

## Identifying the English Language Needs of Saudi Police Officers

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### ✿ Abstract:

This study attempts to identify and assess the English language needs of police officers in the Kingdom of Saudi Arabia. For this purpose a questionnaire was developed, piloted and distributed to 103 police officers on the job. The results indicate that English plays a remarkable role in police work. The administration of English courses by the various sectors and by the Higher Institute of Security Sciences show that the Ministry of the Interior is aware of the importance of English for police cadets and officers. The participant officers were found to be conscious of the significance of tailoring the language materials they study to their occupational needs. All officers rated those items which were relevant to their jobs as important. The results show that although police officers and their sectors understand the significance of English to police work, many officers stated that they have never been trained on how to use English for police purposes. This finding is alarming since the overall results indicate that English for police purposes should be emphasized. Based on this finding, the study has proposed some general guidelines for the improvement of the English program at King Fahd Security College, the Higher Institute of Security Sciences, and the individual security sectors. The paper concludes by highlighting a number of topics that await further research.

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## ✿ Introduction

English for Specific Purposes (ESP) can be defined as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning” (Hutchinson & Waters, 1987, p.19). ESP is based on the assumption that an individual learns a language for certain purposes. According to ESP advocates, information about the learner’s purposes can be obtained through a needs assessment, which they claim is a prerequisite to the success of any ESP program (Johns, 1985; Kelliny, 1988; Munby, 1978; Robinson, 1980, 1991). Needs assessment is viewed as “. . . a mechanism for collecting a wider range of input into the content, design and implementation of a language program through involving such people as learners, teachers, administration and employees in the planning process” (Richards, 1985, p. 5).

### 1. Studies Related to Needs Assessment

During the last thirty years or so there have been a large number of studies that attempted to analyze the learners’ vocational or academic needs. In the first study of its kind in the Arab World, Abo Mosallem (1984) identified the English language needs of Egyptian police officers. He administered a questionnaire to 150 police officers from ten departments of the national police force in Egypt. These departments were Passport, Special Security, Airport Security, Tourist Police, Traffic Police, Criminal Investigation Division, Public Relations, Interpol, State Security, and police stations. The respondents were chosen so as to ensure that the sample represented age, rank, and other relevant factors. The questionnaire covered several areas: English language skills needed to carry out police duties, frequency of use of English on the job, features of inhibition or difficulty in using English, the officers’ evaluation of their own ability to use English, and their evaluation of the importance of English for work performance and career advancement.

The survey showed that, to some extent, the specialized police departments determine the officers’ need for English. In terms of skills priority, the study showed that speaking and listening were given the highest priority by most departments. However, the Interpol Police Department gave greater priority to reading and writing. In terms of frequency, 40.5 percent of the officers said they had used English the day before; 15.3 percent had used English within the last week; 26.7 percent had not used it within the previous six months. In terms of relevance of English to career, 83.2 percent of the officers expressed their belief that



English could lead to better work performance; 16.8 percent of the officers believed that learning English may sometimes contribute to personal advancement.

Based on the result of the needs assessment, Abo Mosallem suggested a common core course to provide police officers in Egypt with a reasonable preparation to use English in the workplace. The common core course focuses on the four language skills, with more emphasis on listening and speaking.

Although Abo Mosallem's study is a pioneering one, it does have some unfortunate gaps. First, he does not indicate how this common core course would be implemented in the actual setting. Is it going to be individually adopted by security departments in Egypt? Or is it going to be adopted by the Police College in Egypt? Second, his proposal for a common core course overlooks other significant factors in the process of designing a language course such as the terminal objectives of each police department and the officers' English background (i.e., level of proficiency).

In another study that dealt with police work, Akyel and Yalcin (1991) distributed a questionnaire to a number of policemen in Turkey to find out about their learning needs. The needs analysis consisted of specification of the situations in which target learners will need English, and determining what language structures and lexical items the learners will need for the target situations. Akyel and Yalcin did not elaborate on the results of the needs assessment. However, the policemen reported that listening and speaking are more important than reading and writing to their jobs. They also indicated that they prefer to have materials which contain input data from their subject areas.

The analysis of the learning needs of the target learners led to the adoption of several cognitive/affective principles in the writing process of the course materials. First, the materials should be authentic and interesting at the same time. Second, they should motivate learners to take active role in the language learning process. Third, they should help learners improve their communication skills. Finally, the materials should make learners feel secure when practicing listening and speaking integrated with writing and reading. Then Akyel and Yalcin designed an ESP textbook for Turkish policemen. The textbook utilized a tourist-police context in Turkey for language practice in building performance-based skills. The textbook was supplemented by a video component. The purpose of writing such a textbook was to assist policemen in Turkey with a lower



intermediate level of language proficiency to improve their communicative competence in situations similar to those encountered in their jobs.

