

**UNIVERSITY OF DIALA**

***TOWARDS A COMMUNICATIVE ESP  
SYLLABUS FOR CADETS AT THE  
IRAQI COLLEGE OF POLICE***

**A THESIS**

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REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION IN METHODS OF  
TEACHING ENGLISH AS A FOREIGN  
LANGUAGE**

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## بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

« يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ  
فَأَفْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ  
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا  
تَعْمَلُونَ خَبِيرٌ »

صَلَّى الْعَظِيمِ

سورة المجادلة - (١١)

***To  
My Parents  
And  
All the Members  
of My Family***

We certify that this thesis (Towards a Communicative ESP Syllabus for Cadets at the Iraqi College of Police) has been prepared under our supervision at the University of Diala in partial fulfilment of the requirement for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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## *List of Abbreviations*

<i>AL</i>	<i>Applied Linguistics</i>
<i>BICS</i>	<i>Basic Interpersonal Communication Skill</i>
<i>CA</i>	<i>Communicative Approach</i>
<i>CALP</i>	<i>Cognitive Academic Language Proficiency</i>
<i>CBI</i>	<i>Content Based Instruction</i>
<i>CNP</i>	<i>Communicative Needs Processor</i>
<i>CSD</i>	<i>Communicative Syllabus Design</i>
<i>EAP</i>	<i>English for Academic Purposes</i>
<i>EBE</i>	<i>English for Business and Economy</i>
<i>EFL</i>	<i>English as a Foreign Language</i>
<i>EGP</i>	<i>English for General Purposes</i>
<i>ELP</i>	<i>English Language Programme</i>
<i>ELT</i>	<i>English Language Teaching</i>
<i>EOP</i>	<i>English for Occupational Purposes</i>
<i>PEI</i>	<i>Policing English for Iraq</i>
<i>ESL</i>	<i>English as a Second Language</i>
<i>ESP</i>	<i>English for Specific Purposes</i>
<i>ESS</i>	<i>English for Social Sciences</i>
<i>EST</i>	<i>English for Science and Technology</i>

<i>ISF</i>	<i>Internal Security Forces</i>
<i>LCA</i>	<i>Learning –Centered Approach</i>
<i>LTP</i>	<i>Learning /Teaching Process</i>
<i>NA</i>	<i>Needs Analysis</i>
<i>CP</i>	<i>College of Police</i>
<i>Q</i>	<i>Questionnaire</i>
<i>SCP</i>	<i>Student at the College of Police</i>
<i>SD</i>	<i>Syllabus Design</i>
<i>SLA</i>	<i>Second Language Acquisition</i>
<i>TBI</i>	<i>Task Based Instructions</i>
<i>TEFL</i>	<i>Teaching English as a Foreign Language</i>
<i>TL</i>	<i>Target Language</i>

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## ***ABSTRACT***

It has been long established that for any English Language Teaching programme to succeed it has to satisfy the needs of the receptors. It is also recommended, and indeed is carried out nearly all over the world, that English Language Teaching materials have to be reassessed every five years. The English Language Teaching course at the College of Police has been put in practice for almost fifteen years without the necessary periodical assessment and consequent change of needs of the cadets brought about by the occupation of the country by English-speaking forces.

This study aims at assessing the English language teaching course currently in use at the College of Police through its textbook (*Policing English for Iraq*, 1993) in order to find out how far it satisfies the requirements of the English for Specific Purposes framework, and to what extent it actually corresponds with the professional and academic English for Specific Purposes needs of the future Iraqi officers. Three hypotheses are proposed for testing. These are:

It is hypothesized that the English Second Language course *Policing English for Iraq* currently taught at the Police College lacks the following pedagogical adequacies:

1. proper identification of the learners' specific vocational needs,
2. proper selection, grading and sequencing of English Second Language material, and
3. proper and balanced development of all the target language skills on the basis of the learners' needs profile.

In order to fulfill the aims of the study, the researcher has made practical use of the pedagogical implications of the most up-to-date ESP approaches and practices by designing a functional analytical technique in the form of a piloted and validated Questionnaire instrument administered to a sample of two groups: English Foreign Language learners at the College of Police and expert university educationalists and Police instructors. Data analysis is conducted with the help of statistical formulas and frequency counts to get at verifiable, objective results in drawing the learners' needs profile in English for Specific Purposes materials design.

Next, the features of the needs profile are translated into an action plan by drawing the actual layout for the general components of the required ESP syllabus and teaching units. After specifying these components on the basis of the learners' objective needs profile, the task of assessing the ESP textbook is carried out by comparing the specifications of the two. The results obtained through this comparison have been found to verify the validity of the three hypotheses stated above. Participants' responses to the Questionnaire's items have shown that both learners and educational experts at the College of Police have expressed a quite negative opinion about the content and methodological adequacies of Policing English for Iraq. None of the respondents have stated any advantage of the assessed text-book.

The results above have been interpreted to mean that both content selection and presentation in the studied text-book have not been based on the actual learners' needs, but upon some highly conceived but untenable target level and upon an imbalanced notion of the process of language learning. In the light of these findings two sample units are constructed to form the model and basis for any future materials. These two units are the actual embodiment of the recommendations of the research. The study ends with suggestions for further study.





# *CHAPTER ONE*

## *INTRODUCTION*

### *1.1 The Problem*

Being a graduate and an officer at the College of Police, the researcher has noticed that there are serious inadequacies in the content and design of the ESP syllabus currently taught at the College. These inadequacies lie in the teaching approach adopted, the linguistic content selected, its sequencing, the exercises, and target language skills. Specifically, the current syllabus overemphasizes reading at the expense of production skills, especially speaking. This is one reason why police officers graduating from this college are in no position to perform effectively in communicative events. In addition, the level of competence achieved does not match the graduates' occupational and academic requirements

The observation above, shared and pronounced by numerous other colleagues, both police officers and teachers, requires methodological investigation, a problem which this study is designed to tackle by providing verifiable answers to the following questions:

1. Does the content selection of the current ESL course at the College of Police satisfy the occupational needs of Iraqi police officers by drawing its specific objective from the communicative needs of the learners?
2. How far are the grading and sequencing of the grammatical functions and the notional items intrinsic to the theory of language learning?

3. Does the course avail at the benefits of modern information processing Technology?

## ***1.2 Aims of the Study***

The aims of this study can be summarized in the following major points:

1. defining the academic and professional needs of Iraqi EFL learners at the Police College;
2. evaluating the current English language syllabus taught at the Police College by matching its immediate and prospective objectives with those defined in (1) above; and
3. presenting a replacement model of ESP designed to improve language abilities of the students at the Police College by offering balanced development of all the language skills.

## ***1.3 Hypotheses***

It is hypothesized that the ESL course *Policing English for Iraq* currently taught at the Police College lacks the following pedagogical adequacies:

1. proper identification of the learners' specific vocational needs,
2. proper selection, grading and sequencing of ESL material,
3. proper and balanced development of all the target language skills on the basis of the learners' needs profile.

## ***1.4 Limits of the Study***

The current study is limited to the investigation of the levels of ESP adequacies of the ESP textbook entitled (*Policing English for Iraq*, 1993) currently used at the College of Police. This investigation is strictly based upon the learners' needs profile as identified by means of the measurement tools presented to the sample of the study which includes learners, teachers, educationalists, and scholars. The specifications of the contents and methodology of an adequate ESP course for EFL learners at the Iraqi College of Police are also limited to the results of the needs analysis based on the data mentioned above. Model units offered as a specimen for a new ESP course serving the requirements of learners at the College of Police will not exceed the limit of two units.

## ***1.5 Procedures***

In order to achieve the aims of the research the following steps are going to be taken:

1. Making an extensive survey of the field of ESP, the benefits of adopting such an approach and the means to maximize these benefits. The survey will conclude with a discussion of ESP syllabuses and syllabus design.
2. Evaluating the current materials used at the College of Police in order to find out the pluses and minuses of the current materials. Professional syllabus designers and materials writers will be consulted.
3. Building up a questionnaire in order to arrive at the needs of the cadets and their future employees.

4. Selecting a sample consisting of cadets of the Iraqi College of Police and administrators of the various offices at which future graduates are going to work for the purpose of making an accurate and in depth needs analysis.
5. Carrying out a pilot administration of the questionnaire in order to find out its applicability, timing and reliability.
6. Designing the final administration of the questionnaire after making whatever modifications seen necessary in the light of jury's recommendations and the results of the Pilot administration.
7. Analyzing the responses to the questionnaire in order to specify the type and contents of the materials that best fit the needs of the cadets and their prospective jobs.
8. Writing two sample units that answer the needs above and form a model for the remaining units of the course.
9. Suggesting some related topics for further research.

## ***1.6 Value of the Study***

The value of this study can be outlined in the following points:

1. Assessing the pedagogical adequacy of the current course of *Policing English for Iraq* – which is outdated;
2. Drawing the needs profile of the ESL learners at the College of Police;
3. Modernizing the ESL process in the institution above by designing a model teaching unit that incorporates the current needs of the police officers plus the pedagogical implications of the latest developments in ESP practice and theory.

## ***1.7 Plan of the study***

This thesis is organized in five chapters. Chapter One (Introduction) gives a brief account of the problem of the research, the aims, hypotheses, procedures, limits and value. The chapter also describes the process of data collection and analysis, and defines the values of this study and end with presenting the definitions of basic terms related to study.

Chapter Two presents a theoretical background of ESP and syllabus design by describing its notions, related types, and characteristics. In this background, the researcher reviews various approaches to ESP and relates them to needs analysis and ESP syllabus design. The chapter ends with an account of similar previous studies conducted in Iraq.

Chapter Three is about procedures and methodology. It describes the analytical instrument used by the researcher to get at the learners' needs profile. This instrument consists in a forty-item-questionnaire designed to elicit the immediate and prospective needs of the learners and draw their needs profile.

Chapter Four is about analysis and discussions of the results of the measuring instruments used in the study. In this chapter, the current ESL course *Policing English for Iraq* (1993). PEI is assessed by describing its layout, methodology, educational criteria, linguistic content, points of focus, target-language functions and skills developed, material grading and sequencing, exercises offered, the mechanics of its production in print and content updating. The aim of describing these points is to convey a matter-of-fact report about the syllabus above by presenting its merits and demerits alike.

Finally, Chapter Five summarizes the results of the study, draws the relevant conclusions, and offers certain useful pedagogical recommendations and suggestions.

## ***1.8 Definitions of Basic Terms***

Hereunder are definitions of the basic terms in this study, arranged in alphabetical order.

### **1. College of Police**

The College of Police is the only official Iraqi academic institution that is specialized at training and preparing secondary-school graduates as Police Officers of all sorts after three years of study. It was established in 1936 by the Iraqi Ministry of Interior, and is situated in Baghdad.

### **2. Communicative Syllabus**

A syllabus which lists conceptual and use categories based upon a certain level-type inventory following a needs analysis (Johnson & Johnson, 1999: 74).

### **3. ESP**

An acronym of English for Specific Purposes, ESP is an approach to English language teaching and learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992: 3). It is based on an investigation of the purposes of the learner and the set of communicative needs arising from these purposes (Kennedy and Bolitho, 1984: 3) (See also 2.2).

### **4. Evaluation**

Evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of an ESP syllabus, and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institution involved (Brown, 1989: 223).

Evaluation involves the use of valid criteria in testing the empirical adequacy of a syllabus (Ellis, 1994: 683). This term is used interchangeably with the term 'assessment' in this study.

## **5. Syllabus**

A syllabus is a statement of a program's aims, content, and organization in addition to some methodology and evaluation in just one subject area. Content organization also involves ordering items for pedagogical presentation (Johnson & Johnson, 1999: 93, 312) (See also 2.4.1).



# ***CHAPTER TWO***

## ***ENGLISH FOR SPECIFIC PURPOSES (ESP) AND SYLLABUS DESIGN:***

### ***Theoretical Background and Related Previous Studies***

#### ***2.1 An Introductory Note***

This chapter presents a theoretical overview of the important notion of ESP as a learner-centered approach by defining it first. Then, the survey describes ESP's origins, key notions and characteristics, and relatable types. This description is followed by a discussion of the characteristics of ESP courses, their benefits, and procedural parameters. Next, the chapter discusses the notion and types of needs analysis in relation to ESP and syllabus design. The chapter then describes the requirements of courses designed in accordance with the various provisions of ESP, and offers a survey of the related previous studies in Iraq.

## ***2.2 ESP: Definition***

By the term **E**nglish for **S**pecific (or Special, Specified, Specifiable) **P**urposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners.

ESP is a relatively new discipline within Applied Linguistics that bids a new **learner-centered approach** to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho (1984: 3) point out that ESP is based on 'an investigation of the purposes of the learner and the set of communicative needs arising from these purposes'.

ESP is contrasted with EGP, or **E**nglish for **G**eneral **P**urposes. If English is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, then this is EGP. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP. ESP is learning and learner oriented, with a conception and preference for communicative competence.

Defined to meet the specific needs of the learners, ESP makes use of methodology and the activities of the discipline it serves by focusing on the language appropriate to these activities. As a specific approach to language teaching, ESP requires that all decisions as to content and method be based on the learner's reason for learning (Hutchinson and Waters, 1987: 19).

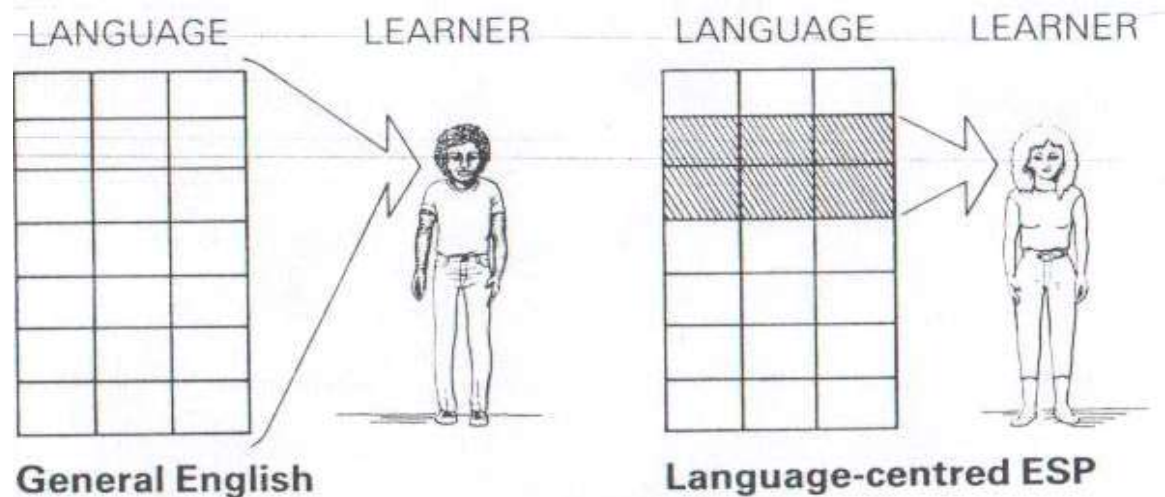


Figure 18: The learner-restricted syllabus

### ***2.2.1 The Meaning of the Word 'Special' in ESP***

One simple clarification requires to be made here about the two entirely different notions of **special language** and **specialized aim**. It has been noted that confusion arises over these two notions. Mackay and Mountford (1978:4) explain the idea of a special language in the following manner:

The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task, or vocation.

In order to rule out the unintended interpretation of the term ‘special’ to mean ‘unique’, many researchers prefer to replace it with the term ‘specific’ or ‘specifiable’. The implication is that the terms ‘special’, ‘specific’, or ‘specifiable’ are not intended to qualify the language, but to highlight the purpose of studying it. It specifies the focus on certain features of the language that are immediately associated with the restricted use of the target language which is required by the learner in order to achieve a particular purpose (Munby, 1978: 2)

As mentioned above, a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn. Consequently, the focus of the word **special** in ESP ought to be on the purpose for which learners learn and not on the specific jargon or registers they learn.

The notion of a language with singular characteristics began to take root in the sixties and the early seventies, being associated with the pioneering research of Halliday, MacIntosh and Stevens (1964). Then, many distinguished linguists subscribed to the approach above, among them Widdowson (1983: 10) who states that “ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area”. Hutchinson and Waters (1987: 19) second this by insisting that ESP must be seen as an approach, not a product.

### ***2.2.2 ESP as a Learner-Centered Approach***

It is obvious from 2.2 and 2.2.1 above that ESP is a new, learner-centered approach. This notion requires further specification, at least in its general sense. A learner-centered approach to learning and teaching sees learning as the active construction of meaning, and teaching as the

act of guiding, scaffolding and facilitating learning. This approach considers knowledge as being an ever-changing process, which is built upon the learners' prior experience (Hutchinson and Waters, 1987: 59f).

A learner-centered approach provides opportunities for students to practice critical and creative thinking, problem solving, and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation; all of which contribute to the development and enhancement of conceptual understandings. A learner-centered approach also encourages students to demonstrate ownership of their ideas and to reflect on and monitor their thinking as they make decisions and take action.

In the key learning area of EFL, learning experiences should be adjusted as required to meet the abilities, needs, and interests of individuals and groups of students. This may mean providing different amounts of time, space or materials, and offering a range of levels and types of support to students. Students may engage in experiences in different ways, or make choices from a range of options so that learning is relevant and meaningful. This approach can involve both students and teachers in the design of learning and assessment opportunities, and requires negotiation and flexibility (Wajnryb, 1992: 124).

It has been stated that ESP is an approach to language teaching in which all decisions as to syllabus content and method are based on the learners' reasons for learning. Though the needs for using English are varied, all learners need to use a specific area of the English language in the shortest term possible. After identifying a target situation - the need for a specific segment at school - the learners' needs have to be identified; and their current situation and the target situation must also be analyzed. Additionally, learners' potentials require to be identified, as well as the skills and knowledge needed to attain the target situation without losing sight of such constraints as aptitude, time, and technical resources. With these data in mind, a course is designed and the materials are then chosen and

organized. Finally, evaluation is a very important tool so that learning strategies can be redefined and results improved.

### ***2.2.3 The Origins of ESP***

According to Hutchinson and Waters (1987: 5), there are three common reasons to the emergence of all ESP: (a) the demands of a Brave New World, (b) a revolution in linguistics, and (c) focus on the learner. The authors note that two key historical periods breathed life into 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" (ibid. 6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (ibid. 7) .

The other key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. One significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of

learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987), Swales (1980), and Selinker and Tarone (1981) are identified among the few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters (1987: 18-9) cite as having influenced the emergence of ESP is related to the psychology of learning. Rather than simply focusing upon the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is both learner-centered and learning-centered. In this way, teachers should follow student's target situation needs and learning needs by focusing 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 (Ellis and Johnson, 1994: 26).

The discussion above is meant to clarify the fact that ESP should not be considered as a product of language analysis; rather, it should be seen as an approximation to meet the needs of the learners. In this respect, Widdowson (1983: 10) affirms that 'ESP is simply of matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area'.

## ***2.2.4 Key Notions of ESP***

The following sections present the three key issues of: i) the distinction between the absolute and variable characteristics of ESP, ii) types of ESP, and iii) the characteristics of ESP courses. Then the discussion describes the benefits of ESP courses and the means of maximizing such benefits.

### ***2.2.4.1 Absolute and Variable Characteristics of ESP***

In his definition of ESP, Strevens (1988) makes a distinction between four absolute and two variable characteristics:

#### I. Absolute characteristics :

ESP consists of English language teaching which is :

1. designed to meet specified needs of the learner;
2. related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
3. centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and the analysis of this discourse;
4. in contrast with General English .

#### II. Variable characteristics :

ESP may be, but is not necessarily :

1. restricted as to the language skills to be learned (e.g. reading only);



2. not taught according to any pre-ordained methodology (ibid. 1-2) .

Anthony (1997: 4) notes that recently there has been a considerable debate about what ESP actually means despite the fact that it is an approach which has been widely used over the last three decades. At a 2001 Japan Conference on ESP, Dudley-Evans and St. John offered a modified definition. They have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting .

The revised definition that Dudley-Evans and St. John postulate is as follows:

#### I. Absolute Characteristics:

1. ESP is defined to meet specific needs of the learner;
2. ESP makes use of the underlying methodology and activities of the discipline it serves;
3. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities .

#### II. Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of general English;
3. 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;

4. ESP is generally designed for intermediate or advanced students;
5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans & St John, 1998: 4-5).

As for a broader definition of ESP, Hutchinson and Waters (1987: 19) theorize 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". Anthony (1997: 3f) notes that it is not clear where ESP courses end and general English courses begin. Numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learners' needs and their own personal specialist knowledge of using English for real communication.

#### ***2.2.4.2 Types of ESP***

Different taxonomies of ESP are offered by different educationalists. For example, David Carver (1983: 20f) identifies three types of ESP :

1. English as a restricted language;
2. English for academic and occupational purposes;
3. English with specific topics .

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978: 4-5) clearly illustrate the difference between restricted language and language with this statement:

... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess.

However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment.

The second type of ESP identified by Carver (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS) (See figure 1 on page sixteen). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987:16) note that there is not a clear-cut distinction between EAP and EOP since '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'. Perhaps this explains Carver's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carver is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. One can contend that EAP and EOP are different in terms of focus on Cummins' (1979) notions of cognitive academic proficiency versus basic interpersonal skills (See 2.4.2).

The third and final type of ESP identified by Carver (1983) is English with specific topics. Carver notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English

for postgraduate reading studies, attending conferences or working in foreign institutions. However, one can argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

ESP: approach not product

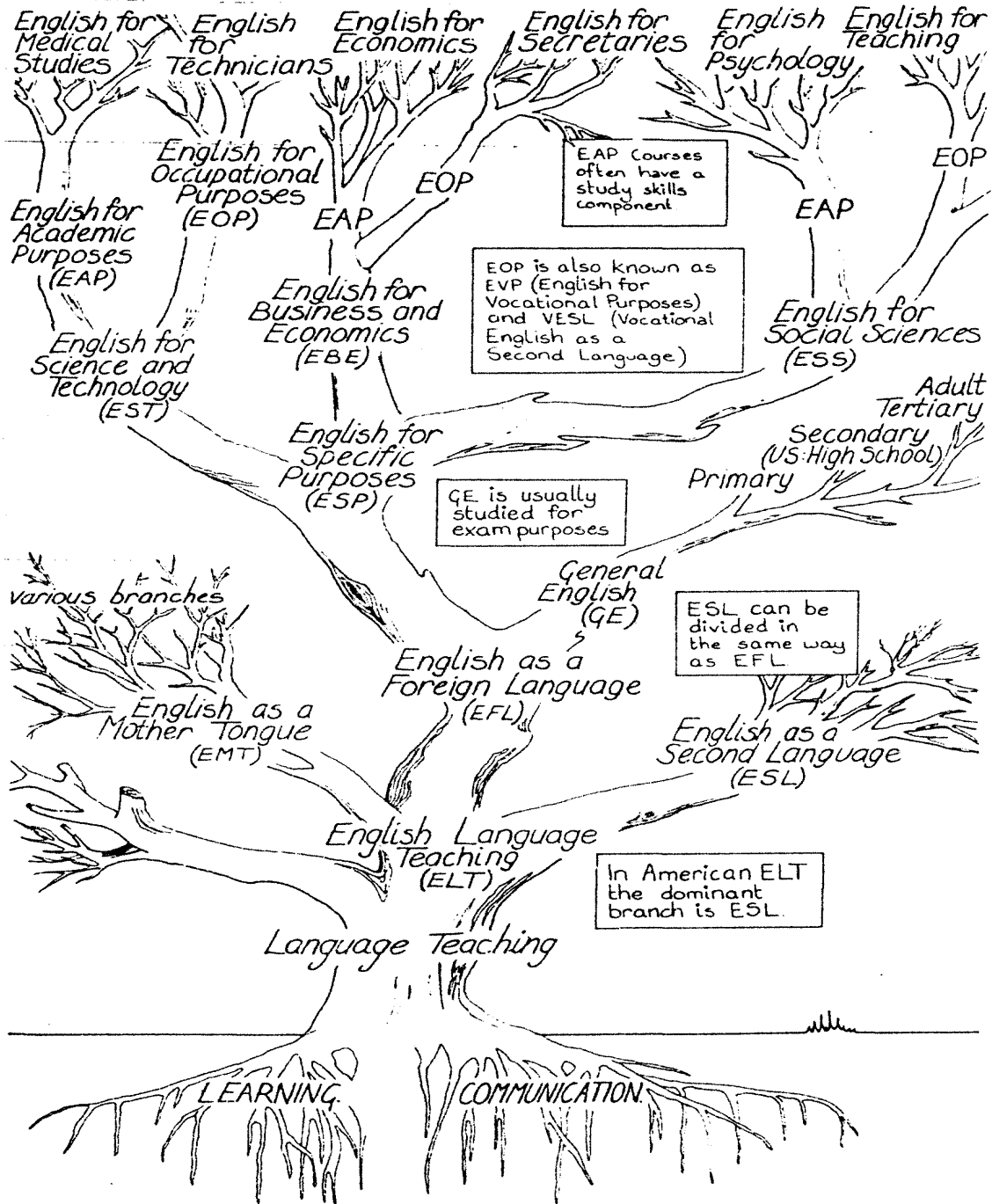


Figure 2 ESP in the tree of ELT, Hutchinson & Waters (1987: 17)

### ***2.2.4.3 Characteristics of ESP Courses***

Carver (1983:33) states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

If one accepts Dudley-Evans' (1997:13) claim that ESP should be offered at an intermediate or advanced level, then the use of authentic learning materials is entirely feasible. Indeed, the use of authentic content materials, modified or unmodified in form, is one feature of ESP, particularly in self-directed study and research tasks.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carver (1983: 101) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. Science program, students attended a seminar on improving the listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community centre where they were partnered up with English-speaking residents. A large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest. The students were encouraged to conduct research using a variety of different resources, including the Internet.

Finally, self-direction is characteristic of ESP courses in that the “... *point of including self-direction ... is that ESP is concerned with turning learners into users*” (Carver, 1983: 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carver also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies. As for the question of whether or not it is necessary to teach high-ability learners - such as those enrolled in the health science program -

about learning strategies, the answer is not. Rather, what is essential for these learners is learning how to access information in a new culture.

#### ***2.2.4.4 Benefits of ESP***

On the basis of what has been said before, one is now in a position to state the benefits of ESP. Basically; these are threefold in that they help achieve speed, efficiency, and effectiveness in learning. As far as **learning speed** is concerned, ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context (Wright, 1992: 5).

As for **learning efficiency**, on an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees.

Thirdly, there is **learning effectiveness**. On completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a needs analysis. Accordingly, English becomes usable immediately in the employment context. In addition, the trainees are prepared for further job-related training in English. Such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language (ibid.).

