Needs</u>	
Ts: To understand dialogues in which native speakers speak	4.43
Ss: To understand dialogues in which native speakers speak	4.71
Gs: To understand and take notes during lectures related to my subject	4.31

Section 4: SPEAKING SKILLS

<u>Communication Needs</u>	
Ts: To participate in class discussions	4.64
To get and give personal information	4.64
To express my feeling and ideas	4.64
Ss: To speak fluently and accurately	4.75
Gs: To express my feeling and ideas	4.54
<u>Academic Needs</u>	
Ts: To organize and present oral reports related to my field	4.57
Ss: To put the words in correct order to make correct utterances	4.58
Gs: To participate in international conference discussions	4.29

Section 5: READING SKILLS

<u>Communication Needs</u>	
Ts: To understand the main idea of the reading texts	4.50
Skimming (reading quickly for the main idea or gist)	4.50
Ss: To make summaries and deducing unknown words	4.53
Gs: Skimming (reading quickly for the main idea or gist)	4.31

Academic Needs

Ts: To read both books, newspapers and journals	4.86
Ss: To read both books, newspapers and journals	4.50
Gs: To read both books, newspapers and journals	4.57

Section 6: WRITING SKILLS

Communication Needs

Mean Rates

Ts: To write term papers, essays	4.21
To take notes in the class	4.21
To prepare weekly home assignments	4.21
Ss: To formulate the topic and concluding sentences	4.17
Gs: To formulate the topic and concluding sentences	3.77

Academic Needs

Ts: To prepare reports related to my field of study	4.50
Ss: To write to find a good job	4.31
Gs: To make surveys, take notes and make summaries	4.29

Section 7: GRAMMAR

Communication Needs

Ts: To make grammatically correct sentences while writing	4.43
Ss: To make grammatically correct sentences while writing	4.34
Gs: To make grammatically correct sentences while writing	4.06

Academic Needs

Ts: To have formal accuracy for my Professional goals	4.21
Ss: To have formal accuracy for my Professional goals	4.43
Gs: To pass the grammar based exams in Türkiye	4.23

Section 8: VOCABULARY

Communication Needs

Ts: To use appropriate words to express my opinions	4.64
Ss: To have an extensive vocabulary for effective communication	4.82
Gs: To have an extensive vocabulary for effective communication	4.40

Academic Needs

Ts: To know the technical vocabulary related to my subject	4.71
Ss: To pronounce words clearly and correctly	4.58
Gs: To translate technical vocabulary into Turkish	4.34
To cope with unknown vocabulary when reading academic texts	4.34

When the data, collected from the three groups, are analyzed and compared, it is seen that the majority of the responses has not showed a significant difference, but there were some significant differences between the perceptions of these three groups, especially between the students and graduates. The differences have been identified above and overall t-test results of the three groups are given below:

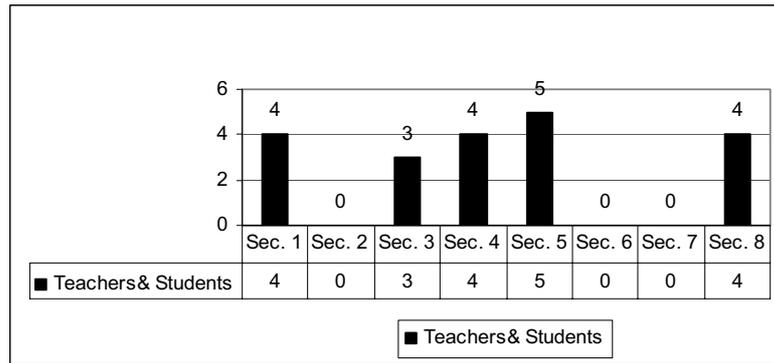


Figure 1. Differences between Teachers and Students

1C1: Section 1-Communication Needs-1. Item / **1A3:** Section 1-Academic Needs-3. Item

WHY DO YOU NEED ENGLISH?

