

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE

DISCOVERING THE ENGLISH LANGUAGE NEEDS OF LEARNERS
(CADETS): THE CASE OF ETHIOPIAN POLICE COLLEGE

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**DISCOVERING THE ENGLISH LANGUAGE NEEDS OF
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COLLEGE**

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List of Acronyms

ESP	English for Specific Purposes
TVET	Technical, Vocational and Educational Training
EGP	English for General Purpose
ELT	English for Language Teaching
EAP	English for Academic Purposes
EOP	English for Occupational Purposes
EBE	English for Business and Economics
EST	English for Science and Technology
ESS	English for Social Studies
ANOVA	Analysis of Variance
SPSS	Statistical Package for Social Scientists
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunity Deficiency Syndrome

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Abstract

This paper has dealt with identification of the English language needs of freshman diploma students of the Ethiopian Police College. In this regard, emphasis has been given to specifying the English language needs in each domain and preferred skills, activities and micro language items that could meet the specific language needs of trainees (Cadets) in academic, future career, and private and social life contexts.

In carrying out the research, questionnaire was used as a chief data gathering tool for subjects, including 60 students, 30 former graduates, 2 English language instructors, and 6 administrators. Besides, interview and focus-group discussions were conducted for 1 English language instructor and 5 students respectively. The study has also been assisted with text analysis of the current course material (college English V-1). In the analysis the results have been triangulated for vivid manifestation of cadets' English language needs as perceived by all respondents (stake holders).

The study clearly indicated that cadets have high English language needs in the three domains. However, since trainees are preparing to become police officers a very high English language need has been recorded in the future career domain. On the contrary, the text analysis revealed that the current course book fails to incorporate the kind of English language that suits learners' future profession.

On the other hand, although all the subjects realized the significance of both macro and micro skills in the three domains, they prioritized speaking, listening, reading, and writing in due order. They also believed that vocabulary and grammar should be learnt more than pronunciation.

Hence, the college, syllabus designers and other concerned bodies need to design a kind of course material that satisfies the needs of cadets in the three domains, but with special emphasis to the kind of English that serves their future career.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The rationale for advocating English for specific purpose (ESP), as Brindley in Johnson (1989:67) states, is the assumption that, "...language users learn more effectively if programme content is relevant to their specific area of need or interest. General language proficiency [in this case] is not as important as the ability to operate effectively in specific areas relevant to the learners' needs and interest".

To this effect, learners are often more motivated and interested to learn English when they make sure that it will help them in their future career and aspired destination.

As Hutchinson and Waters (1987) state, there are three reasons for the emergence of ESP (English for Specific Purpose): the demands of the new world order, a revolution in linguistics, and focus on the learner. On the other hand, Hutchinson and Waters (1987) emphasize that two key historical periods play a significant role for the emergence of ESP. First, the end of the Second World War brought with it an:

...age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role (of international language) fell to English. (Hutchinson and Waters (1987:6)

Second, the oil crisis of the early 1970's resulted in Western money and knowledge flowing into the oil-rich countries. The language turned out to be English.

Since one of the sound reasons for the emergence of ESP is focus on the learner, Hutchinson and Waters (1987) assume, if the kind of language we use varies in accordance with

situations and settings; then, tailoring language instruction to meet the needs of learners in specific context is also possible.

According to Hawkey in Altman and James (1980) gearing towards ESP has two major and significant functions. On the one hand, it generates all rounded profile of learners need in accordance to the language use where learners intend to employ it. And; on the other hand, it brings forth "... a specification of the language skills, functions and form required to carry out the communication described in the needs profile" (p.81)

Owing to the facts specified above many scholars like Nunan (1988), Seedhouse (1995), and Swales in Johnson (1989) believe that currently ESP seems to be the prime concern of learner-centered approaches and communicative approaches. On the plus side, Holt (1995) emphasizes that ESP makes learners active participants in selecting topics, language, and materials. Besides, a variety of techniques appealing to diverse learning styles can be entertained following the needs analysis of learners.

As such, any teaching program in any field of study needs to identify why they are focusing on one and not in another type of course book. Hence, knowingly or unknowingly as Hutchinson and Waters (1987) claim "all courses are based on a perceived need of some sort". Due to this, sorting out, discovering and recognizing the learners 'need in a systematic way should be the top most concern of course book writers, institutions, and other stake holders in the process.

1.2 Statement of the Problem

As could be driven from the discussion which has been made so far, the relevance of teaching English with regard to the basic needs and interests of learners is unquestionable. And, in harmony with various professions; in Ethiopia, language courses like English for business, English for health professionals, etc are taking place and replacing most general English courses in different higher institutions. This being the fact; with no hesitation, the

police too need to acquaint themselves with the kind of English language item that assists in performing their duties and responsibilities effectively.

This being the fact, it worths mentioning some researches conducted in Ethiopia with regard to identifying the English language needs of learners. As far as the researcher's knowledge is concerned the first recognized research is carried out by Morris (1983) on Identification of the communicative needs of AAU students. Later, quite a number of master's theses have been pursued on the same issue .To mention some: Developing Criteria for a Course in English for Aircraft Technicians of the Ethiopian Air force by Abraham Menna(2001);Government Nursing Schools English Course Needs Analysis by Ephrem Tessema (2004); English Language Course Needs Analysis; Jimma Zone Government 10+1 Technical and Vocational Trainees in Focus by Asnakech Demisise (2005); The English Language Needs of Agricultural Technical Vocational Education and Training Students: Alage Agricultural TVET College in Focus by Haile Kassahun(2005). In fact the researcher has come across an extended study on needs identification which is a Ph.D. Dissertation on Developing a Service English Syllabus to Meet the Academic Demands and Constraints in Ethiopian University Context by Hailemichael Abera (1993).

Unique in its nature and responsibility, the duties of a police most demandingly involves serving and protecting the people. As such, the researcher believes that it is a timely issue to focus on identifying the English language needs of learners (cadets) at Police College for the following reasons:

- i) As part and parcel of a community they are living in, the police need to be ahead of the society both in skill and efficiency.
- ii) The world is becoming a small village. Accordingly, crimes; these days, are borderless and have an international nature. Therefore, the police need to communicate and work together with other police forces not only within Ethiopia but also with the rest of the world as well.
- iii) What is more, the police need to update their knowledge to keep in touch with crime and criminals' current trend and advanced protection mechanisms by consulting various sources.

- iv) On specific cases, the job may require to speak with criminals, victims of crime, and English speaking witnesses. In all cases, the police need to be able communicate with the English language.

Thus, courses need to be designed in a way that satisfies the aforementioned scenarios. Nevertheless, any body approaching the teaching of College English for police would certainly feel uncomfortable on reviewing the line of contents with regard to duties and responsibilities of a police officer. As the purpose of developing the college English as a course book is meant for academic purpose, it fails to cover the complexities of task and language as different in nature as that of a police. Certainly, the course material which is already employed in the Ethiopian Police College may not encounter cadets' or trainees' need to perform their responsibilities and duties after completion of the program.

This study is, therefore conducted to discover the needs of cadets or trainees of diploma program at Ethiopian Police College. In doing so, the research endeavors to evaluate the efficiency of the current course book in meeting the trainees' academic and professional needs. Besides, it shall explore and identify the targeted needs of learners that will enable them to perform the requirements in their professional career.

1.3 Objectives of the Study

The study aims at :

General:

- Discovering the English language needs of learners (cadets) in Ethiopian Police College.

Specific:

- Identifying the target needs of trainees as a police officer
- Finding out the felt needs of trainees
- Finding out what other stake holders perceive as the English language needs of trainees (cadets).

- Assessing the efficiency of the current English course book in satisfying and fulfilling the needs of the trainees.

1.4 Research Questions

The present study aims to find an answer for the following research questions.

1. What are the specific English language needs of learners (cadets)?
2. What are the felt English language needs of learners (trainees)?
3. What are the specific English language needs perceived by other stake holders?
4. Does the current English course book satisfy and fulfill the needs of trainees?

1.5 Application of Results

As discussed above, ESP (English for Specific Purpose) is thought to be an ideal approach in addressing the specific language needs of learners. On top of that, to arouse interest and motivation; identifying the learners' need and designing a course accordingly out weighs than merely teaching General English.

Hence, it is believed that the findings of this research would assist in indicating the targeted needs of trainees (cadets). More significantly, how ever, English language instructors will be equipped with significant facts as to the needs of their students which justify the development of a new course material.

Most of all, the findings of this research would benefit course book writers and other same institutions in the country by using the finding as a stepping stone in tackling the English language needs of students in their own context.

1.6 Scope of the Study

The scope of the study is delineated to assessing the English language needs of first year diploma students in the Ethiopian Police College. In doing so, 60 students, 30 former

graduates, 6 administrators, and 2 English language instructors have been considered as sample subjects. Hence, the study solely dealt with identifying the English language needs of freshman diploma students in the college.

1.7 Limitations of the Study

Had it not been for less coverage of the sample size, this research would have been more comprehensive in many regards. Unfortunately though, currently the college runs only a freshman diploma program. Therefore, as the researcher was bound by available sample size, the result may not be conclusive or generalized to the whole institute.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 English for Specific Purposes (ESP)

For vivid and elaborative review, the concept of English for specific purposes shall be delineated with in definition, historical and theoretical development, and its classifications in due order.

2.1.1 Definition

Hutchinson and Waters (1987:53) proclaim that the definition of ESP (English for specific purpose) should arise with the question, “why do these learners need to learn English?” And, based on this concern Hutchinson and Waters (1987:19) define that ESP is, “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. Here, the focus is the purpose of learning the English language and taking all its principal and vital components with respect to specific programme.

Nevertheless, other scholars like Strevens (1988) confirm that ESP should be looked at from two distinct dimensions. The first one is **variable characteristics** in which ESP is addressed from language skills which might not necessarily be taught with any pre-destined methodology. With **absolute characteristics** which are the second dimension, ESP is analyzed with identification of content and methodology in accordance with the learners’ specifiable needs and targeted occupation and discipline.

Very aware of the current confusion on ESP, Dudley-Evans and St. John (1997) bring to light an extended definition of ESP in terms of absolute and variable characteristics:

A. Absolute characteristics

- a) ESP is defined to meet specific needs of learner;
- b) ESP makes use of the underlying methodology and activities of the discipline it serves,
- c) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres.

B. Variable Characteristics

- a) ESP may be related to or designed for specific disciplines.
- b) ESP may use, in specific teaching situations, a different methodology from that of General English.
- c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- d) ESP is generally designed for intermediate or advanced students.
- e) Most ESP courses assume some basic knowledge of the language systems.

In spite of the fact that the definition of ESP comprises the absolute and variable characteristic, Dudley- Evans and St. John (1998) have deleted the incorporation of the absolute characteristics which separates EGP (English for General purpose) from ESP (English for specific purpose) for they proclaim that ESP may not necessarily deal with a specific discipline.

What is more, Anthony (1997) informs that the aforementioned approach to ESP has been criticized by many for it imposes wrong impression that ESP often gears towards a particular subject content (Ibid)

On the other hand, Widdowsen (1983) prefers vitalizing ESP in comparison to EGP (English for General purpose). As such, he adheres that ESP is for training, that is, the teaching of predetermined skills, where as EGP is meant for education that lead learners to an understanding of underlying principles.

Furthermore, Widdowsen (1983) proclaims that in an ESP syllabus, objectives (short term goals of specific units) are equivalent with that of syllabus aims (the long – term goals of an entire programme) and the development of a restricted English competence. In contrast, EGP has education as a goal, therefore objectives leads to aims, i.e. the development of a general capacity whose eventual use (aims) may vary according to the interest and aspiration of each learner:

Similarly, Cunningsworth (1995) forwards that in contrast to EGP, the materials designed and developed for ESP purpose are intended to meet the students’ specific needs. Hence, the contents and methodologies selected are prior to the specific needs of the learners, where as, in EGP the contents are general and different in magnitude of topics and language items they encompass.

