

## Designing an ESP- Syllabus Framework Based on Conducting of an Effective Target Situation Needs Analysis a Case Study of Abu Dhabi Police Traffic Officers

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الملخص: هدفت الدراسة الى تحليل الحاجات العملية لرجال المرور في شرطة أبوظبي لتصميم منهج تدريبي للغة الانجليزية يلبي الحاجات العملية لرجال المرور. بعد تحليل البيانات التي تم تجميعها من ٥٠ فرد من افراد المرور تبين ان اللغة الانجليزية بصورة عامة مهمة للغاية لرجل المرور اثناء اداءه لعمله و قد اكد معظم المشاركين على اهمية تضمين المهارات اللغوية المختلفة التي يحتاجونها في مجال عملهم . تم تحليل الصعوبات اللغوية التي تواجههم اثناء اداء عملهم لضمان التدريب على تجاوزها مستقبلا.

الكلمات المفتاحية: رجال المرور، منهج تدريب، المهارات اللغوية، اللغة الانجليزية.

**Abstract:** This study aims at analyzing the target situation needs for Abu Dhabi Police traffic Staff to suggest an ESP- base syllabus framework. These needs will be employed to designs an ESP- Syllabus. A questionnaire was used to collect data from the participants, after analyzing the data collected, it was revealed that English language in general is of great importance to traffic police. Participants who were 50 police men working in traffic department ensured that some language functions should be included in the suggested ESP-based syllabus. In addition to some language sub-skills they rated as very important, furthermore, they questionnaire evaluated some language difficulties they may encounter while they perform their duties.

**Keywords:** ESP , EGP, Needs analysis , Target situation , Present situation.

### 1. Introduction

ESP field is to some extent new discipline within EFL, however, it has been a rich area for research, many scholars have conducted many researches and covered different areas in ESP. This study aims at analyzing the target situation needs for Abu Dhabi traffic Police Staff to design an ESP-based course. The needs for such a course have been observed and considered vital due to many factors related to city's demographic structure; more than half of the city's residents are foreigners where English is the main means of communications among them. policing in such cities required police staff to have good communication skills, and as an English instructor in Abu Dhabi Police the researcher knows that general English course is taught to police cadets while receiving their general training at Abu Dhabi police school and for police staff on the job; the four institutions concerned with offering training to the police staff also offer general English courses. These courses don't meet sufficiently the staff's real needs to communicate and interact with the society while performing their tasks. So, these institutions don't apply the specialized English training program that could provide the police staff with the necessary communication skills for situations such as

receiving a call from an English speaker; reporting theft and/or questioning an English speaker witness, in general training program related to police work like investigation, crimes, questioning a witness etc.

### **Problem Statement**

The problem of this study is directly related to the demographic structure of the city; Abu Dhabi is a cosmopolitan city, most of the residents are foreigners and use English language as a medium of communication. Policing in such cities required police staff (traffic police in our case) to be able to effectively communicate with society members. This study aims at evaluating this issue based in demographic structure from one side and police staff English language competence and training in another side.

### **Objective of the study**

The objective of this study is analyzing target situation needs for designing an ESP- based syllabus for Traffic department policemen.

In this study both descriptive and analytical methods have been adopted. Data collection instruments were a questionnaire and a diagnostic test.

### **Data Collection Tools**

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

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

For target situation analysis a questionnaire was used to collect data from in-service staff. The first section of the questionnaire covers personal information; the participants were asked to provide information about their names (optional), their ages, academic background and their gender. The second section was provided for collecting data of the staffs' current level of English; English language training and to what extent it's sufficient ;English skills and sub-skills level ; their perception the importance of the four English language

skills at workplace and the importance of some language functions at workplace. Section three was provided to collect data about English language difficulties that encounter them at workplace. Part four was allocated to collect data of their learning needs. Finally, part five is provided for suggestions on general framework of the course. The target of the questionnaire was to seek information based on the theoretical framework of the study, which covers TSA (Target Situation Analysis), LSA (Learning Situation Analysis). The questions of the questionnaire were formulated to provide answers to the questions and hypothesis of the study.

### **Research questions**

The research questions are:

1. To what extent do conducting systematic needs analysis help in designing an effective ESP-based syllabus for traffic police.
2. To what extend do traffic section staff need an ESP-based syllabus that designed according to their actual needs.
3. What type of language difficulties do Abu Dhabi Policemen in traffic section encounter when they use English at workplace?

### **Research Hypotheses**

The research hypotheses are formulated as follows:

1. The actual needs of the traffic section police has never been considered in designing the current raining program.
2. Abu Dhabi Traffic Policemen need to master special language skills needed for their specific purposes.
3. Abu Dhabi policemen encounter some language difficulties when they use English language at workplace.