The benefits of ESP can be brought out further by contrasting ESP courses with General English courses. Such courses deal with many

different topics, necessarily at a superficial level. In addition, they deal with many different skills, usually attempting to give equal treatment to each.

Due to the general nature of these courses, they can be extremely useful, which is why they comprise the vast majority of English courses. However, for students with specific learning needs, they are seriously lacking because their scope is too wide. The trainees learn many irrelevant things. Relevant material, if it is included at all, is treated in insufficient depth. These deficiencies cause the acquisition of the required linguistic items to be slow and minimal, and upon the completion of the course, the trainees are not prepared to function effectively in the required employment contexts.

It has been shown that the central concept of ESP is that of providing the trainees with those specific linguistic items they need, when they need them. It has been also shown that the usual suppliers of ESP, in the form of local language schools and existing learning materials, cannot satisfy the requirements of this central concept. The crucial, insurmountable problem is that in their very nature they cannot cater for the needs of particular groups of trainees in companies and banks.

Local language schools need to attract large numbers of students and cannot analyze the needs of particular groups, so their courses are very general. Existing learning materials are aimed at a very general readership also. In addition, the use of existing materials offers no accountability for results. It is possible to spend an enormous amount of money without achieving any improvement in the relevant linguistic ability of the trainees.

Hence, in order for training in ESP to achieve optimal success, there must be a much closer relationship between the employees and their ESP supplier. Firstly, the ESP supplier must conduct a comprehensive needs analysis and hold a detailed discussion of training requirements with the employees. Secondly, by using the results of the needs analysis, the ESP supplier must be able to cater to the employees' specific training requirements at various levels of detail: programme design, course design



and materials design. With respect to programme design, a general structure could be developed which indicates what types of course will be offered, their duration and scheduling. Sketches of the content of each proposed course should be provided. Each course designed should contain the following:

1. Course objectives
2. Analytical contents provide the logical plan for the course. It contains such things as linguistic and non-linguistic study items (structures, vocabulary, functions, register, and body language)
3. Schedule
4. Trainers' notes. These contain more detailed information than that in the analytical contents, and provide the basis for materials design as well as giving guidance to trainers.
5. Practice materials.
6. Placement and progress tests (Wright, 1992: 6).

In general, in order to allow the greatest possible scope in using the course in training specific groups, the courses should be modular. This means that they should contain a general course syllabus plus many isolated practice activities for different skills, which trainers can use or not, depending upon the needs of particular groups of trainees. They should also contain practice materials, which cater to problems in communicating encountered by the specific nationality groups being trained.

## ***2.3 Needs Analysis***

Needs analysis involves the assessment of the needs for which a learner or group of learners may require language. As a research area, it started in the early 1970s along with the development of the communicative approach, and has gone through substantial developments in the 1970s and 1980s owing much to the work done by Richterich (1972) and Munby (1978). Proponents of the communicative approach argued that the selection of instructional materials should be based on a systematic analysis of the learners' needs for the target language.

All authors seem to agree that it is essential to distinguish between needs, wants and lacks. 'Needs are those skills which a learner perceives as being relevant to him; wants are a subset of needs, those which a learner puts at a high priority given the time available; and the lack is the difference a learner perceives between his present competence in a particular skill and the competence he wishes to achieve' (Dickinson, 1991: 91).

Some authors distinguish between the terms **needs analysis** and **needs assessment** - which are often used interchangeably - claiming that 'assessment involves obtaining data, whereas analysis involves assigning value to those data' (Graves, 1996: 12).

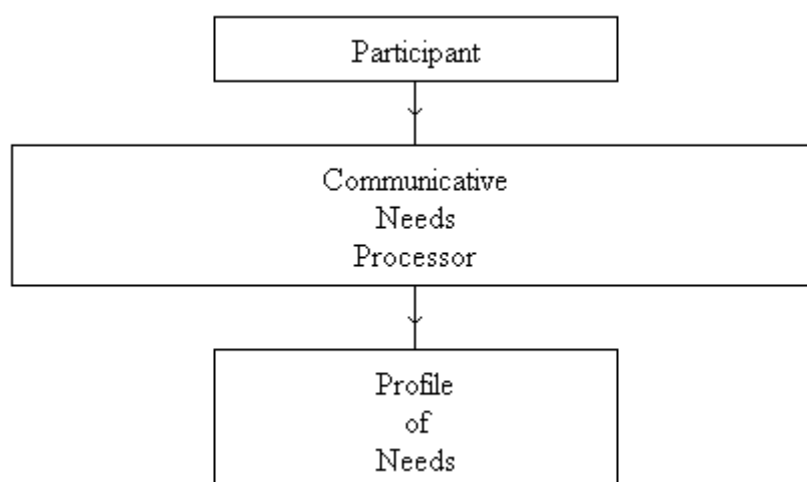
The rationale behind needs analysis is pretty straightforward: people learn a foreign language for different purposes and need it to do different things. The type of language varies along with the learners' needs for the language. So, to design an effective language course, it is critical to know why a learner decides to study a second language and under what circumstances she or he is going to use it.

Needs analysis involves "compiling information both on the individual or groups of individuals who are to learn a language and on the use which

they are expected to make of it when they have learned it” (Richterich, 1983: 2). A variety of data collecting methods are used in needs analysis such as questionnaires, interviews, and observations.

### ***2.3.1 Objective Needs Analysis: Munby’s Model (1978)***

Initial "objective" needs analyses focused on identifying learners' real world communicative requirements so that courses could be designed reflecting these and preparing users for their intended use of the target language (TL). Munby's model (1978) is the most well-known of this type to the effect that it has become "an unavoidable reference point" (Tudor, 1996: 66). It contained nine components, relating to the learners' communicative requirements (participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key). A simplified view of the relevant part of the model is shown in Figure 3.



**Figure 3: Munby's Model of Needs Analysis (1978)**

At the heart of the model is the Communicative Needs Processor (C. N. P.). Information about the learner, the participant, is fed into the C. N. P. which consists of a number of categories. After these categories have been worked through, we finish up with a profile of needs - a description of what the learner will be expected to do with the language at the end of the course. The following are the relevant categories (Munby, 1978, 154-167):

## **0. Participant - the learners.**

Give details of the participant's identity and language as follows:

### 0.1 Identity

0.1.1 Age (specify either exactly or in broad terms)

0.1.2 Sex

0.1.3 Nationality

0.1.4 Place of residence

### 0.2 Language

0.2.1 Mother tongue

0.2.2 Target language

0.2.3 Present level/command of the target language:

Zero/false beginner /elementary/ lower intermediate/upper intermediate /advanced

0.2.4 Other language(s) known

0.2.5 Extent of command of other languages

**1. Purposive Domain** - this category establishes the type of ESP, for what purpose.

### *1.1 ESP classification*

Is the purpose for which English is required occupational or educational?

e.g. Educational: social science, communications studies.

1.1.1 If occupational, will it be pre- experience or post- experience ESP?

1.1.2 If educational, will be discipline-based or school subject ESP?

1.1.2.1 If discipline-based, will it be pre-study or in-study ESP?

1.1.2.2 If school subject, will it be independent or integrated ESP?

## *1.2 Occupational purpose*

### 1.2.1 Specific occupation

State the occupation for which English is required.

### 1.2.2 Central duty

Identify the central duty of that occupation (if it different from 1.2.1).

### 1.2.3 Other duties

Identify other known duties, if any, for which English is needed.

### 1.2.4 Occupational classification

Using the framework provided by Munby, for more details see inventories and schedules in (Munby, 1978, 154-167). Classify the occupation by matching, as appropriate, the type worker on the vertical axis with the field of work on the horizontal axis (e.g. technical officer in industry).

## *1.3 Educational purposes*

### 1.3.1 Specific discipline

State the specific discipline or subject for which English is required.

### 1.3.2 Central area of study

Identify the central area of study in which the participants will be engaged.

### 1.3.3 Academic discipline classification

Select, as appropriate, from the following: mathematic/physical science/humanities/social science/biological science/medicine/engineering/education.

## 2. Setting - the time and place.

### 2.1 Physical setting: spatial

#### 2.1.1 Location

##### 2.1.1.1 Country

In which country does the participant need to use English?

##### 2.1.1.2 Town

In which town does the participant need to use English?

##### 2.1.1.3 En route

If English is required while en route, specify the appropriate setting:

In flight/on board ship/in train/on bus/in car.

#### 2.1.2 Place of work (occupational)

In which occupational premise will the participant need English?

Specify, as appropriate, from the following list, supplying the item where necessary (hotel, restaurant, café, department store, shop, market, factory, workshop, power station, laboratory, company office, government office, school, university, research institute, conference room, hospital, law court, police institutions, bank....

#### 2.1.3 Place of study and study setting

Give the name and type of the educational institution where the participant needs English and academic study setting is English required:

e.g. English University - lecture rooms, tutorials, seminars, library, laboratories, art rooms, examinations.

### 2.2 Physical setting: temporal

#### 2.2.1 Point of time

Where is English required most?

#### 2.2.2 Duration

For approximately how many hours per day/week is English required?

### 2.2.3 Frequency

Is English required regularly/often/occupationally/seldom?

**3. Interaction** - the roles in which the participants will find themselves in terms of status, age group, social relationships etc.

#### 3.1 *Position*

State the participant's position (i.e. in which he enacts a particular role)

#### 3.2 *Role-set*

Identify the target language role-set (i.e. the different people with whom he will interact in English, by virtue of his `position`), taking account of the physical setting, especially location and place of work/study.

#### 3.3 *Role-set identity*

Identify particulars for each member/group of the target language role-set in terms of the following:

##### 3.3.1 Number

Select as appropriate from: individual/small group/large group/mass

##### 3.3.2 Age –group

Select as appropriate, modifying for degree or quantity if necessary, from: elderly/adult/adolescent /child/ mixed

##### 3.3.3 Sex

State: male/female/mixed, modifying if necessary (e.g. mostly male)

##### 3.3.3 Nationality

State nationality, modifying if necessary (e.g. mainly British)

#### 3.4 *Social relationships*

e.g. role:            student

relationships: student-student, student-  
lecturer/tutor/technician

#### **4. Instrumentality**

a. medium of communication.

e.g. spoken - receptive and productive

Written - receptive and productive.

b. channel of communication.

e.g. face to face, print

**5. Dialect** – taking account the relevant variables, what dialects of English are required by the participant?

e.g. Standard British accents and dialects.

**6. Target level** - level of linguistic proficiency, different skills may be different.

e.g. ELTS 7 for Law, JMB grade 3 etc.

**7. Communicative event** - what the learner will have to do with English.

e.g. attend lectures, take part in seminars, etc

**8. Communicative key** - the manner in which communication needs to be carried out.

e.g. Formal/informal plus range of attitudes.

**9. Profile** - what the student needs to be able to do.



The model implies that a needs analysis should progress from an identification of learners' target language needs, to an analysis of the communicative activities they will need to perform in order to achieve those goals, and the linguistic forms by which these activities will be realized (Tudor, 1996: 72).

### ***2.3.2 Needs Analysis and Syllabus Design***

It has been shown that learners have their own, internal needs in addition to the external demands imposed by the teaching institutions, which complicate the issue of interrelated needs, wants and lacks. Teachers are not authorized to prolong or shorten the scheduled courses, but they can foster their students' language skills by employing more effective techniques and encouraging learners to plan their learning by setting realistic aims.

For successful ESP learning, the incorporation of learners' future needs – what is known as 'real world' needs – and the development of learner ability to transfer language knowledge to novel situations, together with the usage of acquired skills in real life communication are considered to be vital parts of ESP syllabus. This is why needs analysis has focused for the last thirty years on learners' communicative needs. It has generally been accepted that an initial pre-course needs analysis can aim at establishing the structure and content of a language course.

On the whole, needs analysis is a complex process which is usually followed by syllabus design, selection of course materials, teaching/learning a course, and its evaluation. Learners often find it difficult to define what language needs they have and cannot distinguish between needs, wants and lacks. Although these three concepts are interrelated, it is important for teachers to be aware of their impetus on successful learning. Another

stimulus for successful learning is adjusting the course to the changes in learners' needs. This implies the significance of ongoing needs analysis.

An initial pre-course needs analysis is a conventional classroom approach to start teaching a new language course to novice learners. The common word “need” describes an item or an ability which is important to a person, but which he does not have or is not very good at. In a linguistic context, different authors define the term “needs” diversely, and thus different meanings are implied. If needs are ‘understood as specific requirements for the foreign language, then the vast majority of learners do not have any. They are deemed to require what the syllabus offers them, and the syllabus is likely to be closely related to the examination, which is a highly realistic “need” for the majority of learners’ (Dickinson, 1991: 88).

The conceptions of “target needs” and “learning needs” have been widely used in the literature. Target needs are understood as ‘what the learner needs to do in the target situation; whereas learning needs are what the learner needs to do in order to learn. The analysis of target needs involves identifying the linguistic features of the target situation or learners necessities (what is English needed for), lacks (what learner does not know), and wants (what learner feels s/he needs) (Hutchinson & Waters, 1987: 55).

Obviously, the analysis of target situation needs is concerned with the important area of language use, while learning needs cover circumstances of language learning, i.e. why learners take course – optional or compulsory, what they seek to achieve, what their attitude towards the course, etc. (ibid. 62).

Contemporary attitudes to needs analysis pose the requirements that it must be ‘interrelated with course design, materials, teaching/learning, assessment /evaluation’ and on-going (Dudley-Evans & St. John, 1998: 121). Dudley-Evans & St. John (1998: 125) offer a comprehensive description of needs analysis as presented in the following areas:

- A. target situation analysis & objective needs
- B. wants, means, subjective needs
- C. present situation analysis
- D. learners' lacks
- E. learning needs
- F. linguistic and discourse analysis
- G. what is wanted from the course
- H. means analysis

According to Dudley-Evans & St. John, the interpretation of these points can be outlined as follows:

A includes professional information about learners: what they will be using English for; B includes personal information about learners: attitude to English, previous experiences. C includes English language information about learners: their current skills and experiences in language use; D defines the gap between C and A; E includes language learning information: effective ways of learning the skills and the language; H includes information about the environment in which the course will be run.

The researcher is agreed with this notion that submitted by Dudley-Evans & St. John. Since these information are of vital importance that the ESP researchers, designers, and trainers have to put these information in their consideration before starting to design any ESP course.

The main data collection methods for needs analysis are questionnaires, discussions, interviews, observations, and assessments (ibid. 132). In other words, the main sources for needs analysis are the learners themselves. However, relevant documentation and information received from colleagues are also important.

Questionnaires are thought to be the least consuming ways of collecting information, and this is why learners' needs are usually specified through questionnaires which enable researchers to determine long-term aims and short-term objectives. Questionnaires can generally be used for quantitative presentation of collected data. Small amount of data may be easily analyzed by a simple tally system, while large scale needs analysis requires statistical approach and use of computer software.

Another important aspect of needs analysis is concerned with learning styles and strategies. A learner-centered approach is considered to be a cornerstone for successful learning. The current trend in teaching is to take into account learners wants: they might want or need to carry out a variety of communicative tasks in the target language. For this reason, information on the ways in which learners prefer to learn must be obtained through the needs analysis.

Initially obtained data on needs analysis allow researchers to set course objectives and determine scientific approach to teaching. Ongoing needs analysis allows to revise objectives and to modify teaching techniques and materials. In ongoing needs analysis the conclusions drawn in the initial analysis have to be constantly checked and re-assessed (ibid. 140).

Consequently, a final evaluation allows the placing of future activities. At this stage, learners must be given feedback which is good for Public Relations and for the quantity and quality of future cooperation (ibid. 139).

## ***2.4 ESP Syllabus Design***

Generally seen as indispensable units of second language programmes, institutional curricula and syllabi can take various forms, represent various theories of learning, and be realized in various ways. Before reviewing language-syllabus design, it is necessary to address the confusion in the literature between the terms 'curriculum' and 'syllabus', since these can at times be very close in meaning, depending on the context in which they are used (Nunan, 1988: 3).

Taba (1962) makes a distinction between goals, aims and objectives. Goals are very general and broad. Aims are more specific, and are long-termed. These are what Bell (1981: 50) refers to as 'key objectives'. Conventionally, objectives are the short-to-medium-term goals that are 'critical' or have 'specific' objectives. Both aims and objectives are generally regarded as important because, without aims to provide direction, it is possible to become lost in the attempt to satisfy a range of short term objectives. Hooper (1971: 202) neatly summarizes the distinction between aims through the following analogy: 'The satisfaction of hunger may be an aim. A plate of steak might be the correlated objective'. A similar distinction is drawn by Widdowson (1983: 7) in his distinction of EGP and ESP when he contrasts them in terms of the place of aims in type of course.

<b>ESP</b>	specification of objectives: Equivalent to aims	<b>training:</b> development of restricted competence
<b>EGP</b>	specification of objectives: Leads to aims	<b>education:</b> development of general capacity

By 'objectives', Widdowson means 'the pedagogic intentions of a particular course of study to be achieved within the period of that course,

which is measurable by some assessment device at the end of the course. By 'aims' he means 'the purposes to which learning will be put after the end of the course (Widdowson, 1983: 6-7).

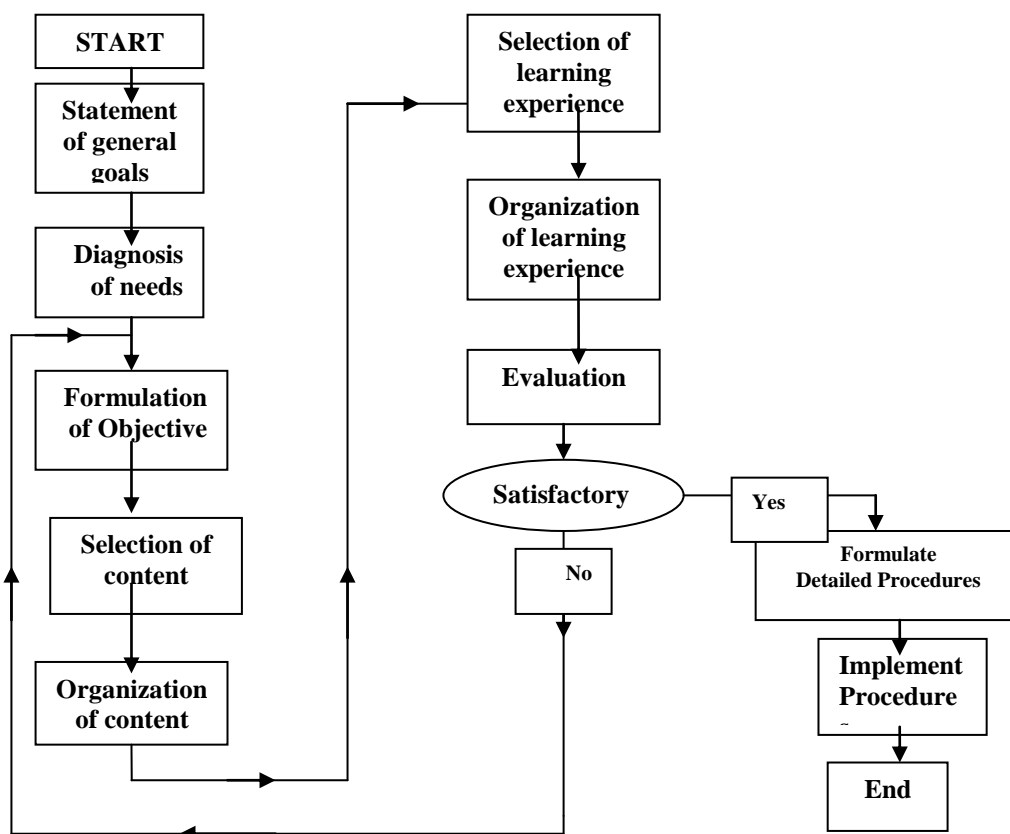


Figure 4: *Syllabus development Model, Taba (1962)*

### 2.4.1 The Terms: Curriculum and Syllabus

The concept of 'curriculum' has been important in second-language programmes throughout the history of EFL/ESL, though 'curriculum theory' as a field of educational studies is fairly new (Stern, 1983: 434). As with other generally accepted and widely-used terms (e.g. 'autonomy', 'communicative'), there is little general agreement on their actual form and

function, though interpretations do fall into two main camps. In the first of these, the term 'curriculum' refers to the substance of a study-programme of an educational system. Stenhouse (1975: 17) describes curriculum as "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice". Allen (1984:61) proposes:

... [a] clear distinction, similar to that which has been prevalent in Europe, the curriculum being concerned with planning, implementation, evaluation, management, and administration of education programmes, and the syllabus focusing more narrowly on the selection and grading of content.

In the second (and more recent) meaning, 'curriculum' includes the entire teaching/learning process, including materials, equipment, examinations, and the training of teachers. In this view, curriculum is concerned with what can and should be taught, to whom, when, and how. Nunan (1988: 14) adds to his curriculum those elements that are designated by the term **syllabus**, along with considerations of methodology and evaluation. Similarly, White (1988: 19) sees curriculum to be concerned with objectives and methods as well as content. Such a definition involves consideration of the philosophical, social and administrative factors of a Programme.

Definitions of 'syllabus' vary between very general definitions that are similar to some of the definitions of 'curriculum' already mentioned to very specific ones. One of the first types of definitions is that of Breen's (Breen, 1987: 83) who sees in a syllabus:

the meeting point of a perspective upon language itself, upon using language, and upon teaching and learning which is a contemporary and commonly accepted interpretation of the harmonious links between theory, research, and classroom practice.

On the opposite pole is Prabhu's more specific definition of syllabus as the "specification of what is to be learnt" (1987: 89). Likewise, for Allen, the syllabus is "that subpart of curriculum which is concerned with a specification of what units will be taught" (Allen, 1984: 61), whereas for Yalden (1987: 26), it is primarily a teacher's statement about objectives and content. Nunan (1988: 6) takes a wider, non-specific view of "a framework within which activities can be carried out: a teaching device to facilitate learning", and Prabhu (1987: 86) proposes "a form of support for the teaching activity that is planned in the classroom and a form of guidance in the construction of appropriate teaching materials". In contrast, Kumaravadivelu (1994: 72) sees the syllabus as "a pre-planned, pre-ordained, pre-sequenced inventory of linguistic specifications imposed in most cases on teachers and learners", and claims that this is a "widely recognized" perspective.

Since different educational theories and approaches differ on syllabus goals and functions, a universal definition for "syllabus" seems impractical. What can be said is that syllabi tend to be representations, reflecting the originator's ideas about language learning: every syllabus is a particular representation of knowledge and capabilities. And this representation will be shaped by the designer's views concerning the nature of language, how the language may be most appropriately taught or presented to learners, and how the language may be productively worked upon during learning (Breen, 1987a: 83). As far as the researcher is concerned, the two terms under discussion will be used interchangeably since it is always the case that when one talks about a curriculum the suggestion is that one is also talking about syllabus (Richards et al, 1992: 94).

Regardless of such diversity, there appears to be a consensus as to the general characteristics of curriculum, along the following dimensions:



1. Syllabus specifies the work of a particular department in a college or school, organized in subsections, defining the work of a particular group or class.
2. It is linked to time, specifying a starting point and an ultimate goal.
3. It specifies some kind of sequencing either in accordance with a theory of language learning, or with the structure of specifiable material relatable to language acquisition.
4. The mode of sequencing above is constrained by administrative needs such as materials.
5. As a document of administrative convenience, it is both negotiable and adjustable.
6. It can only specify what is taught, rather than organizing what is learnt.
7. As a public document, it is an expression of accountability (Brumfit, 1984 cited in White, 1988: 3).

Breen sees every syllabus to be subject to six universal requirements, which require the designer to: i) focus upon; ii) select; iii) subdivide; and iv) sequence the appropriate outcome of language learning (Breen, 1987: 83):

1. provision of an accessible framework of required knowledge and skills;
2. provision of continuity for its users;
3. ability to give a retrospective account of what has been achieved;
4. evaluation - provision of accountability to colleagues, to learners, and to the wider institution and society;
5. precision of purpose, so that it may be assessed for appropriateness through implementation;
6. Sensitivity to the environment for which the plan is intended. (cf. Breen, 1987: 82).

Generally speaking, ESP syllabus design should cover the three factors of: i) language description, ii) learning theories, and iii) needs analysis:

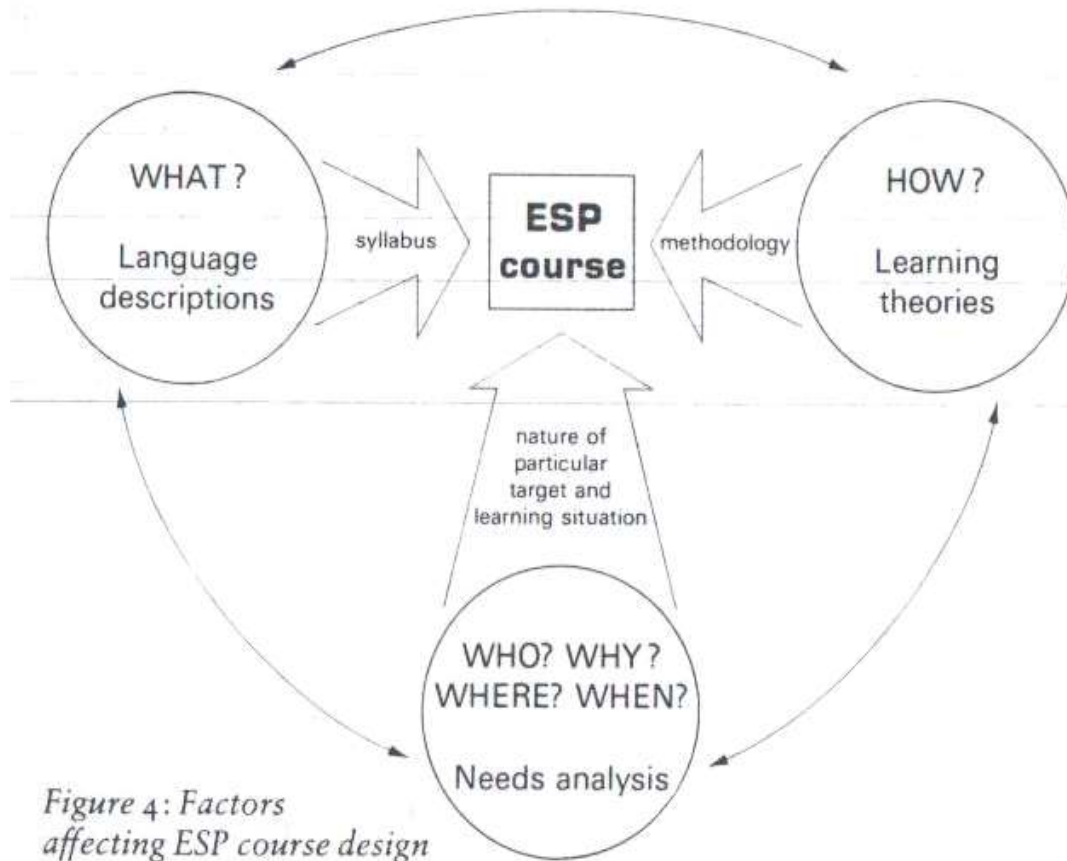


Figure 4: Factors affecting ESP course design

Figure 5: Factors Affecting ESP Syllabus Design (Hutchinson and Waters, 1987)

### ***2.4.2 Key Issues in ESP Syllabus Design***

In this section, key issues in ESP syllabus design for ESL contexts are examined. Cummins (1979) has theorized a dichotomy between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of academic language and its use. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon that is characteristic of the specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. With the health science group, this was largely related to understanding a new culture. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message.