Despite the fact that many scholars view ESP in many different ways, we can see that in all definitions and own interpretations the primary concern of ESP is fulfilling and meeting the needs of learners. To this effect, as Ellis and Johnson (1997:26) recommend, “we are supposed to focus on the systems, procedures and products that are at the heart of what the students do in English and to be able to deduce from this knowledge the language needs of each type of learners”. This is to mean that the destination which is mirrored by the learner should be realized and taken into consideration to meet learners’ need and our purpose for teaching the English language.

2.1.2 Historical and Theoretical Background of ESP

In designing and developing an English language course, special emphasis should be given for various elements. Obviously, the designing tradition advocates and inclines to one or another of such elements based on the objectives of each educational experience and educational practice. Accordingly, ever since Tyler (1948) as cited by Berwick in Johnson (1989:49) proposed four basic questions to be considered in designing of syllabus, a variety of designs and forms has come into existence. These questions by Tyler include:-

- (1).What educational purpose does the (teaching establishment) seeks to attain?
- (2).What type of educational experiences could be provided in order to attain these purposes?
- (3).How could these educational experiences be effectively organized?
- (4).How can we determine whether these purposes are being attained?

In trying to answer these questions, as Eisner (1985), Elias and Merriam (1980), Mohan(1978),and Saylor and Alexander(1974) as quoted by Berwick in Johnson (1989) put to light, different orientations or designs to planning and decision making have been enlightened. To see some of them, designs based on organized body of knowledge, designs based on specific competencies, designs based on social activities and problems, designs based on cognitive or learning processes, designs based on feelings and attitudes, and designs based on needs and interests of the learner.

According to Hutchinson and Waters (1987) the historical emergence of ESP could be attributed to three major historical events. The first is the current reality of the world and the kind of the English language that needs to satisfy its pace. The other one is a new dimension held on the whole aspect of linguistics. Lastly, it is well observed that prioritization of learners in accordance to the teaching learning process also played a vital role for its emergence.

As to the first point, Hutchinson and Waters (1987) further elaborate that at present the world is becoming a small village. Everyday, people are moving from one place to another for various reasons. Notably, the advancement of scientific, technical, and economic horizons has demanded the new world order a kind of language that could easily facilitate the transfer of knowledge and business transactions with minimum possible time.

The descriptive linguistics; on the other hand, which was advocated by traditional linguists also gave way to a new wave of linguistics. These linguists proclaim that language needs to be learnt and understood in its own real communicative setting and situation. Hutchinson

and Waters (1987) further state that one significant fact which was disclosed during this time is the difference between written and spoken English.

To put it in another way, the variety of English, people use depends on the context they are dealing with and the medium they are using. It is from this assumption that the need to fitting English language programme to meet the needs of students has come into a possible recognition.

As to focus on learners, Hutchinson and Waters (1987) point out that the psychological maneuver towards finding an answer as how learners acquire language has a tremendous impact on discovering different learning strategies, different skills, different learning schemata, and motivation of learners based on their own need and interest.

In spite of the fact that ESP's development and its realization in ELT (English Language Teaching) has such manifestation as indicated above, Hutchinson and Waters (1987) identify five significant phases of ESP.

- 1. The Concept of Register Analysis:-** it focuses on recognition of some grammatical and lexical features of the English language at different registers. Thus, at this period, ESP materials were designed in accordance with the type of registers that specific area of English requires. For instance, English for hotel service, etc.
- 2. Rhetoric or Discourse Analysis:-** it recognizes language in its context and function. Therefore, at this phase ESP materials were produced with variant features of speech and writing to be learnt and understood in the discourse.
- 3. Target Situation Analysis:** here, the focus rested up on the purpose and aim for learning the English language. Under this phase, Hutchins and Waters (1987) further discuss that the need to identify the target needs of learners and designing English language programmes to meet these needs and situations was the prime feature and concern of the advocates.

4. **Skills- Centered Analysis:-** As opposed to the earlier three phases, which prioritize the significance of surface manifestation of the language, in this phase emphasis has been lent to the major skills of the English language. According to Hutchinson and Waters (1987) the assumption for shifting to these skills is, “the underlying interpretive strategies” (p.13) which could help learners to, use the language in any situation and setting.
5. **Learner-Centered Analysis:** - regardless of the language description which was emphasized in the former phases, Hutchinson and Waters (1987) confirm that in this phase attention has been given to learners and the way they learn the language. Hence, the analysis encourages activities which involve learners in thinking about the learning process and experiencing varieties of learning activities which could assist them to identify and gear towards the kind of English language which is relevant for their own sole purpose.

In spite of the fact that ESP (English for specific purpose) has undergone the aforementioned phases, currently, as observed by many scholars, ESP doesn't leave out one and embrace the other. Rather, it incorporates whatever is appropriate form each phase. Accordingly, in ESP there is no one best method or approach that could be tailored to suit the needs of all learners.

2.1.3 Variant Forms of ESP

Based on the emphasis each ESP scholar and each ESP programme assumes, ESP is classified in a number of different ways.

For many scholars such as Johns (1991), Hutchinson and Waters (1987), and Robinson (1991) ESP could be delineated as English for academic purpose (EAP) and English for occupational purpose (EOP).

In this regard, EAP as one distinct form of ESP focuses on a kind of language which is required by learners to carry out their academic responsibilities (Jordan, 1997 and Dudley Evans and St. John, 1998). In designing an EAP programme Jordan (1997) further adheres

that learners need to be equipped with those learning strategies and study skills which are essential to pursue their academic careers. It is, therefore, important to note the general goal of such programmer which is dealing with specific subject or academic area other than developing the general language proficiency.

On the other hand, as stated in Robinson (1991), Jordan (1997), and Dudley- Evans and St John (1998), the kind of ESP that aims at filling the language gap that learners aspire to their future occupation is termed as EOP (English for occupational purpose). As such, according to Dudley- Evans (1998:7) EOP (English for occupational purpose) deals with, “English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business, and vocational purposes for non- professionals in work and pre-work situations”.

Nevertheless, Hutchinson and Waters (1987:16) forward that it might be too difficult to draw a border line between EAP and EOP for the fact that, “people can work and study simultaneously, it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”.

Accordingly, in the tree of ELT Hutchinson and Waters (1987) classifies ESP into three parts. (1) English for Science and Technology (EST) (2) English for Business and Economics (EBE), and (3) English for social studies (ESS). Following this, three of them are further divided in to two as English for Academic purposes (EAP) and English for occupational purposes (EOP). That is, English for Technicians, for instance, could be termed as EOP from the EST part. Similarly, an example of EAP from the EST part is English for medical studies.

Seeing such confusion of EAP and EOP which might arise from their end purpose, that is employment or job, it might be difficult to find a clear cut distinction between the two.

Quite Similarly but with different view, Dudley- Evans and St. John (1998) proclaim that classifying ESP using ELT tree could, “creat a number of problems by failing to capture the

essentially fluid nature of the various types of ESP teaching and the degree of overlap between 'Common- core' EAP or English for Business purpose (EBP) and General Purpose' (P.9).

Hence, unlike the above assumption, Dudley Evans and St. John (1998) believe that ESP should be realized and classified with in continuum of ELT. And, bring forth a continuum of five stages as follows. (p.9)

Stage (1) English for beginners: Where the focus lies in equipping learners with basic skills of the English language

Stage (2) Intermediate to advanced English: deals with English for General purpose in developing specific skills.

Stage (3) English for general academic purpose/ English for general business purpose: aims at developing general and all rounded skills which could be addressed in all disciplines and occupations irrespective of their nature.

Stage (4) Course for broad disciplinary or professional area deals with specifications as report writing for scientists and engineers, medical English, legal English, negotiation or meeting skills for business people.

Stage (5) (A) An Academic support Course:- it is related with a particular kind of an academic course.

(B) One to one- addressing and working individually with business people according to their specific needs.

Generally, for Dudley- Evans and St. John (1998) specification is not whole bounded activity; rather, it is a process that arises from broad based language proficiency to meeting individual's need and interest at specific areas of specialization.

2.2 Language Needs

As Scholars like Matiru, Mwangi, and Schlette (1995) comment, the world; specially, at present is characterized by dynamic changes. Everyday; every now and then, we are faced with perpetual emergence of new educational needs. These needs could arise either from

with in the learners, the institutions, the setting or elsewhere from outside. However, each in its own context and in its own way has a significant impact on designing of a language course.

Underpin this, Masuhara in Tomlinson (1998) remarks that when we think of language needs we should be able to identify whose needs we are referring to. It is so because there are such needs as learner needs (personal, learning, and future professional needs), teachers' needs (Personal and professional needs), and administrator's or institutional needs (referring to socio political, market, and educational needs).

In this endeavor; however, I will try to maintain and emphasize needs in relation to learners' needs in English language learning.

2.2.1 Definition

As an overview of various literature source depicts, a great deal of scholars feel that it is essential to determine learner needs with regard to the English language teaching. Nevertheless, there is little agreement as to what these needs are, how they should be measured or what their usage in the teaching programme ought to be.

To begin with Brindley in Johnson (1989); for instance, the definition of needs may incline to rest upon the three approaches or orientations whenever developing and designing an English language syllabus. For those who advocate **language proficiency** approach, needs are viewed as, "gap between present and desired general language proficiency" (p.67). That is, objective needs are emphasized.

On the contrary, stressing the subjective needs, **the psychological or humanistic approach** views needs as, "gap between current state of awareness and state of awareness necessary for learner to become self directing" (Ibid)

The third dimension which is held by the proponents of **specific purpose orientation or approach** claim that needs should be viewed, “as gap between present language performance in a specific area and language performance required in a particular communication situation” (Ibid). Here again, objective needs are emphasized.

What is more, other scholars have also defined needs in their own perspectives. In this regard, Widdowsen (1981:2) proclaims that needs, “may refer to the students’ study or job requirements, that is, what they have to be able to do at the end of their language course”. Like wise, Dudley- Evans and St. John (1998:3) maintain that needs should correspond with, “the reasons for which the student is learning English”

In both cases; above, needs are defined in relation to what learners anticipate to accomplish with the English language at the end of the course or the program. All the like, needs in ESP as has been shown in different definition deals with one thing in common, that is the purpose of learning an English language. Yet, since all these definitions have specific nature of their own, it might be too difficult to come up with a comprehensive definition of needs.

Here, in fact, the researcher believes that borrowing Lawson’s; as quoted in Brindley in Johnson (1989:65), words might serve in understanding needs and the discrepancies in defining them:

Needs are for the educator to define against a background of normative concepts of almost infinite range and variety. His task is to select those normative areas in which there appear to be deficiencies and to match them up with what the educator ---- can supply or provide. Where a deficiency can be remedied by the help of some educational process, an educational need is established

2.2.2 Types of Needs

In identifying language needs and needs attainment process, we may encounter varied classification by varied scholars. To mention the major ones; for instance, Berwick in

Johnson (1989) proposes that needs could be categorized into two major categories. That is, the first one is termed as **felt need**, where as the other one is considered as **perceived need**

Felt Needs, as described by Berwick In Johnson (1989) are needs which are assumed or felt to be relevant or significant by the learners themselves for their language competence and use. In simple language, felt needs simply refers to identification and choice of language items by the learners in order to incorporate them when designing and developing an English language syllabus.

Perceived Needs; on the other hand, are those needs which are believed to be missing gaps, lacks, interests, and others which are thought to be essential elements of what so ever in designing the English language syllabus. As a matter of fact, the ones who perceive and decide need to be one among language expertise, course designers, educationists, and those responsible for suggesting content and learning strategies as well as sorting out teaching materials and teaching learning methods based on other peoples experiences. (Ibid)

Another attempt on classification of needs has been made by Brindley (1984) and Quinn (1985) as cited by Brindley in Johnson (1989). For them, needs are classified as **subjective** and **objective** needs.