1C1 : To participate in class discussions in English

1A3 : To settle down in a foreign country

1A5 : To travel and study abroad

1A7 : To improve English for my future job

* Please specify if others: _____

WHICH LISTENING ABILITIES ARE MOST IMPORTANT FOR YOU?

3C7 : To improve my pronunciation skills

3A4 : To recognize words in the context by the help of speech sounds

3A7 : To effectively and attentively listen to the information sent by the speaker

WHICH OF THE SPEAKING SKILLS ARE MOST ESSENTIAL FOR YOU AT POLICE COLLEGE?

4C1 : To participate in class discussions

4C8 : To form grammatically correct sentences while speaking

4A3: To use the language appropriately in socio-cultural contexts

WHICH OF THE FOLLOWING READING SKILLS ARE NECESSARY FOR YOU IN READING?

5C4 : To read blackboard notes

5C5 : To make summaries and deducing unknown words

5C6 : Skimming (reading quickly for the main idea or gist)

5C7 : Scanning (reading quickly for a specific piece of information)

WHICH OF THE FOLLOWING ITEMS ARE MOST IMPORTANT FOR YOU AT POLICE COLLEGE?

8C1 : To have an extensive vocabulary for effective communication.

8C3 : To give Turkish or English equivalents of the words.

8C5 : To cope with unknown vocabulary when reading.

8A3 : To pronounce words clearly and correctly.

The results showed that there are no significant differences between the teachers and students in sections 2 (language skills and components), 6 (writing skills) and 7 (grammar), but there are five significant differences in section 5 (reading skills) followed by four significant differences in sections 1 (need for English), 4 (speaking skills) and 8 (vocabulary). There are also three significant differences between them in section 3 (listening skills) as seen in figure 103. Totally, there are twenty significant differences between the teachers and students out of 115.

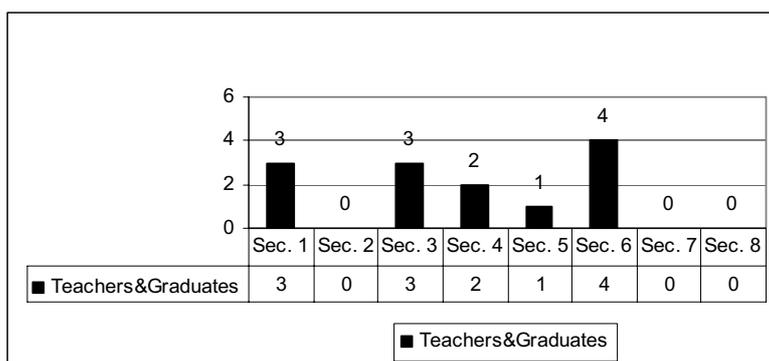


Figure 2: Differences between Teachers and Graduates

WHY DO YOU NEED ENGLISH?

- 1C1 : To participate in class discussions in English
- 1C7 : To understand, and note, the content of lessons
- 1A5 : To travel and study abroad

WHICH LISTENING ABILITIES ARE MOST IMPORTANT FOR YOU?

- 3C1 : To understand and take notes during lessons
- 3C3 : To understand conversations in class
- 3C5 : To follow spoken instructions and orders

WHICH OF THE SPEAKING SKILLS ARE MOST ESSENTIAL FOR YOU AT POLICE COLLEGE?

- 4C1 : To participate in class discussions
- 4C4 : To ask and answer questions in the class

WHICH OF THE FOLLOWING READING SKILLS ARE NECESSARY FOR YOU IN READING?

- 5C7 : Scanning (reading quickly for a specific piece of information)

WHICH OF THE WRITING SKILLS ARE MOST IMPORTANT FOR YOU AT POLICE COLLEGE?

- 6C1 : To write term papers, essays.
- 6C2 : To write articles about a classmate of oneself.
- 6C3 : To take notes in the class.
- 6C5 : To prepare weekly home assignments.