The task for the ESP developer is to ensure that all three of these abilities are integrated into the syllabus. This is a difficult task due to the incredible amount of research required.

Because ESP requires comprehensive needs analysis and because the learning-centered syllabus is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities noted above for any particular group of learners.

## ***2.5 ESP Syllabus Design: Related Previous Studies***

ESP syllabus design is a very rich and productive field of study, both in Iraq and abroad. To offer a comprehensive survey for all ESP syllabus design studies is a massive task that falls out of the scope of this study. Therefore, the following survey will limit itself to those studies that tackle ESP syllabus design for the Iraqi College of Police and Military College conducted in Iraq.

Three MA theses in English language and linguistics and TEFL methodology have been carried out so far within the framework of ESP for EFL learners at the Iraqi College of Police and Military College. These studies are separately described in the following subsections in chronological order first; then they are discussed in terms of their aims and hypotheses, population and samples, and procedures.

### ***2.5.1 Al-Fityan (1988)***

This study offers an assessment of the English Language Program then in use at the Police College (P. C.). It aims at i) finding out the extent to which the ELP is in conformity with the objective of P. C.; ii) identifying, specifying, and formulating the above mentioned objectives; and iii) proposing in outline form a notional-functional syllabus that answers the communicative needs of the graduates of the P. C. in their future practical life as officers in various police departments.

The researcher hypothesizes that ELP is inadequate owing to “its lack of perception of the specific objective of teaching English at the PC, and its negligence of the prospective needs of its graduates.”

The instrument of the study is a thirty-item questionnaire designed to elicit assessment data from (166) P.C. third-year undergraduates about “the language needed by the learners for occupational and educational

purposes”. The number of instructors participating in data collection is not specified, neither is the total population of learners and instructors.

Data analysis is carried out by means of statistical tables and rates. No correlation coefficients between the responses of the learners and instructors are offered.

The study concludes that the course it assesses observes neither horizontal nor vertical orientation. No attention whatsoever is given to the grammar, or the grammatical links in structure or lexicon that may exist between each unit and the one subsequent to it. Similarly, the whole series manifests no vertical orientation, as the language activities exercised are very limited to reading and answering questions.

Finally, the researcher offers one model teaching unit as a specimen for a future ESP syllabus for PC. The unit starts with three glossary lists which include colloquialisms and technical vocabulary items, a phone dialogue between a police officer and a mother about the arrest of her son due to disorderly conduct, comprehension questions on the dialogue, a reading text about a bank robbery plus reading comprehension questions, and six exercises about morphology (noun-derivation), syntax (passive voice and prepositions), sentence production of paired homophones and homonyms, and single idioms.

### ***2.5.2 Sayhood (1988)***

This study has as its point of departure the conviction that reading comprehension is of more importance than the other skills of language. No hypotheses are proposed for experimentation. Accordingly, it aims at conducting an assessment of the skill of reading comprehension among the students of the Police College (P.C.) by answering the following two questions:

1. What is the English reading comprehension standard achieved by P.C.?
2. What is the standard achieved by P.C. students in the subskills of each level of English reading comprehension?

The sample of the study consisted of (101) students who form (50%) of the whole population of the third-year P. C. students. Subjects were asked to read and answer the twelve multiple-choice items of a test constructed by the researcher about an unseen passage chosen from the third-year textbook of the College. Only two reading comprehension subskills are tested. These are the literal and the inferential levels. The test has been validated and piloted, and its reliability has been estimated by using Pearson's Formula.

Data analysis showed that the students' general standard in reading comprehension is low, and that their ability in the literal level is better than their ability in the inferential level. This result was attributed to the deficiency of the English programme used at C.P. in covering all reading comprehension subskills. Another important finding is that the students' general weakness in English is due to the lack of motivation on the part of the students themselves, and the difficulty of the inferential level.

### ***2.5.3 Hassan (1989)***

This study also aims at offering an assessment of the English Course at the Iraqi Military College with a view of suggesting the type of language materials to be adopted, their sequencing, and method of teaching in replacement of the English Course used then. The hypothesis reads as follows:

It is assumed that the current programme is not presented in accordance with scientific principles, and that the language

materials and subject-matter do not meet the students' needs and do not account for their level.

Data collection has been carried out by constructing a questionnaire submitted to sixteen English language teachers at the Military College. This instrument has thirty-three multiple choice questions related to various content and language-skill aspects of the assessed course. Data analysis is conducted with the help of (22) statistical tables outlining the rates of respondents' choices.

The study concludes that the assessed course is entirely inadequate both in material selection and design. The recommendation, then, is to design a new ESP course based on the notional/functional approach, which is geared to the development of the learners' communicative competence. Detailed methodological recommendations for the presentation of each language skill, subskill and component are also put forward.

#### ***2.5.4 Discussion of Previous Studies***

The next subsections discuss the points of convergence and divergence between the three previous studies above and the present study in aims and hypotheses, sampling, and procedures. It is worth mentioning here that the three studies above antedate the present study by at least fifteen years. This temporal gap renders the results of all these studies weakly relevant to the assessment of the PEI (1993).

### ***2.5.4.1 Aims and Hypotheses***

Similar to the present study, the aims and hypotheses of the three studies above are all related to the assessment of either an entire syllabus (Al-Fityan, 1988 and Hassan, 1989) or some important aspect of such a syllabus (Sayhood, 1988). Like the present study, Al-Fityan and Hassan propose to test the validity of the inadequacy of the studied syllabus in satisfying the learners' needs, whereas Sayhood offers no working hypothesis. Al-Fityan presupposes from the start the aim of 'proposing in outline form a notional-functional syllabus' regardless of the eventual preferences or dispreference of the majority his sample of respondents to such a syllabus type. Curiously, Hassan's hypothesis quoted above gives an assumption which presupposes adoption rather than a statement that principally admits either refutation or validation. Significantly, in all the studies above what is hypothesized is procedurally confirmed.

### ***2.5.4.2 Population and Sample***

Sampling in Al-Fityan's study is similar to that of the present study, though his subjects do not include expert university educationalists. The sample of Sayhood's study includes only EFL learners; whereas in Hassan's they are only teachers, which is a serious drawback since learners' opinion cannot be dispensed with.



### ***2.5.4.3 Procedures***

In Al-Fityan's and Hassan's studies, no reliability for their tests is computed, and no piloting study is conducted. In these two studies, face and content validity is presupposed without resort to second-party opinion. Like the present study, Sayhood's study pilots and validates its measurement instrument.

Al-Fityan concludes his study by offering one sample unit for the proposed syllable. No similar attempts are ventured by Hassan or Sayhood. In the present study, two of such model units will be constructed.

# ***CHAPTER THREE***

## ***PROCEDURES AND METHODOLOGY***

### ***3.1 An Introductory Note***

This chapter describes the steps followed by the researcher that lead to constructing a Q that serves as an instrument for data collection. These steps include: i) constructing a Questionnaire based on Munby's model (1978), which is closely related to the target learners' communicative requirements of ESP; and ii) estimating the validity and reliability of the study's instrument on the basis of the statistical formulas to secure the Q's measurement accuracy. The ultimate aim of this chapter is to draw a realistic and objective needs profile for ESP learners that can serve as a basis for the subsequent assessment of the current course of English at the College of Police in the next chapter.

### ***3.2 Types of Required Needs Analysis***

As mentioned earlier in 2.2.2, learners' needs can be classified into three types: those arising from the target situation, those arising from the learning situation, and those necessitated by the process of communication.

The analysis of the target situation's needs is essentially a matter of asking questions about the available situational options and the attitudes of the various participants in the learning process towards each one situation. The needs of the target situation specify those particular knowledge and abilities the learners need for the attainment of the required degree of competence in the target situation. In other words, the analysis of the target situation reveals what people do with language.

The investigation of the situation in which and for which the College of Police and prospective officers require English is of primary significance in securing what is technically called 'the target performance repertoire' which provides information about linguistic and other features of the target situation. In the case of C. P. students such information should relate to the two aspects of:

1. the students' underlying competence or background knowledge of 'policing', which they do not prepossess, but acquire through instruction in the other special subject courses they take simultaneously with English; and
2. the language which they are expected to cope with, namely that connected with policing. Background knowledge is essential for contextualizing the new information through the use of the lexicon and relevant to the situation (Hutchinson and Waters, 1985: 179).

Of the types of needs analysis specified above, those that are expected to arise from the learning and teaching situation are felt to be of exceptional importance, simply because this situation is unique as far as the subjects are concerned. Therefore, it is felt here that the description of this situation can shed a lot of useful light upon the subsequent results of the needs analysis conducted here. Two key factors are discussed hereunder: the vocational nature of CP and the teaching-learning situation prevalent there.

### ***3.2.1 College of Police***

CP is an academic institution belonging to the Ministry of Interior aiming at training and preparing professional Police Officers. The student is admitted to the College according to certain conditions: to be Iraqi by birth, to pass the special fitness examination, to be between nineteen to twenty-four years of age, and a graduates form an Iraqi secondary schools. This means that all College enrollers are formally instructed in English as a foreign language for at least eight academic years. The EFL knowledge that the students acquire during pre-college instruction is supposed to cover the acquisition of the most basic grammar rules and lexical items of English that enable them to pass Ministerial Examination held at the close of their sixth secondary school grade.

At the College, students learn English for three academic years at the rate of two hours a week. The academic year stars on the first of October, and ends on the fifteen of June.

CP students engage in actual service training at various police departments over three years of study at a rate of three months per year before graduation. This kind of actual job-practicing is supposed to make them aware of the real situations in which they find themselves face to face with foreigners with whom communication is impossible without some knowledge of English. In other words, such type of practice makes them

quite aware of the prospective language needs since they have acquired first-hand experience of the settings, activities, and tasks for which practical knowledge of English is necessary. Such factors enhance the reliability of the subjects' responses to the questionnaire.

### ***3.2.2 Learning and Teaching Situation at C.P.***

ESP courses for learners take place in the classroom environment which is strictly formal, dull, and noisy. Sixteen classrooms are allocated for all the learners. The population of each classroom is not less than (50) learners per each room. Such overpopulation limits the opportunities for interactive communication.

Classes start at ten O'clock in the morning after breakfast, following a two-hour-period of military and physical training. During teaching hours, some learners may suffer from fatigue, and others may fall asleep during the teaching period due to physical exhaustion since academic instruction takes place a short time after vocational and physical training.

EFL courses at the police academy are compulsory. Learners' graduation and their subsequent appointment as Police Officers in ISF are strictly contingent upon passing all the exams including those of EFL.

Generally speaking, EFL courses at the police college are considered as a subsidiary subject matter. Herein lays the main reason behind the allocation of only two hours per week to teaching English. In addition, there is no apparent relationship between the learners' future job and English. All these circumstances make EF teachers lenient in reducing the minimal standard required of their students' performance. However, the majority of learners want to improve their ESP competence for various reasons including the enhancement of personal knowledge and prestige.

The available teaching resources are limited to three Iraqi professional teachers of English. Teachers' attitude to ESP is encouraging, though their attitude to the current course of English is largely negative. Teaching aids that are in use are minimal, and there are practically no opportunities for out-of-class activities in ESP.

Currently used teaching styles at the CP are only those that can be applied in formal classroom environment. They are limited to the use of indoor blackboard, chalk, occasional over-head projection, and simple visual aids such as pictures and posters. Learners are expected to be highly interested in learning ESP, given that English is now a global language that offers its learners a lot of opportunities for learning and promotion.

### ***3.3 The Questionnaire***

In order to measure the CP students' achievement in linguistic skills and their attitude toward current textbook, the researcher has constructed a Q which is supposed to be valid and reliable, since there are no suitable questionnaires have been conducted before adopting the current textbook, to the best of researchers Knowledge.

The target learners are male Iraqi students who have unique characteristics and certain circumstances in terms of the nature of their programmes and methods of teaching which are given in Arabic in all studied subjects except English. In addition, the crowdedness of the students' time-table with many subjects that deals with various aspects of criminology and law demand the use of specific terminologies and vocabulary items.

### ***3.3.1 Material Selection***

The researcher has taken the following steps to construct a Q suitable to verifying the validity of the study's hypotheses and fulfilment of its objectives of: i) reviewing the current syllabus course book (PEI), and ii) designing a needs analyses instrument that serves to identifying the learners' real world communicative requirements based on Munby's model (1978) contains nine components, all related to the learners' communicative requirements (participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key). Each of these components has its own subcomponents. The researcher constructed questions related to each of these components, together with their relevant options. The result was a testing instrument that contained forty multiple-choice items which practically exhaust all Munby's categories.

### ***3.3.2 The Population and Sample***

To achieve the purpose of the study, all the third-year college students of the academic year 2004-2005 are its subjects. The Members of participants consisted in a random sample of 100 from 1500 total population undergraduate students in the final year at the College of Police. Their representational rate is at 10%. As for experts sample, it constituted of 20 senior police officers in ISF who have had no less than ten years of educational and policing experience, together with all teachers who have been teaching the current textbook (Policing English for Iraq, 1993) under investigation.

Thirty students have been randomly chosen for the participation in the pilot study. Another random group of thirty students are participated in

the reliability procedures of the test. The participants in the pilot study and reliability procedures were excluded from the sample of the final administration of the test.

The actual sample of study for the first group (G1) consisted of 100 third year cadets who sat in the final administration of the main Q. The reason behind selecting third year students for this study is that it is the last year of study in the college. Therefore, the students are assumed to be able to use the English language on their duties after they have covered Part One and Part Two of the current textbook under investigation. They are also expected to graduate soon as police officers after passing this year of study in CP. Thus it is necessary to find out the level of competence they have achieved in English at the end of such a programme of study.

### ***3.3.3 Description of the Questionnaire***

The questionnaire is intended to act as a ' language needs processor '. It consisted of forty multiple-choice and point-of-view questions designed to collect data about the language skills and strategies needed by the learners for occupational and educational purposes at the College of Police. Two versions of the questionnaire have been organized for two different groups ; one for the learners themselves, the other for the experts. Both of these versions aim at the identification and specification of the required language skills and strategies on the basis of the current and target level of acquisition based on Munby's model (1978: 154-67).

Questions about each major language skill (reading, writing, listening, and speaking) have been formulated to elicit information about 'what' micro-skills are lacking and 'why' learners are required to acquire a certain micro-skill or strategy. Thus, each general **Yes/No** question is followed by a battery of related sub-questions arranged to specify Munby's nine categories



of learners' communicative requirements previously surveyed in 2.3.1 (cf. Appendix 1 and 2).

In addition to the specification of the different types of ESP microskills and strategies required by ESP learners, the last four items in the questionnaire are designed to elicit both the learners and experts' assessment of the advantages and disadvantages of the current textbook of Policing English for Iraq (1993). The aim here is to get at a fairly objective evaluation of this particular textbook by appealing to consensus opinion. Discussion of the participants' assessment will be carried out in the next chapter.

Subjects were required to give their responses on the same questionnaire's hand-out by ticking those relevant options which they consider to be the most appropriate. The available options range from a minimum of two **yes/no** responses to a maximum of fourteen ones. To ensure that all the subjects are capable of fully understanding each question plus all its options, an Arabic version of the whole questionnaire has been also provided for all those subjects who expressed their inability to correctly answer the English version (cf. Appendix 3).

### ***3.3.4 Questionnaire Validity***

After constructing all the Q items, it was submitted to the jury to assess its validity. Jury members were selected on the basis of their specialization and experience in the field of education, psychology and EFL teaching. Each member of the jury was requested to point out his/her remarks and suggestions about the suitability of questionnaire handouts and its items.

The experts were:

1. prof. Abdul-Jabbar Darwash- College of Basic Education, University of Baghdad
2. Assit.prof. Abdul-Wahid Sayhood-College of Police;

3. Assit.prof. Khalil Rujaya-; and
4. Assit. prof. Abdullah Salman- College of Education, University of Diala;
5. Assit.prof. Hussain Alwan Hussain- College of Arts,University of Baghdad;
- 6.Assit.prof. Istiqlal Al-Marsoumy- College of Education,University of Al Mustansiray;
7. prof. 'Ayif Habib, Retired, and
8. Assit.prof. Khudyer Shahatha- College of Education,University of Al Mustansiray.

Chi-square was used to compare the agreeable and disagreeable responses of the experts on the each item of the questionnaire. Therefore, the items that gained significant differences were chosen. The researcher then analyzed the remarks and comments of jury concerning the suitability of questionnaire handouts and retained the items that gained a higher percentage of agreement from the jury members, and excluded the items that gained a lower acceptance percentage.

### ***3.3.5 The Pilot Study***

This tryout was conducted in order to: i) secure the clarity of the questionnaire and its items in addition to the instruction accompanying the test; ii) make the necessary modifications for the arrangements and requirements of the final administration of the test; and iii) estimating the time needed for answering the test completely.

Thirty students were chosen randomly from the four sections of the third-year CP students by selecting seven students from each of section A and B, while eight students were chosen from each of section C and D. The pilot test was carried out on the second semester of the academic 2004-2005 after the researcher had prepared a room in the CP for the subjects to help

them respond in a comfortable atmosphere. The researcher initially explained to them the aim of the study and the way to answer the items of Q throughout 30 minutes. In addition to that, the researcher answered all the questions raised by the students, and explained the meaning of difficult words and expressions. The researcher has noticed that the time allocated (30 minutes) was not sufficient since the last student has exerted one hour to complete all Questionnaire items. This sitting showed that the Q and its instructions were clear for the students.

### ***3.3.6 The Reliability Coefficient of the Q Items***

Responses by the participants in G1 and G2 to the items of the questionnaire show a partial discrepancy rate of only (4.8 %). Such a meager rate is virtually negligible, showing a high degree of collective agreement. In addition, the mean of the correlation coefficient value between the responses of the two groups stands at (81.6%), which is considered to be a high correlative value that confirms the reliability of the test. This figure was computed using Pearson Formula (See statistical tools).

Table (1) below gives the Correlation Coefficient for each Questionnaire item, excluding point-of-view items, which do not involve multiple choices:

Table 1 G1/G2 Correlation Coefficient in terms of Pearson Formula

Item No	Correlation Coefficient %	Item No	Correlation Coefficient %	Item No	Correlation Coefficient %
1	100	15	46	29	100
2	90	16	90	30	74
3	99	17	50	31	64
4	78	18	95	32	90
5	90	19	97	33	85
6	57	20	80	34	94
7	99	21	-	35	100
8	96	22	77	36	91
9	99	23	50	37	-
10	45	24	-	38	70
11	49	25	71	39	86
12	98	26	87	40	99
13	99	27	-	Total	953
14	61	28	-	Mean	81.6%
Total	1160	Total	743		

In order to get to the coefficient correlation between both groups respondents, the researcher resorted to account the statistical mean for each statement of the questionnaire items. See tables (2-6) in chapter four illustrate this.

### ***3.3.7 Scoring Scheme of the Questionnaire***

Individual responses to the questionnaire are then sorted out into two groups, and their results are tabulated, and analyzed in order to process the learner' needs as seen by the experts and students. Statistical means and rates for each one choice are counted in order to get at the relative degree of its preference. Then, the preferred choices for each item incorporated into

the questionnaire are listed on a scale in accordance with its rank of preference rate among the grand total frequencies of respondents, excluding point-of-view items, which do not involve multiple choices:

After the categories have been all worked through in accordance with their most-preferable rank, a description of what the learners are required to do with the language is offered as a legitimate profile of needs.

### ***3.3.8 Final Administration of the Questionnaire***

When the Q obtained its final shape after its successful tryout, the researcher administered it to the whole subjects of the study. Two comfortable rooms at the College of Police were prepared for Q administration in the second semester of the academic year/2004-2005 the third-year students of the four sections, which consist of 100 students, were gathered at those rooms to take the test at the same time under the same conditions.

Before the distribution Q handouts to the students, the researcher read to the students the instructions accompanied by the test, explaining to them in Arabic as well as in English the way of answering the Q by ticking the most suitable answer, and telling them that the purpose of this study in assessing their ability in English. The purpose behind that was to motivate the students to take the Q more seriously and to interact with the test more effectively. An Arabic version of the whole questionnaire has been also provided for all those subjects who expressed their inability to correctly answer the English version (cf. Appendix 3).

Time limitation was necessary in this study. Therefore, the subjects were allowed enough time (one hour) to answer the Q completely in related to pilot study. The some procedures were carried out with the experts sample in the next day.

### 3.3.9 Statistical Tools

The present study has made use of certain statistical tools for the purpose of achieving the objectives aimed at. These include the following means:

1. Frequencies: these have been used as a way of collecting and ordering the tabulated learners' responses to the options of the questionnaire items.
2. Percentages: these have been used to find out the rates of preferred answers of each level and skill among the whole sample.
3. T-test: this was used to test the differences between the participants' responses in pilot study with participants in the reliability of Q.
4. Chi-square: this was used to compare the agreeable responses of the experts on the questionnaire handouts' items.

$$\chi^2 = \frac{(O_1 - E)^2}{E} + \frac{(O_2 - E)^2}{E}$$

Where ( $\chi$ ) is Chi square, ( $\Sigma$ ) is summation ( $o$ ) is observed frequency where as ( $E$ ) is the expected frequency.

5. Pearson formula of coefficient correlation: this formula has been used to estimate the reliability of the Q.

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where ( $r$ ) is the Correlation Coefficient, ( $n$ ) is the sum of participants, ( $x$ ) is G1's frequency rate, ( $y$ ) is G2's frequency rate, ( $\Sigma$ ) is summation of G1 plus G2's frequency rates (See 3.3.6).

### ***3.4 Content Analysis of the current textbook (PIE)***

In this section, the current ESP course *Policing English for Iraq* (1993) is analyzed by describing its lay-out, methodology, educational criteria, linguistic content, points of focus, target-language functions and skills developed, material grading and sequencing, exercises offered.

PEI is organized into thirty-eight teaching units within two parts. Part One has twenty-two units, spanning (106) pages; while Part Two has only sixteen units, in (87) pages. The first part is designed for First Year learners of ESP, the second part for the Second Year. Each unit has three sections; it starts with i) a **vocabulary list** introduced by the instruction: ' **Learn the meanings of the (following) words and phrases (below)**'. This is followed by either ii) a **dialogue** (in Part One) or a **reading-text** (in Part Two). The unit ends with iii) one or two **exercises** under the heading of Language Practice. In addition, PEI offers seventeen short sections entitled "**English Structure**" allocated to the description of seventeen grammatical rules, unsupported by any relevant exercises. Thus, the content of the course as a whole is organized around a core of four material-presentation types. The text-book starts with a seven-page introduction addressed to the teacher, stating the type of course presented, its aims, method of material presentation, sequencing, and organization.

In the following sections, an analysis of the contents of each of the four sections above is supplied with a view of revealing their advantages and disadvantages in terms of offering a useful, graded, ESP syllabus to the target learners. The results are then juxtaposed with the aims of the text-book pronounced in its Introduction.

### ***3.4.1 Technical Aspects***

Hereunder are the most important points in the publication data of the course-book under investigation.

**A. Title of the Course-book: *Policing English for Iraq***

(henceforth: PEI)

**B. Compilers:**

1. Dr. Abdul Kadir M. Said El-Bettar,

and

2. Lieutenant Colonel Abdul Raheem Fityan.

**C. Date of Publication: 1993.**

**D. Number of Pages: 207.**

**E. Paper Size and Type: A5, 70mg.**

**F. Print Layout: Black font No 12, in fourteen-word lines, each page with twenty-five-lines.**

**G. Visual Aids: Nine black-and-white photo-reproductions, seven hand-drawn pictures, one set of formatted icons.**

**H. Publishing House: Matba'at Al-Shurta, Baghdad.**

### ***3.4.2 Unit Lay-Out and Arrangement***

As mentioned in (3.4), PEI falls into two parts, the first of which is intended for first-year students, and consists of twenty-one units. These units vary in length, level of difficulty, and the type of exercises presented to help learners master the key words and structures. The second part – intended for second-year students of Police College – contains sixteen units. These units also vary in length, level of difficulty, and number and type of



exercises presented to learners. This gives the initial impression that the book has consistency and balance as far as the lay-out is concerned.

When a course-book falls into two parts and each part is intended for a different level, it is expected that there must be some sort of grading in length of units, in the number of items presented in each exercise, and the difficulty level of both material and exercises. However, the book has not catered for such gradation at all. On the contrary, one can find some units in Part One that are wider in coverage, more sophisticated in text structure, and even present more exercises than those in Part Two. To exemplify for such points, one can compare 'Unit 16' of Part One and 'Unit 5' of part two. Unit 16 has two reading passages and two types of language practice exercises, two long lists of new vocabulary items and forty-seven items in six exercises. The unit extends over ten pages. Unit 5, on the other hand, contains only one reading passage, one list of vocabulary items, and only eleven items in the three exercises. The unit extends over four pages and a quarter of a page. When one considers the list of vocabulary of the first passage of Unit 16, one can see that its new lexical items are richer and more sophisticated than those of Unit 5.

The comparison above, which shows the lack of material grading between the units of Part One and Part Two, does not mean that the sequencing of units within each part observes the principle of grading in length, difficulty, number and types of texts and exercises introduced. In fact, this principle has been totally ignored in the organization of the whole book. For example, within Part One, Unit 3 introduces no new lexical items for its twenty-one-line dialogue, whereas Unit Two introduces twenty-one new vocabulary items for its fifty-three-line dialogue. The same case obtains in the comparison between Unit 9 and Unit 10 within Part One, Unit 9 and 8, and Units 15 and 14 within Part Two. It is clear that such lay-out of the units affects gradation and harms the vertical and horizontal structure of the

book. The following two Tables illustrate the discrepancies in the grading of the contents within each Part.