Subjective needs; in this instance, refer to “the cognitive and affective needs of the learner in the learning situation” (P.70). These needs are derived from information about affective and cognitive factors which include learners’ disposition, their faith or trust on themselves, their feelings and emotions towards a certain fact, their wants and desires for conducting an English language class, and their individual differences in learning styles and learning strategies. (Ibid)

Objective needs; on the other land, refer “to needs which are derivable from different kinds of factual information about learners” (P.70). In this regard, the kind of English language learners are using in their every day communication and in diversified context and situation,

and the kind of problem learners encounter alongside the register and the discourse nature of the language could serve as the principal source of such needs.

Similarly, Richterich and Chancerel (1987) also confirm the division of needs into objective and subjective categories. On the plus side, they believe that such classification could benefit teachers, syllabus developers, and other stake holders in realizing what exactly learners desire to learn and to find out other educational and proficiency skills which learners may fail to uncover in their effort to identify their needs.

Nevertheless, Hutchinson and Waters (1987) classify needs as **target needs** and **learning needs**. Accordingly, target needs presumably include (1) what language **necessities** learners are expected to be equipped with, (2) and sorting out what students or learners **lack** in English language proficiency at a given context or situation, (3) and as learners have their own requirements of knowledge and ability so as to perform to the aspired or desired level of competence in the target language, syllabus designers and expertise have to take into account what, why, and how learners **want** to learn the target language.(ibid)

Like wise, Robinson (1991) states that target needs represent what learners might do with the language at end of a course. Obviously, target needs as discussed previously emphasize the end result or product. For instance, the engineers do need English in reading their specialist literature, academic journals, drawings, instructions and computer software (such as CAD), attending conferences/lectures/ technical or business negotiation in English, communicating with foreign engineers in design and at work-sit, going abroad for visits and receiving foreign visitors, etc.

It follows that, target needs are more of language centered and content centered.

As to that of **learning needs**, Hutchinson and Waters (1987) once again proclaim that learning needs are the **routes** that we need to follow in fulfilling the target needs. In identifying such needs, syllabus designers and other stake holders need to response question such as: - why are learners taking the course? What resources are available? How do learners learn? Who are the learners? Where will the English course take place? When will the English course take place? etc. (ibid)

Whether scholars have classified and emphasized needs in one way or another, what is central and core of all dimensions for an ESP program designer should be to look at the specific purposes of learners. In doing so, the course designer ought to design the course and prepare materials for the learners of a particular profession with special needs.

2.3 Needs Analysis

2.3.1 Definition

As many scholars agree, one of the fundamental principles underlying ESP-centered system of language learning is that teaching learning programs should be responsive to learners' needs. Yet, after identifying these learners' needs, they need to be analyzed in a proper manner. If it is so, what is need analysis?

According to Brown (1995:35) 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". Usually, it involves examining both qualitative and quantitative information.

Similarly, Nunan (1988:75) forwards that needs analysis refers to, "a family of procedures for gathering information about learners...". In fact, Hutchinson and Waters (1987) and Dudley – Evans and St. John (1998) also confirm that need analysis is all about deciding what is to be taught and how it should be taught for a certain group of learners with specified purposes.

Since conducting a need analysis verifies precise statements about what content or skills students must master, a thorough need analysis ought to be conducted to attain these particular goals. Besides, as discussed in Bloor (1984), carrying out needs analysis effectively could serve as a base for a sound curriculum development.

2.3.2 The Purpose of Conducting a Need Analysis

Owing to the fact that needs might vary in accordance with various factors, such as background, social, cultural, etc of learners, conducting needs analysis is considered to be a

pre-requisite in designing any course material or programme. (Robinson, 199; Richterich and Chancerel, 1987).

As to Hutchinson and Waters (1987) the purpose of pursuing need analysis primarily benefits learners in motivating them to seek their own English language needs for their own purpose. However, Richards (1990) and Richterich and Chancerel (1987) also confirm that carrying out needs analysis does not only help learners in identifying their own needs but also it serves as a mirror for curriculum developers, teachers, administrators and other stake holders to check whether what is being taught is in line with interest and needs of their students.

As discussed in Yalden (1987) and Widdowsen (1981), it is generally recognized that carrying out needs analysis could help to show the learning strategies used by students. That is, there are those who are concrete learners: those who like using games, pictures, films, video, cassette, talking in pairs, and practicing English outside the class. There are also analytical learners: those who like to study grammar, and English books, and read newspapers, and who like to study alone, find their own mistakes, and work on problems set by the teacher. Others are communicative and authority oriented learners who learn by watching, listening, talking and those who prefer that the teacher explain everything to them consecutively.

The learning purpose can also be taken from the needs analysis; as such, the learners can be grouped according to the purpose of using English for further study or for professional employment. Besides, Widdowsen (1981) and Robinson (1991) reinforce the importance of a needs analysis to ensure success for EFL/ESL learners.

By and large, the need analysis helps in the analysis of the learning preferences, target situations, and specific learning objectives. Further more, syllabus designers can use a variety of techniques, target language contexts, and materials to help learners become successful, comfortable, and productive. For instance, needs analysis can help syllabus designers learn about a learner's expectations, social background, educational background,

and language ability. To be more specific, learners could have some specific reason of their own for learning the English language.

2.3.3 Principles and Approaches to Needs Analysis

2.3.3.1 Principles

In conducting needs analysis Berwick in Johnson (1989) indicate that identifying the underlying principles under which the needs analysis is going to be carried out and interpreted is a corner stone for the whole task. Here, it is vital to note the following two basic principles in pursuing need analysis.

1. Definition: As Coffing and Hutchinson (1974) and Richterich (1983) as cited at Berwick in Johnson (1989) adhere to the challenge of defining needs because of specification of who needs what and as defined by whom. It is, therefore, crucial to set the definition of needs while operational definition is fundamental in any kind of need analysis.

2. Selecting Specific Modes of Needs Analysis: - According to Berwick in Johnson (1989) selecting a particular modes of needs analysis with regard to a specific needs of learners in a certain specific context or situation is another giant point that underpin the principle.

2.3.3.2 Various Modes of Needs Analysis

According to Stufflebeam, et al as cited in Berwick in Johnson (1989) there are about four ways by which we can analyze needs.

A, Discrepancy Analysis: It is based on, “the discrepancy between what people know and what (they) ought to know”. (P.53) Advocates of such type of analysis includes Kaufman (1972) Knowles (1970), and Munby (1978). Their belief is that needs could be specified through test or list of structure and function from which needs could be driven from places as supermarkets, restaurants, police stations, etc (Ibid).

B, Democratic Approaches:- they are based on carrying out examination for a certain group of learners. Accordingly, needs are specified by what the majority assumes basic and to be their interest area. Obviously, as it emphasizes a learner-centered approach, it entertains consultations or interviews with target group of learners. (Ibid)

C, Analytic View:- it is based on, “informed Judgment to expert opinion” (p-54). Here, the focus is on applying theory to practice by expertise consensuses (Ibid).

D, Diagnostic Approach: - Primarily, survival is the rationale that underpins content selection. Like a physician prescribes medicine after identifying the cause of his/her patients’ suffering, it is presupposed that the harmful consequence of deficiency in language use should lead to employing a diagnostic needs analysis by English language experts (Ibid).

Quite on the contrary, Nunan (1988) adheres to two distinct approaches in conducting needs analysis: **learner** and **task** analysis.

Learner analysis is based on information about the learner. Basically, the central question of concern to the syllabus designer would be, “for what purpose or purposes is the learner-learning the language” (P.14)

However, **task analysis** is employed to specify and categorize the subordinate skills and knowledge required by the learner so as to perform real-world communicative tasks (Ibid).

2.3.3.2.1 Inductive and Deductive Methodologies

Many scholars believe that whenever we select methods, it is very important to select and recognize a kind of data to be selected in order to address identified English language needs. On top of that, it is equally relevant to realize that we should be able to identify our students’ emerging learning needs and interests. We should also know what level our students have

reached, what sort of people they are becoming and what implication this has for their progress in English language study.

To this end, Berwick in Johnson (1989) categorizes needs analysis in to two broad methods under which each embrace a number of methodologies by different scholars. These are termed as inductive and deductive methods.

(A) **Inductive Methods**-the first is termed as **Stevick's Socio- topical Matrix**. It is believed to be a pioneer method to analyzing language needs at individual level. In employing this matrix, effort is exerted in sorting out the target community where by the learner desires to communicate with or against the type of language item the learner wants to address. (Ibid)

The other one is **Freire's dialogue**. In this specific method, it is most importantly required to recognize and realize the type of language which is used by target communication situation or setting where the learner intends to use the English language. Quite significantly, "the method combines in-depth observation of people in various locations and life situations ... appearing during extensive discussions with members of a defined community (a group of farmers or factory workers, for example) (Berwick in Johnson, 1989:57)

The third type is **Target Situation Analysis**. It focuses on identifying and clarifying the features and implications of target language use in distinct specific points or situations. To put in other words, it analyzes the kind of communication required in places, such as, restaurants, shops, offices, etc. (Ibid)

On the other hand, Flanagan (1954) and Cohen and Smith (1976) as quoted by Berwick in Johnson (1989) were able to bring forth what they called **critical Incident Technique**. The technique presupposes that identifying and sorting out communication barriers or break downs of learners in their attempt through the use of an English language could lead and assist us to uncover and analyze what learners' lacks and needs really are. And, in

accomplishing the task, the method suggests using role play, simulation and target – like situations. (Ibid)

The last inductive type of method mentioned by Berwick in Johnson (1989) is the **Delphy Study**. It was introduced by Rand Corporation in 1960s to pursue research on, “adult ESL program Planning” (P.58). In the study, language experts or designers at different places rank lists of various language items in terms of relevance to learners’ future English language use. This practice continues till the language expertise reached a consensus on top most specific language items. Eventually, the learners too get an opportunity to assess and analyze the item lists produced by the group of experts.

(B) The Deductive Methods -unlike the inductive method, the deductive methodology for analysis of learners needs employs such tools as, “simple questionnaires to highly complex sociolinguistic typologies and surveys’ (Berwick in Johnson, 1989:58).

According to Richterich and Witkins as quoted by Altman and James (1981) and Richtrech (1983) and Chancerel (1989), an attempt was made by the European Council to follow the deductive methodology. Prior to such tendency, the document states that to conduct a needs analysis, it is important to bring forth a large set of language items in order to use the lists for gathering data in a number of many possible ways.

As clearly manifested in Altman and James (1980) such a frame work for needs analysis was, first, attempted by Trim (1975) and Van EK (1975). Their assumption emphasizes, “How it was possible to proceed in clear logical steps from the global characterization of a particular audience and its (admittedly posited) needs to the explicit and detailed elaborations, linguistic exponents, (and) skill” (P.61)

Nevertheless, many scholars including Berwick in Johnson (1989), Hawkey as cited in Altman and James (1980) and Nunan (1988) confirm that **John Munby’s processing Model** for specifying communicative needs in a foreign language is a well developed and finely crafted model of all.

It was well recognized by many for the bare fact that the model comprehensively carries out two major and significant functions. Firstly, it generates all rounded profile of learners needs in accordance to the language use where learners aspire to employ it. Secondly, it brings forth, “a specification of the language skills, functions and form required to carry out the communication described in the needs profile’ (Hawkey in Altman and James, 1980:81).

Basically, to effective functioning of the model, Nunan (1988,) Hawkey in Altman and James (1980), and Berwick in Johnson (1989); Munby’s (1978) Model underscores the inclusion of the following nine elements so as to collect information in designing and developing a language syllabus.

1. Participant: - Information is gathered in terms of the learners’ age, sex, nationality, first language, target language, other languages, etc. In this instance such data represents input to the communication needs processor in order to ‘flesh out’ the profile.

2. Purposive Domain: - the questions under this element are designed with intention to identify the purpose or why learners intend to learn the target language. Besides, it should also answer whether the teaching programme will be carried out before or after the analysis.

3. Setting: - it refers to gathering data at specific place, time, and psycho-social context where English is going to be employed.

4. Interaction: - It should enable learners to sort out with whom he/she is going to interact with using the target language. What is more, it also considers the learners’ relationship among themselves.