However, Akyel and Yalcin did not mention significant information about their subjects such as the exact number of policemen who answered the questionnaire, their ranks, and police sector (e.g., traffic, passports). They also mentioned nothing about whether the English course, which lasted for a few weeks, was successful in light of the information obtained from the needs assessment.

Al-Gorashi (1989) investigated the English communicative needs of Saudi military cadets at King Abdul Aziz Military Academy (KAMA). To accomplish his goal, Al-Gorashi distributed a questionnaire to 212 Saudi army and air defense officers: eighty-nine captains, fifty-six first lieutenants, and sixty-seven second lieutenants. They represented the basic army branches; Engineers, Artillery, Ordnance, Infantry, Air Defense, Armor, Signal and Supply and Transportation. The questionnaire of 58 items was divided into three parts: one focusing on biographical data, a second including questions about the language background of the subjects, and a third consisting of questions about the activities in which English might be used by the subjects. The findings of the study showed that English is very significant in situations related to the cadets' future jobs and training courses such as the principles and techniques of parachute operation for Infantry officers. The study also showed that the English course at KAMA is inadequate in terms of the instructional input given to the cadets and the content of the textbook, which bears no relevance to the cadets' needs for English. For instance, the stated goal for English instruction at the academy is to enable the cadets to comprehend, speak, read, and write English correctly was found inappropriate since all officers indicated that the receptive skills (listening and reading) are more needed than the productive skills (speaking and writing).

Al-Gorashi suggested several recommendations for the development of teaching English at KAMA. With regard to the development of the English program, he emphasized that the teaching of English should be defined in terms of the eventual practical use of English in the workplace, and not in terms of general capacity of English. There should be emphasis on the teaching of listening and reading since the subjects marked them as necessary for coping with all types of activities listed in the questionnaire. The textbooks should incorporate the communicative knowledge needed for performing military activities that are related to the cadets' branch of work.

Al-Jurf (1994) attempted to design an ESP course for graduate students

at the colleges of Arts, Administrative Sciences and Agriculture, King Saud University, based on their academic and occupational needs for learning English. She administered a two-part needs analysis questionnaire to a sample of 137 students in the three colleges. It was found that students needed English to read specialized material in English and to translate information required for their courses, research and theses into Arabic. She then suggested an intensive course to be taught for a full semester. The aim of the course was to provide graduate students with the ability to read reference works relevant to their areas of specialization. Therefore, the focus of the course content was mainly on reading skills, translation skills, and study skills such as locating references and writing theses. Al-Jurf stressed the importance of stating explicitly the objectives of the course and the role of the teaching staff as well as the learners.

Zhghoul and Hussein (1985) distributed two separate questionnaires at Yarmouk University in Jordan to explore and assess the needs for English as viewed by both students and faculty members. The students and faculty members were representative of the faculties of Natural Sciences, Medical Sciences, Engineering, Economics, Administrative Science and students from the Faculty of Art and Humanities. 90 faculty members and 1147 students participated in the study. The two questionnaires were written in Arabic to avoid misunderstanding. They were then piloted and modified in light of comments received from 50 respondents (15 faculty members, 35 students). The questionnaires investigated three major issues: the extent of English language use at Yarmouk University; perception of the students' language abilities; and perception of English language needs.

The findings of the study indicated that English was used on a large scale in most educational settings except for class discussion and student questions in lecture, in which students favor Arabic. Both students and faculty members pointed out that knowledge of English is a decisive factor for success at the university because the majority of courses are taught in English relying on English textbooks. With regard to the perception of language abilities, the study showed that students tend to overestimate their abilities in the different language skills, whereas a more realistic estimate is shown in the responses of the faculty members. For example, 56% of the students judged their ability in speaking as 'good' and 'very good', while the faculty members judged the students' ability as very weak. Zhghoul and Hussein described the faculty members' judgment as realistic because, according to them, they know more than students! This underestimates the students' judgment and raises the question of why Zhghoul and Hussein included them in the study since their responses are



valued less than those given by the faculty members.

In terms of perception of English language needs, both students and faculty members expressed their agreement on the primary significance of the listening skill for success at the university. The students ranked listening as the most important skill followed by speaking, reading, and writing. In contrast, the faculty members ranked listening as the most important skill followed by reading, writing, and speaking.