**Table (2) Distribution of Teaching Material in Part One of PEI**

<i>Unit No</i>	<i>New Vocabulary Items No</i>	<i>Dialogue No of Lines</i>	<i>Language Practice Exercise No</i>	<i>English Structure Note No</i>	<i>Reading Text No of Lines</i>	<i>Additional Teaching Material</i>
1	10	33	2	-	-	-
2	21	53	1	-	-	-
3	-	21	2	-	-	-
4	-	32	1	-	-	-
5	8	28	2	1	-	-
6	9	24	1	2	-	-
7	8	36	1	-	-	-
8	22	-	1	3	24	-
9	26	65	1	-	-	-
10	-	43	1	-	-	-
11	-	22	1	1	-	-
12	11	28	1	1	26	-
13	12	70	3	-	-	-
14	10	51	2	-	-	-
15	26	-	1	1	68	-
16	34	-	2	1	16	Second RT, 47 Lines
17	11	-	3	-	35	-
18	5	38	7	1	17	-
19	3	33	5	-	19	-
20	9	-	2		27	Second RT, 25 Lines
21	31	-	2	-	78	-

**Table (3) Distribution of Teaching Material in Part Two of PEI**

<i>Unit No</i>	<i>New Vocabulary Items No</i>	<i>Reading Text No of Lines</i>	<i>Language Practice Exercise No</i>	<i>English Structure Note No</i>	<i>Additional Teaching Material</i>
1	-	48	2	-	-
2	16	32	1	-	-
3	30	27	2	1	-
4	-	35	3	1	-
5	15	23	2	1	-
6	16	23	2		-
7	13	31	2	1	-
8	-	28	3	1	-
9	19	32	2	2	-
10	-	18	4	-	-
11	26	50	3	-	-
12	15	42	2	-	-
13	24	31	2	1	-
14	14	48	6	-	-
15	3 +3	21	5	-	Second Reading Text, 27 Lines
16	20	65	1	-	-

### ***3.4.3 Printing Set***

The (207) pages of the book are typed in an uneven marginal alignment with a uniform font size which show numerous printing errors concerning spelling, punctuation, title arrangements, and page lay-out. To example such errors, one may consider pages (4), (5), (6), (7), (9), (10), (11) where proper spacing, capitalization, and title arrangements are not well observed; and pages (38), (39), (44), (49), (50), (62), (74) where printer's errors are found. Of course these errors are cited just as a sample, for one can spot a great number of such types of errors in almost every page.

In addition to errors of the types above, deletions of integral textual parts are also found without effecting page count. Thus, on pages 133-4, the title of 'Language Practice' is missing, and exercise II precedes I. Similarly, on page 154, the number of exercise II is missing, together with three of its items since this page opens with D and E completion items without any specification as to what the students are required to do.

It might be also necessary to state that the book has not made use of modern technology in printing, designing, or colouring since it is printed in black and white and includes some humble graphics and unclear pictures as discussed in the next section.

### ***3.4.4 Audio-Visual Aids***

When a course-book is written for teaching purposes, the authors usually try to include within the text all the helpful pictures, graphics, diagrams, charts, etc. It is a well-known fact that such visual aids not only motivate the learner to learn by giving a pleasant look to the book, but can also be quite helpful as means of presenting information in a very economical way and train the learner in how to understand and use them when he/she needs that. In fact using charts, graphs, etc. is a skill to be mastered by any language user. The exercises that deal with this skill are called 'Transcoding' exercises.

When one inspects the use of audio-visual aids in the book, one may find that:

1. There are no audio aids, though the book contains more than fourteen long conversational passages. Therefore, topics, cassettes and even videos can be of great help to teach police officers the correct pronunciation of the course content.

2. As for the visual aids, there are only 17 reproduced photos and graphic pictures, all in black and white. Some of the photos are not quite clear (see pages 23, 26 and 43).
3. Most of graphs are poorly drawn and shabbily reproduced, and are quite non-illustrative (see pages 101, 104, and 191).

### ***3.4.5 Material Preparation and Presentation***

Before discussing material preparation and presentation, it might be useful to state that listening comprehension has not been catered for properly in the book. This creates a state of imbalance in the development of the essential skills of language which violates what has been written when objectives of the course have been stated at (page 2). Communication through language dictates both encoding and decoding messages. This is why the book has to provide exercise in listening comprehension.

### ***3.4.6 Accuracy and Dependability***

It is true that the language of the material presented in the reading comprehension passage is accurate. This is due to the fact that these passages are taken from sources prepared by native speakers though the authors did not mention all the references from which they adopted these passages.

Hutchinson (1987: 10) argues that materials for ESP should reflect the development in idea about learning and require employing techniques such as drama, role play, simulation, using pictures, charts, tables etc. assigning tasks and project work. When one considers the material of book according to the standards mentioned by Hutchinson (1987), one can say that the material allows the use of the above mentioned techniques but the

co-authors did not use all of them. They did not make use of drama, role play or simulation, and did not assign any project work to the learners.

Dependability of the material is usually checked by looking up some particular facts about the information in the book and what is generally known or acknowledged about such information in the literature. Honestly speaking, there is no discrepancy of any sort in the material presented in the book. However, one can notice some element of vagueness concerning the use of the term 'functional English' in that the co-authors have tried to give the term some meaning which does not bear close relation with its customary meaning. They state on page 2 that 'language function is ...that dominating principle underlying the selection of language materials to appear in the course', yet on page 3, they argue that 'such a course should not hold the to-be police officers responsible for direct identification of the functions ...to which a language is to be put'.

It is clear that the course is directed toward 'functional English' since it deals with what a policeman should do with the target language he is learning in a special context. Therefore, the learner has to know these functions and their linguistic realizations. This gap should have been seen to when the material for the book has been prepared.

### ***3.4.7 Up to datedness and ESP Suitability***

Though the book was published first in 1993, it has made no use of the available modern technology both in printing and design. Up-to-date course books for ESP should include a variety of forms and texts, i.e. narrative, descriptive, and argumentative. Furthermore, content presentation in the form of maps, tables, cartoons, charts, and diagrams – in addition to having passages that have conventional forms – is highly recommended. As for the (37) passages of PEI, they invariably take the following forms:

1. An interview between two people,

2. Expository passages, and
3. Lists of instructions.

Short stories are never used, nor are jokes, or newspaper columns. In addition, there are no language games, quizzes, and other interesting and competitive drills.

Most of the original texts on which the dialogues and reading texts are based belong to the seventies and eighties of the twentieth century. Some of these reading-texts offer outdated information such as that of Unit Seven about police cellular phones. This talks about the inherent dangers that arise from 'the enemy plot' of turning them into scanners by bribing their sellers. Such a situation is quite fictitious, no longer obtains, and is irrelevant as far as the Iraqi Police officers are concerned. The same applies to the subject of the reading text about 'Forensic Knotcraft' on pages 156-8 (See also 3.10).

In spite of what has been said against the book so far, PEI meets the some of the vocational needs of Police Officers. The passages tackle major issues in policing English but we must also say that ESP materials have to cater for the presentation of some very interesting work in the area of reading and study skills, task-based materials and simulations.

Content difficulty is perhaps the most serious disadvantage of PEI, mainly because the many reading passages and dialogues are designed to teach the learners about Policing science, duties, and expertise rather than about police language. The difference is great. For example, when police officers are taught how to recover forensic evidence from crime scenes, then this is a highly technical subject that requires specialized courses and field knowledge. Accordingly, the best way of teaching this subject is to use the native language since the teacher is after mastering the subject-matter, not a foreign language. However, this fact has been completely ignored in the preparation and presentation of the reading passages of Unit 2 (Reporting a Theft), Unit 8 (Explosive Vapour Detective Unit), Unit 13 (Raising Finger-

Prints from Masking Tape) Unit 14 (Juvenile Court Judge), etc. These subjects, and many others, require a highly technical level of lexical mastery that can be available to English-speaking police officers, not Arabic-speaking ones.

### ***3.4.8 Material Authenticity and Relevance***

It is stated in the introduction of the book that the materials are, *'authentic policing materials have been selectively accumulated, most frequently adapted, edited and rewritten'* (El-Bettar and Fityan, 1993: 1). In most cases, nothing is mentioned about the sources of the passages of the book. Therefore, it is not certain to what extent the texts of teaching material represent real texts used by the real Arabic police officers in real life situations.

A closer look at the teaching materials shows that many of them are totally unrelated to Policing English. One notable example is that of the dialogue on pages 14-5 entitled 'A reporter Interviews an Earthquake Survivor'. Another example is the dialogue on page 18-9 about 'A Postman's Wish'.

Another observation is that in many cases the adapted material does not make sense. Only two nonsensical examples are discussed in the respect. On page (3), a policewoman gives her interviewer the following speech:

Officer Linda: But I think that's one advantage to being a female police officer. And that is the fact that most men still have a little respect, and they won't smack you as easy as they would one of the group... I'd rather deal with ten drunk women any day of the week!

Interviewer: Well why is that?



-Because women are unpredictable. You cannot even predict what a woman is going to do when she is agitated emotionally.

Both the context of situation and logical reasoning require that the underlined lexical item in the speech of Officer Linda should read "men", not "women". This is because the unpredictability of drunken women reactions calls for a dispreference rather than preference in dealing with them by the dozen on a daily basis.

The second example is an extract from the dialogue entitled "Interrogating a Suspect" on page 10, which reads as follows:

I(Inspector): Where have you been at the time of the murder?

S(suspect): At the time the murder was committed, I was traveling to London.

I Do you always catch an early train?

S Of course I do. I must be at work at ten O'clock.

My employer will confirm that I was there on time.

I Would a later train get you to work on time?

S I suspect it would, but I never catch a later train...

The interrogation above proceeds unnaturally by showing both speakers' awareness of pieces information that are supposed not to have been known to them. When one is questioned about his whereabouts at the time of murder, one cannot respond by saying that he was traveling to London simply because such an answer requires his prior knowledge about a certain act of murder, occurring at a certain time. Given that the Suspect has not enquired about these two important missing pieces of information, he is in no position to respond in the way he is actually made to. Likewise, the

Suspect's answer that he was traveling to London does not provide enough information to the Inspector to ask immediately about an 'earlier' and a 'later' train to be caught to London since the Suspect did not specify on which train he had actually traveled in the first place.

### ***3.4.9 Educational Criteria***

Under this rubric, the researcher discusses PEI's views of language, of learning, and of teaching. Each one of these three views is discussed separately in the next three subsections.

#### ***3.4.9.1 View of Language***

The authors have been keen on presenting a holistic view of language with its use as a means of communication. Unfortunately, they have not provided enough practice that comes in line with the way the authors view language.

#### ***3.4.9.2 View of Learning***

No definite view of learning has been adopted in the presentation of the material because some of the materials are given in the form of rote learning as in the case of the lists of words given at the beginning of each reading passage. Others are given in the form of pattern practice learning as in the case of some language practice. Some of the materials are meant to be learned inductively. This can be shown in the sections where some grammatical rules are explained (see pages 39, 46, 67, 77, etc). Such views of language learning might not be fruitful since there is a move from rote-learning and habit formation views of language to interactive learning in which the learner is viewed as, 'an active negotiator of meaning'.

Another view of ESP learning that prevails in the contents of PEI is that once some structure or lexical item is introduced, it needs no revision work to enhance its mastery. This is why neither revision material nor exercises are given as a feedback to foster the establishment of what has been learned before and make up for lost language skills and knowledge due to the lack of daily practice. Again, this view of language learning is neither tenable nor beneficiary.

### ***3.4.9.3 Recommendation of Method of Presentation***

Very little is said about how to present and practice the materials of the book. This takes the form of very general notes which do not conform to interactive approaches to language teaching. For example, item 4 on page VII shows that one of the aims of the text-book is 'to develop skills of speaking' by 'making the students read aloud'. It is indeed highly doubtful that reading aloud in the classroom can develop the learners' ability to speak. In fact most of the items under the heading of 'meaning of teaching recommended' impose on the learner things in which he receives no adequate training in the book.

### ***3.4.10 Procedural Consistency***

By procedural consistency is meant that the same approach is followed as a guideline in content presentation. A look at the contents of PEI can readily show that such procedural consistency is not strictly observed (See Table 2 and 3 above).

In the presentation and explication of new vocabulary items, some reading texts and dialogues are provided with such explanations, others are not (See Units 3, 4, and 16, Part One, for example). Still, some new vocabulary items are explained through intralingual paraphrase, some through interlingual translations (i.e., by providing Arabic equivalences), and others by both paraphrase and translation. No criteria can be detected for making use of one rather than the other strategy. Besides, the pronunciation of some new vocabulary items is supplied via phonetic transcription, others are not.

Some units in Part One contain dialogues, others do not. Similarly, some units in Part One and Two have two reading-texts, others have none. The same applies to the presence, absence, and number of Language Practice exercises and English Structure notes. The same procedural inconsistency applies to the use of visual aids, and the number of items in each exercise. The majority of dialogues, reading texts, and all exercises are not provided with visual aids. Some exercises have just two items (for example, Exercise I on page 16); others have up to twenty-five items (e.g., Exercise IV on pages 74-7).

### ***3.4.11 Conclusion***

The descriptive analysis conducted so far provide further evidence confirming the validity of the three hypotheses proposed in 1.3 which are already confirmed in 4.3.

# ***CHAPTER FOUR***

## ***ANALYSIS AND DISCUSSION OF RESULTS***

### ***4.1 An Introductory Note***

In this chapter the researcher analyzes and discusses the responses that were elicited from both groups of respondents to the questionnaire's items on the basis of Munby model. The aim is to find out the sample's assessment of PEI's adequacy in the selection and presentation of its various teaching-learning aspects of ESP. These include the grading and sequencing of its linguistic material; balanced selection, presentation, and coverage of language skills and activities; and learners' needs analysis. The ultimate aim is to get at verifiable, objective data to assess the validity of the hypotheses proposed in 1.3.

### 4.2 Results of Questionnaire

Item No.	Statement	No. and Percentage of Respondents								Total No. of Respondents		Percentage	
		G 1		Percentage		G 2		Percentage					
١	A	١٠٠		100%		٢٠		100%		١٢٠		100%	
	B	0		0%		.		0%		.		0%	
	C	0		0%		.		0%		.		0%	
٢	C	٦٠		60%		١١		55%		٧١		59%	
	A	٢٧		27%		٩		45%		٣٦		30%	
	B	١٠		10%		.		0%		١٠		8%	
	D	٣		3%		.		0%		٣		3%	
٣	C	٨٥		85%		16		80%		١٠١		84%	
	B	١٠		10%		3		15%		١٣		11%	
	A	٥		5%		1		5%		6		5%	
	D	.		0%		0		0%		.		0%	
٤	G	42y	58n	42%	58%	19y	1n	95%	5%	61yes	59no	51%	49%
	I	93y	7n	٩٣%	7%	20y	0n	100%	0%	113yes	7no	94%	6%
	K	93y	7n	93%	7%	17y	3n	85%	15%	110yes	10no	92%	8%
	C	90y	10n	90%	10%	19y	1n	95%	5%	109yes	11no	90%	10%
	H	53y	47n	53%	47%	9y	11n	45%	55%	62yes	58no	52%	48%
	J	47y	53n	47%	53%	11y	9n	55%	45%	58yes	62no	48%	52%
	D	45y	55n	45%	55%	10y	10n	50%	50%	55yes	65no	46%	54%
	E	45y	55n	45%	55%	8y	12n	40%	60%	53yes	67no	44%	56%
	F	42y	58n	42%	58%	7y	13n	35%	65%	49yes	71no	40%	60%
	A	42y	58n	42%	58%	4y	16n	20%	80%	46yes	74no	38%	62%
	B	20y	80n	20%	80%	4y	16n	20%	80%	24yes	96no	20%	80%
	٥	C	٦٨		68%		١٥		75%		٨٣		70%
D		١٥		15%		.		0%		15		12%	
B		١٠		10%		.		0%		10		8%	
A		٧		7%		٥		25%		١٢		10%	
٦	D	٣٧		37%		٣		15%		٤٠		33%	
	C	٣٣		33%		٩		45%		٤٢		35%	
	E	٢٧		27%		٣		15%		٣٠		25%	
	B	٣		3%		٥		25%		٨		7%	
	A	.		0%		.		0%		.		0%	
	F	.		0%		.		0%		.		0%	
٧	C	٨٨		88%		١٨		90%		١٠٦		88%	
	A	١٠		10%		١		5%		١١		9%	
	B	٢		2%		١		5%		٣		3%	
	D	.		0%		.		0%		.		0%	

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**Table (4) Frequencies of Responses Elicited by G1 and G2  
(Questionnaire Items: 1-7)**

Item No.	Statement	No. and Percentage of Respondents								Total No. of Respondents		Percentage	
		G 1		Percentage		G 2		Percentage					
٨	A	93y	7n	93%	7%	18y	2n	90%	10%	111yes	٩no	93%	7%
	B	28y	72n	28%	72%	3y	17n	15%	85%	31yes	89no	26%	74%
	C	10y	90n	10%	90%	1y	19n	5%	95%	11yes	109n	9%	91%
	D	5y	95n	5%	95%	3y	17n	15%	85%	8yes	112n	7%	93%
	E	5y	95n	5%	95%	3y	17n	15%	85%	8yes	112n	7%	93%
٩	C	٩٥		95%		٢٠		100%		١١٥		95%	
	B	٥		5%		.		0%		٥		5%	
	A	.		0%		.		0%		.		0%	
١٠	C	٧٣		73%		٨		40%		٨١		68%	
	A	٢٠		20%		١٠		50%		٣٠		25%	
	B	٧		7%		٢		10%		٩		7%	
١١	D	٣٠		30%		١٣		65%		٤٣		36%	
	C	٢٨		28%		٢		10%		٣٠		25%	
	A	٢٥		25%		.		0%		٢٥		21%	
	B	١٧		17%		٥		25%		٢٢		18%	
	E	.		0%		.		0%		.		0%	
١٢	D	100y	0n	100%	0%	17y	3n	85%	15%	117yes	3no	95%	5%
	C	88y	12n	88%	12%	17y	3n	85%	15%	105yes	15no	87%	13%
	B	68y	32n	20%	80%	5y	15n	25%	75%	73yes	47no	60%	40%
	A	0y	100n	0%	100%	4y	16n	20%	80%	4yes	116no	3%	97%
١٣	D	95y	5n	95%	5%	18y	2n	90%	10%	113y	7n	94%	6%
	C	90y	10n	90%	10%	17y	3n	85%	15%	107y	13n	89%	11%
	B	15y	85n	15%	85%	5y	15n	25%	75%	20y	100n	17%	83%
	A	5y	95n	5%	95%	4y	16n	20%	80%	9y	111n	8%	92%
١٤	D	88y	12n	88%	12%	13y	7n	65%	35%	101yes	19no	84%	16%
	A	80y	20n	80%	20%	7y	13n	35%	65%	87yes	33no	73%	27%
	E	70y	30n	70%	30%	14y	6n	70%	30%	84yes	36no	70%	30%
	B	20y	80n	20%	80%	0y	20n	0%	100%	20yes	100no	16%	84%
	C	5y	95n	5%	95%	13y	7n	65%	35%	18yes	102no	15%	85%
١٥	A	٦٠		60%		٤		20%		٦٤		53%	
	E	٣٠		30%		٩		45%		٣٩		32%	
	D			١0%		١		5%		١١		9%	
	C	١٠		0%		١		20%		١١		4%	
	B	.		0%		٤		0%		٤		0%	
	F	.		0%		.		10%		.		2%	



<b>16</b>	<b>E</b>	100y	0n	100%	0%	12y	8n	60%	40%	112yes	8no	93%	7%
	<b>A</b>	98y	2n	98%	2%	18y	2n	90%	10%	116yes	4no	96%	4%
	<b>B</b>	95y	5n	95%	5%	13y	7n	65%	35%	108yes	12no	90%	10%
	<b>C</b>	95y	5n	95%	5%	12y	8n	60%	40%	107yes	13no	89%	11%
	<b>D</b>	95y	5n	95%	5%	18y	2n	90%	10%	113yes	7no	94%	6%

**Table (5) Frequencies of Responses Elicited by G1 and G2  
(Questionnaire Items: 8-16)**

**Table (6) Frequencies of Responses Elicited by G1 and G2  
(Questionnaire Items: 17-26)**

Item No.	Statement	No. and Percentage of Respondents								Total No. of Respondents		Percentage	
		G1		Percentage		G 2		Percentage					
17	<b>A</b>	90Y	10N	90%	10%	4y	16n	20%	80%	94y	26n	78%	22%
	<b>B</b>	85Y	15N	85%	15%	17y	3n	85%	15%	102y	18n	85%	15%
	<b>E</b>	48Y	52n	48%	52%	5y	15n	25%	75%	53y	67n	44%	56%
	<b>C</b>	55y	45n	55%	45%	15y	5n	75%	25%	70y	50n	58%	42%
	<b>D</b>	30y	70n	30%	70%	12y	8n	60%	40%	42y	78n	35%	65%
18	<b>D</b>	83y	17n	83%	17%	13y	7n	65%	35%	96y	24n	80%	20%
	<b>C</b>	78y	22n	78%	22%	12y	8n	60%	40%	90y	30n	75%	25%
	<b>B</b>	20y	80n	20%	80%	6y	14n	30%	70%	26y	94n	22%	78%
	<b>A</b>	18y	82n	18%	82%	2y	18n	10%	90%	20y	100n	17%	83%
19	<b>E</b>	63		63%		12		60%		75		63%	
	<b>D</b>	17		17%		2		10%		19		15%	
	<b>A</b>	12		12%		2		10%		14		11%	
	<b>F</b>	8		8%		3		15%		11		10%	
	<b>C</b>	0		0%		1		5%		1		1%	
	<b>B</b>	0		0%		0		0%		0		0%	
20	<b>B</b>	95y	5n	95%	5%	13y	7n	65%	35%	108y	12n	85%	15%
	<b>C</b>	85y	15n	85%	15%	9y	11n	45%	55%	94y	26n	72%	28%
	<b>A</b>	85y	15n	85%	15%	16y	4n	80%	20%	101y	19n	82%	18%
22	<b>E</b>	43		43%		10		50%		53		44%	
	<b>A</b>	40		40%		5		25%		45		38%	
	<b>D</b>	17		17%		0		0%		17		14%	
	<b>B</b>	0		0%		0		0%		0		0%	
	<b>C</b>	0		0%		3		15%		3		2%	
	<b>F</b>	0		0%		2		10%		2		2%	
23	<b>A</b>	92y	8no	92%	8%	16y	4no	80%	20%	108yes	12no	90%	10%
	<b>B</b>	82y	18no	82%	18%	14y	6no	70%	30%	96yes	24no	80%	20%
	<b>C</b>	82y	18no	82%	18%	16y	4no	80%	20%	98yes	22no	82%	18%

25	A	48		48%		5		25%		53		44%	
	E	30		30%		10		50%		40		33%	
	D	15		15%		2		10%		17		14%	
	F	7		7%		3		15%		10		9%	
	B	0		0%		0		0%		0		0%	
C	0		0%		0		0%		0		0%		
۲۶	E	98y	2n	98%	2%	11y	9n	55%	45%	109y	11n	91.1%	9%
	B	95y	5n	95%	5%	16y	4n	80%	20%	111y	9n	93%	7%
	D	95y	5n	95%	5%	13y	7n	75%	35%	108y	12n	90%	10%
	C	88y	12n	88%	12%	12y	8n	60%	40%	100y	20n	83%	17%
	A	65y	35n	65%	35%	5y	15n	25%	75%	70y	50n	59%	41%
	F	45y	55n	45%	55%	5y	15n	25%	75%	50y	70n	41%	59%
29	A	38yes		38%		9yes		45%		47yes		40%	
	B	62no		62%		11no		55%		73no		60%	
30	H	100y	0n	100%	0%	12y	8n	60%	40%	112yes	8no	93%	7%
	G	98y	2n	98%	2%	15y	5n	75%	25%	113yes	7no	94%	6%
	D	98y	2n	98%	2%	14y	6n	70%	30%	112yes	8no	93%	7%
	E	98y	2n	98%	2%	16y	4n	30%	20%	114yes	6no	95%	5%
	F	85y	15n	85%	15%	14y	6n	70%	30%	99yes	21no	83%	17%
	C	35y	65n	35%	65%	7y	13n	35%	65%	42yes	78no	35%	65%
	B	32y	68n	32%	68%	6y	14n	30%	70%	38yes	82no	32%	68%
	A	23y	77n	23%	77%	4y	16n	20%	80%	27yes	93no	23%	77%
۳۱	C	33		33%		6		30%		39		32%	
	A	20		20%		1		5%		21		18%	
	B	17		17%		6		30%		23		19%	
	D	15		15%		1		5%		16		13%	
	E	10		10%		4		20%		14		12%	
	F	5		5%		2		10%		7		6%	
32	B	60		60%		0		0%		60		50%	
	F	22		22%		0		0%		22		18%	
	C	13		13%		19		95%		32		27%	
	A	2		2%		1		5%		3		3%	
	D	3		3%		0		0%		3		2%	
	E	0		0%		0		0%		0		0%	
33	C	55		55%		10		50%		65		54%	
	D	20		20%		2		10%		22		18%	
	F	13		13%		1		5%		14		12%	
	B	8		8%		2		10%		10		8%	
	E	2		2%		4		20%		6		5%	
	A	2		2%		1		5%		3		3%	

34	C	37	37%	6	30%	۴۳	36%
	B	33	33%	8	40%	۴۱	34%
	E	18	18%	3	15%	۲۱	18%
	A	7	7%	1	5%	۸	6%
	D	5	5%	2	10%	۷	6%
	F	0	0%	0	0%	۰	0%
35	A	68yes	68%	16yes	80%	84yes	70%
	B	32no	32%	4no	20%	36no	30%

**Table (7) Frequencies of Responses Elicited by G1 and G2 (Questionnaire Items: 29-35)**

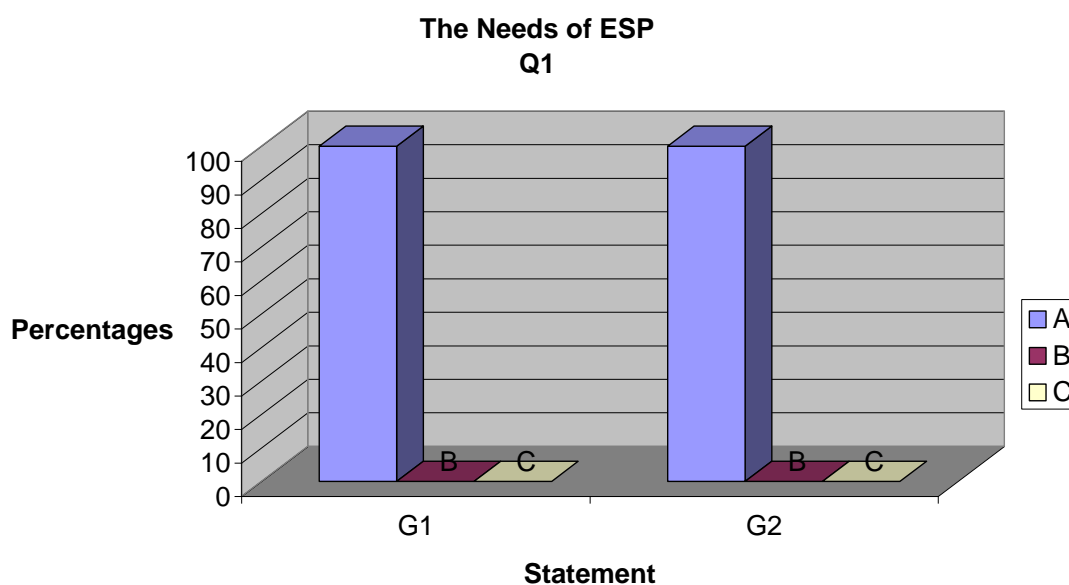
**Table (8) Frequencies of Responses Elicited by G1 and G2 (Questionnaire Items: 36-40)**

Item NO.	Statement	NO. and Percentage of Respondents								Total Respondents		Percentage					
		G1		Percentage		G2		Percentage									
36	C	98y	2n	98%	2%	17y	3n	85%	15%	115y	5n	96%	4%				
	A	80y	20n	80%	20%	12y	8n	60%	40%					92y	28n	77%	23%
	B	68y	32n	68%	32%	12y	8n	60%	40%								
38	A	100y	0n	100%	0%	4y	16n	20%	80%	104y	16n	87%	13%				
	B	100y	0n	100%	0%	5y	15n	25%	75%					105y	15n	88%	12%
	C	98y	2n	98%	2%	6y	14n	30%	70%								
	E	100y	0n	100%	0%	10y	10n	80%	20%					110y	10n	92%	8%
	F	100y	0n	100%	0%	7y	13n	35%	65%								
	G	100y	0n	100%	0%	11y	9n	60%	40%					111y	9n	93%	7%
	D	98y	2n	98%	2%	7y	13n	65%	35%								
39	D	98y	2n	98%	2%	15y	5n	75%	25%	113Y	7N	94%	6%				
	C	33y	67n	33%	67%	3y	17n	15%	85%					36Y	84N	30%	70%
	B	30y	70n	30%	70%	2y	18n	10%	90%								
	A	12y	88n	12%	88%	6y	14n	30%	70%					18y	102N	15%	85%
40	D	100Y	0N	100%	0%	8Y	12n	60%	40%	108y	12n	90%	10%				
	C	90Y	10N	90%	10%	8Y	12n	60%	44%					98y	22n	82%	18%
	A	7Y	93N	7%	93%	0Y	20n	0%	100%								
	B	2Y	98N	2%	98%	0Y	20n	0%	100%					2y	118n	2%	98%

(See 3.3.7 the way of collecting responses of both groups G1, G2 and confer each question of Q with the above tables' items, See also Q in Appendix 1 and 2)

Participants' responses to question one reflect their awareness of the need of an ESP syllabus since (100%) of them have agreed in considering

such a syllabus the needful one. However, the subjects have not lost sight of their need of EGP material owing to the learners' low level of EFL competence. For this reason, the researcher considers this result as the starting point in the requirements of the teaching material in the English course for Iraqi students at Police College. The following chart shows the attitudes of both samples toward ESP syllabus.