5. Instrumentality: - Here, data is gathered on medium (spoken, receptive, and productive), mode (monologue, dialogues etc), and channel (face to face, telephone, tape, etc) of communication for which learners need to learn.

6. Dialect: - Specifying the English variety and/or dialect learners need to catch up with target communication situation.

7. Target level: Specifying the degree of mastery to various characteristic as size, range delicacy, speed, flexibility, etc. These values are measured on scale ranging from 1 (very low/ short} to 7 (very high/long) and provide a general idea of the dimensions of the learners' target communication.

8. Communicative Event: - refers to identifying what skills (productive and receptive) learners need to master. This is described in terms of **Communicative events** which are subdivided into **communicative activities**.

(A) Main events – In an area such as police station; for instance, cadets might need to study reference materials (i.e, standard text books, manuals, articles, etc

(B) Communicative Activities- it could incorporate reading intensively for all information in a text. That is, reading for specific information, etc. This level of needs profile assists the designer to specify the **topic areas** or **referential vocabulary** categories.

9. Communicative key – it involves sorting out the interpersonal attitudes, tone manner and spirit by which an act requires to master in both productive and receptive needs.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

The purpose of this research was to assess the English language needs of first year diploma students in the Ethiopian Police College. To this effect, data were collected from different stakeholders through instruments namely questionnaires, focus group discussion and interviews. What is more, text analysis has been carried out to see whether the contents and the objectives of the current course material are in line with the overall needs of learners (cadets). The study, therefore, attempted to investigate the needs of students from the view points of different sources that are believed to have some worthwhile contribution to make the research complete in every respect.

3.1 Subjects and Procedures

Data for this study were collected from different parties who have vested interest in the teaching learning process that takes place in Ethiopian Police College. First year students, former graduates (Presently, some of them attending their degree programs after staying and serving as a police officer and some working as instructors in other police related fields with in the institute), administrators, and English language instructors were considered as subjects of the study. As students have the lion's share in determining their needs, their views were considered and analyzed with a great deal of attention.

The fact that the former graduates were involved in the study is hoped to help the study reflect a reasonably fair picture of students' needs. This is for the obvious reason that they may have a lot to say based on their practical experiences as police officers. They can give immediate information as to how far the English language courses have helped them in discharging their professional duties efficiently.

Questionnaires, focus group discussion, and interviews were employed to gather relevant data for the study. All these instruments were organized and executed in such a way that students felt and perceived needs are identified in the best way possible.

As one cannot afford to disregard the views of English language instructors in determining students' needs, a set of questionnaire and structured interview were used to collect data on their opinions about their students' needs. Quite similarly, questionnaires were also distributed and gathered to administrators of the college to see into effect whether they have any institutional English language needs to their students.

The data gathered from the subjects were analyzed quantitatively, using the SPSS software, version 11.5 and the analyzed data were presented in the form of percentages, frequencies, mean, standard deviation, Oneway-Anova, etc, and qualitatively as necessary. And an attempt was also made to triangulate the results obtained from the different sources.

3.2 Sampling

Although this research was meant to cover both first year and second year students of the diploma program, through my pilot study I happened to know that currently the college accommodates only Freshman Program. Hence, in this study first year diploma students of the Ethiopian Police College were considered to be the main subjects of the study. In order to substantiate the data gathered from the students, English language instructors in the same college were also used as subjects of the research. Besides, former students of the college and the college's administrators were included in the study.

The sample size was determined by considering the total population that is considered to be the subject of the study. Attempts were made to take out a good representative of the study population. Hence, the overall sample of the study was decided to be 98, of which, 60 were students (cadets) (30 from each section), 2 were English language instructors, 30 were former graduates, and 6 were administrators. For the sake of convenience, the samples were selected as subject of the study using simple random sampling technique.

3.3 Data Collection Instruments

A structured questionnaire was used as the chief tool of data collection for this study. The information obtained from the questionnaires was substantiated using interviews, focus group discussion, and text analysis.

3.3.1 Questionnaire

Four types of questionnaires with same theme were designed for students (cadets), English language instructors, former graduates, and administrators. This was done with the intention of verifying students' responses with those given by the English language instructors in the college (concerning learners' needs) and with former graduates and administrators (concerning target situations needs).

3.3.1.1 Students' Questionnaire

The Questionnaire for students' was mainly composed of questions on cadets' needs of the English language skills in three major domains(academic, future career, and private and social life) and activities involving these skills .

Following the pilot study some significant amendments were made before it was used as the final instrument of data collection.

60 copies of questionnaire were distributed to students all of which were filled and returned. This 100% return could be attributed to the fact that the researcher distributed them in person during class time.

3.3.1.2 Former Graduates' Questionnaire

Students' needs should also be seen from the perspective of former graduates of the college who have experienced the English language needs of the target situation. In view of this, a separate questionnaire was also designed and distributed to former graduates of the college.

All of the questions in this questionnaire were the same as those which made up students' questionnaire. This was done with the view to cross check students' response. Thirty copies of the questionnaire were distributed and all were filled and returned due to the fact that some of them are currently teaching in the college and a great number of them are updating their studies in the newly launched degree program.

3.3.1.3. English Language Instructors' Questionnaire

Another questionnaire, which was again composed of similar items to those of former graduates' questionnaire, was distributed to 2 English language instructors who are currently offering the course. This was done to see students' and former graduates' responses from another angle. Both questionnaires were filled in and returned for analysis.

3.3.1.4 Administrators' Questionnaire

With a notion that people who are in administrative position, such as deans, training heads, and department heads, may have their own say on what type of English their students need to be well equipped with in their academic and professional career, 8 copies of the questionnaires were distributed, out of which 6 were properly filled in and returned.

3.3.2 Interviews

With the purpose of supporting the results of the questionnaire with qualitative information, in spite of the fact that interviews were prepared for 2 English language instructors, one of them failed to sit for an interview due to his own personal reasons. Therefore, an interview was conducted with 1 English language instructor. This was done with intention to elicit information concerning the current course material (College English V1) in meeting learners' academic and professional English language needs. In addition, the interview was thought would help to clarify and triangulate some points raised in the questionnaire.

3.3.3 Focus group Discussion

The students' focus group discussion was done among 5 students so as to support data gathered through questionnaire, textbook evaluation and interview.

3.3.4 Text Analysis

Despite the fact that the researcher aimed to evaluate the two volumes of College English, the pilot observation forced to deal with only the current course material which is College English V 1. In doing so, an attempt was made to analyze the material whether or not it satisfies the English language needs of cadets in their academic, future career, and private and social life.

3.4 Procedures

Generally, in this study, questionnaires, interviews, students' focus group discussion, and text analysis were employed to collect the necessary data relevant for the purpose. The questionnaires were meant to gather quantitative data whereas the interviews, focus group discussion, and text analysis were intended to elicit qualitative data and other pieces of information which were not covered in the questionnaire.

The questionnaires were designed adapting some ideas from Dudley Evans and St. John (1998) and Chan (2002). Before the questionnaires were used some modifications had been made to suit the existing situations in accordance with that of cadets. Besides, the interviews, focus group discussion, and the text analysis were adopted from Donovan and Littlejohn in Tomlinson (1998) and Cunningsworth (1995)

The data collected through the above four instruments were analyzed both quantitatively and qualitatively. The data which is analyzed quantitatively was particularly analyzed using the

SPSS (Statistical Package for Social Scientists). Finally, the findings obtained from the analysis of the data were presented followed by conclusion and some recommendations.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This study, as mentioned earlier, commenced to find out the English language needs of those students who are soon to be police officers. This is to mean that assessing students' learning and target situations need is the central objective of this research. In order to achieve this, data were gathered and analyzed both quantitatively and qualitatively.

4.1 Quantitative Data Analysis

In the questionnaires distributed to students (cadets), former graduates, English language instructors, and the college's administrators, respondents were asked to rate the degree to which they agree to the statements based on given scales: 'highly important', 'important', 'undecided', 'unimportant' and 'highly unimportant'. These scales were represented by numbers 1-5 correspondingly, which were used to calculate the mean score of each statement. The mean scores of the statements were finally added up to obtain the learners language needs in academic setting, future career, and their private and social life.

The end results of the questionnaires were analyzed using statistical techniques using SPSS. The results were, therefore, expressed in terms of mean, standard deviation, ranking, percentages and ANOVA.

4.1.1 Cadets' Perception of their Own Language Needs

This part of the study deals with the importance each and every skill required in the three domains. In other words, it addresses the very question of priority of skills and activities in terms of what their academic studies, future career, and private and social life demand.

Table 1. Cadets' Perception

subject	Academic Setting			
students	Overall reading	Overall listening	Overall speaking	Overall writing
	4.2417	4.3146	4.4167	4.1463
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.3319	4.4000	4.4583	4.3357
	Private and Social Life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.2819	4.2848	4.2983	4.2619

As can be drawn from the table, students (cadets) do think that all skills are relevant for their academic, future career, and private and social life. This is true for the very fact that the minimum importance attached in academic setting is for writing which is an overall mean of 4.1463. Obviously, the value is greater than the median score, which is 2.5. However, quite a significant importance is attached to the kind of language items that help cadets to pursue their future career when compared with other domains for the fact that the overall mean of all Skills in students future career is greater (4.3319, 4.4000, 4.4583, 4.3357 respectively) than the other two. As to peculiar significance of a certain skill, students assign speaking as the most important of all with an overall mean of 4.4583.

The finding matches with what Dudley Evans and St.Johns (1998) and Anthony(1997) on nature of ESP(English for Specific Purposes) which signifies that ESP doesn't necessarily gear towards a formulation of language on a particular subject area.

4.1.2 The English language Needs of Cadets as Perceived by Former Graduates

Table 2. Former Graduates' Perception

subject	Academic Setting			
Former Graduates	Overall reading	Overall listening	Overall speaking	Overall writing
	4.3250	4.3833	4.5267	4.3519
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.3694	4.4500	4.3861	4.2833
	Private and Social Life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.3000	4.3455	4.2833	4.2905

On the contrary, the overall least importance which is assumed by respondents of former graduates is speaking in cadets' private and social life that is an overall mean of 4.2833. Yet, the majority of former graduates believe that the kind of speaking activity that assist to carry out cadets' speaking responsibilities in academic setting is more important than any other skills both in academic setting and the other two domains with an overall mean of 4.5267. Nevertheless, since the overall mean of all skills in each domain is more than the median score, which is 2.5, we can't conclude that either one skill or importance of the English language items in one or the other domain is significantly irrelevant.

It is quite true that Hutchinson and Waters (1987) argued that it may be quite impossible to delineate between EAP (English for Academic Purposes) and EOP (English for Occupational purposes) for the fact that the type of English that learners need at academic environment may correspond with the type of English learners need in their future career one way or another.

4.1.3 The English language Needs of Cadets as Perceived by the English Language Instructors

Table 3. English Language Instructors' Perception

subject	Academic Setting			
English Instructors	Overall reading	Overall listening	Overall speaking	Overall writing
	4.7500	4.5625	4.7000	4.7222
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	5.0000	4.6875	5.0000	5.0000
	Private and Social Life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.5000	4.5000	4.3500	4.3571

Like that of the students, the English language instructors emphasize the importance of teaching the English language items that could help learners in pursuing their future career more than in any of the other domains. Further more, compared with above two respondents, they attached a relative high importance for each skill in the three domains. This implies that the English language instructors feel that learners (cadets) need to learn the English language in all domains to carry out tasks prescribed under each domain with special emphasis to specific language items in the future career domain.

4.1.4 The English language Needs of Cadets as Perceived by Administrators.

Table 4. Administrators' Perception

subject	Academic Setting			
Administrators	Overall reading	Overall listening	Overall speaking	Overall writing
	4.6458	4.4375	4.2000	4.2778
	Future Career			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.7500	4.8125	4.7361	4.7361
	Private and Social Life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.0694	4.1515	4.2000	4.0476

Quite similarly, administrators prioritize language items which help their students in their future career. Compared with the other two domains; according to administrators, the significance of focusing on language items mentioned under future career to develop their students' English language skill need to be the primary goal of language teaching in the college. Yet, like the former respondents administrators too sought and confirmed the incorporation of other language items that help their students to carry out their academic responsibilities and lead their private and social life successfully.