According to the results, there are also no significant differences between the teachers and graduates in sections 2 (language skills and components), 7 (grammar), and 8 (vocabulary) but there are four significant differences in section 6 (writing skills) followed by three significant differences in sections 1 (need for English) and 3 (listening skills). There are also two significant differences between the teachers and graduates in section 4 (speaking skills) as seen in figure 104 and there is only one difference between them in section 5 (reading skills). As a result, there are 13 significant differences between the teachers and graduates out of 115.

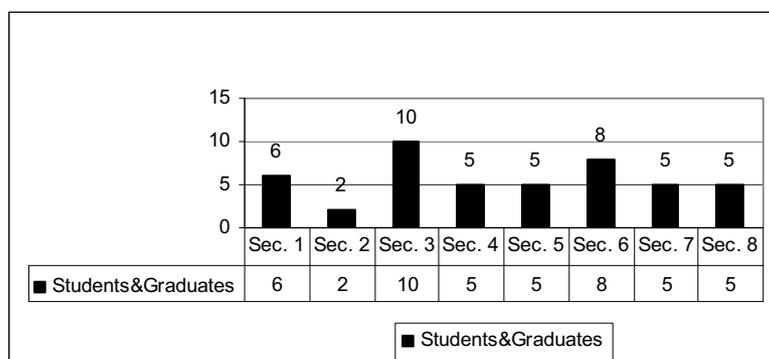


Figure 3: Differences between Students and Graduates

WHY DO YOU NEED ENGLISH?

- 1C1 : To participate in class discussions in English
- 1C3 : To write term papers and answer examination questions in English
- 1C4 : To know people from other backgrounds and cultures
- 1C7 : To understand, and note, the context of lessons
- 1A3 : To settle down in a foreign country
- 1A8 : To use the library for my private study

WHICH LANGUAGE SKILLS AND COMPONENTS ARE MOST IMPORTANT FOR YOU?

- 2C6 : Vocabulary
- 2A6 : Vocabulary

WHICH LISTENING ABILITIES ARE MOST IMPORTANT FOR YOU?

- 3C1 : To understand and take notes during lessons
- 3C2 : To understand and identify what others are saying
- 3C3 : To understand conversations in class
- 3C5 : To follow spoken instructions and orders
- 3C7 : To improve my pronunciation skills
- 3C8 : To recognize cohesive devices in spoken discourse
- 3A3 : To listen to different dialects of English
- 3A4 : To recognize words in the context by the help of speech sounds
- 3A5 : To understand dialogues in which native speakers speak
- 3A7: To effectively transmit information to a listener

WHICH OF THE SPEAKING SKILLS ARE MOST ESSENTIAL FOR YOU AT POLICE COLLEGE?

- 4C3 : To speak fluently and accurately
- 4C4 : To ask and answer questions in the class
- 4C6 : To pronounce words clearly and correctly in the class
- 4C8 : To form grammatically correct sentences while speaking
- 4A8 : To put the words in correct order to make correct utterances

WHICH OF THE FOLLOWING READING SKILLS ARE NECESSARY FOR YOU IN READING?

- 5C4 : To read blackboard notes
- 5C5 : To make summaries and deducing unknown words
- 5C6 : Skimming (reading quickly for the main idea or gist)
- 5C7 : Scanning (reading quickly for a specific piece of information)
- 5A7 : Skimming (reading quickly for the main idea or gist)

WHICH OF THE WRITING SKILLS ARE MOST IMPORTANT FOR YOU AT POLICE COLLEGE?

- 6C1 : To write term papers, essays.
- 6C2 : To write articles about a classmate of oneself.
- 6C3 : To take notes in the class.
- 6C5 : To prepare weekly home assignments.
- 6C6 : To formulate the topic and concluding sentences.
- 6C7 : To write a postcard and a letter to a pen friend.
- 6A3 : To write to find a good job.
- 6A6 : To have coherence and cohesion in a paragraph and across paragraphs.

WHICH OF THE FOLLOWING ITEMS ARE MOST IMPORTANT FOR YOU?