### **Significance of the study**

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

### **Research Methodology**

In this study both descriptive and analytical methods have been adopted. Data collection instrument was a questionnaire.

### Construction and Development of the Questionnaire

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

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

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

A pilot study was conducted to find out how clear were the questionnaire questions for the study subjects. After that the final draft of the questionnaire has been distributed to the subjects in two different places; at police school and at five different police stations. The researcher, before distributing the questionnaire made the participants aware that all information included in the questionnaire will be used only for the purpose of this study

### Population of the Study

The population of this study consisted of all policemen working in traffic department.

### Samples of the Study

The study samples included 50 on-the-job policemen. The selection of samples depended on their job nature.

### Reliability of the Questionnaire

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

Case Processing Summary			
		N	%
Cases	Valid	85	100
	Excluded	0	0
	Total	85	100.0
a. List wise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.929	48

**Table 1. Trainees level in English language**

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

This table represent current trainees' English level. It represents that most of the participants are of average level in almost all English skills and sub-skills, except for the listening they proved to be good, and this could be because of amount of English they exposed to during their normal days; they are forced to listen to English almost everywhere the go because of the demographic structure of the city mentioned in chapter 1 in this study.

**Table 2. English language difficulties at work as perceived by participants**

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Mean	Std. Deviation	Level of agreement
	Number	Number	Number	Number			
	%	%	%	%			
I find difficulties to understand English speakers when they naturally.	0	8	36	41	3.39	.656	Strongly agree
	0	9.4	42.4	48.2			
	1	8	42	34	3.28	.683	Agree

I find difficulties in understanding different dialects	1.2	9.4	49.4	40			
I don't understand English at all	1	9	44	31	3.24	.684	Agree
	1.2	10.6	51.8	36.5			
I can't respond to what is said in English	1	8	45	31	3.25	.671	Agree
	1.2	9.4	52.9	36.5			
I can't use terminologies related to my work	5	9	37	34	3.18	.848	Agree
	5.9	10.6	43.5	40			
I can't understand terminologies related to my work	5	8	36	36	3.21	.846	Agree
	5.9	9.4	42.4	42.4			

Table 2 represents difficulties traffic police encounter at work place. Most of the participants believe that they have difficulties in writing, reading, listening and speaking consecutively and at different levels. So they need first more training in the four skills to overcome these difficulties. Both general English and ESP were included among these functions and it was revealed that police staff at work need training in both.

**Table 3 . The importance of language skills at work as perceived by participants**

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

Table 3 represents the importance of English four skills at work place as perceived by traffic police. All the participants believe that listening, speaking and reading are very important, writing is considered to be important; this could be because they always use a computer programs or a specialized system for their routine work.

**Table 4. The importance of some language functions as previewed by participants**

Statement	Not important	Slightly Important	important	Very important	Mean	Std. Deviation	Level of importance
	Number	Number	Number	Number			
	%	%	%	%			
understating police terminologies (listening)	4	10	27	44	3.31	.859	Very Important
	4.7	11.8	31.8	52.8			
understanding words related to my work (listening)	0	10	25	50	3.47	.700	Very important
	0	11.8	29.4	58.8			
understanding different English dialects (listening)	3	13	28	41	3.26	.847	Very Important
	3.5	15.3	32.9	48.2			
Understanding inquiries whether over phone or personally (listening)	0	9	32	44	3.41	.678	Very Important
	0	10.6	37.6	51.8			
Understanding lectures held in English (listening)	0	14	29	42	3.33	.746	Very Important
	0	16.5	34.1	49.4			
using police terminologies	2	15	29	39	3.24	.826	Important
	2.4	17.6	34.1	45.9			
Introducing oneself and others' responsibilities (speaking)	1	15	30	39	3.26	.789	Important
	1.2	17.6	35.3	45.9			
offering help (speaking)	0	17	27	41	3.28	.781	Important
	0	20	31.8	48.2			

asking for personal information (speaking)	0	19	24	42	3.27	.808	Very Important
	0	22.4	28.2	49.4			
help tourists and visitors (speaking)	0	21	24	40	3.22	.822	Important
	0	24.7	28.2	47.1			
direct motorist and making them aware of rules (speaking)	3	18	27	37	3.15	.880	Important
	3.5	21.2	31.8	43.5			
providing general instructions and advices (speaking)	1	19	29	36	3.18	.819	Important
	1.2	22.4	34.1	42.4			
Describing people (speaking)	1	17	31	36	3.20	.799	Important
	1.2	20	36.5	42.2			
Describing an accident (speaking)	0	19	29	37	3.21	.788	Important
	0	22.4	34.1	43.5			
reading terminologies related to my work (speaking)	2	16	33	34	3.16	.814	Important
	2.4	18.8	38.8	40			
Giving directions (speaking)	2	17	27	39	3.18	.928	Important
	2.4	20	31.8	45.9			
reading reports , letters, emails	2	17	27	39	3.21	.846	Important
	2.4	20	31.8	45.9			
reading topics in my work specialization	2	24	22	37	3.11	.900	Important
	2.4	28.2	25.9	43.5			
reading general topics	3	26	23	33	3.01	.919	Important
	3.5	30.6	27.1	38.8			