4.1.5 Perception of All Respondents towards the Other Micro Skills

Table 5. All Respondents' Perception

Subjects	overall vocabulary	Overall pronunciation	Overall grammar
Student	4.6000	4.4611	4.5667
Former graduate	4.4556	4.3222	4.4000
Administrator	4.3333	3.7222	4.5000
Eng. Instructors	4.8333	4.5000	5.0000
Total	4.5442	4.3741	4.5204

The importances of the other micro skills, still, are thought to be significant in cadets' academic life, future profession, and their private and social life. It is true for the reason which the overall mean of vocabulary, pronunciation, and grammar appears to be above the median score and is 4.5442, 4.3741, and 4.5204 respectively.

On the other hand, cadets and former graduates perceived that vocabulary followed by grammar need to be favored more than pronunciation. Quite differently, the English language instructors emphasized the teaching of grammar followed by vocabulary, and pronunciation with overall mean of 5.0, 4.8333, and 4.50 respectively. Similarly, administrators' view towards the significance of the micro skills inclines to grammar followed by vocabulary, and pronunciation, with an overall mean of 4.50, 4.3333, and 3.7222 respectively.

On the other hand, when we compare the micro skills and put them in their order of importance, Vocabulary (4.5442) is thought to be the most important of all followed by Grammar (4.5204) and Pronunciation (4.3741).

4.1.6 The Aggregate Mean of Respondents on the Importance of Each Macro Skill in the Three Domains

Table 6. Importance of Macro Skills

subjects	Academic Setting			
1.Students	Overall reading	Overall listening	Overall speaking	Overall writing
	4.3023	4.3482	4.4429	4.2290
2. Former graduates	Future Career			
3. English Instructors	Overall reading	Overall listening	Overall speaking	Overall writing
	4.3827	4.4464	4.4643	4.3579
4. Administrators	Private and Social Life			
	Overall reading	Overall listening	Overall speaking	Overall writing
	4.2789	4.2996	4.2888	4.2595

In this analysis, the mean scores of each skill were calculated in each domain. As a result, in academic setting all respondents attached quite a great deal of value to speaking skill with an overall mean of 4.4429. Like wise, in students' future career the importance of speaking is again highly observed with an overall mean of 4.4643. However, despite slight differences in the overall mean of the three domains, the importance attached to listening by all respondents in the cadets' private and their social life is quite recognizable than the other skills with an overall mean of 4.2996.

It is; however, fairly safe to make some reconciliation among all skills in the three domains for the fact that each skill in each domain is allocated with more than the median score. Hence, we may reach to a consensus to the significance of each skill whether in academic setting or be it in cadets' future career or in their private and social life with a slightest difference in their rank order.

We can observe the rank order of each skill in relation to the three domains as follows:-

Table 7. Rank Order of the Macro Skills

Rank Order	Academic Setting	Future Career	Private and Social Life
1.	Speaking	Speaking	Listening
2.	Listening	Listening	Speaking
3.	Reading	Reading	Reading
4.	Writing	writing	writing

4.1.7 Preferred Language Needs in the Three Domains

Here, an attempt has been made to identify whether more importance should be attached to any one of the items of specific language types that emphasize on any of the three domains.

Table 8. Percentage of Respondents

Domains	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Overall private and social	98	100.0%	0	.0%	98	100.0%
Overall future career	98	100.0%	0	.0%	98	100.0%
Overall academic *	98	100.0%	0	.0%	98	100.0%

As clearly indicated in the table above, in the processing of language needs in cadets' academic life, future career, and private and social life all respondents which constitute 100% are taken into account with exclusion of no respondent or 0%.

Table 9. The English Language Needs in Each domain

Subjects	Overall private and social	Overall future career	Overall academic
Student	4.2818	4.3815	4.2798
Former graduate	4.3048	4.3722	4.3967
Administrator	4.1171	4.7592	4.3903
English Instructors	4.4268	4.9219	4.6837
Total	4.2817	4.4128	4.3306

Discussing the above table, students who are supposed to be concerned much in their own English language needs believe that they need a kind of English language that assists them in accomplishing tasks in their academic life, future career, and private and social life pertaining to an over average overall mean of the three domains. However, they feel that a greater importance needs to be attached to the kind of specific language items that help them to pursue tasks in their professional area. Similarly, as manifested in the table, administrators and the English language instructors adhere to the fact that students (cadets) do need the English language in all three domains. Yet again, they share the students view on importance of learning the English language with special emphasis to cadets' future career.

Unlike students, administrators, and the English language instructors, the former graduates, after being consistent on the importance of the English language in the three domains with other group of respondents, they claim that they wanted to see cadets equipped with a kind of language which helps them to accomplish their academic responsibilities more than any of the other domains.

Thus, as summarized in the above table, the former graduates did not perceive the importance of the English language for students' or cadets' all rounded needs the way the other groups including the cadets themselves have seen it. For them (former graduates), in teaching or learning English in the Ethiopian Police College's context, special attention should be given to the kind of language item that helps learners (cadets) in carrying out their academic responsibilities. As a matter of fact, it is likely that what the students perceived as important may not be equally conceived as significant by other stake holders (Richards 2001; Dudley-Evans and St. Johns 1998).

4.1.8 Discovering the Most Important Domain for Cadets' English Language Needs

Table 10. On the Four Skills

		Sum of Squares	df	Mean Square	F	Sig.
Overall mean of private	Between Groups(Combined)	.221	3	.074	.303	.823
	Within Groups	22.804	94	.243		
	Total	23.025	97			
Overall future career	Between Groups(Combined)	1.346	3	.449	2.225	.090
	Within Groups	18.963	94	.202		
	Total	20.310	97			
Overall academic	Between Groups(Combined)	.557	3	.186	1.239	.300
	Within Groups	14.072	94	.150		
	Total	14.629	97			

The purpose of the above table is to identify the most important domain and to check whether the sum of mean squares between groups and the groups combined together is

significant or not. Accordingly, the students', the former graduates', the English language instructors', and the administrators' perception towards the importance of the English language in the three domains (Private and Social Life, Future Career, and Academic Settings) is predominantly very high as their mean square indicated in the table reads (.074, .243), (.449, .202,) and (.186, .150) combined and with in group, respectively.

On the other hand, as one can possibly see from the above table the one way ANOVA test was used to show whether or not there existed significance difference on the importance of the English language for the three domains. In this regard, the significance difference was made at 0.05 levels. As such, if F (probability value) is < 0.05 , we could conclude that there is a significant difference among the needs of English language in the three domains. However, if F is in any way turns out to be > 0.05 , then we may confirm that there is, in fact, no significant difference among the domains. All the same, in spite of the fact that there is an inclination for all stake holders (respondents) to prioritize a type of the English language that is very much related with learners' (cadets') aspired profession, since the F in the three domains reads > 0.05 in the above table this research finds the difference among the academic setting, future career, and private and social life with regard to the students' Specific English language need is insignificant.

4.1.9 Rank of the Specific Language Items in the Three Domains with Respect to each Macro Skill

In analyzing the significance of each language item in identifying how important it was for each skill, an aggregate mean was used to rank their order of importance. And, the mean scores attained from the frequencies of the items were used to decide the extent to which each activity is attached importance. For the sake of convenience data has been analyzed from two angles: students as one group and the whole subjects all together.

Key (a) Resp.= Respondents

(c) 60 = students

(b) 98 = all respondents

(d) Std.dev. = Standard deviation

An attempt was made by the researcher to pinpoint a number of language items which are selected in light of activities that are potentially relevant and related to the day to day accomplishments of students' Academic responsibility, Future Career, and their Private and Social Life. Similar line of activities with slight modification to suit each respondent were set for students, former graduates, English language teachers, and the administrators of the college so that they can decide their importance using a 5 point Likert scale. These activities were categorized under the four macro skills.

Under **reading** skill 8, 12, and another 12 activities which were thought to be prevalent in each domain were provided in academic setting, future career, and private and social life domains respectively.

In this regard, reading in the academic setting was prioritized with activities such as reading references and academic texts which were considered to be greatly important by students and other subjects in general; where as, while exploring the internet was attributed a less importance by students as a group, reading notices and schedules were considered to be the least favored by all subjects. What is more, as could be derived from the table, the deviation rate for least registered language items is also greater (.885 and .808) in both the students and the subjects considered together.

Accordingly, although reading about criminal cases and crime and criminals was found to be by far important for a vast majority of the respondents in the domain of future career, students believed that reading about duties and responsibilities and criminals cases need to be their top priorities. However, as the students' response deviates with .718, the responses forwarded by all respondents seem more reliable than the students as one set. Most surprisingly, though, both groups claimed reading faxes as the least important of all, for students reading faxes was totally unrecognizable for it deviates from the mean by 1.033.

Similarly, reading vacancies and letters were considered top priorities in the private and social life domains by the whole group. Yet, students vary in their second favorite choice by considering reading news papers. In both cases, reading faxes was; once again, thought to be a least priority in this domain.

In general terms, all the reading activities were considered to be important but to a variety of degrees. Considering the views of students and all respondents, one may safely come up with the following rank order of the reading activities in the three domains: reading criminal cases appears first, followed by reading references and vacancies.

With regard to **listening** activities, subjects were provided with 8, 8, and 11 items under each domain (academic, future career, and private and social life respectively). Consequently, activities such as discussion and listening to course lectures were taken as the very top priority in the eyes of the subjects in academic setting. But, of all the activities, listening to guest lecturers and the radio were felt to be the least favored. Here, it is also noticeable that students' preference for listening the radio is very unlikely for it deviates in 1.044 terms.

On the other hand, listening to information seekers and witnesses were believed to be the most important activities respectively in Cadets' future career responsibilities by both group of respondents. Nevertheless, while listening to telephone conversations or walkie talkies was ranked least by the whole group, students thought that listening to victims and telephone were unfavorable. Considering the deviation range, students response could be taken for granted

Like wise, listening to television and the radio in cadets' private and social life were thought to be principal reasons of English language learning in that domain, according to the whole group of respondents. But, students attached great importance to radio and listening in travels. Unfortunately, although listening to music was unlikely for students, listening to religious preaching was not much sought as a very good reason to learn the English language. Therefore, put in the order of their importance from very important to important,

listening to discussions in the academic setting assumed a royal position followed by listening to information seekers and television from future career and private and social life domains respectively.

As to the productive skill of **Speaking**, subjects were given 5, 12, and 10 activities under academic, future career, and private and social life domains, respectively involving the overall nature of the speaking skill. Accordingly, giving comments, suggestions, and opinions followed by Asking and responding questions took the upper hand in the academic setting. On the other hand, while Speaking with lecturers termed as unequally matched activity by all, students distinctively reduced the importance of talking with friends with a total deviation of .829.

In the domain of future career, speaking to witnesses and with information seekers were highly appreciated by students and the majority of the respondents with reversible rank of order; where as, speaking to inform and warn was considered to be a less favored activity by both. In the same way, speaking with friends and foreigners were thought to be the two top ranked activities in the private and social domains by both group of subjects. However, as that of the listening activity, here too, speaking in religious gatherings was considered less important of all activities by all subjects considered together. Yet, speaking for shopping purpose was unequally disfavored by students for it deviates 1.017 away from the mean.

With another productive skill, which is **writing**, the subjects were also provided with 9, 14, and 7 line of writing items to rate their level of importance in the three domains, respectively. Of the 9 selected writing activities in academic setting, writing course assignments or projects and writing letters of application, complaints etc were considered to be very important activities other than writing in e-mails which was the less appreciated one by both group of respondents. In cadets' Future career activities, writing description of a crime scene and to seek information were also appreciated by students and other subjects. Nevertheless, writing on the internet and writing minutes were proved to be the most unlikely activities to be favored by the respondents. Equally important with cadets' private and future life , writing letters such as personal and business and writing e-mails (by

students) were attached quite a great deal of value by all subjects. But, writing on faxes was offered a less significant value when compared with other activities.