For example, in order to illustrate the above chart which the researcher has given it name related to its question. The question is submitted to two samples (G1, G2) and the question was:

q1. Do you need to learn English for the special purpose of policing?  
a. Yes            b. No            c. I do not know

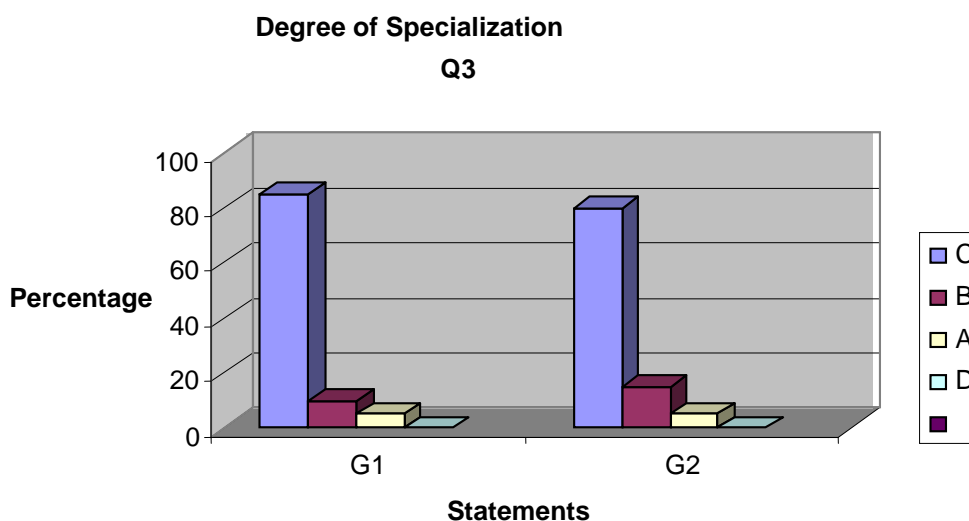
Question one consisted of three options (statements) as shown above. So the order and tabulating of responses as statement in the chart depend on high frequencies of responses irregardless of its alphabetically order. The same procedures will be carried out with the rest questions.

Data analysis has revealed both groups' decision to designate the degree of specialty required to be in the intermediate level. This decision is clearly

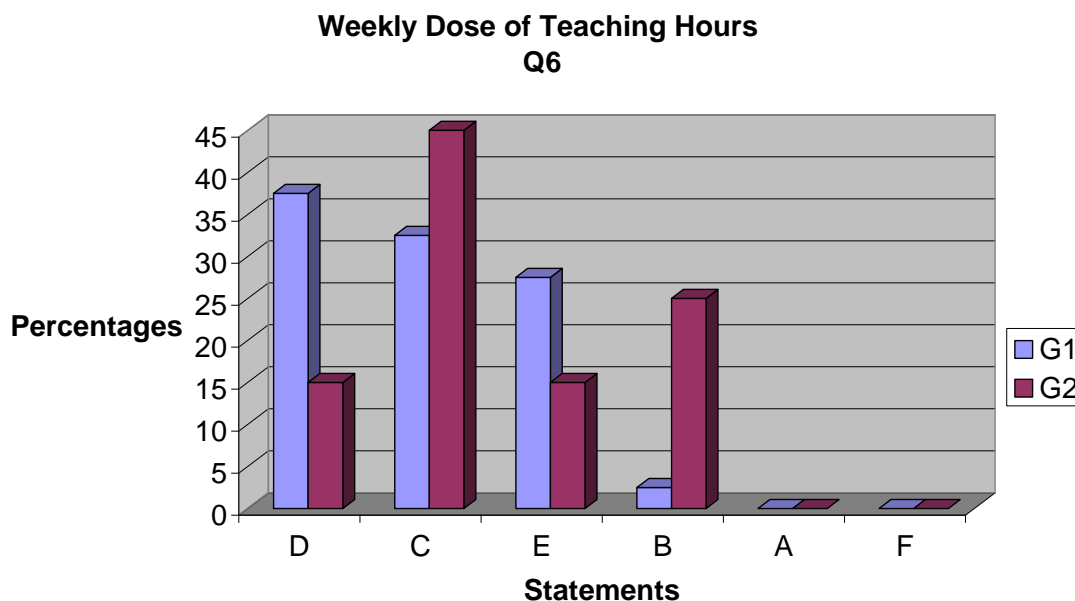
identifiable in the majority of responses since (85%) of the participants in G1 and (80%) in G2 have opted for this level related to question 3.

q3. How far specialized is the type of ESP that you need as a student of the Police College?

- a. highly specialized
- b. above intermediately specialized
- c. intermediately specialized
- d. pre-intermediately specialized



It is obvious that learners find it hard to learn and recall ESP terms in a foreign language within a short course of English language programme. This is why 67% of the student-respondents plus 75% of expert-respondents have agreed in considering 3 years of EFL study as the adequate period of time during which cadets can acquire professionally and vocationally desirable needs that can contribute to the development of their conceptual understanding and overall linguistic skills. Furthermore, the majority of both groups agree on increasing the dose of English lectures to be no less than three hours per week ((75%) for experts and (68%) for students) instead of the current two hours a week. The following chart highlights the proportions of G1 percentages.

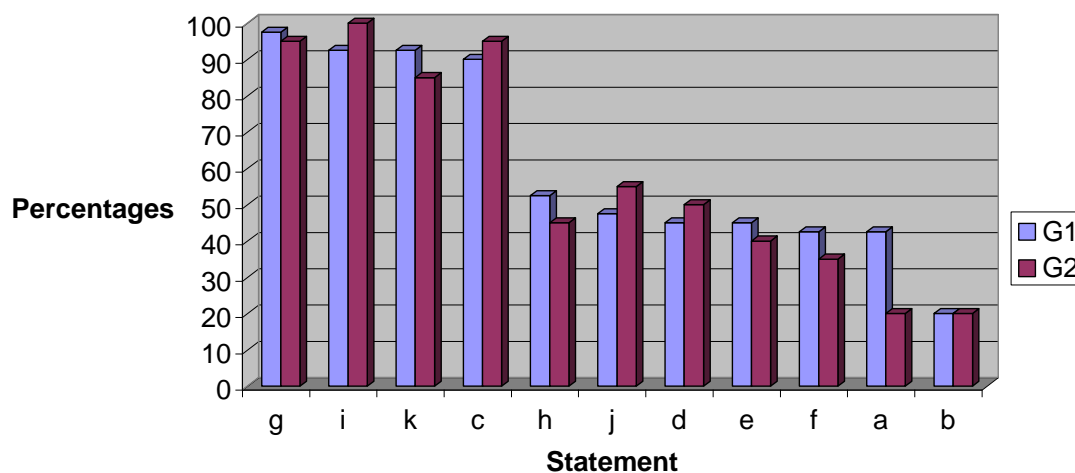


q6. How many teaching hours a week you think are sufficient in order to be able to fulfill all the purposes you need?

- a. one hour a week
- b. two hours a week
- c. three hours a week
- d. four hours a week
- e. five hours a week
- g. more (specify how long)

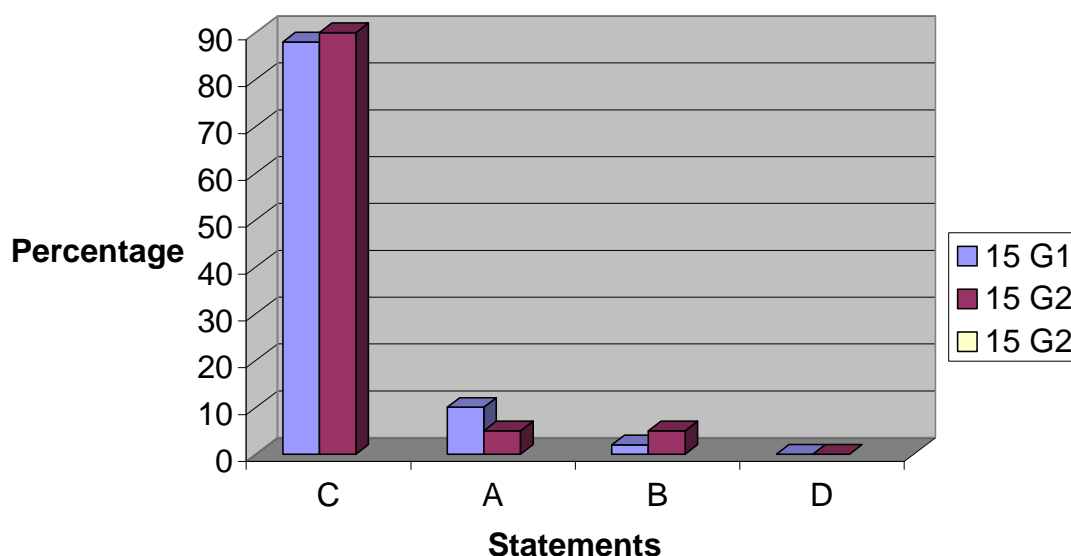
The use of the English language as a means of socially communicating tool with native speakers or non-natives who use English Language as a foreign language is importance for developing both speaking and listening microskills. This strategy can provide one answer to the often-recorded learning situation in which students become tense with fear of speaking in front of competent speakers (Rivers, 1992: 41). Communicative approach and rehearsal try-out of brief talks in pairs play positive part in changing students' attitudes. The observation above was behind the presentation of item (4) which incorporates the options of "socializing and offering help to English-speaking foreigners visiting Iraq" and "answering general questions asked by tourists and other English-speaking' foreigners in Iraq". These two options were chosen by (95%) and (90%) of the participants in G1 against (95%) of the participants in G2.

**The Purpose of ESP Needs  
Q4**



A foreign language is most successfully acquired when learners are engaged in its meaningful use. Language learning and content of subject matter could be brought together within the Content-Based Instruction (CBI). The integration of language and content involves the incorporation of content material and the use of visual aids, pictures, advanced processing technology such as linguistic labs, computer into language classes, and has become increasingly popular as a means of developing linguistic ability. The use of computer, visual aids, and linguistic labs can provide a motivational and cognitive basis for language learning since it is interesting and of some value to the learner (Brewster, 1999: 84). It combines integrated teaching of all language skills and subject matter, which makes it an appealing approach to English for Specific Purposes (ESP) courses, as at higher levels language can be perfected through subject contents. This tendency is obviously reflected in the respondents' answer of both groups to item (7). In this respect, (88%) of G1 and (90%) of G2 have opted to hold English lectures in the linguistic lab in addition to the classroom.

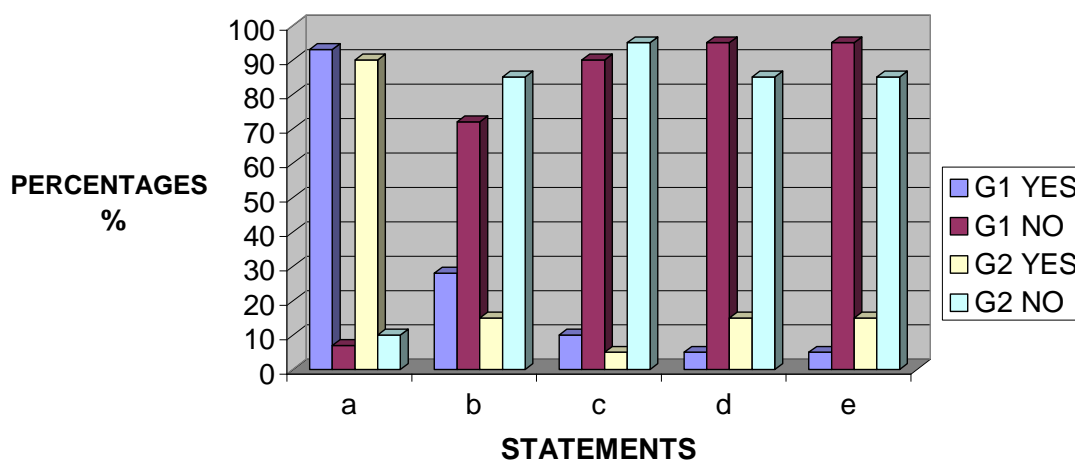
**Preferred Learning Place  
Q7**



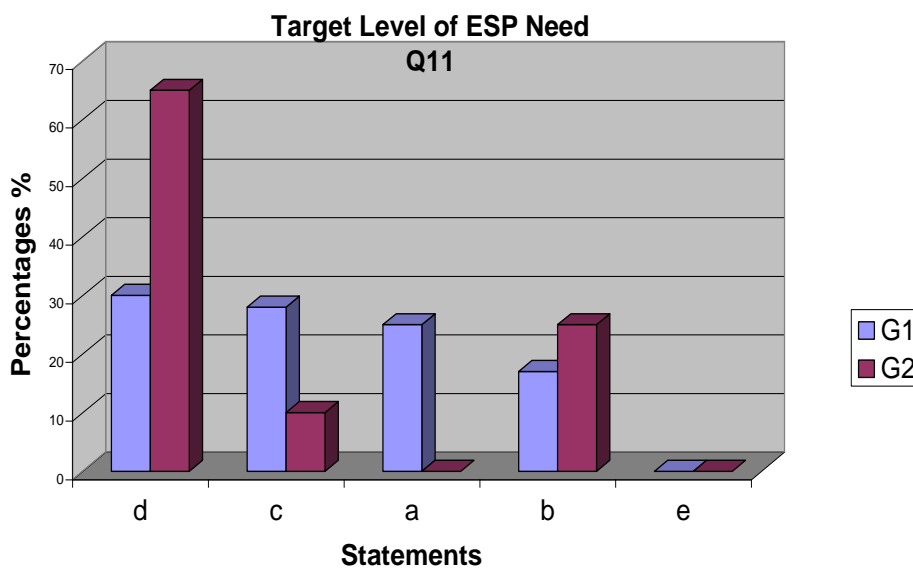
Language learners can easily and actively engage in developing their linguistic skills when the groups of participants are a few in the classroom. This teaching situation allows learners to work as a team under the instructor’s supervision. This observation was behind the incorporation of item (8) in the questionnaire which enquires about the desired way of learning ESP and offers the small-group situation as one option. Responses of (93%) of G1 and (90%) of G2 affirmed the necessity to have English lessons in minimal groups under the teacher’s control. Team-teaching is not merely a technique; it is becoming a strategy that has been growing in importance and demand, though creating a team to bring about changes in teaching practice requires careful thought and consideration. The following chart shows the collective values for all the options in this item in the responses of G1 and G2.



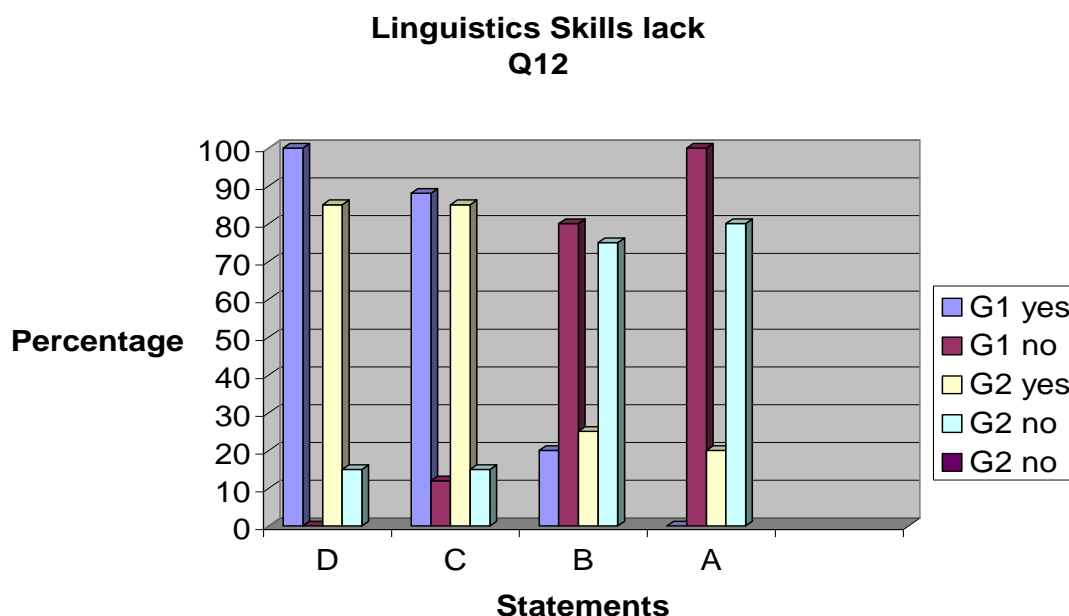
**BREFERRED WAYS OF ESP LEARNING  
Q8**



The dialect of English language preferable by both groups is a combination of British & American Standards for (73%) of students, whereas (50%) of experts have chosen British English Standard in their responses to item (11). These results clearly show how the learners are more aware of the global trend to use Americanism rather than sticking to the conventional preference of the Standard British dialect.

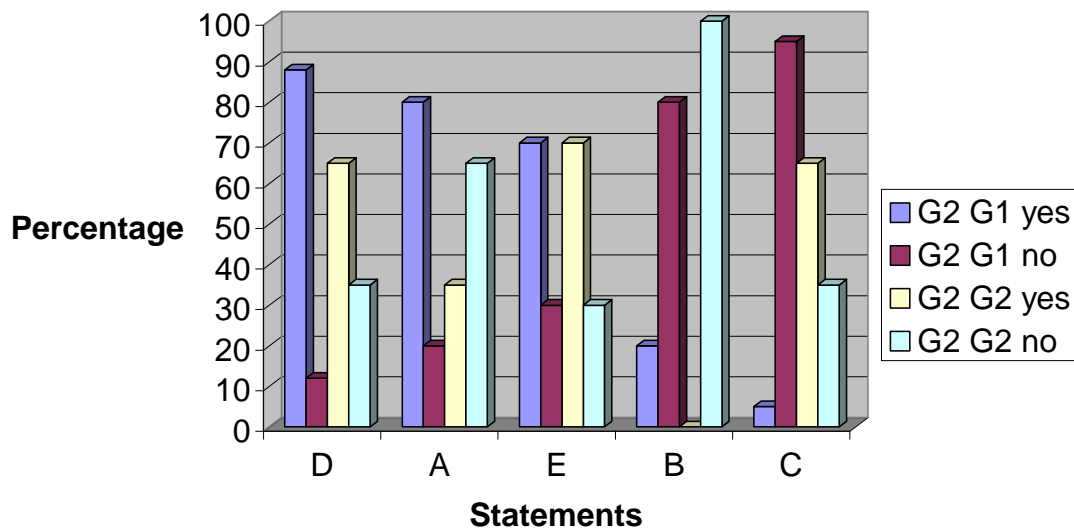


Speaking and comprehension skills have scored a high rate of preferences among the respondents from both groups. Thus, (100%) of students' responses have focused on learning dialogues in item (12). In addition, (88%) of their responses to this item focus on their need to comprehend what they read and hear as shown in the following chart:

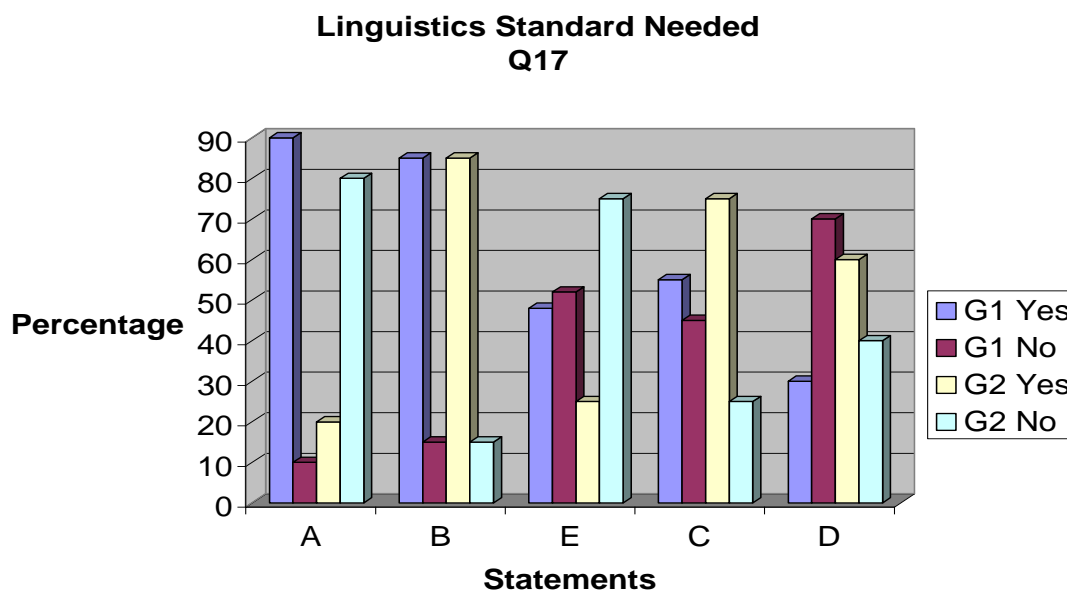


Another stereotype situation that students have long been used to at school is that learning is exam-oriented. This situation is both hard to tackle and indispensable with. Learners usually expect to be graded for any activity they perform. The idea of learning for the sake of language knowledge and its prospective usage and not for the sake of passing an exam seems to be unthinkable to the majority of both learners and experts as revealed in their choices of the options for item (14). That is one reason why (88%) of the students have focused on reading and written channels of communication in English language for the sake of passing their exams; as if the ultimate aim of learning ESP were not the acquisition of a practical tool for communication, but to be able to pass the exam and there was nothing beyond that point.

### English Subjects Preferred Q14



Participants' responses provide clear evidence of the unsatisfactory level of the overall learners' competence in English. Both groups agree about the learners' needs, wants, and lacks. This is a significant point of departure for any ESP designer. In addition, both groups designate the learners' acquisition level in all language skills to be 'weak' as shown in the responses to items (14), (20), (23), and (26) of the questionnaire (See Tables 4– 8 in 4.2).



In their responses to item (17), members of G1 and G2 have expressed their unanimous preference (i.e., 100%) that a combination of the following materials need be added to their syllabus: conversations and dialogues, short stories, articles, and reports. This fact reveals that the participants find such texts more interesting to the learners and as such their incorporation in the syllabus adds some extra motivation to the learning-teaching process.

### ***4.3 Results of Participants Evaluation***

Participants' responses to Questionnaire items: 38, 39, and 40 show that both learners and educational experts at the Police College have expressed quite a negative opinion about the suitability of PEI (See Appendix 7 ). None of them has stated any advantage of this text-book. As for its disadvantages, users' responses have agreed upon specifying the following points:

1. Too long and incorporates difficult materials that have no relationship with the needs of Iraqi police officers.
2. Lacks organization and proper sequencing and grading.

3. Introduces a lot of difficult words and idioms.
4. Lacks ample grammar exercises.
5. Lacks colorful and suitable visual aids.
6. Does not satisfy all the students' needs.
7. Does not make use of interesting short stories.
8. Does not help the student to communicate effectively in everyday English.
9. The method of teaching presented in it is neither effective nor interesting, and is inadequate in satisfying the learners' needs.
10. The textbook is in need of a total substitution with a better one.