- 7C1 : To use grammar for communicative purposes.
- 7C2 : To understand the grammar people use.
- 7C4 : To remember the grammatical rules easily while speaking.
- 7A1 : To deal with the morphology and syntax of English
- 7A2 : To be more conscious about the language we are speaking.

WHICH OF THE FOLLOWING ITEMS ARE MOST IMPORTANT
FOR YOU AT POLICE COLLAGE?

- 8C1 : To have an extensive vocabulary for effective communication.
- 8C2 : To use appropriate words to express my opinions.
- 8C5 : To cope with unknown vocabulary when reading.
- 8C6 : To understand the definitions in a dictionary.
- 8A3 : To pronounce words clearly and correctly.

Considering the results, there are many significant differences between the students and graduates in all sections. The most significant differences (10) occurred in section 3 (listening skills) followed by eight significant differences in section 6 (writing skills) and 6 differences in section 1 (language skills and components). There are 46 significant differences between the teachers and graduates out of 115. Consequently, one can conclude that the differences between them are important and serious.

Conclusion and Pedagogical Implications

Conclusion

The researcher carried out this study to find out the English language needs of the preparatory students at Police College in Ankara and develop guidelines for the establishment of an effective preparatory program for the students based on the results of this study. The required data were gathered from the three sources; teachers, students and graduates. The rationale behind this purpose was what McDonough (1984) stated: "The students' needs should be documented by gathering the data from multiple sources rather than relying on only students' perception of their own needs".

In order to achieve more efficient learning for English language learners, it was emphasized in this study that it is not sufficient for teachers to simply apply a new teaching method. This study highlighted the assertion that it was necessary for teachers and students to change their awareness, and it also discussed the reason why needs analysis is a useful tool for teachers to take a fresh look at their own teaching and to reconsider the students' learning environment. The present study focused on pinpointing differences and similarities and on examining the possible tendencies between the three groups. Based on the result of the needs analysis, it also discussed how needs analysis could be utilized in the future at such foreign language teaching institutions and what is required in the role of English teacher.

Although it is a time-consuming process, needs analysis is a very important first step in designing technology-based language learning materials for students at Police College. However, the aims of the needs analysis should be relatively modest: although

it will give vital information as to the communicative activities that are important for Police College students and professionals we should not expect a detailed specification of the language that they will need. Including appropriate texts and topics in the materials will help to ensure that the language is at least relevant, if not providing total coverage for all future needs. Finally, the students at Police College have to or will have to use English in order to communicate effectively. We hope that the implications of these findings and recommendations will be put into practice soon.

Pedagogical implications

Need for English

The fact that the highest importance given for the purposes such as “to communicate with foreigners”, “to have chance to be sent abroad for professional development”, “to understand formal lectures given in English” and “to know people from other backgrounds and cultures” may imply that the students at Police College have a very high degree of motivation to learn English as can be clearly understood from the results obtained in the first section of the questionnaire (see Figure 1, 2, and 3 above). Students should be told that the Police Organization commissions a number of officers to go abroad and work there, and candidates have to take and pass the English exam every year in order to be selected. According to the results of the questionnaires, respondents consider the English language as a very important instrument for students’ development in their career, so students should be informed about its, for instance economic, advantages for the instrumental motivation. In addition, students can be given exams similar to the English language exam held by the Police Organization every year. They should be made more conscious of why they need English and what they need in learning English. Finally, students should be told that they will need English both for communicatively and academically and for their future professions. In short, student should be told that knowing English well means success in their career and English is a passport to success. The researcher thinks that it is the responsibility of teachers, administrators and curriculum developers to make students aware of the things mentioned above.