Hence, by way of making reconciliation of the slight variation of writing in the three domains, one may have the following order of importance of the writing activities: Writing description of a crime scene, course assignments, and letters in due order.

Nevertheless, it might be fairly logical to consider the significance of each item in relation with the specific mean attached to it. In this instance, we may not dare to say the value offered for each activity in each domain was very far apart. It is true for the fact that almost all items under each macro skill were favored with more than the median of 2.5. On top of that, considering the overall response of subjects, even the least favored ones were attached with an overall mean of more than 4 which was considered important in the questionnaire; in fact, with the exception of writing e-mail in the academic setting, which was at the bottom of subjects priority list with an overall mean of 3.96 and speaking for shopping which deviated somewhere 1.017 from the mean.

4.1.10 The Significance of Micro Skills

Since the incorporation of the micro skills along with the macro skills is a paramount importance for the effective language teaching program, effort has been exerted to find out which micro skills were thought to play a pivotal role in each domain. Accordingly, subjects in their own group and as a whole were considered in the analysis. As such, respondents were asked to rate the importance of grammar, vocabulary, and pronunciation in students' academic life, future career, and private and social life settings respectively.

Table 12. On the Micro Skills

Micro Skills in each Domain	Subjects	N	Mean
Grammar is important for academic studies	Student	60	4.55
	Former graduate	30	4.57
	Administrator	6	4.67
	Teacher	2	5.00
	Total	98	4.57
Grammar is important for future career	Student	60	4.60
	Former graduate	30	4.43
	Administrator	6	4.50
	Teacher	2	5.00
	Total	98	4.55
Grammar is important for private and social life	Student	60	4.55
	Former graduate	30	4.20
	Administrator	6	4.33
	Teacher	2	5.00
	Total	98	4.44
Vocabulary is important for academic studies	Student	60	4.63
	Former graduate	30	4.73
	Administrator	6	4.50
	Teacher	2	5.00
	Total	98	4.66
Vocabulary is important for future career	Student	60	4.58
	Former graduate	30	4.53
	Administrator	6	4.17
	Teacher	2	5.00
	Total	98	4.55
Vocabulary is important for private and social life	Student	60	4.58
	Former graduate	30	4.10
	Administrator	6	4.33
	Teacher	2	4.50
	Total	98	4.42
Pronunciation is important for academic studies	Student	60	4.43
	Former graduate	30	4.50
	Administrator	6	3.67
	Teacher	2	4.50
	Total	98	4.41
Pronunciation is important for future career	Student	60	4.52
	Former graduate	30	4.23
	Administrator	6	4.00
	Teacher	2	4.50
	Total	98	4.40
Pronunciation is important for private and social life	Student	60	4.43
	Former graduate	30	4.23
	Administrator	6	3.50
	Teacher	2	4.50
	Total	98	4.32

As illustrated in the table above, grammar was believed to have a greater importance in the academic setting with an overall mean of 4.57. In the same way, it was felt by all

respondents that vocabulary, too, need to be desired greatly in the academic setting other than in the other two domains. When we look at the importance of pronunciation with regard to the three scenarios, the picture is not different. Like the previous micro skills, pronunciation, too, was recognizably favored with an overall mean of 4.41 in the academic setting. Hence, we might conclude that all the micro skills were very much needed in the academic setting than in the cadets' future career and their private and social life.

On the other hand, when we compare the significance attached to each micro skill in terms of its aggregate mean, subjects believed that vocabulary in cadets' academic life need to be a prior choice with a total mean of 4.66. Then, grammar in learners' academic setting was proclaimed to have a second position with a total mean of 4.57. In third place, grammar in cadets' future career was confirmed important by all respondents with a total mean of 4.55. On the contrary, however, the significance of pronunciation was less recorded in students' private and social life, future career, and academic setting with a total mean of 4.32, 4.40, and 4.41, respectively.

Although the overall mean signified the importance of all the micro skills in the three domains due to the fact that all registered more than a median of 2.5, there was an inclination of significant importance to needing the micro skills in students' academic life. It was felt by all this way, may be, for the fact that accuracy is thought to be expected more from learners' academic responsibilities. And comparing the micro skills, the result implied that cadets were supposed to be equipped more with vocabulary, taking into account its total mean of 4.66 followed by grammar with a total mean of 4.57

Whether the difference in the importance of the micro skills was significant or not, we can consult the following table

Table 13. On significance of differences in each micro skill

		Sum of Squares	df	Mean Square	F	Sig.
overall vocabulary	Between Groups (Combined)	.857	3	.286	.824	.484
	Within Groups	32.563	94	.346		
	Total	33.420	97			
Overall pronunciation	Between Groups (Combined)	3.116	3	1.039	1.749	.162
	Within Groups	55.831	94	.594		
	Total	58.948	97			
Overall grammar	Between Groups (Combined)	1.026	3	.342	.772	.513
	Within Groups	41.656	94	.443		
	Total	42.681	97			

4.2 Qualitative Data Analysis

Through an effort made to substantiate this research in addition to the quantitative means of analysis, a lot has been done to analyze data qualitatively. In doing so, data gathered through interview, focus group discussion, and text analysis were considered in the process of the analysis.

4.2.1 Results of English language Instructors' Interview

Since only two English language instructors were providing cadets with the course College English I, the researcher tried for a number of times to conduct the interview for both instructors. However, one of the instructors failed to sit for the interview due to his own personal reasons. The other instructor; however, was willing to sit for the interview and came up with relevant information as you can see in (appendix 2)

The researcher asked the instructor some about eight questions which were presented in the following manner. As to whether the organization of College English I was related to cadets' field of specialization or not the instructor responded that the course definitely doesn't entertain learners in any way for it has nothing to do with their professional area.

With respect to whether or not the pace of language development or the balance of skills were appropriate for interests and needs of learners the instructor responded that the course material was in fact composed of all the relevant skills and students too were interested in the topics for they were inclusive of many topics. But, he said that he may not dare say pronunciation was entertained enough in the text. Here, as a matter of fact, students' focus group discussion result was also in line with the instructor's response.

The third question was identifying about how learners react to the topics and tasks in the text. When the instructor responded he said that unless it was for lack of English, the students participate in the activities whole heartedly when they find them related with their field of study, but their participation reduces when they find the topics distant from their field of study. The researcher also asked the instructor whether the course material was easy or difficult to work with. And, the instructor proclaimed that some of the activities were difficult to work with. Yet, there were also activities which were in line with the interests of learners and such activities were easy to run the activities at ease.

As to whether cadets were making any acceptable progress in using the current material, the instructor said that they are learning and participating; therefore, they were making some progresses. The instructor was also asked whether the objectives set for College English I were appropriate for learners soon to become police officers. The instructor emphasized that college English I was primarily designed for all colleges or universities in order to carry out their academic responsibilities. Thus, the objectives set for College English I could not necessarily fit for cadets who have some specific professional needs.

With respect to whether college English I satisfies the English language needs of learners to carry out their academic responsibilities, future career, and to lead their private and social

life successfully, he said that with respect to their academic world and private and social life the text could help learners in many ways. Nevertheless, as confirmed earlier by the instructor, there was no way for the course material to satisfy the cadets' specific English language needs in their future career.

The last question which states whether learners (cadets) need to learn the English language with special emphasis to their specific needs was well addressed by the instructor as it was indeed relevant for cadets so as to pursue their responsibilities effectively and efficiently. Besides, the instructor advised the inclusion of topics such as crime scene management, crime investigation, human rights, child abuses, and many topics related with law and other forensic areas.

In general, the interview result implied that the current course material could have a significant role in addressing the learners' English needs with respect to their academic needs and private and social needs. On the contrary; however, College English I could not necessarily meet the cadets' future professional needs for the reasons stated above. It follows that the college may need to design another course material that could meet and satisfy their learners English language need in their future career.

4.2.2 Results of Students' Focus- group Discussion

The students' focus group discussion was commenced among five students in order to support data gathered through questionnaire, textbook evaluation and interview. (Please, refer to appendix 3)

The first point of discussion for the students was whether or not College English I could meet their needs for academic studies, future professional purposes and private life. Almost all of the respondents responded that the course helped them to fulfill their academic studies, to some extent. Yet, again almost all of the students agreed that the courses do not have any thing to do with their field of specialization. Likewise, more than half of the students again

expressed that the course is more likely to meet their private and social needs than in their future career.

On the second line of discussion, the researcher directed them to see whether the course gives equal weight to the four skills. Accordingly, almost half of the respondents said that the course almost emphasizes all skills equally. They believed that they had the opportunity to practice reading, writing, and speaking skills quite abundantly. However, few students said that they had little exercise on grammar and thought that the text needs more grammar exercises. But, what the researcher could come across from further discussion was that the students felt that way because they didn't cover the whole text yet when this discussion was conducted.

This implies that the evaluation made on the textbooks concerning the proportionality of the skills should be seen with caution. This is because on one hand the material evaluation result, for College English I, showed that the course heavily deemphasizes skills like pronunciation. On the other hand, few of the respondents indicated that the instructors create an opportunity for the students to practice their speaking and listening skills with much better and interesting topics outside the contents and topics of the course material.

With respect to how they react towards the topics and contents included in the text, they said that the topics (themes), the tasks and the vocabularies, do not have any relations with their field of study. Nevertheless, they also said that there were some topics such as HIV which helped them to have a hot discussion.

Consequently, they agreed on the renovation of the courses in line with their subject areas, which could satisfy their needs in their academic, future profession and private and social life.

Next the discussants were asked to explain the problems they encountered while learning the College English I. Here the respondents were almost divided in to two. The first group said that they faced no problem in using the course material. The instructors, they said, helped them greatly in this regard. The other group, on the other hand, indicated that regardless of

the instructors' efforts, they didn't show any improvement: they still face problems in writing papers and in speaking at class discussions and presentations due to poor background.

Then, the students were asked whether they would have the opportunity to use the English language in their future job as a police officer. Here, few students turned out to be uncertain and inconsistent with the earlier response. Few students replied that because, in Ethiopia, Amharic is dominantly used in the society, English is not as such important. But they were reversed again by the majority of the students who said that though English is not used in the public, the nature of their work could force them to deal with foreigners who can not speak any local language, or work with different organizations which make use of English. On the plus side, they also mentioned that there could be a possibility to go abroad to work on joint cases or attend seminars and workshops.

Finally, they were let to discuss on what kind of language item or activity they wanted to be included in the course material. They came up with a number of activities related with their field of study. These include activities such as terms and terminologies of forensic science, crime scene reports, and the like. Here, the questionnaire result (please refer to table 11) also confirms their need in this regard.

4.2.3 Text Analysis Results

An attempt was also made to analyze the College English I course material using an evaluation checklist developed by Donovan and Littlejohn in Tomlinson (1998) and Cunningsworth (1995) containing ten questions as you can refer in appendix (4),

The first question in the check list was whether the objectives clearly indicate the end results. The writers have clearly indicated its aims and objectives. The aims of the course include:

- To develop students language skill.
- To develop their confidence and abilities in academic practices.
- To develop students overall learning styles.

The above objectives, thus, seem to be specified both in terms of performance and end results. As such, the text definitely set its objectives that depict its end results. Yet, Widdowson (1983) and Cunningsworth(1995) suggest that unlike EGP, the materials designed and developed for ESP purpose should intend to meet the students' specific needs.

The second question in the checklist was to identify whether the contents appeal to the specific needs of learners. With regard to this question, we can refer to what is stated in the introduction part of the material: “ The primary goal of College English I is to help students to improve how they use English- their language skills and academic practices “. The course material was also composed of contents such as AIDS, culture and values, improving study practices, nutrition, genetics and evolution, and language through literature. Hence it is unlikely to say College English I appeals to specific language needs of learners as that of cadets in the Ethiopian Police College. As a matter of fact, the quantitative result also indicated that learners preferred a kind of text that goes with their profession (please, refer to table 1)

The third question focused on how the text deals with presentation, practice, and production of grammar items. In this regard, the text states that the system of grammar and its components were organized, “with the aim of getting students to use real English in real spoken and written discourse”. Therefore, we can say the text have left a room for every activity that enables learners to interwoven with the new grammar items with other skills.