The results above provide objective evidence validating the hypotheses offered in 1.3 which read:

It is hypothesized that the ESL course *Policing English for Iraq* currently taught at the Police College lacks the following pedagogical adequacies:

1. Proper identification of the learners' specific vocational needs,
2. Proper selection, grading and sequencing of ESL material,
3. Proper and balanced development of all the target language skills on the basis of the learners' needs profile.

#### ***4.4 Needs Profile***

On the basis of the subjects' responses, an ESP syllabus for P. C. is the most preferred type. In order for such a syllabus to be suitable, it should contain both policing and general purpose material. Such a syllabus is required to be just intermediately specialized. The most important purposes that learners need ESP for is to answering general questions asked by tourists and other English-speaking foreigners in Iraq, plus socializing and

offering help to them, learning the English that allows visiting the Internet websites and getting the needful information, and learning how to pass the examination in English.

ESP is required to be taught for three academic years, at a dose of three hours a week, both in the classroom and the language lab, and within small groups of colleagues supervised by the teacher of English. The required channel of communication for using English is both that of face to face interaction and in print. The required target level of ESP is that of the intermediate level with knowledge of understanding and producing both British and American dialects. Language skills that require concentration are speaking and comprehending what is heard or read.

#### ***4.4.1 Macro and Micro Skills***

**Reading:** Assessment of proficiency is weak and no special strengths are reported. Lacking proficiencies are speed in reading and understanding what is read. Needful reading materials are the English textbook, examination papers and policing articles. Required reading materials in the textbook are a combination of texts that are especially made-up for police students by Iraqi Designers and simplified Native English texts.

**Speaking:** Assessment of proficiency is weak and no special strength points in reading are found. Most lacking skills are fluency and the ability to answer and ask questions correctly.

**Understanding:** Assessment of proficiency is weak and no special strength points in comprehension are found. Lacking skills are comprehension of spoken English because of speed and accent.

**Writing:** Assessment of proficiency is weak and no special strength points in writing are found. Lacking skills are spelling mistakes, and writing definitions.

### ***4.3.2 Needful Curriculum Material***

Grammar rules are needful. These include concentration upon the acquisition of verb tenses and forms, correct use of prepositions and logical connectors, passive forms, word formation and derivation rules, and conditional clauses.

Three oral and three written exercises per unit are required. The most effective way of learning grammar rules is to explain them in English and Arabic together with examples and homework. Revision exercises are also wanted. Vocabulary items in need are highly recurrent policing and ordinary vocabulary.

### ***4.5 Proposed Syllabus***

Taking into account the results of the needs analysis outlined in (4.2-3), the researcher has compiled two Model Units for the proposed New Policing English Course. ESP materials are either selected from EFL textbooks (Garton-Sprenger *et al*, 1980; Murphy, 1994; O'Neill, 19972; O'Neill and Snow, 1979; and Thornley, 1967) or are written by the researcher himself, with the help of his supervisors. The material and organization of each Model Unit have been presented to the staff-members of the English Teaching Dept. at the College of Police, who approved of it after making certain suggestions which have been taken into account.

Each Model Unit has been designed to present four major types of activities: dialogue, reading comprehension text, grammar, and composition. Each activity is followed by notes and exercises related to its material. The exercises develop the students' acquisition of all the four skills of speaking, listening, reading, and writing. Unit lay-out is typically organized in the following manner.

## **Proposed Unit Design**

- 1. Dialogue (related to policing activities)**
  - 1.2 Production of similar dialogue**
- 2. Reading text (serial passages about 'Society and the Criminal')**
  - 2.2 Comprehension questions about the reading text**
  - 2.3 Reading text vocabulary**
  - 2.4 Functions (related to the reading text)**
- 3. Grammar (Based on Murphy, 1994)**
  - 3.2 Situation**
  - 3.3 Rule Explanation**
  - 3.4 Grammar exercises**
- 4. Composition**



# ***CHAPTER FIVE***

## ***CONCLUTIONS, RECOMMENDATIONS (SAMPLE UNIT) AND SUGGESTIONS FOR FURTHER RESEARCH***

## ***5.1 Conclusions***

The findings that the researcher has arrived at the end of this study allow drawing the following conclusions about the negative points of PEI (1993):

1. It makes no hints as to the type of methodology it adopts. However, its material selection suggests that it is intended to be a reading comprehension course; specifically, a topic-oriented reading comprehension course, neither more nor less.
2. The selected topic-based texts are drawn from specialized foreign policing sources which out of Iraqi Police culture, and are frigid and uninteresting. The objectives evident from the topics introduced are to impart information rather than to teach a foreign language. The author has used foreign policing subjects, and foreign places, streets, and persons' names throughout the dialogues and reading texts which are not common in the activities of Iraqi Police.
3. The book has not made use of modern technology in printing, designing, or colouring for it is printed in black and white, and includes some humble graphics, unclear pictures, and number of such typing errors concerning spelling, pronunciation, title arrangements, and paging layout. (see Appendix 6)
4. The book is too long and too difficult because it uses linguistic materials out of the EF learners' general proficiency level which is low, a point the ESP-Programme developer has to take into consideration. For this reason the majority of the questionnaire respondents (Experts & Students) have asserted the need to change the current textbook.

5. Randomness dominates all the aspects of the Textbook which seems to be quoted from foreign policing textbooks designed by native speaker for speaking policing English, and then randomly integrated irrespective of its grading, sequencing, and consistency and planning.
6. No concern is given to the language as speech, and no activities are undertaken to practice the language apart from the comprehension series which are very limited in nature and scope. This is the reason why the police officers who graduated from this college are in no position to perform effectively in any communicative event related to their policing duties.
7. No scheme or plan that can be considered as the outcome of a premeditated syllabus design can be perceived from the textbook's general contents. There is also no indication of the course being based on any clear criteria other than the quantitative criterion of text length, and even this is not consistent.
8. Some of the highly recurrent language functions and vocabulary items have either been totally disregarded or do not get adequate emphasis. Consequently, the vast majority of both police students and officers have highlighted in their responses to the questionnaires the need to concentrate upon the acquisition of situational language functions.
9. The current textbook also lacks revision material and proper visual aids.
10. It does not make use of modern teaching/learning processing technology, and, as such, it does not conform to ESP requirements.

## 5.2 Sample Units

### UNIT ONE



#### 1.1 Dialogue

*One of the things a policeman most frequently does is to help and show the people the way. You are a traffic policeman placed at Al-Maidaan Square.*

Tourist: *Excuse me, Where's Al-Baghdadi Museum?*

Traffic Policeman: *You go along here to Al-Rusafi Square and turn right.*

*The museum is one the right.It's an old building. You can't miss it.*

T: *How can I get there?*

TP: *You can walk. It's not very far.*

T: *But it's too hot to walk.*

TP: *Then you take the No.15 bus .The bus stop is over there.*

T: *Thank you very much.*

TP: *Don't mention it.*

*Now try to show the way to the following places by using the given prompts:*

- 1- T: *Excuse me. Can you tell me where Suq Al-Safafir is?*  
 TP: *Past Al-Rusafi Square /the right.*  
 T: *reach it?*  
 TP: *Walk or take a taxi.*  
 T: *Thank you.*  
 TP: *You're welcome.*
- 2- T: *Excuse me. How can I get to Melia Hotel?*  
 TP: *drive along Al-Jumhuriya Street \ Al-Khullani Square*  
*/right/over the bridge/right/right.*  
 T: *far?* TP: *15 minutes drive /if /no traffic jam*  
 T: *Thank you.* TP: *you're welcome.*
- 3-T: *Excuse me .Where can I cash a traveller's cheque?*  
 TP: *You can go to any branch of Al-Rafidain or Al-Rasheed Bank.*  
 T: *Where / nearest bank?*  
 TP: *there/ right across the square.*

## ***1.2 Reading Serial: " Society and the Criminal" (1)***

The struggle of society against the criminal has resulted in the creation of police forces in all civilized countries. For centuries, there existed watchmen to guard gates, watch streets at night, and perform other similar duties. In the old days, the watchmen would pass along the street at night calling out the hour: "Ten o'clock and all's well!" In fact, all was far from well. A great many watchmen were untrustworthy, and in England, even as late as the eighteenth century, crime was common.

Highwaymen attacked travelers, householders were frequently robbed, and river thieves prospered on the Thames.

Sir Robert Peel founded the modern police force of London in 1829. Policemen all over England are still known as Bobbies, a word which comes from his first name. As is usual when some new thing is introduced, objections were raised against the new policemen. It was said that the police force had been formed in order to annoy the innocent citizen, and that this force was nothing but an army for use against the public. But it was not long before the police showed their value and became an accepted, and indeed welcome, part of society. Soon, police forces were formed in other parts of England, and, after the middle of the nineteenth century, they became general.

### ***1.2.1 Now answer the questions:***

The Thames flows through London.

1. What river flows through Baghdad, Basrah, Ramadi, Hilla, Kufa?  
(Write full sentences.) (the Tigris, the Euphrates, the Shatt al-Hindiya, the Shatt al-Hilla, the Shatt al-Arab)
2. What century witnessed the founding of the modern London Police?
3. When was the Iraqi Police founded?
4. In what century is each of the following years?  
1524, 2005, 1988, 787, 1122
5. What objections were raised against the new policemen in London?
6. Are police forces formed to annoy or to protect people?
7. Why did it not take people a long time to accept the police as a part of society?
8. Who did the job of the police before the 19<sup>th</sup> century?

## 1.2.2 Vocabulary

A. *There are three words in the text that are formed by the addition of "-man" to the end of another word. These are:*

watchman = one who watches over or guards a person or thing.

highwayman = robber who robs travelers on highway.

policeman = a member of police force.

What do we call these people?

- One who carries letters or other postal matter?
- One who rides on horseback?
- One who sells milk?
- One whose job is to extinguish fires?
- A man who follows, engages in, or practices sports?

Can you think of more words with "-man"?

B. *Notice the differences*

rob (v.): يسلب أو يسطو على (يذكر بعده المكان أو الشخص المسروق)

*The thief robbed his friend's house.*

*The supermarket was robbed in daylight.*

robbery (n.): عملية سلب (أي سطو، و تعني دخول المحل لغرض السرقة)

steal (v.): يسرق (يذكر بعده الشيء المسروق) ، و تعني حيازة الشيء المسروق ، ولذلك لا يمكن

أن نقول:

*\*The thief stole the house.*

لأن اللص لا يستطيع أن يحمل البيت و يضعه في حيازته ، بل نقول:

*The thief robbed the house.*

thief (n.) thieves (plural): لص

robber (n.): سلاب

burglar (n.): لص (يسطو على المنازل ليلاً)

burglary (n.): السطو على المنازل ليلاً

Fill in the blanks with the appropriate form of the verb "rob" or "steal".

1. My office was-----last night. The computer was-----.
2. The servant was accused of -----money from his master.
3. What he -----from the rich he gave to the poor.
4. When he returned at midnight he found out that someone has-----  
-----his house.

pickpocket (n.): نشال

kidnap (v.): يخطف (شخصاً)

kidnapping (n.): خطف

kidnapper (n.): خاطف

hijack (v.): يختطف (عربة أو طائرة)

car theft (n.): سرقة سيارة

### ***1.2.3 Person's Names***

surname/ family name : اللقب/ اسم العشيرة/ الاسم الأخير

first name : الاسم الأول

middle name : الاسم الذي بين اللقب والاسم الأول

maiden name: (للنساء) لقب المرأة قبل الزواج

initial: الحرف الأول من الاسم



## Example

First name	Middle Initial	Surname
George Initial: G.	Bernard Intial: B	Shaw
Ahmad Initial: A.	Miz'il Initial: M.	Al-Azzawi

### 1.3 Grammar

#### Present continuous (I am doing)

Study this example situation:



Salma is in her car. She is on her way to work. She is driving to work.

This means: she is driving *now*, at the time of speaking. The action is not finished.

Am/is/are -ing is the *present continuous*:

<i>I</i>	am	(= I'm)	driving
he/she/it	is	(= he's etc.)	working
we/you/they	are	(= we're etc.)	doing etc.

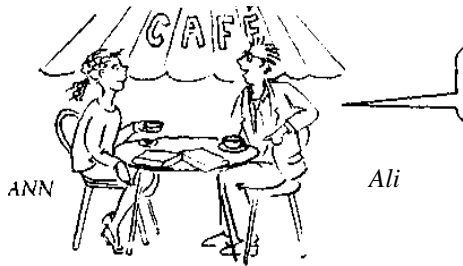
I am doing something = I'm in the middle of doing something; I've started doing it and I haven't finished yet.

Often the action is happening at the time of speaking:

- Please don't make so much noise. I'm working, (*not* 'I work')
- 'Where's Margaret?' 'She's having a bath.' (*not* 'she has a bath')
- Let's go out now. It isn't raining any more, (*not* 'it doesn't rain')
- (*at a party*) Hello, Jane. Are you enjoying the party? (*not* 'do you enjoy')
- I'm tired. I'm going to bed now. Goodnight!

But the action is not necessarily happening at the time of speaking. For example:

Ali and Rana are talking in a cafe. Ali says:



**I'm reading** an interesting book at the moment I'll lend it to you when I've finished it.

Ali is *not* reading the book at the time of speaking. He means that he has started it but not finished it yet. He is in the middle of reading it.

### Some more examples:

- Catherine wants to work in Italy, so she is learning Italian, (but perhaps she isn't learning Italian exactly at the time of speaking)
- Some friends of mine are building their own house. They hope it will be finished for next summer.

We use the present continuous when we talk about things happening in a period around now (for example, today / this week / this evening etc.):

- 'You're working hard today.' 'Yes, I have a lot to do.' (*not* 'you work hard today')
- 'Is Susan working this week?' 'No, she's on holiday.'

We use the present continuous when we talk about changes happening around now:

- The population of the world is rising very fast. (*not* 'rises')
- Is your English getting better? (*not* 'does your English get better')

### 1.3.2 Exercises / Written English

**A. Complete the sentences with one of the following verbs in the correct form:**

come    get    happen    look    make    start    stay    try  
work

1. 'You 're working hard today.' 'Yes, I have a lot to do.'
2. I ..... for Christine. Do you know where she is?
3. It.....dark. Shall I turn on the light?
4. They haven't got anywhere to live at the moment. They..... with friends until they find somewhere.
5. 'Are you ready, Ann?' 'Yes, I .....
6. Have you got an umbrella? It ..... to rain.
7. You ..... a lot of noise. Could you be quieter? I ..... to concentrate.
8. Why are all these people here? What.....?

**B. Use the words in brackets to complete the questions.**

1. 'Is Colin working this week?' 'No, he's on holiday.' (Colin/work)
2. Why ..... at me like that? What's the matter? (you/look)
3. 'Jenny is a student at university.' 'Is she? What.....?'  
(she/study)
4. .... to the radio or can I turn it off? (anybody/listen)
5. How is your English? ..... better? (it/get)

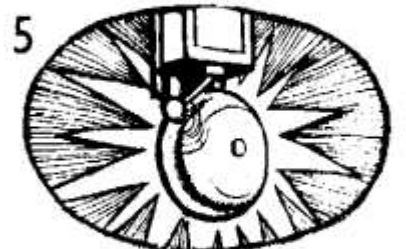
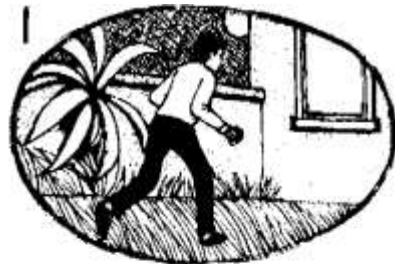
**C. Put the verb into the correct form. Sometimes you need the negative (I'm not doing, etc.).**

1. I'm tired. I'm going (go) to bed now. Goodnight!
2. We can go out now. It isn't raining (rain) any more.

3. 'How is your new job?' 'Not so good at the moment. I..... (enjoy) it very much.'
4. Catherine's on holiday in France. She..... (have) a great time and doesn't want to come back.
5. I want to lose weight, so this week I. .... (eat) lunch.
6. Angela has just started evening classes. She..... (learn) German.
7. I think Paul and Ann have had an argument. They..... (speak) to each other.

### 1.3.4 Composition

Use the following pictures to write a composition of six sentences.



## Unit Two

### 2. 1 Dialogue:

#### Reporting a Car Theft



- Mr. Brown: *Good morning, officer.*
- Police Officer: *Good morning. Have a seat please. How can I help you?*
- Mr. Brown: *Thank you officer. I want to report a car theft.*
- Police Officer: *Right. Could I have your full name and address?*
- Mr. Brown: *Brown, John Brown. I live in 29 Dove Lane, West End. Here is my personal card, with telephone number and everything.*
- Police Officer: *Thank you. I'll file it. Now, please tell me the time and place of the theft.*
- Mr. Brown: *I parked my car less than half an hour ago right at the back of my house because the telephone rang and I was expecting an important distant call. When I came back it was not there. It disappeared.*
- Police Officer: *What kind of a car is it?*
- Mr. Brown: *An 03 Range Rover. Dark Blue.*
- Police Officer: *Did you leave the keys inside?*
- Mr. Brown: *I'm afraid I did.*
- Police Officer: *Hmm. Plate number?*
- Mr. Brown: *LD 2045614*
- Police Officer: *Have you got any idea who might have stolen it?*
- Mr. Brown: *None whatsoever.*
- Police Officer: *Is your car insurance policy valid?*
- Mr. Brown: *Yes, of course.*

Police Officer: *Well Mr. Brown, I'll pass this information to our patrols over the computer right now. I hope we'll get it back to you soon.*

Mr. Brown: *Thank you officer.*

Police Officer: *Don't mention it.*

## ***2.2 Dialogue Vocabulary***

insurance policy: بوليصة أو وثيقة تأمين

valid: operative, in force نافذة المفعول

patrols: دوريات

## ***2.3 Reading Serial " Society and the Criminal"(2)***

Every person has fingerprints that are entirely different from those of everybody else. It is now accepted as a scientific fact that no two people have the same fingerprints. The ten fingerprints of one person always differ from the complete set of prints of another. But that is not all. The print of each one finger of a person also differs from the prints of all his other fingers, and from the print of any other finger in the world. In addition, the fingerprints of one person do not change from youth to old age.

Thus, fingerprints provide unfailing clues to personal identity once they have been obtained. When a finger touches a smooth, or a fairly smooth surface, it leaves its impression. This impression can be made to appear clearly when powder is blown on it by the police. Once they have been made visible, they are photographed, and the photographs are taken to the criminal record office to be compared with old ones in store, or with those belonging to all crime suspects. In this way, the criminal can be easily identified.

### 2.3.1 *Now answer the following questions:*

- f. Are the fingerprints of a person similar for all his fingers or are they different?
- g. Do the fingerprints of a person change as he grows older or do they always remain the same?
- h. How are fingerprints made visible by the police?
- i. What are the photographed prints compared with?

### 2.3.2 *Vocabulary*

A. "Fingerprints" is a word composed of the adding of "print" to "finger". Other words with "print" often used by the police are:

Thumb-print: بصمة الإبهام

foot-print: طبعة القدم

tyre-print: طبعة الإطار

B. Difference can be expressed in 3 ways:

Is different from

Differ(s) from

Unlike = be different from

Another way also used is by using the negative 'no....same:

No two people have the same fingerprints.

Notice

e.g. My shoes are 43. Your shoes are 44.

My shoes are brown. Your shoes are black.

My shoes are different from yours in size. They are also different in colour.

My shoes differ from yours in size. They also differ in colour.



My shoes are unlike yours in size. They are also unlike them in colour.

Now do the same with the following:

The sergeant/ 170 cm tall and weighs 80 kilos.

The captain / 169 cm tall and weighs 70 kilos.

Use: height and weight.

Your watch / square and costs 25 thousand dinars.

Your friend's watch / round and costs 20 thousand dinars.

Use: shop and price.

The words "possible" and "visible" are adjectives ending with the suffix "ible" which is a form of 'able'. Other adjectives are formed in the same way:

Comfort – comfortable

Enjoy - enjoyable

Obtain - obtainable

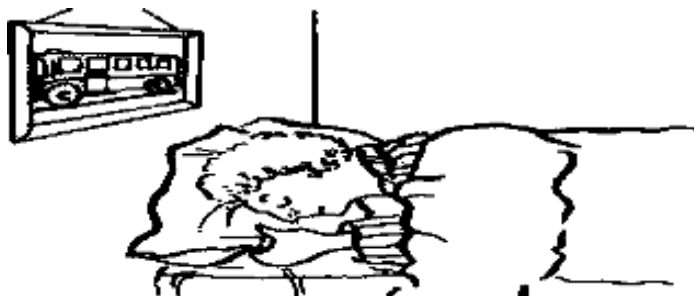
Advise – advisable

Can you think of other word ending with "ible" or "able"?

## ***2.4 Grammar: Tenses***

### **Present simple (I do)**

Study this example situation:



Ali is a bus driver, but now he is in bed asleep. So: He is *not* driving a bus. (He is asleep.) *but* He drives a bus. (He is a bus driver.)

Drive(s)/work(s)/do(es) etc. is the *present simple*:

I/we/you/they drive/work/do etc.

he/she/it drives/works/does etc.

We use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking:

- Nurses look after patients in hospitals.
- I usually go away at weekends.
- The earth goes round the sun.

Remember that we say: he/she/it -s. Don't forget the s:

- I work.... *but* He works..... They teach..... *but* My sister teaches.

We use do/does to make questions and negative sentences:

Do I/we/you/they work/come/do?

Does he/she/it work/come/do?

I/we/you/they don't work/come/do

He/she/it doesn't work/come/do

- I come from Canada. Where do you come from?
- 'Would you like a cigarette?' 'No, thanks. I don't smoke.'
- What does this word mean? (*not* 'What means this word?')
- Rice doesn't grow in cold climates.

In the following examples do is also the main verb:

- "What do you do? (=What's your job?) 'I work in a shop.'
- He's so lazy. He doesn't do anything to help me. (*not* 'He doesn't anything')

We use the present simple when we say how often we do things:

- I get up at 8 o'clock every morning, (*not* 'I'm getting')
- How often do you go to the dentist? (*not* 'How often are you going?')
- Salma doesn't drink tea very often.
- In summer John usually plays tennis once or twice a week.

I promise /I apologize, etc.

Sometimes we do things by saying something. For example, when you *promise* to do something, you can say 'I promise...'; when you suggest

something, you can say 'I suggest...'. We use the present simple (promise/suggest etc.) in sentences like this:

- I promise I won't be late, (*not* 'I'm promising')
- 'What do you suggest I do?' 'I suggest that you...' In the same way we say: I apologize... / I advise... / I insist... / I agree... / I refuse... etc.

## 2.4.1 GRAMMAR EXERCISES

### A. Complete the sentences using one of the following:

cause(s) closes) drink(s) live(s) open(s) ~~speaks)~~ take(s) place

1. Ahmed speaks German very well.
2. I never.....coffee.
3. The swimming pool ..... at 9 o'clock and ..... at 18.30 every day.
4. Bad driving ..... many accidents.
5. My parents..... in a very small flat.
6. The Olympic Games..... every four years.

### B. Put the verb into the correct form.

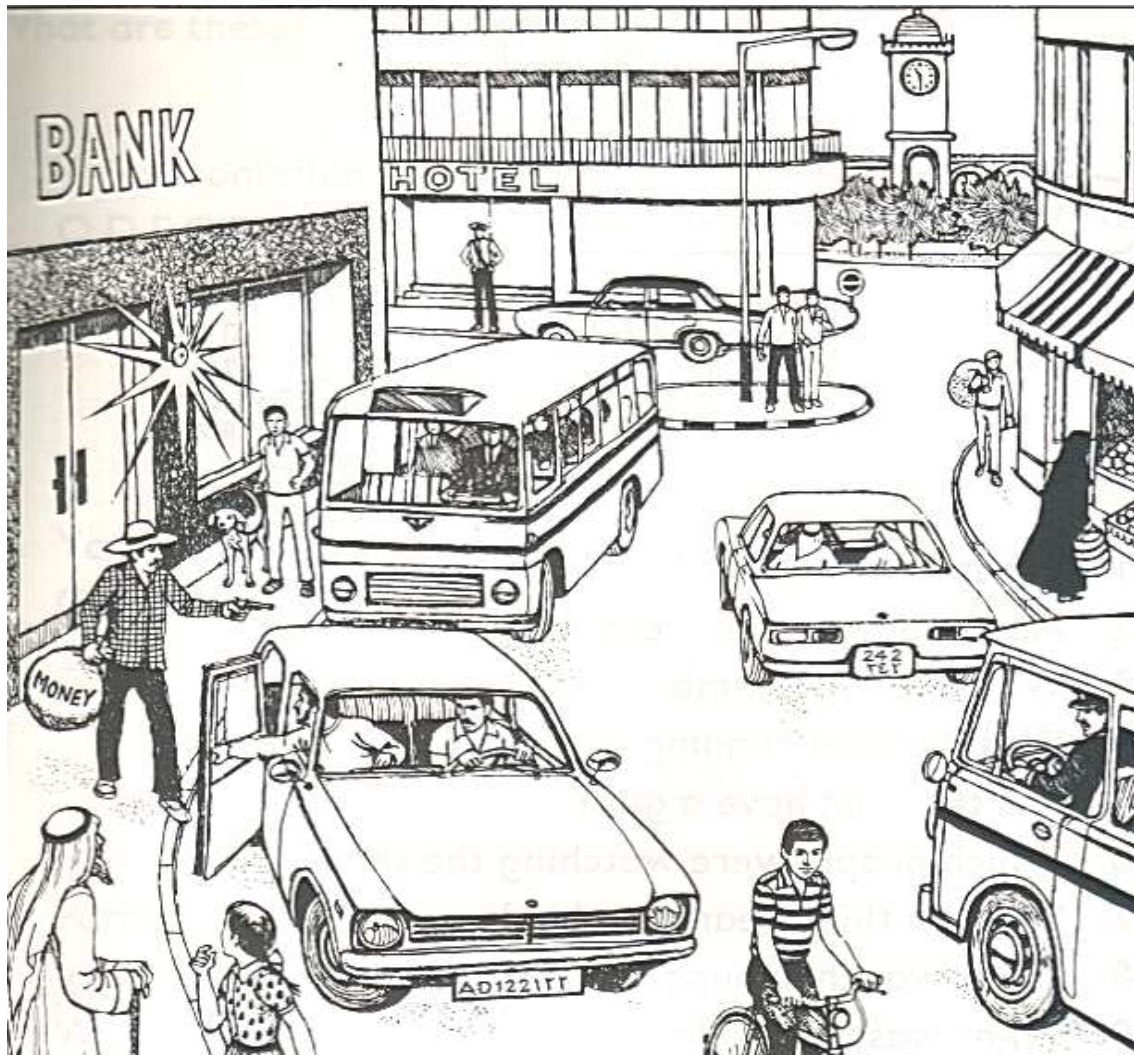
1. 1 Jane doesn't drink (not/drink) tea very often.
2. 2 What time..... (the banks / close) in Britain?
3. 3 'Where ..... (Martin/come) from?' 'He's Scottish.'
4. 4 'What..... (you/do)?' 'I'm an electrical engineer.'
5. It..... (take) me an hour to get to work. How long..... (it/take) you?
6. I..... (play) the piano but I.....(not/play) very well.
7. I don't understand this sentence. What..... (this word/mean)?