Language Skill and Components

Language is for communication and Police College students mostly use or will use English for communication with foreigners, consequently speaking and vocabulary become more important for them both communicatively and academically considering the responses of the respondents. This does not mean that the other skills are underestimated as their mean scores are also high. In other words, more emphasis should be given to speaking and vocabulary skills. Students should be made more

concerned with speaking English rather than only learning its grammar. More attention should be given to improve students' vocabulary, especially vocabulary related to their field of study. In fact most of the respondents reflected their perceptions that all language skills were important for them in learning English. To conclude, students should be given more chance to practice the four skills and two language components in and outside the class. Formal and informal instruction and strategies should also be given in all four skills and language components. In short we should equip our students with the knowledge and necessary skills mentioned in this study in learning English. Language skills and components were focused on under separate headings, for that reason the researcher now will present implications about each skill and component in that order.

Listening Skills

Students need to develop skills and strategies which will enable them understand authentic English materials. In addition, they need to develop appropriate skills to follow spoken instructions and orders, understand and identify what others are saying, to understand native speakers of English either face to face or on the telephone, or listening to their seminars in lectures. It is a known fact that a language laboratory of Police College is not sufficient to give listening instructions effectively to the whole class. This problem is now partly being solved by using portable tape recorders in the classes. New technology based language laboratories should be made available for use. Furthermore, students should be taught about some problematic sounds in English for Turks to improve their pronunciation skills. Finally, they also need to develop appropriate skills to comprehend various English dialects as they may have difficulties in listening to recorded materials related to their field of study, since these native speakers use different dialects of English.

Police officers generally use handset or wireless in their daily lives, so they should be taught some sample wireless speeches and variety of calls such as the following;

Are you free for a call: Mesaj almak için müsait misiniz?

Send over / Send your message / Go ahead: Mesajını gönder dinliyorum.

Roger, Received, / I say again / I spell: Anlaşıldı, tekrar ediyorum, heceliyorum.

How do you read me, over? Beni nasıl duyuyorsun?

You are loud and clear: Net ve kuvvetli.

You are completely unreadable: Anonlarınız tamamen anlaşılmıyor.

Attention to all units: Bütün istasyonların dikkatine...

Speaking Skills

Students informally reported that they had some grammar problems and made mistakes while speaking, therefore they did not want to participate in class discussions in English as they feared making too many grammar mistakes. They should be told that making mistakes are very normal when learning a new language and in terms of speaking fluency should be emphasized rather than accuracy. In other words, errors can not be corrected at once but can be delayed or tolerated by the teachers. These errors can be seen as natural outcome of the development of communication skills. In fact it is also normal that students sometimes hesitate to participate in class discussions because of the fear of making mistakes while speaking, in these circumstances they should be encouraged to take part in class activities. More emphasis should be placed on the instruction of speaking skill as it is seen very important skill by the three groups and the mean scores in this section which asked about the rating of speaking skills were relatively high for all statements.

We should help students acquire the appropriate pronunciation. They should be involved more in in-class activities such as getting and giving personal information, expressing feeling and ideas and asking and answering questions in the class to practice and improve their speaking skills. For the development of students' speaking skills, more oral presentations can also be included in the English course and students should be given more chance to practice speaking skills in and outside the English course. In addition, it would be also useful for students to have more conversation courses in which they can develop their competence in speaking. Finally, students should sometimes be exposed to authentic context of English, namely; they should be given more opportunities to develop strategies for using English as it is used in real communication, and more hours should be allocated for speaking.

Students should know how to read miranda when they arrest suspects. At least, they should utter the following by heart:

"You are under arrest. You have the right to remain silent but anything you say will be taken down and may be used as evidence against you. You can get a lawyer or the state will provide a lawyer for you."

Again, some authentic dialogues related to their field should be presented to the police college students such as;

1. Giving Directions

A : Excuse me, can you tell me the way to the police station?

B : *Yes, of course. Go down Kızılay Street, and turn left. The police station is next to the post office.*

A : Thank you very much.

2. Reporting Emergencies

Officer : *Emergency Services... Which service do you require, please?*

Caller : Police, please.

Officer : *Joshua Police Station... Can I help you?*

Caller : I want to report a break-in at my house. Please come quickly!