With respect to the fourth question, the text was analyzed as to whether the presentation, practice, and production of lexis (vocabulary) were appropriate to carry out duties and responsibilities in relation to their professional needs. As the text declares, students “will be exposed to a very large amount of new vocabulary. It is simply not feasible to teach the meanings and uses of all the new words every student will meet. So the approach used in College English is to teach students how to learn vocabulary by themselves i.e. we teach them vocabulary development skills and strategies, which students put into practice in vocabulary development tasks in each unit”. Hence, even though the approach used in the text seems helpful to develop the students all rounded vocabulary learning skill, no where in the text vocabularies related with their field of study are used. In fact, this was also revealed in the students' focus group discussion that though the students found the current text

relevant in many respects, they wanted to see some terms and vocabularies related with their profession to be incorporated in the text.

The 6th question with which the text analyzed was to what extent the material was organized around the teaching of form, language function, and patterns of communicative interaction. As such, according to the organizational scheme of the text, “the language skills are usually practiced together and the tasks are related to and build on each other, with a final task that enables students to use much of the language and many of the ideas they have learned about in the unit. For example, students may discuss what they think about an issue and read about it, and finally write an essay about it. In this regard, we can say that the material is successful in amalgamating various activities in order to create different patterns of communicative interaction. Here, too, the students confirmed the fact in their discussion.

As to that of the 7th question which raised whether the selection, sequencing, and grading of the language items are in line with any type of syllabus, the way activities and tasks are organized, the text could be termed as task based syllabus for the fact that students practice the language items by doing them. These are tasks that are clearly related to what students need to do in their further studies (tasks such as carrying out pieces of research, writing an essay, etc). But, it is not definitely a kind of syllabus that gears towards English for specific professional need.

The 8th question was used to identify what language skills were emphasized (receptive, productive, or integration of skills). Obviously, as already felt earlier the contents cherished are almost all the four skills and two micro skills (grammar and vocabulary). From this point of view, it could be said that the course especially seems to satisfy both the learners’ receptive and productive skills. Besides, there are sufficient treatments of vocabulary though none of them is related to their subject areas. That is, there doesn’t seem sufficient ‘specialist’ words related with forensic vocabulary. But, as indicated in the instructors’ interview, the analysis, too, discovered that pronunciation was not given equal weight in the text. What is more, most of the topics or themes covered do not appear to be inline with the students’ subject or professional areas. Both, the English instructor in his interview and the students in the focus group discussion, reflected this. Thus, it could be realized that the text, in fact, integrates the macro skills and two micro skills (grammar and vocabulary) in order

for students accomplish their academic responsibilities, but pronunciation was totally forgotten. The fact that students felt little of pronunciation in the quantitative data analysis (table 7) was, may be, due to lack of exposure to its significance in the text they are learning.

The 9th question refers whether the material calls for high degree of teacher input, individual study, or proper interaction between the teacher and the students. In this material, the text has implied the roles of the instructors, “to facilitate, to encourage students, to explore tasks, to direct their learning while on the other hand not dominating every activity or trying to control every utterance in the class”. On the other hand, the students’ role in the text is considered to, “develop their individual abilities to study effectively and to see themselves as the centre of the learning process”. Hence, we can say that the material is developed with intention to leading students learn by their own only expecting guidance from their instructors.

The last question in the checklist was: Does the material motivate learners by considering learners’ psychological, social, and cultural factors? The quantitative analysis reveals (refer to table 9, please) that the students prioritized English for their professional purpose as compared to the other domains. They also prioritized speaking and listening skills (refer table 6). Moreover, the micro-skills that the cadets wanted were also identified (refer table 5). Thus, even though some topics such as AIDS and culture and value could motivate learners since they are part of the society, it seems that this course book is unlikely to equip learners with psychological motivation, which is very much related with the students’ future profession. In fact, the interview result also indicated that cadets become motivated only when they are provided with some issues relate with their professional arena.

All in all, it could be deduced that since the course book (College English I) was designed to meet the academic English language needs of colleges and universities, it doesn’t seem to fulfill the majority of criteria underpinning ESP materials and features underlining the very nature of English for Police. Obviously, it is not specifically tailored to meet the English language needs of cadets.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

In this chapter, an attempt has been made to present review of the major steps that had been taken from the onset of this research, beginning with the research question. The findings of the study have also been discussed in the conclusion section. Finally, some recommendations are forwarded based on the findings of the study conducted.

5.1 Summary

This study is commenced to assess the academic, future career, and private and social needs of those students who are soon to be police officers through out the country.

In this regard, First year diploma students of the Ethiopian Police College have been the center of attention in this research. For the completeness of the study, in addition to cadets who are currently attending their training, other stake holders' view and perception towards the English language needs of cadets have also been taken into consideration.

As such, students (cadets), former graduates, English language instructors, and administrators have been used as informants of the study. Through questionnaire a variety of activities in which the language is thought to be widely used in the academic, future career, and students' private and social life contexts were selected and presented to them all. They were asked to rate the importance levels of the activities with a 5 point Likert Scale as (highly unimportant, unimportant, undecided, important, and highly unimportant). Owing to the fact that each subject has significant role in indicating and sharing the benefits of the study, their views have been considered with all due respect.

On top of this, the study was also supported and substantiated with one English language instructor's interview, students' focus group discussion, and analysis of the current course material (College English).

The information gathered through these instruments was analyzed quantitatively and qualitatively as necessary. Finally, some conclusions were drawn based on the analysis of the data, on the basis of which in turn, some recommendations have been forwarded.

5.2. Conclusions

Thus, the following conclusions can be made based on the data analyses and the discussions as a whole.

- Cadets perceived that they want all the four skills highly for their academic studies, future profession and private and social life equally. However, the students prioritized their future career English language needs with speaking skill first, followed by listening, writing and reading skills respectively.
- Former graduates, English language instructors, and administrators, too, felt that cadets need all the four skills highly for the three domains. Nevertheless, in the prioritizing of skills for cadets future career, they lack uniformity for the fact that English language instructors considered reading, speaking, and writing as highly important skills; where as, former graduates and administrators attributed great importance to listening.
- Although cadets need the micro skills (vocabulary, grammar, and pronunciation) considerably, their need for vocabulary and grammar was greater compared with pronunciation in the three domains.

- There doesn't seem to exist relative consistency of opinions among the former graduates, English language instructors, and administrators as to the significance of vocabulary, grammar and pronunciation in the three domains. But, they do share cadets' view in attributing high importance to vocabulary and grammar than pronunciation.
- As to the significance of the four skills in the three domains, all respondents attributed high importance to speaking followed by listening, reading, and writing, respectively in academic and future career domains. On the contrary, in private and social life domain listening was much favored followed by speaking, reading and writing, respectively.
- Cadets perceived that they need the English language in all domains equally. However, they prioritized learning specific English that meets their professional English language needs highly followed by private and social and academic English respectively.
- In spite of the fact that all respondents felt the importance of the English language in the three domains, there doesn't appear relative consistency of opinions among cadets, English instructors, former graduates, and administrators. For instance, former graduates unlike English instructors and administrators who shared cadets' view by assigning high importance to English for learners professional need, they favored English for academic purposes on top of all.
- The rating of language items or activities in academic setting under each skill revealed that activities such as reading references, academic texts, notices and schedules; listening to discussions, course lectures, and guest lecturers; speaking in giving comments, asking and responding questions, and with friends; and writing course assignments or projects, reports, and e-mail were ranked 1st, 2nd, and least, respectively.

- The rating of language items or activities in future career domain under each skill revealed that activities such as reading criminal cases, crime and criminals, and fax; listening to information seekers, witnesses, and telephone (walkie talkie); speaking to witnesses, with information seekers, and to inform and warn; and writing description of a crime scene, to seek information, and minutes were ranked 1st, 2nd, and least, respectively.
- The rating of language items or activities in students private and social life domain under each skill revealed that activities such as reading vacancies, letters, and faxes; listening to television, radio, and preaching; speaking with friends, foreigners, and in religious gatherings; and writing letters, E-mal, on the internet, on news papers (3 of them with the same rank), and faxes were ranked 1st, 2nd, and least respectively.
- Since the course material (College English) was designed from the out set to meet the academic language needs of college students, it fails to meet the specific English needs of cadets in their future career.
- As cadets have needs in the target situation and confirmed the use of English language in their future profession, they need to be equipped with specific English that serves their future career.

5.3. Recommendations

Based on the findings of the study, some recommendations are forwarded as follows:

- Since cadets have English language needs beyond the English language needs of their academic career, material developers and syllabus designers should tailor a kind of English language that meets cadets' interest in the three domains with special emphasis to their future career.

- In designing and developing the course material , in addition to utilizing the already identified language items and activities, intensive study should be carried on in identifying the frequently used terms, words, expressions, and the type of discourse the profession requires in procedural police responsibilities.
- As it is advisable not to disregard cadets' prior needs and other stake holders views in this scenario, syllabus designers should consider the incorporating of macro and micro skills in their order of importance as speaking-listening-reading-writing, and vocabulary-grammar-and pronunciation respectively.
- As the study was conducted on the first year diploma students of the college, the result calls for further studies to be conducted on other program students as well.
- Finally, as analyzing cadets' needs should not be an overnight task or should not spring from a set of data, time and effort should be exerted to employ continuous research and develop a worthwhile syllabus.

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APPENDICES

Appendix 1

Addis Ababa University

School of Graduate Studies

Department Foreign Language and Literature

Questionnaire for Students

Dear instructor,

The aim of this questionnaire is to gather information on the English language needs of learners in Ethiopian Police College. Thus, respondents of the questionnaire are kindly requested to forward honest and appropriate responses. Besides, the researcher guarantees you the confidentiality of your responses other than the purpose already mentioned.

- N.B
- No need of writing your name
 - Read each item carefully and response accordingly.

Thank you in advance

Part I. The following tables carry items that could help to assess your English language needs in terms of their academic responsibility, future profession, and social and private life.

Please, indicate your prior response by putting (X) mark in the boxes with regard to the scales given.