### C. Use one of the following verbs to complete these sentences. Sometimes you need the negative:

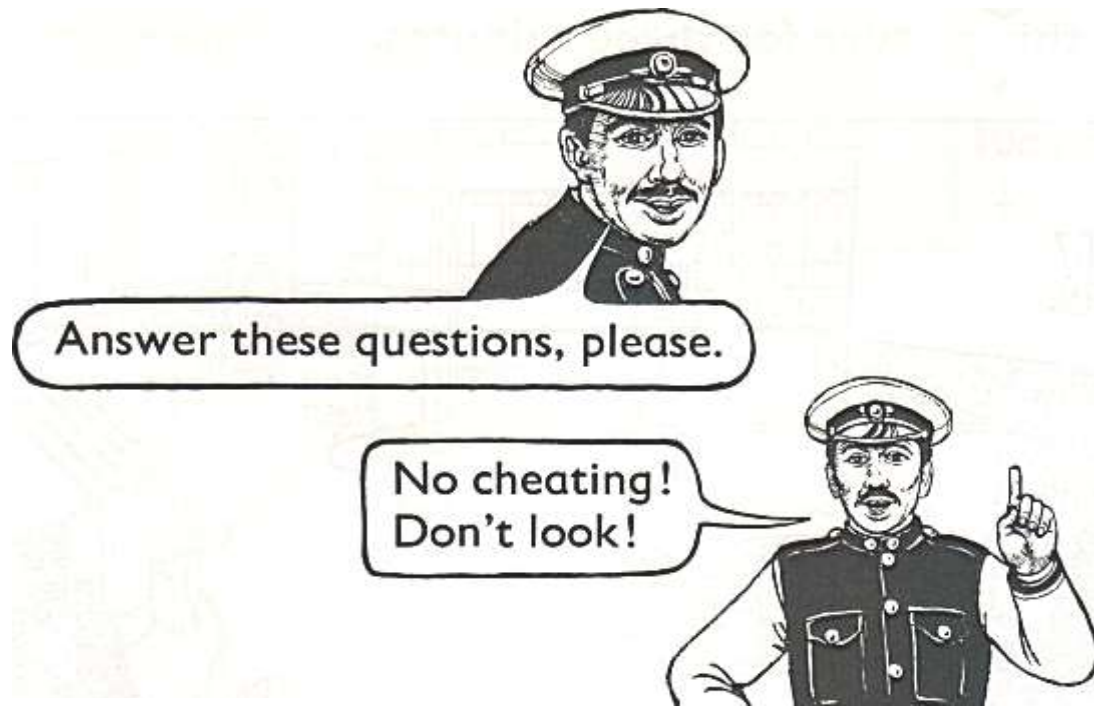
believe eat flow go ~~grow~~ make rise tell translate

1. The earth moves round the sun.
2. Rice doesn't grow in Britain.
3. The sun..... in the east.
4. Bees.....honey.
5. Vegetarians..... meat.
6. A believer.....in God.
7. An interpreter..... from one language into another.
8. A liar is someone who ..... the truth.
9. The River Amazon..... into the Atlantic Ocean.

## 2.5 Composition



Look at the picture above very carefully, then answer the Questions on the next page.



1. What is the time?
2. How many people are sitting in the car?
3. What is the number of the car?
4. Is the thief running or walking?
5. Does the thief have a gun?
6. Which people are watching the thief?
7. Is the thief wearing a hat?
8. What is the young boy doing?
9. What is the old lady doing?
10. What is she carrying?
11. Where is the policeman standing?
12. Where is the bus waiting?

Now make a composition for your answers.



### *5.3 Suggestions for Further Research*

1. The most needful research-work that is required now is to make full use of the results of the needs analysis presented in this study and the layout of the two Model Units proposed above in order to design a complete three-year course of ESP for the Iraqi College of Police. This could prove to be a vital step towards promoting EFL learning by future Iraqi Police officers. Being a big task, it requires a lot of material preparation and designing. Best results in this respect require consensus-based ESP course, rather than an individually imposed one.
2. Another related and beneficial area of study is to use the format of the needs analysis developed in this study in order to assess EFL courses in other vocational colleges and academies in order to find out whether these courses are in need of further modification or development or not.

A third important subject of research work is to investigate the best way computer-based teaching and learning can be introduced, successfully conducted, and sustained in Iraqi vocational schools in terms of lesson planning, training, assembling communication networks, labs, etc.

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# APPENDICES

## APPENDIX ONE

### NEEDS ANALYSIS QUESTIONNAIRE, STUDENTS' VERSION

#### Questionnaire for Police College Students

1. Do you need to learn English for the special purpose of policing?
  - a. Yes
  - b. No
  - c. I do not know

2. Do you think that the suitable syllabus you need should contain only those specialized teaching materials that are related

- a. policing material only                      b. general English only    c.  
both policing and general purpose material    d. I do not know

3. How far specialized is the type of ESP that you need as a student of the Police College?

- a. highly specialized                      b. above intermediately specialized  
c. intermediately specialized                      d. pre-intermediately specialized

4. What are the most important purposes that you need ESP for? (Tick ✓ all required items)

- a. writing police memos, summaries, and reports in English

yes                       no

- b. delivering oral reports about policing                      yes  no

- c. answering general questions asked by tourists and other English-speaking foreigners in Iraq                      yes  no

- d. explaining police rules to foreigners in Iraq                      yes  no

e. discussing police jobs and procedures with English speaking officers

yes  no

- f. conducting police research work in English                      yes  no

- g. socializing and offering help to English-speaking foreigners in Iraq

yes  no

- h. reading English magazines and books on policing, law, and crimes

yes  no

- i. learning the English that allows you to visit the Internet websites

and to get needful information                      yes  no

- j. learning how to translate policing materials into Arabic

yes  no

- h. learning how to pass the examination in English

yes  no

5. How long do you think you need to study ESP at the Police College in order to be able to fulfill all the purposes you have ticked in (4) above?
- a. for three academic years      b. for two academic years      c. for one academic year  
d. for less than one academic year
6. How many teaching hours a week you think are sufficient in order to be able to fulfill all the purposes you have ticked in (4) above?
- a. one hour a week      b. two hours a week      c. three hours a week  
d. four hours a week      e. five hours a week  
g. more (specify how long)
7. Where do you feel that you are able to learn English best?
- a. in the classroom      b. in the language lab      c. both in the classroom and the language lab
8. What is the way you like best in learning ESP?
- a. within small groups of your colleagues supervised by the teacher of English  
b. alone with the teacher in the classroom or lab  
c. in seminars or libraries  
d. within small groups of your colleagues supervised by a senior colleague
9. Which medium of communication do you need to use ESP with?
- a. spoken      b. written      c. spoken and written
10. Which English dialect do you need to understand and produce?
- a. Standard British      b. American English      c. both
11. What is the target level of ESP you need to achieve?
- a. highly advanced level      b. advanced level  
c. upper intermediate level      d. intermediate level
12. What are the English language skills that you need to acquire?  
(Tick ✓ all the required skills)
- a. reading      yes       no

- b. speaking    yes     no
- c. understanding    yes     no
- d. writing    yes     no

13. Which of the English language skills do you lack most?

- a. reading    yes     no
- b. speaking    yes     no
- c. writing    yes     no
- d. understanding    yes     no
- e. all    yes     no

14. What would you need to be able to read in English?  
(Tick ✓ all the required items)

- a. your English textbook    yes     no
- b. English books of literature    yes     no
- c. magazines and newspapers    yes     no
- d. examination papers    yes     no
- e. What is written on the blackboard    yes     no
- f. policing articles, techniques, and procedures    yes     no
- g. law books    yes     no
- h. other written material (specify which)

15. How do you assess your own proficiency in reading English texts?

- a. satisfactory
- b. excellent
- c. good
- d. very good

- e. weak
- f. very weak

16. What kind of reading materials do you like to be presented in your English textbook (Tick  $\checkmark$  the preferred one)

- a. conversations and dialogues                      yes                       no
- b. short stories                      yes                       no
- c. articles                      yes                       no
- d. reports                      yes                       no
- e. a combination of a, b, c, and d.                      yes                       no

17. What skills do you lack while reading English texts? (Tick  $\checkmark$  all relevant options)

- a. speed                      yes                       no
- b. understanding what you read                      yes                       no
- c. pronouncing only new policing vocabulary items  
                    yes                       no
- d. pronouncing a lot of vocabulary items                      yes                       no
- e. producing correct intonation                      yes                       no
- f. deducing unknown words

18. Which type of reading texts do you need and prefer to be included in your English Textbook?

- a. authentic Native English texts
- b. simplified Native English texts
- c. texts that are specially made-up for police students by Iraqi Designers
- d. a combination of a, b, and c

19. How do you assess your own proficiency in speaking English?

- a. satisfactory
- b. excellent
- c. good



- d. very good
- e. weak
- f. very weak

20. What skills do you lack while speaking English? (Tick ✓ all relevant options)

- a. fluency                      yes                       no
- b. the ability to ask questions correctly                      yes                       no
- c. the ability to answer questions correctly                      yes                       no
- d. the ability to choose the correct vocabulary item                      yes                       no
- e. the ability to express yourself as a police officer                      yes                       no

21. What are your strengths in speaking ESP?

22. How do you assess your own proficiency in understanding spoken English?

- a. satisfactory
- b. excellent
- c. good
- d. very good
- e. weak
- f. very weak

23. What skills do you lack while listening to spoken English? (Tick ✓ all relevant options)

- a. comprehension of spoken English because of speed speech
- b. comprehension of spoken English because of accent
- c. deducing the meaning of unknown words or idioms
- d. others

24. What are your strengths in understanding English?

25. How do you assess your own proficiency in writing English texts?

- a. satisfactory
- b. excellent
- c. good
- d. very good
- e. weak
- f. very weak

26. What skills do you lack while writing English texts? (Tick ✓ all relevant options)

- a. lack of punctuation
- b. spelling mistakes
- c. proper paragraphing
- d. describing location and directions
- e. writing definitions
- f. answering examination questions
- h. others

27. What are your strengths in writing English?

28. What are your preferences in teaching style?

29. Do you feel that you need to study grammar rules?

30. Which grammatical problems do you particularly face?

- a. singular /plural confusion                      yes                       no
- b. misuse or omission of articles                      yes                       no
- c. wrong verb tenses and forms                      yes                       no
- d. misuse of prepositions                      yes                       no
- e. passive forms                      yes                       no
- f. lack or misuse of logical connectors                      yes                       no
- g. word formation and derivation rules                      yes                       no
- h. conditional clauses                      yes                       no
- i. others (state what)

31. How much grammatical exercises do you need per unit?

- a. one exercise      b. two exercises      c. three exercises      d. four exercises
- f. more than four exercises      g. none

32. What is the most effective way of presenting grammar to you?

- a. learning grammar rules in English together with examples and homework
- b. learning examples first followed by grammar rules in English together with homework.
- c. learning grammar rules in English and Arabic together with examples and homework

- d. learning examples without grammar rules in English
- e. other procedures (state how)

33. How much oral practice do you need per unit?

- a. one exercise b. two exercises c. three exercises d. four exercises
- f. more than four exercises g. none

34. How much written exercises do you need per unit?

- a. one exercise b. two exercises c. three exercises d. four exercises
- f. more than four exercises g. none

35. Do you need revision exercises to previously studied grammar rules?

yes  no

36. What type of vocabulary items do you need most? (Tick ✓ whichever you need)

a. only those items related to policing yes  no

b. highly recurrent ordinary vocabulary only yes  no

c. highly recurrent policing and ordinary vocabulary yes  no

d. others (specify which)

37. What are the advantages of the current Policing English for Iraq (1993) course?

38. What are the disadvantages of the current Policing English for Iraq (1993) course? (Tick ✓ all items that you think to be correct)

a. too long and difficult yes  no

b. lacks organization and proper sequencing and grading

yes  no

c. introduces a lot of difficult words and idioms yes  no

d. lacks useful grammar exercises yes  no

e. lacks colourful and suitable visual aids yes  no

f. does not satisfy all the students' needs yes  no

- g. does not make use of interesting short stories      yes       no
- h. does not help the student to communicate effectively in everyday English style      yes       no
- i. none of the above mentioned      yes       no

39 Do you think that the current Policing English for Iraq (1993) course is in need of any of the following processes?

- a. partial revision of some units
- b. rewriting of all units
- c. total substitution with a better one
- d. none of the above

40. The method of teaching adopted in the current Policing English for Iraq (1993) is:

- a. new and interesting
- b. satisfies all your needs
- c. ineffective
- d. inadequate

## **APPENDIX TWO**

### **NEEDS ANALYSIS QUESTIONNAIRE, EXPERTS' VERSIONS**

#### **Questionnaire for Experts in the Police College**

1. Do Iraqi students of the Police College need to learn English for the special purpose of policing?
- a. Yes
  - b. No

2. Do you think that the suitable syllabus Iraqi students of the Police College need should contain

- a. policing material only                      b. general English material only  
c. both policing and general purpose materials

3. How far specialized is the type of ESP that Iraqi students of the Police College need as a student of Police College?

- a. highly specialized                      b. above intermediately specialized  
c. intermediately specialized                      d. pre-intermediately specialized

4. What are the most important purposes that Iraqi students of the Police College need ESP for? (Tick  $\checkmark$  all required items)

- a. writing police memos, summaries, and reports in English  
yes                       no
- b. delivering oral reports about policing                      yes  no
- c. answering general questions asked by tourists and other English-speaking foreigners in Iraq                      yes  no
- d. explaining police rules to foreigners in Iraq                      yes  no
- e. discussing police jobs and procedures with English speaking officers                      yes  no
- f. conducting police research work in English                      yes  no
- g. socializing and offering help to English-speaking foreigners in Iraq  
yes  no
- h. reading English magazines and books on policing, law, and crimes  
yes  no
- i. learning the English that allows you to visit the Internet websites and to get needful information                      yes  no
- j. learning how to translate policing materials into Arabic  
yes  no
- h. learning how to pass the examination in English  
yes  no

5. How long do you think Iraqi students of the Police College need to study ESP at the Police College in order to be able to fulfill all the purposes you have ticked in (4) above?

- a. for three academic years                      b. for two academic years                      c. for one academic year  
d. for less than one academic year

6. How many teaching hours a week you think are sufficient in order to be able to fulfill all the purposes you have ticked in (4) above?

- a. one hour a week                      b. two hours a week                      c. three hours a week  
d. four hours a week                      e. five hours a week  
g. more (specify how long)

7. Where do you feel that Iraqi students of the Police College are able to learn English best?

- a. in the classroom      b. in the language lab      c. both in the classroom and the language lab

8. What is the way you like best in teaching ESP to Iraqi students of the Police College?

- a. within small groups of your colleagues supervised by the teacher of English    yes     no
- b. alone with the teacher in the classroom or lab.    yes     no
- c. in seminars or libraries    yes     no
- d. within small groups of your colleagues supervised by a senior colleague    yes     no

9. Which medium of communication do Iraqi students of the Police College need to use ESP with?

- a. spoken      b. written      c. spoken and written

10. Which English dialect do Iraqi students of the Police College need to understand and produce?

- a. Standard British      b. American English      c. both

11. What is the target level of ESP that Iraqi students of the Police College need to achieve?

- a. highly advanced level    b. advanced level
- c. upper intermediate level    d. intermediate level    e. upper elementary

12. What are the English language skills that Iraqi students of the Police College need to acquire?

(Tick  $\checkmark$  all the required skills)

- a. reading                      yes     no
- b. speaking                      yes     no
- c. understanding spoken    yes     no
- d. understanding written    yes     no

13. Which of the English language skills do Iraqi students of the Police College need most?

- a. reading    yes     no       b. speaking    yes     no
- c. writing      yes     no     d. understanding written    yes     no
- e. understanding spoken    yes     no

14. What would Iraqi students of the Police College need to be able to read in English?

(Tick  all the required items)

- |  |                              |  |
|--|------------------------------|--|
| a. their English textbook                        | yes <input type="checkbox"/> | no <input type="checkbox"/>                              |
| b. English books of literature                   | yes <input type="checkbox"/> | no <input type="checkbox"/>                              |
| c. magazines and newspapers                      | yes <input type="checkbox"/> | no <input type="checkbox"/>                              |
| d. examination papers                            | yes <input type="checkbox"/> | no <input type="checkbox"/>                              |
| e. What is written on the blackboard             |                              | yes <input type="checkbox"/> no <input type="checkbox"/> |
| f. policing articles, techniques, and procedures | yes <input type="checkbox"/> | no <input type="checkbox"/>                              |
| g. law books                                     | yes <input type="checkbox"/> | no <input type="checkbox"/>                              |
| h. other written material (specify which)        |                              |  |

15. How do you assess the proficiency of Iraqi students of the Police College in reading English texts?

- a. satisfactory
- b. excellent
- c. good
- e. very good
- f. weak
- g. very weak

16. What kind of reading materials, in your opinions do Iraqi students of the Police College like to be presented in their English textbook (Tick  the preferred one)

- |                                     |                              |                             |
|-------------------------------------|------------------------------|-----------------------------|
| a. conversations and dialogues      | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| b. short stories                    | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| c. articles                         | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| d. reports                          | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| e. a combination of a, b, c, and d. | yes <input type="checkbox"/> | no <input type="checkbox"/> |

17. What skills do Iraqi students of the Police College lack while reading English texts? (Tick  all relevant options)

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| a. speed  | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| b. understanding what they read                   | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| c. pronouncing only new policing vocabulary items | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| d. pronouncing a lot of vocabulary items          | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| e. producing correct intonation                   | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| f. deducing unknown words                         | yes <input type="checkbox"/> | no <input type="checkbox"/> |

18. Which type of reading texts do Iraqi students of the Police College need and prefer to be included in their English Textbook?

- a. authentic Native English texts
- b. simplified Native English texts
- c. texts that are specially made-up for police students by Iraqi designers
- d. a combination of a, b, and c

19. How do you rate the proficiency of current Iraqi students of the Police College in speaking English?

- a. satisfactory
- b. excellent
- c. good
- d. very good
- e. weak
- f. very weak

20. What skills do Iraqi students of the Police College lack while speaking English? (Tick  $\surd$  all relevant options)

- a. fluency yes  no
- b. the ability to ask questions correctly yes  no
- c. the ability to answer questions correctly yes  no
- d. the ability to choose the correct vocabulary item yes  no
- e. the ability to express themselves as police officer yes  no

21. What are the strengths of Iraqi students of the Police College in speaking ESP?

22. How do you rate the proficiency of Iraqi students of the Police College in understanding spoken English?

- a. excellent
- b. very good
- c. good
- d. satisfactory
- e. weak
- f. very weak
- g. non existent

23. What skills do Iraqi students of the Police College lack while listening to spoken English? (Tick  $\surd$  all relevant options)

- a. comprehension of spoken English because of speed speech



- b. comprehension of spoken English because of accent
- c. deducing the meaning of unknown words or idioms
- e. others (please state)

24. What are the strengths of Iraqi students of the Police College in understanding English?

25. How do you rate the proficiency of Iraqi students of the Police College in writing English texts?

- a . Excellent
- b. very good
- c. good
- d .satisfactory
- e .weak
- f .very weak
- g . Non existent

26. What skills do Iraqi students of the Police College lack while writing English texts? (Tick  all relevant options)

- |                                       |                              |                             |
|---------------------------------------|------------------------------|-----------------------------|
| a. punctuation                        | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| b. correct spelling                   | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| c. proper paragraphing                | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| d. describing location and directions | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| e. writing definitions                | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| f. answering examination questions    | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| h. others                             |                              |                             |

27. What are the strengths of Iraqi students of the Police College in writing English?

28. What are your preferences in teaching style?

29. Do you feel that Iraqi students of the Police College need to study grammar rules?

Yes  no

30. Which grammatical problems do Iraqi students of the Police College particularly face?

- |                                   |                              |                             |
|-----------------------------------|------------------------------|-----------------------------|
| a. singular /plural confusion     | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| b. misuse or omission of articles | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| c. wrong verb tenses and forms    | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| d. misuse of prepositions         | yes <input type="checkbox"/> | no <input type="checkbox"/> |





## APPENDIX THREE

### ARABIC VERSION OF QUESTIONNAIRE FOR STUDENTS

إستبيان لطلبة كلية الشرطة

أجب على اسئلة الاستبيان أدناه وذلك بوضع علامة "صح" ( √ ) في المربع الكائن بعد الاختيار الصحيح.

س١/ هل انت بحاجة الى تعلم اللغة الانكليزية المتخصصة بالأغراض المهنية لضابط الشرطة ؟

نعم  لا  لا أعلم

س٢/ هل تعتقد أن المنهج التدريسي الذي يلي احتياجاتك يجب أن يتضمن المواد التدريسية الانكليزية التي تختص بمهنة ضابط الشرطة فقط؟

يجب أن يتضمن المواد التي تخص فقط مهنة ضابط الشرطة  يجب أن يتضمن المواد الانكليزية العامة   
يجب أن يتضمن المواد الانكليزية العامة زائداً تلك التي تخص مهنة ضابط الشرطة  لا أعلم

س٣/ ماهي درجة التخصص المهني المطلوبة في الانكليزية التي تتعلمها و التي تشعر أنها تتلائم مع احتياجاتك المهنية ؟

عالية التخصص  ذات تخصص فوق المستوى المتوسط   
ذات تخصص متوسط  ذات تخصص دون المستوى المتوسط

س٤/ ماهي أهم الأغراض اللغوية التي تشعر أنك تحتاج الانكليزية المتخصصة للوفاء بها ؟ (أشر الفقرات التي تعتقد بأهميتها لك فقط)

١. تحرير مذكرات الشرطة و كتابة التقارير و الملخصات وما شابه من المحررات الخاصة بالشرطة.

نعم  لا

ب. تقديم تقارير شفوية بخصوص اعمال الشرطة .

نعم  لا

ج. الاجابة عن الأسئلة العامة للسواح وغيرهم من الناطقين بالانكليزية في العراق.

نعم  لا

د. شرح الاجراءات الخاصة بالشرطة وواجباتها للأجانب في العراق.

نعم  لا

هـ. مناقشة تقارير و اجراءات الشرطة مع ضباط شرطة أجناب.

نعم  لا

و. اجراء بحوث ودراسات بالانكليزية عن مهام الشرطة.

نعم  لا

ز. التعارف والمجاملة مع الأجناب الزائرين للعراق و تقديم المساعدة لهم.

نعم  لا

ح. قراءة الكتب و المجلات الانكليزية عن الجريمة و الشرطة و القانون .

نعم  لا

ط. تعلم الانكليزية الخاصة باستخدام اجهزة الحاسوب و تصفح شبكة الانترنت و ارسال البريد الالكتروني .

نعم  لا

ي. تعلم ترجمة تقارير الشرطة الأنكليزية الى العربية .

نعم  لا

ك. تعلم مايكفي لاجتياز امتحانات اللغة الانكليزية في الكلية .