writing terminologies related to my work	4	15	28	38	3.18	.889	Important
	4.7	17.6	32.9	44.7			
writing an accidents description	5	16	32	32	3.07	.897	Important
	5.9	18.8	37.6	37.6			
writing reports	7	16	28	34	3.05	.962	Important
	8.2	18.8	32.9	40			
writing general topics	9	15	27	34	3.01	1.006	Important
	10.6	17.6	31.8	40			
Filling forms	6	19	24	36	3.06	.968	Important
	7.1	22.4	28.2	42.4			

Table 4 represents the importance of some language functions at work place. In the last part of the questionnaire participants were asked to evaluate some language functions and to determine how much important are they for them at workplace. This part will serve as an integral part of the syllabus (language functions) by language functions the researcher means the situations at which police staff may need English and may have difficulties in using it. So table stated clearly most of the functions that are needed in different situations at workplace alongside with the participants responds.

### Emotional needs

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

### Syllabus Framework

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

current level and the target English language competence the syllabus was divided into two parts, Remedial Course which is a general English course and ESP course.

### **Remedial course:**

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

### **Syllabus of the remedial course:**

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

## **Findings and discussions**

This study aims to analyze Abu Dhabi police traffic section staff needs in target situation (job place) for designing an ESP-based syllabus to be applied in their training program. Target needs analysis and learning situation analysis, were used to obtain information from participants involved in this study.

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

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

As per Graves (2000) the TSA seeks to answer the following questions:

- What tasks do the learners need to be able to do by the end of the course?
- Why is it important for them to perform these tasks in English?
- Why do learners want or need to learn these skills?

A test was conducted for present situation analysis PSA (English competence and general level) for Abu Dhabi police cadets. The test was designed to answer the following questions about learners (Abu Dhabi Police cadets in our case):

- What is their current level of English?
- What strengths and weaknesses do they have in speaking, listening, reading, and writing? As per Dudley-Evans and St. John (1998).

After the required information of the language needs and lacks was gathered, cadets' personal and emotional needs and preferences like; the way they want to learn; the time they prefer; the nature of the course they prefer were defined and stated clearly the suggested ESP course (was designed accordingly). It is worth mentioning that a remedial course of general English nature is suggested to precede the application of the ESP to prepare learners for studying the ESP course, and this support the theory adopted by Robinson (1991) that ESP course learners should be familiar with English and they shouldn't be absolute starters, this theory is also supported by Hutchison and Waters (1987).

## Conclusions

This study was conducted to find out the target situation needs of Abu Dhabi police working in traffic section for designing an ESP-based syllabus. Some conclusions were revealed from this study in terms of English proficiency, police in traffics actual needs and course content. Concerning the English skills proficiency, in general Abu Dhabi police staff in traffic section language proficiency was still low as indicated from the data of the questionnaire. However, they're aware of the importance of English language for them at workplace and they are fully desired to improve their English competence.

Concerning the contents, in general Abu Dhabi police traffic police wanted to learn English related to their work. The English four skills and sub-skills to be mastered by the cadets were identified in this study; it was revealed that they wanted to learn English skills and sub-skills in the context of ESP that directly related to their job tasks.

## Recommendations

Based on the findings, this study recommends the following:

- First, Abu Dhabi police should implement the ESP-based syllabus proposed in this study in order to provide police in traffic section with the English communication skills they actually need.
- Second, needs analysis process should be conducted before starting any English course to find out the actual needs of the Abu Dhabi Police staff.
- Needs analysis should be systematic and accurate as much as possible to clearly define these needs.

- English language skills needed in target situation should be defined in terms of verbal communications, equipments, written communications generally the whole environment in the target situation should be considered when analyzing the language needs.
- Emotional needs as an integral part of designing any English course and therefore, cadets' personal needs and preferences should never have neglected when designing the suggested ESP course.
- This study recommends the content-based syllabus to be applied.
- The study recommends using authentic materials to help trainees use and master real and live language.

### Suggestions for Further Studies

- Therefore, implementing of the proposed ESP syllabus may be useful for further studies in order to develop the syllabus.
- This study came to the end with a proposed ESP syllabus for Abu Dhabi staff in traffic section, so further studies to propose more ESP syllabi for each department according to their very narrow job needs is highly recommended by the researcher.

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