<p style="text-align: center;">A. In Academic Setting</p>	<p style="text-align: center;">Rank the extent to which the English language skills help you in pursuing your academic responsibilities such as the following</p>				
<p style="text-align: center;">1. Reading</p>	<p style="text-align: center;">1 Highly unimportant</p>	<p style="text-align: center;">2 Un important</p>	<p style="text-align: center;">3 Un decided</p>	<p style="text-align: center;">4 Important</p>	<p style="text-align: center;">5 Highly Important</p>
<ul style="list-style-type: none"> ● Lecture hand outs 					
<ul style="list-style-type: none"> ● academic texts (e.g, course books) 					
<ul style="list-style-type: none"> ● Fiction (e.g detective stories) 					
<ul style="list-style-type: none"> ●References (eg. Almanacs, encyclopedias-----) 					
<ul style="list-style-type: none"> ●Periodicals (Magazines, Journals, articles, , newspapers . . .) 					
<ul style="list-style-type: none"> ● Examination papers 					
<ul style="list-style-type: none"> ● Notices, Schedules (eg. Duties) 					
<ul style="list-style-type: none"> ● Exploring the internet 					
<ul style="list-style-type: none"> ●Others (Please specify) <hr style="width: 100%; border: 0; border-top: 1px solid black; margin-top: 5px;"/>					

<p style="text-align: center;">2.Listening</p>	<p style="text-align: center;">1 Highly unimportant</p>	<p style="text-align: center;">2 Unimportant</p>	<p style="text-align: center;">3 Undecided</p>	<p style="text-align: center;">4 Important</p>	<p style="text-align: center;">5 Highly Important</p>
<ul style="list-style-type: none"> • To Course lectures 					
<ul style="list-style-type: none"> • To presentations 					
<ul style="list-style-type: none"> • to discussions 					
<ul style="list-style-type: none"> • .to seminars /Work shops/ meetings 					
<ul style="list-style-type: none"> • to guest lecturers 					
<ul style="list-style-type: none"> • to the radio 					
<ul style="list-style-type: none"> • to television 					
<ul style="list-style-type: none"> • to films /videos, Audio cassettes 					
<ul style="list-style-type: none"> • others (please, specify) <hr style="width: 25%; margin-left: 0;"/>					

3. Speaking	1 Highly unimportant	2 Unimpor tant	3 Undecided	4 Important	5 Highly Important
<ul style="list-style-type: none"> asking and responding questions 					
<ul style="list-style-type: none"> to give comments, suggestions and opinions 					
<ul style="list-style-type: none"> to present, defend and convince cases and other papers 					
<ul style="list-style-type: none"> With lecturers 					
<ul style="list-style-type: none"> With friends/ Classmates 					
<ul style="list-style-type: none"> others (please specify) <p>_____</p> <p>_____</p> <p>_____</p>					

4. Writing	1 Highly unimportant	2 Unimpor tant	3 Undecided	4 important	5 Highly Important
* Lecture notes					
* Course assignments or projects					
* reports on different cases					
* note making and summaries					
* Letters eg. Application, complains..					
o E-Mail					
* On the internet eg. Chatting ---					
* Creative pieces (Short stories - - -)					
* To contribute articles					
• Others (please, specify) _____ _____					

B. Future Career (Profession)	Rank the extent to which the English language skills help you in pursuing your Future Career (Profession) such as the following				
1. Reading	1 Highly unimportant	2 Unimport ant	3 Undecided	4 important	5 Highly Important
● About crime and criminals					
● Criminal cases					
● description of suspects					
● documents (Certificates, licenses, pass port ---)					
● Duties and responsibilities					
● Journals					
● Memos /letters/ notices					
● Proclamations /Articles/ decrees					
● Reports					
● E-Mail					
● Fax					
● On the internet					
● others (Please, specify)_____					

<p style="text-align: center;">2. Listening</p>	<p style="text-align: center;">1 Highly unimportant</p>	<p style="text-align: center;">2 Unimportant</p>	<p style="text-align: center;">3 Undecided</p>	<p style="text-align: center;">4 important</p>	<p style="text-align: center;">5 Highly Important</p>
<ul style="list-style-type: none"> • to victims 					
<ul style="list-style-type: none"> • to information seekers (e.g. tourists 					
<ul style="list-style-type: none"> • at seminars /Work shops/ meetings 					
<ul style="list-style-type: none"> • to telephone e.g. walkie- talkie 					
<ul style="list-style-type: none"> • Joint cases (e.g. Interpol with others countries 					
<ul style="list-style-type: none"> ▪ To Suspects 					
<ul style="list-style-type: none"> • Witnesses 					
<ul style="list-style-type: none"> • News 					
<ul style="list-style-type: none"> • others (please, specify) <hr style="width: 30%; margin-left: 0;"/>					

<p style="text-align: center;">3. Speaking</p>	<p style="text-align: center;">1 Highly unimportant</p>	<p style="text-align: center;">2 Unimportant</p>	<p style="text-align: center;">3 Undecided</p>	<p style="text-align: center;">4 important</p>	<p style="text-align: center;">5 Highly Important</p>
<ul style="list-style-type: none"> • With friends 					
<ul style="list-style-type: none"> • With family members 					
<ul style="list-style-type: none"> • With foreigners 					
<ul style="list-style-type: none"> • On telephone conversations 					
<ul style="list-style-type: none"> • At seminars /Work shops/ 					
<ul style="list-style-type: none"> • At community services 					
<ul style="list-style-type: none"> • In religious gatherings (e.g. As king questions .. .) 					
<ul style="list-style-type: none"> • In shopping /bargaining 					
<ul style="list-style-type: none"> • At hotels /bars/ restaurants/ (ordering food, drink ----) 					
<ul style="list-style-type: none"> • In travels (With hostesses, passengers ----) 					
<ul style="list-style-type: none"> • Others (if any, please, specify) <hr/> <hr/>					

4. Writing	1 Highly unimportant	2 Unimportant	3 Undecided	4 important	5 Highly Important
• Letters (personal /business)					
• Diaries					
• Faxes					
• E-mail					
• On the internet					
• On news papers (articles - --)					
• Creative works (poetry, short story, novel)					
• Others (if and, please, specify) _____					

C. Social and Private Life	Rank the extent to which the English language skills help you in pursuing your Social and Private Life such as the following				
1. Reading	1 Highly unimportant	2 Unimportant	3 Undecided	4 important	5 Highly Important
• Letters (business, personal ...)					
• Advertisements					
• Vacancies					
• Newspapers					
• Magazines /articles/ Journals					
• Spiritual books /Pamphlets/tracts					
• Fiction (novel, short stories, poetry)					
• Notices					
• Faxes					
• E-mail					
• Menus					
• On the internet					
• Others (if any, specify) _____ _____					

<p style="text-align: center;">2. Listening</p>	<p style="text-align: center;">1 Highly unimportant</p>	<p style="text-align: center;">2 Unimportant</p>	<p style="text-align: center;">3 Undecided</p>	<p style="text-align: center;">4 important</p>	<p style="text-align: center;">5 Highly Important</p>
<ul style="list-style-type: none"> • To radio 					
<ul style="list-style-type: none"> • To telephone conversation 					
<ul style="list-style-type: none"> • To music 					
<ul style="list-style-type: none"> • To television 					
<ul style="list-style-type: none"> • To foreigners 					
<ul style="list-style-type: none"> • Seminars/ Workshops 					
<ul style="list-style-type: none"> • Religious preaching 					
<ul style="list-style-type: none"> • Expertise/ Celebrities 					
<ul style="list-style-type: none"> • Shopping / bargaining 					
<ul style="list-style-type: none"> • Hotels/ restaurants/ pubs 					
<ul style="list-style-type: none"> • In travels (eg. Listening to a hostess in airplanes) 					
<ul style="list-style-type: none"> • Others (if any, please, specify) 					

3. Speaking	1 Highly unimportant	2 Unimportant	3 Undecided	4 Important	5 Highly Important
<ul style="list-style-type: none"> to victims 					
<ul style="list-style-type: none"> Information seekers (eg. Tourists) 					
<ul style="list-style-type: none"> to suspects (eg. Interrogation) 					
<ul style="list-style-type: none"> Witnesses (e.g. Questioning) 					
<ul style="list-style-type: none"> Joint cases with others countries (e.g. Interpol tele-conferences) 					
<ul style="list-style-type: none"> In telephoning g. on walkie -talkie 					
<ul style="list-style-type: none"> To inform and warn 					
<ul style="list-style-type: none"> To ask for ID (e.g. passport, license..) 					
<ul style="list-style-type: none"> To describe crime scenes 					
<ul style="list-style-type: none"> To describe fugitives 					
<ul style="list-style-type: none"> To present cases, reports 					
<ul style="list-style-type: none"> At seminars /Conferences 					
<ul style="list-style-type: none"> Others (please, specify) _____ _____ 					

4. Writing	1 Highly unimportant	2 Unimportant	3 Undecided	4 important	5 Highly Important
<ul style="list-style-type: none"> • letters (application , complaints . . .) 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • minutes 					
<ul style="list-style-type: none"> • notices /Schedules e.g. duties ---) 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • reports 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • criminal records 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • charges 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • description of a suspect 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • description of a crime scene 					
<ul style="list-style-type: none"> • to seek information (locally or abroad 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • with same institutions) 					
<ul style="list-style-type: none"> • Inform the public (eg. Through News) 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • papers --- 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • E-mail 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • on the internet 					

Part II. Rank the importance of the following sub-skills for your academic performance, to pursue your future career as a police officer, or to lead your private or social life successfully. Show your response by putting /x/ mark in the boxes with regard to the scales given.

No	On Grammar	1 strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
1	To have a good knowledge of grammar is important for my academic performance					
2	To have a good knowledge of grammar is important to pursue my future career as a police officer					
3	To have a good knowledge of grammar is important to lead my private or social life successfully					
No	On Vocabulary	1 strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
1	To have a good knowledge of vocabulary related with police and forensic science is important for my academic performance					
2	To have a good knowledge of vocabulary related with police and forensic science is important to pursue my future career as a police officer					
3	To have a good knowledge of vocabulary related with police and forensic science is important to lead my private or social life successfully					
No	On Pronunciation	1 strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
1	To have an intelligible (understandable) pronunciation is important for my academic performance					
2	To have an intelligible (understandable) pronunciation is important to pursue my future career as a police officer					
3	To have an intelligible (understandable) pronunciation is important to lead my private or social life successfully					

Appendix 2
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTEMENT OF FOREIGN LANGUAGE AND LITERATURE
English Language Instructors' Interview

1. Would you mind telling me whether the organization of Freshman English (FLEN 101) (in themes, units, tasks, and contents) is in line with the learners' (cadets') field of study?
2. Is the pace of language development or the balance of skills appropriate for interests and needs of learners (cadets)?
3. How do students react to the topics and the tasks?
4. Do you think that the Freshman English (FLEN 101) is easy /difficult to work with learners (cadets)?
5. Can you say learners (cadets) are making any acceptable progress in their English proficiency while using the current material?
6. Do you believe that the rational (objectives) set out for Freshman English (FLEN 101) is appropriate for learners (cadets) who are learning to become police officers?
7. Would you say that Freshman English (FLEN 101) satisfies the English language needs of learners to carry out their academic responsibilities, future career, and to lead their private and social life successfully?
8. Do you think that learners (cadets) need to learn the English language with emphasis to their specific needs? If yes/no, why?

Appendix 3
Addis Ababa University
School of Graduate Studies
Department Foreign Language and Literature
STUDENTS' FOCUS – GROUP DISCUSSION

Dear Students:

Good morning /Good afternoon. My name is Mohammed Seid. I am currently conducting a research on the English language needs of the first year diploma students of the Ethiopian Police College Students (cadets). Besides, I am also studying the efficiency of the current course material (FLEN 101) in meeting your academic, Professional, private and social needs. Therefore, I hope you would participate in the discussion by giving your genuine and honest opinions and suggestions.

Nevertheless, if you are in anyway hesitant to reserve your true opinions, there is no need to do so. Because, I assure you that the information you provide will be highly confidential and be used only for the purpose stated.

Points of Discussion include:-

1. How important /relevant do you think is Freshman English (FLEN101) in pursuing your academic studies, meeting your future professional needs, and leading your private and social life successfully?
2. Does the course Freshman English (FLEN 10) give equal weight for all skills?
3. How do you react towards the topics and contents included in Freshman English (FLEN101)?
4. What problems have you encountered In learning the Freshman English (FLEN 101)

5. Do you think that you will have the opportunity to use English in your future job as a police officer?
6. What would you like to see included in the course material?

Appendix 4

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTEMENT OF FOREIGN LANGUAGE AND LITERATURE

Text Analysis Check list

1. Do the objectives clearly indicate the end results?
2. Do the contents appeal to the specific needs of learners?
3. How does the text deal with presentation, practice and production of grammar items?
4. Does the presentation, practice, and production of lexis (vocabulary) appropriate to carry out in relation to professional needs?
5. To what extent is the material organized around the teaching of language form, language function, or patterns of communicative interaction?
6. Does the material consider any specific needs of learners?
7. Is the selection, sequencing and grading of language items in line with any type of syllabus?
8. What language skills are emphasized (receptive, productive, or integration of skills)?
9. Does the material call for high degree of teacher input, individual study, or proper interaction between the teacher and students?
10. Does the material motivate learners by considering learners' psychological, social, and cultural factors?

Declaration

“I hereby declare that this is my original work. It has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged”.

Name: Mohammed Seid Mohammed

Signature: -----

Date: 16 July 2007

Place: Addis Ababa University

School of Graduate Studies

This thesis has been submitted for examination with my approval as university advisor,

Name: Berhanu Bogale (Ph.D)

Signature: -----