نعم  لا

أية مهارات لغوية أخرى (تذكر رجاء):

س ٥ / كم هي في اعتقادك السنوات الدراسية الضرورية التي تحتاج أن تتعلم خلالها الانكليزية كي تستطيع اكتساب

المهارات اللغوية التي اشترتها في السؤال السابق ؟

سنتان دراستان  سنة دراسية واحدة

ثلاث سنوات دراسية  أقل من سنة دراسية واحدة

س ٦ / كم هي الحصص الأسبوعية المطلوبة و التي تحتاج أن تتعلم خلالها الانكليزية كي تستطيع اكتساب المهارات

اللغوية التي اشترتها في السؤال الرابع ؟

حصص واحدة في الاسبوع  حصتان في الاسبوع  ثلاث حصص في الاسبوع  أربع حصص في

الاسبوع  خمس حصص في الاسبوع  أكثر (تذكر رجاء)

س ٧ / ماهو المكان الذي تشعر بأنه الأفضل لك لتعلم الانكليزية ؟

في الصفوف الدراسية  في مختبر اللغة

في الصف و المختبر  في مكان آخر  (يذكر رجاء)

س ٨ / ماهي الطريقة المفضلة لديك لتعلم اللغة الانكليزية المتخصصة ؟ (أشر طريقة واحدة فقط)

ضمن مجاميع صغيرة من الطلبة و بإشراف المدرس في الصف

نعم  لا

ضمن مجاميع كبيرة من الطلبة و بإشراف المدرس في الصف

نعم  لا

ضمن مجاميع كبيرة من الطلبة و بإشراف المدرس في قاعات كبيرة

نعم  لا

ضمن مجاميع صغيرة من الطلبة و بإشراف طالب متقدم في الصف

نعم  لا

ضمن مجاميع صغيرة من الطلبة و بإشراف طالب متقدم في الصف

نعم  لا

س ٩ / ماهي قناة الاتصال اللغوي التي تحتاج ان تستخدم من خلالها لغتك الانكليزية ؟

شفوياً  تحريرياً  شفوياً و تحريرياً

س ١٠ / ماهي اللهجة الانكليزية التي تشعر بأنك بحاجة الى فهمها والتخاطب بها؟

الانكليزية البريطانية  الانكليزية الامريكية  الانكليزية البريطانية و الامريكية

س ١١ / ما هو المستوى المنشود الذي تريد أن تحققه في تعلم الانكليزية المتخصصة ؟

مستوى متقدم عال  مستوى متقدم  مستوى متوسط متقدم

مستوى متوسط  مستوى ابتدائي عال

س ١٢ / أي المهارات اللغوية تشعر أنك تحتاجها أكثر من غيرها ؟

القراءة: نعم  لا  استيعاب ماتسمع و تقرأ: نعم  لا  الكتابة: نعم  لا

المحادثة: نعم  لا

- س١٣ / أي المهارات اللغوية التي تشعر أنها تنقصك أكثر من غيرها؟  
 القراءة: نعم  لا  استيعاب ماتسمع و تقرأ: نعم  لا   
 المحادثة: نعم  لا  الكتابة: نعم  لا

- س١٤ / أي النصوص الانكليزية تحتاج الى اكتساب المقدرة على قراءتها؟  
 نصوص الكتاب المقرر: نعم  لا   
 كتب الأدب الانكليزي: نعم  لا   
 المجلات و الجرائد الانكليزية: نعم  لا   
 اسئلة الامتحانات: نعم  لا   
 النصوص المدونة على السبورة النصوص المتخصصة بمهنة الشرطة: نعم  لا   
 كتب القانون : نعم  لا   
 مدونات اخرى (تذكر) :

- س١٥ / كيف تقيم درجة كفاءتك في قراءة النصوص الانكليزية؟  
 كافية  ممتازة  جيدة  جيدة جدا  ضعيفة  ضعيفة جداً

- س١٦ / ما نوع النصوص التي ترغب في ادراجها في كتاب تعلم الانكليزية المقرر في كلية الشرطة؟  
 المحادثات: نعم  لا   
 القصص القصيرة: نعم  لا   
 المقالات: نعم  لا   
 التقارير : نعم  لا   
 كل الانواع أعلاه: نعم  لا

- س١٧ / ماهي المعايير اللغوية التي تتطلبها أكثر من غيرها عند قراءتك للنصوص الانكليزية؟  
 السرعة

- فهم الملمدة المقروءة : نعم  لا   
 تلفظ المصطلحات الخاصة بالشرطة: نعم  لا

- تلفظ الكثير من الكلمات: نعم  لا
- التنغيم المناسب: نعم  لا
- تخمين معاني الكلمات الجديدة: نعم  لا

س١٨ / أي نصوص القراءة التي تحتاجها وتفضل ان يتم ادراجها في المنهج المقرر للانكليزية في كليتك ؟

- النصوص الاصلية المكتوبة بالانكليزية: نعم  لا
- النصوص الأصلية المبسطة: نعم  لا
- النصوص الخاصة بالشرطة و التي يكتبها عراقيون: نعم  لا
- خليط من الانواع أعلاه كافة: نعم  لا

س١٩ / كيف تقيم درجة كفاءتك في التخاطب مع الآخرين باللغة الانكليزية ؟

- كافية  ممتازة  جيدة  جيدة جدا  ضعيفة  ضعيفة جداً

س٢٠ / أي المهارات اللغوية تشعر أنها تنقصك أكثر من غيرها عندما تتخاطب بالانكليزية ؟

- استيعاب النكليزية المحكية بسبب سرعة الكلام : نعم  لا
- استيعاب النكليزية المحكية بسبب اللكنة : نعم  لا
- تخمين معاني الكلمات الجديدة : نعم  لا
- أخرى (تذكر) :

س٢١ / ماهي الكفاءات اللغوية التي اكتسبتها أفضل من غيرها في التخاطب باللغة الانكليزية المهنية ؟

س٢٢ / كيف تقيم كفاءتك في استيعاب ماتسمعه باللغة الانكليزية ؟

- كافية  ممتازة  جيدة  جيدة جدا  ضعيفة  ضعيفة جداً

س٢٣ / ماهي المهارات اللغوية التي تنقصك أكثر من غيرها في استيعاب ما تسمعه باللغة الانكليزية ؟

- استيعاب النكليزية المحكية بسبب سرعة الكلام : نعم  لا
- استيعاب النكليزية المحكية بسبب اللكنة : نعم  لا
- تخمين معاني الكلمات الجديدة : نعم  لا
- أخرى (تذكر) : نعم  لا



س٢٤ / ماهي نقاط القوة لديك في استيعاب الانكليزية المقروءة والمسموعة ؟

س٢٥ / كيف تقييم درجة كفاءتك اللغوية في كتابة النصوص الانكليزية ؟

كافية  ممتازة  جيدة  جيدة جدا  ضعيفة  ضعيفة جداً

س٢٦ / ماهي المهارات التي تنقصك أكثر من غيرها عندما تريد كتابة النصوص باللغة الانكليزية ؟

وضع علامات التنقيط : نعم  لا

الأخطاء الإملائية : نعم  لا

تنظيم الفقرات : نعم  لا

وصف الاماكن و الأتجاهات : نعم  لا

كتابة التعاريف : نعم  لا

الاجابة على الأسئلة الامتحانية : نعم  لا

اخرى (تذكر)

س٢٧ / ماهي نقاط القوة لديك في الكتابة باللغة الانكليزية ؟

س٢٨ / ماهو اسلوب تدريس اللغة الانكليزية الذي تفضله على غيره ؟

س٢٩ / هل تشعر انك بحاجة الى تعلم القواعد النحوية الانكليزية ؟

: نعم  لا

س٣٠ / ماهي المصاعب النحوية التي تواجهك بشكل خاص عندما تستخدم اللغة الانكليزية ؟

أخطاء في جمع الأسماء : نعم  لا

أخطاء في استعمال أدوات التعريف و التنكير : نعم  لا

أخطاء في استعمال حروف الجر : نعم  لا

أخطاء في ازمة الأفعال و صيغها : نعم  لا

- أخطاء في الجمل المبنية للمجهول : نعم  لا
- صعوبات و أخطاء في استعمال ادوات الربط بين الجمل : نعم  لا
- اشتقاق الصيغ المختلفة للكلمة الواحدة : نعم  لا
- الجمل الشرطية : نعم  لا
- صعوبات نحوية اخرى (تذكر رجاء)

س٣١/ كم هو عدد التمارين النحوية التي تشعر انك بحاجة اليها في كل وحدة تدريسية ؟

تمرين واحد  تمرينان  ثلاثة تمارين  أربع تمارين

خمسة تمارين  أكثر

س٣٢/ ماهي في اعتقادك الطريقة المثلى في عرض الموضوعات النحوية

شرح القاعدة النحوية باللغة النكليزية أولاً تليه التمارين و الواجب البيتي

شرح القاعدة النحوية باللغة النكليزية و العربية أولاً تليه التمارين و الواجب البيتي

شرح القاعدة النحوية باللغة العربية فقط أولاً تليه التمارين و الواجب البيتي

تقديم التمرين أولاً يليه الشرح بالانكليزية و الواجب البيتي

تقديم التمرين أولاً يليه الشرح بالانكليزية و العربية و الواجب البيتي

تقديم التمرين و الواجب البيتي بدون أي شرح

اسلوب آخر (يذكر رجاء)

س٣٣/ كم هو عدد التمارين الشفوية التي تشعر انك بحاجة اليها في كل وحدة تدريسية ؟

تمرين واحد  تمرينان  ثلاثة تمارين  أربع تمارين

خمسة تمارين  أكثر

س٣٤/ كم هو عدد التمارين التحريرية التي تشعر انك بحاجة اليها في كل وحدة تدريسية ؟

تمرين واحد  تمرينان  ثلاثة تمارين  أربع تمارين

خمسة تمارين  أكثر (يذكر)

س٣٥ / هل تحتاج الى دروس تخصص لمراجعة القواعد الانكليزية التي سبق وان درستها ؟

نعم  لا

س٣٦ / ما نوع الكلمات الانكليزية التي تحتاجها أكثر من غيرها ؟

- الكلمات المرتبطة بمهنة الشرطة فقط: نعم  لا
- الكلمات الاعتيادية التي تستخدم بكثرة في اللغة: نعم  لا
- الكلمات الاعتيادية و المتخصصة بالشرطة و التي تستخدم بكثرة في اللغة: نعم  لا
- الكلمات الأخرى (تذكر رجاء)

س٣٧ / ماهي بأعتقادك النقاط الجيدة في المنهج المقرر حالياً لتعلم اللغة الانكليزية في كلية الشرطة ؟

- س٣٨ / ماهي مساويء المنهج الحالي المقرر في كلية الشرطة ؟
- المنهج طويل و صعب وممل: نعم  لا
- ينقصه التنظيم و التدرج المناسب: نعم  لا
- يقدم الكثير من الكلمات الصعبة: نعم  لا
- تنقصه الصور ووسائل الايضاح: نعم  لا
- لا يفي بحاجات الطلاب: نعم  لا
- لايستخدم القصص القصيرة الممتعة: نعم  لا
- لايساعد الطلاب على التواصل جيداً بالانكليزية المحكية: نعم  لا
- اخرى (تذكر)

س٣٩ / هل تشعر ان المنهج الحالي بحاجة الى إجراء أي من التعديلات المذكورة في أدناه ؟ (أشر الاجراء التي تعتقد بضرورته)

- تنقيح جزئي: نعم  لا
- تنقيح كلي: نعم  لا
- اعادة كتابته بالكامل: نعم  لا
- استبداله بالكامل بمنهج أحسن: نعم  لا
- س٤٠ / هل تعتقد ان طريقة التدريس المتبعة في المنهج المقرر حالياً في كلية الشرطة و العائد لعام (١٩٩٣) هي:
- جديدة و ممتعة: نعم  لا
- تناسب احتياجاتك: نعم  لا
- غير مناسب: نعم  لا
- غير مفيد: نعم  لا

## APPENDIX FOUR

### Letter to the Jury

University of Diala  
College of Education  
Department of Educational  
& Psychological Studies  
MA Studies

To: Dr. -----

Dear Sir,

The researcher is conducting MA thesis aiming at drawing a needs profile for the students of Iraqi College of Police in order to assess how far the currently used ESP course satisfies such needs.

Taking into consideration your academic standing, the researcher has chosen your good self as a jurist of the needs analysis questionnaire formulated for the purpose above.

The researcher should be greatly obliged to benefit from your expertise in this particular area by taking into consideration all your remarkable comments and insights about the attached draft of questionnaire.

Awaiting your valuable responses to the attached questionnaire handout, please accept my gratitude to your kind cooperation.

With best regards.

Sincerely yours,  
Muhammed Miz'il Tahir  
MA Student

## APPENDIX FIVE

### Sample of Jurist's Assessment of the Current English Textbook (PEI)

"..... 'Policing English For Iraq' is not the ideal course book to be used for preparing officers who will be able to converse freely with foreigners both at home and abroad or write intelligible reports to overseas police departments when they have to do that. It may be more useful if it is replaced by another course book which will meet the real needs of a modern Police officer and offer more training in how to communicate in English through using more interactive methods of teaching."

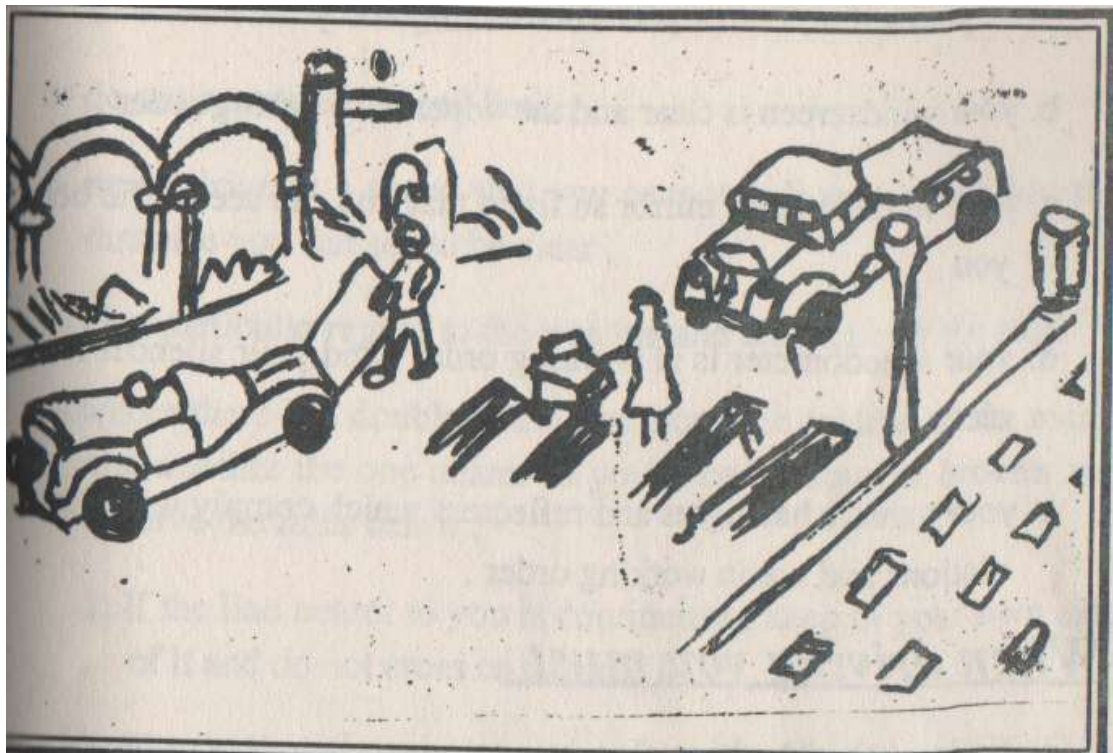
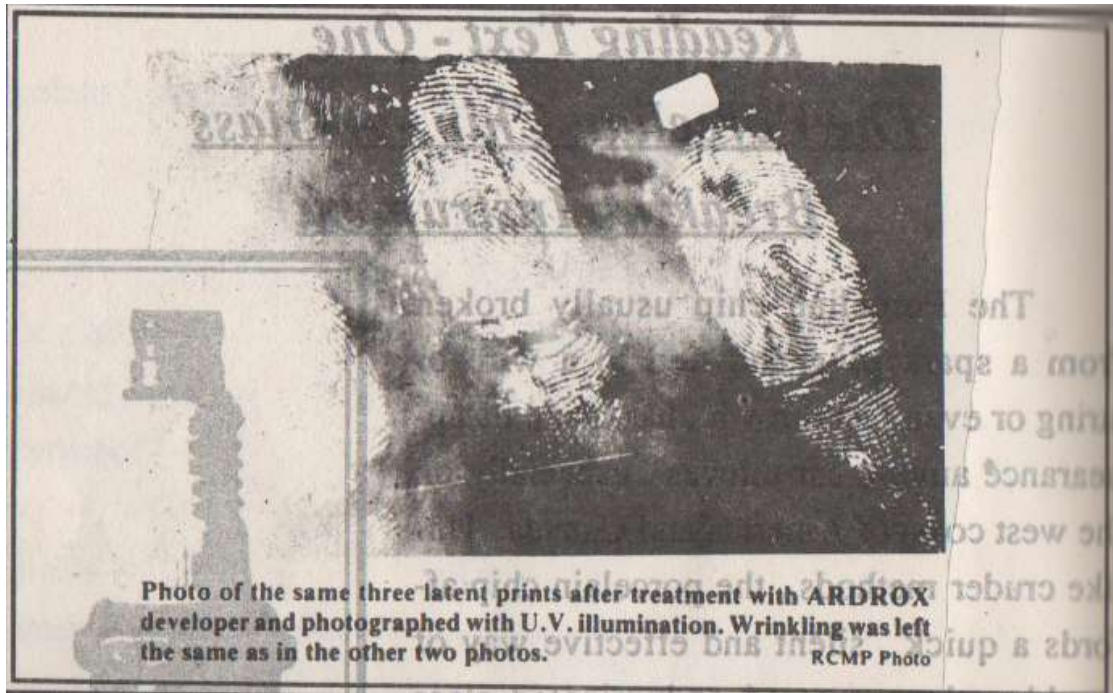
Undersigned:

Asst. Professor Dr. Abdul-Jabbar Darwash, College of Basic Education, University of Baghdad.

# APPENDIX SIX

## PHOTOCOPIES OF VISUAL AIDS IN PEI (1993)







## Explosive Vapor Detector Units

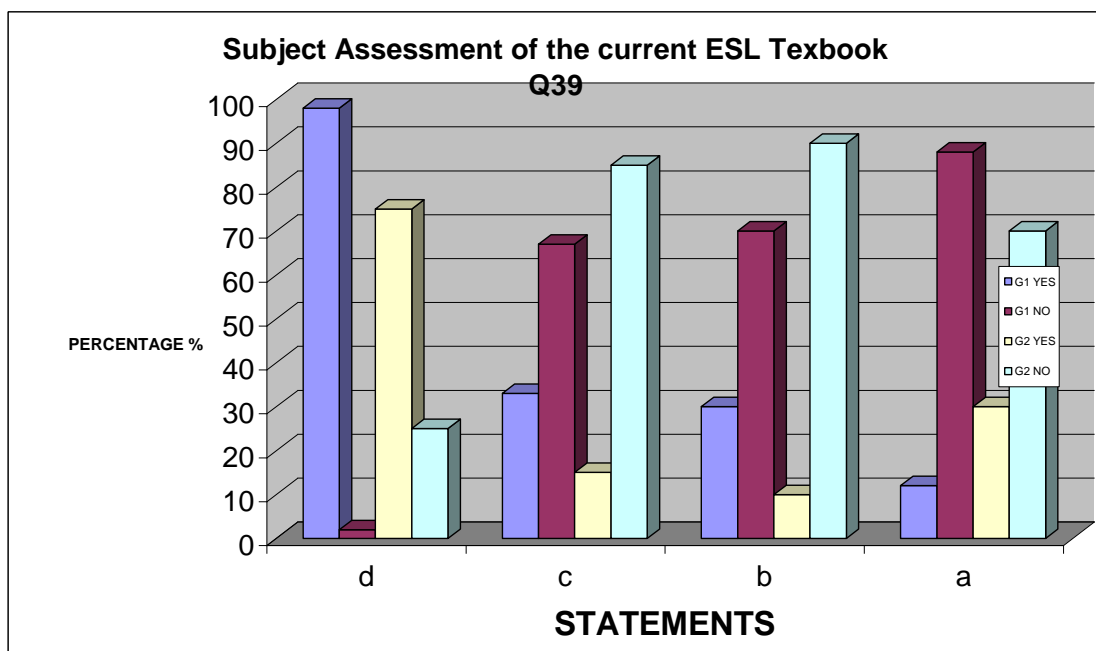
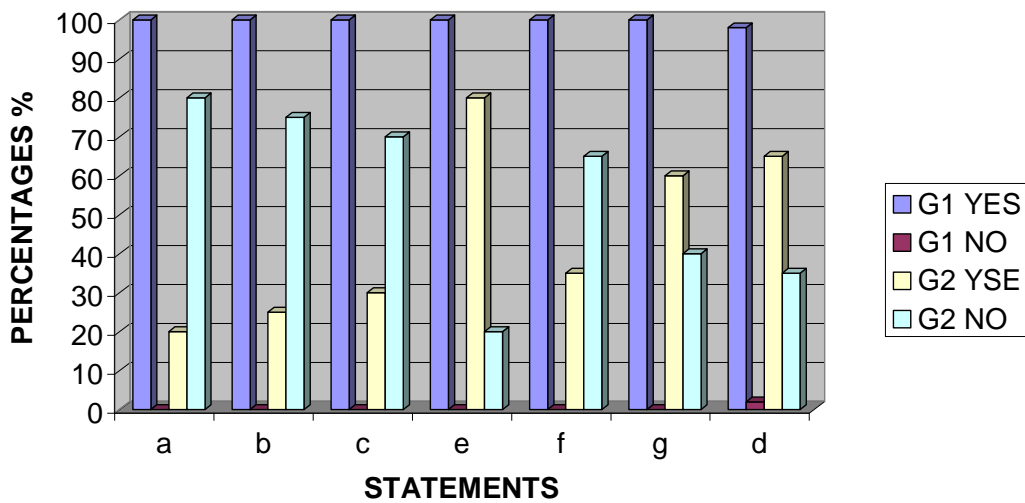




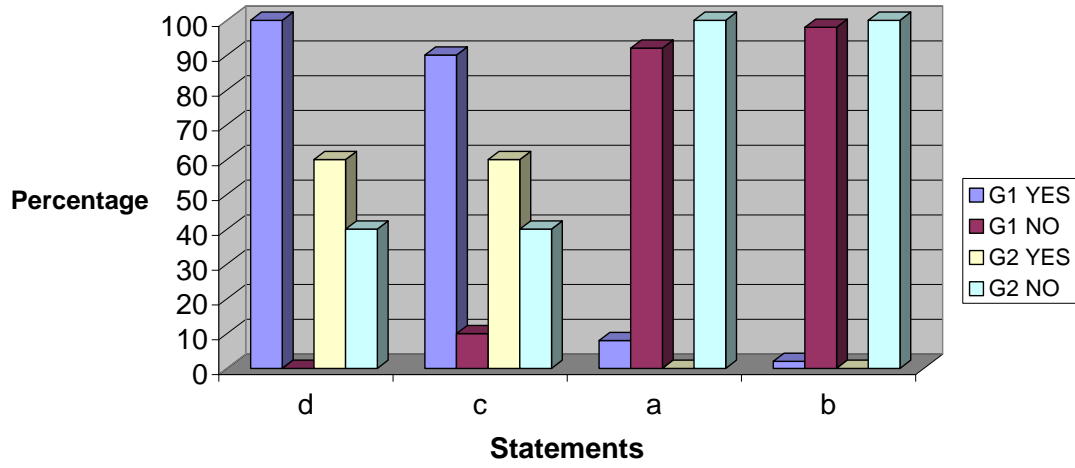
## APPENDIX SEVEN

### CHARTS ILLUSTRATING THE LEARNERS & EXPERTS' ASSESSEMENT OF THE CURRENT TEXTBOOK AND ITS TEACHING APPROACH - QUESTIONNAIRE ITEMS 38, 39, AND 40

**DISADVATAGES OF THE CURRENT ENGLISH TEXT BOOK  
Q38**



### Subjects' Assessment of the Current Method of ESL Teaching Q40



## الخلاصة

تهدف هذه الدراسة إلى تقويم منهج اللغة الانكليزية الذي يدرس حالياً لطلبة كلية الشرطة العراقية والموسوم (Policing English For Iraq) و المؤلف عام ١٩٩٣ و ذلك لأكتشاف مدى توافقه مع الأسس المنهجية لإعداد برامج اللغة الانكليزية لأغراض خاصة (ESP) ، ومدى فائدته الحالية والمستقبلية للعاملين في أجهزة قوى الأمن الداخلي . و للتوصل إلى أهداف البحث فقد قدم الباحث الفرضية الآتية:

أن منهج تعليم اللغة الانكليزية لأغراض خاصة الذي يدرّس حالياً في كلية الشرطة العراقية تعوزه المستلزمات التربوية الآتية :

- ١ . التشخيص الصحيح للمتطلبات المهنية للغة الانكليزية ذات الأغراض المتخصصة لطلبة الكلية .
- ٢ . الاختيار المناسب للمواد التدريسية ذات الأغراض المتخصصة و تسلسلها المتدرج .
- ٣ . التطوير الملائم و المتوازن للمهارات اللغوية كافة بالاستناد إلى مخطط موضوعي لاحتياجات الدارسين .

و للتحقق من مصداقية الفرضيات أعلاه تضمن الجانب العملي استخدام الإجراءات والأساليب التحليلية و المتمثلة بتصميم استبانة و تطبيقها على جمع البيانات المطلوبة عن الاحتياجات التعليمية من الطلاب والخريجين و الخبراء ، و استخدام المعادلات و الأساليب الإحصائية لاحتماب تكرار أنماط الاستجابات اللغوية بغية الوصول إلى نتائج موضوعية يركن إليها . و قد تضمنت الاستبانة أربعين فقرة مصممة لغرض الكشف عن الاحتياجات الآتية والمستقبلية للمتعلمين في كلية الشرطة العراقية ، كما أشتملت عينة البحث على الطلبة الدارسين في الكلية فضلا عن مجموعة الخبراء من ضباط و أساتذة اللغة الإنكليزية في كلية الشرطة وأساتذة جامعيين من ذوي الإختصاص .

و أسفر تحليل استجابات أفراد عينة البحث عن نتيجة كون الطلبة الدارسين للغة الانكليزية لغةً أجنبية في كلية الشرطة العراقية يريدون من المنهج ضمان اكتسابهم كفاية التواصل الوظيفي في استخدام اللغة الانكليزية في المواقف التي يحتاجها ضابط الشرطة في التفاوض مع الأجانب خلال أدائه لواجباته اليومية . كما قد جاءت النتائج المستخرجة من خلال تطبيق هذه الوسيلة التقييمية لتؤيد الفرضيات المقدمة أعلاه بشأن سلبيات المنهج موضوع البحث .

و بالأستناد الى نتائج تحليل البيانات فقد أمكن تحديد معالم المرسم الخاص بالأحتياجات التعليمية الفعلية لطلبة كلية الشرطة لدارسي اللغة الانكليزية لأغراض خاصة .  
و أسفر الوصف المفصل لكافة مكونات المنهج التدريسي المذكور - من خلال تحليل تصميمه الكلي ، وطريقة التدريس المعتمدة فيه ، ونقاط تركيزه ، ومعايره اللغوية ، ومحتواه اللغوي ، المهارات و الكفايات اللغوية التي يغطيها ، وتصميمه الفني وطباعته ، و أسلوب تدرجه في تقديم الموضوعات اللغوية و تسلسلها ، والتمارين القواعدية المقدمة للمتعلمين - عن التوصل الى تعزيز أضافي لصحة فرضيات البحث. كما بينت استجابات مجموعتي الدارسين و الخبراء أن عملية اختيار المادة في المنهج موضوع الدراسة و الطريقة المتبعة في عرضها لم تستند على الاحتيالات الفعلية للدارسين و إنما على تصور مثالي لمستوى من التعلم غير واردٍ أصلاً ، و على مفهوم غير متوازن لأسلوب اكتساب اللغة . و قد تم تشخيص المواصفات المنهجية المطلوبة و المفتقدة في الكتاب و بالأستناد الى معالم المرسم الخاص بالأحتياجات التعليمية الفعلية لدارسي اللغة الانكليزية لأغراض خاصة .

وأخيراً تجمل الدراسة مفردات النموذج المقترح بديلاً عن المنهج الحالي ، وتقدم كذلك تصميمًا كاملاً لوحدتين تعليميتين نموذجيتين روعي في اختيار موادها والكفايات اللغوية فيهما تجاوز الأخطاء الحاصلة و تصميم المنهج الحالي وذلك بالتركيز على حاجات المتعلمين المستخلصة من نتائج الاستبيان . هذا وقد اختتمت الدراسة بإيجاز للنتائج العامة التي توصلت إليها ، مع تقديم لبعض المقترحات النافعة للدراسات المستقبلية ذات الصلة .

جامعة ديالى  
كلية التربية

نحو منهج تواصلى لتدريس اللغة الإنكليزية لأغراض خاصة  
لطلبة كلية الشرطة العراقية

رسالة ماجستير تقدم بها

محمد مزعل طاهر الغزاوي

إلى مجلس كلية التربية في جامعة ديالى وهي جزء من متطلبات نيل  
درجة الماجستير في طرائق تدريس اللغة الأنكليزية

أشرف

الأستاذ الدكتور عبد اللطيف علوان الجميلي

و

الأستاذ المساعد الدكتورة إلهام نامق خورشيد الخالدي

٢٠٠٥ ميلادية

١٤٢٦ هجرية