Officer : *Could you give your address and telephone number, please?*

Caller : Yes – It is 3, Joshua Street and my telephone number is 2335544

Officer : *And your name please?*

Caller : George Brown.

Officer : *Thank you, Mr. Brown. There's a patrol on the way now.*

Reading Skills

According to the results there is a strong need for developing reading skills as in other skills. Some reading strategies, such as skimming, scanning, deducing unknown words and making inferences, could be developed for Police College students in order not to have difficulties in recognizing technical vocabulary while reading materials related to their field. Some reading texts related to their field should be included in the lessons. Students stated that they need to understand the main idea of the reading texts. This need may imply that students are afraid that they will not understand the texts they read because of facing with many unknown vocabulary. Consequently, students should be taught that they do not need to know all the vocabulary in the texts in order to understand the gist of the texts. Reading texts should be appropriate to students' needs, wants and interests. For instance, the following and such type reading texts related to their field can be given to the students in the lessons;

“The police had suspected George Brown for months, and when they finally gathered some real evidence against him he was suggested by the police and accused of trafficking in drugs. A few weeks later he was tried for the crime. The jury were quickly convinced that he was guilty of drug trafficking, so he was convicted of the crime and sentenced to ten years in prison. The police were satisfied they had managed to put such a dangerous criminal behind bars.”

Writing Skills

There should be more focus on the in-class activities in writing such as writing articles about a classmate of oneself, preparing weekly home assignments and taking notes in the class to improve students' writing skills. Students should have the chance to prepare reports related to their field of study and practice to take notes in lectures. Certain writing skills which will help the students to organize information in an appropriate way in a paragraph or across the paragraphs should be developed for students. They should be taught how to choose appropriate vocabulary while writing essays, assignments and specific articles related to their field. For the solution, activities like semantic mapping should be introduced into writing classes.

Grammar

According to the results to be accurate in writing is important to the respondents. Students should be taught to make grammatically correct sentences while writing in English in order to be accurate in writing. Students sometimes come across grammatical problems while reading and they need to cope with these grammatical forms while reading in English. For the implications mentioned above accuracy should be overemphasized fluency but students also want to use grammar for communicative purposes, which may imply the importance of grammar in communication so that the communicators could understand each other well. The researcher thinks that for this purpose fluency should be overemphasized accuracy. The most important criterion in the tests done in Türkiye is grammatical accuracy. The students, therefore, see their priority needs as being to pass the tests rather than effectively communicate. In terms of academic needs teachers should know that students need to have formal accuracy for their professional goals and they want to pass the grammar based exams in Türkiye, which indicates that students need grammar especially for the instrumental purposes.

Vocabulary

More attention should be given to improve students' vocabulary. Students should be taught extensive vocabulary for effective communication and how to use them to express their opinions. It is inferred that the respondents agree that the students need vocabulary for effective communication. They should be able to give Turkish or English equivalents of the words as they are sometimes asked to translate words into Turkish or English. Students also need to know the technical vocabulary related to their subjects and should be able to cope with unknown vocabulary when reading academic texts. A variety of technical vocabulary may include the words such as:

<i>abduct</i>	: birini zorla kaçırmak	<i>on /off duty</i>	: görevli, izinli
<i>blackmail</i>	: şantaj	<i>offence</i>	: suç
<i>catch red handed</i>	: suç üstü yakalamak	<i>patrol</i>	: devriye ekibi
<i>doing time</i>	: cezasını çekmek	<i>request assistance</i>	: yardım istemek
<i>evidence</i>	: kanıt	<i>sentence</i>	: mahkum etmek
<i>handcuffs</i>	: kelepçe	<i>tow</i>	: (taşıt) çekmek
<i>innocent</i>	: masum, suçsuz	<i>try</i>	: yargılamak
<i>kidnapper</i>	: adam kaçıran	<i>usurpation</i>	: gasp
<i>mugger</i>	: kapkaççı	<i>victim</i>	: kurban
<i>nickname</i>	: sahte ad	<i>witness</i>	: tanık, şahit

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