Zhghoul and Hussein concluded that, at the university level, English course requirements (courses that all students from all departments take as credits toward graduation) should be taught for specific purposes to prepare students for their field of study (e.g., engineering) from when they first join the university foundation year. That is, the English course requirements should address learners' needs instead of waiting until they join their department.

Finally, Kelliny (1988) carried out two case studies at the University College of Bahrain (UCB). In the first case study, he investigated the English communicative needs of students in the Department of Sciences and Mathematics. In the second case study, he identified the needs of students of English, and Arabic and Islamic studies. To achieve his goal of establishing the basis for the development of guidelines for an English course that satisfies the communicative needs of the students at the UCB, he employed different techniques combining various tools such as a questionnaire, unstructured interviews and the Oxford Placement Test (OPT). The questionnaire included three versions: one for the students, one for the academic staff and one for the EFL teaching staff at UCB. The researcher used unstructured interviews to gain feedback from the members of the academic staff of the Arabic and Islamic Studies Department and the English Department who were not involved in teaching language courses. The OPT was used to identify the UCB students' level of English proficiency so as to determine the best stage for ESP teaching to begin.

The findings indicated that English is mostly the medium of instruction for teaching science, mathematics and English literature courses. Arabic and Islamic studies students were found to need ESP courses to meet their academic requirements. The analysis of the results has shown discrepancies between the needs as stated by the students and instructors in the departments of Science, Mathematics, English, and Arabic and Islamic studies and the courses offered by the EFL teachers to satisfy these needs. For example, the responses of the students and the participant instructors

show discrepancies in terms of the importance of the basic four English skills (listening, speaking, reading, and writing). While the students rated the listening skill as the most important, the instructors rated the reading skill as the most important.

Based on the needs analysis, Kelliny proposed outlines for the development of an ESP course to be used at UCB, which he divided into three stages: (1) placement test; (2) instructional strategies, which include several activities such as passages for practicing reading comprehension, language laboratory activities, and group discussion; and (3) remedial work.

To conclude, all these studies, which were conducted within the framework of ESP, emphasized the significance of assessing the learners' needs prior to the design of an ESP program. Although these studies were carried out in different settings (e.g., police, science) and were different in their focus (vocational versus academic), they followed the same procedure in collecting information about the learners' English needs. They all relied on a questionnaire to assess their target learners' needs. These studies, especially Abo Mosallem's (1984), Al-Gorashi's (1989), Zhghoul and Hussein's (1985), and Kelliny's (1988), helped in developing the questionnaire used in the present study.

## 2. Research problem

Since the establishment of King Fahd Security College (KFSC) in 1933, which was first known as the Police School (Gazzaz, 1992), English has been a key-component of their syllabus. The significance of English shows in the role it plays in so many fields such as science, technology, communication, law, etc. The field of police is no exception. Would-be officers need English in specific situations which require the use of English as a means of communication. For example, we expect an officer in the department of passports to use particular forms and a register limited to certain areas of interest, e.g., eliciting specific information from passengers about visa, residency permit, etc. (Abo Mosallem, 1984).

Saudi students enrolled in KFSC are taught English from three separate textbooks based on three levels of skill in English: beginning, intermediate, and advanced (Al-Dossari, 1999). The teaching of English at KFSC can be divided into two phases. Before the year 1999, the three textbooks were the product of some teachers who were working at the college. Those teachers had bachelor or master degrees in literature or general English teaching. They had no professional background in ESP. They also were not thoroughly familiar with the cadets' level of English, since cadets were not tested for





English placement upon their enrollment in the college. Moreover, they were mostly ignorant of the tasks of security sectors assigned to cadets after graduation. Consequently, the content of the textbooks was wholly based on the teachers' intuitions about what the cadets needed English for. Needless to say that reliance on intuition rather than research and analysis of learners' needs is dangerous (Johns 1991). After the year 1999, the college abandoned these three textbooks to innovate its curricula, and to meet the new policy of the college in enrolling only students with bachelor's degrees. Since there were no ready-made textbooks for police cadets, the college purchased a single textbook for general English from the market without taking into consideration its appropriateness to the cadets' future jobs. Once again, the cadets' needs have been totally ignored (Al-Dossari, 1999).

The ignorance of the cadets' English language needs in both phases points to the college's frequent failure to base its choice of the language materials on the would-be-officers' future English needs as determined by the nature of tasks of their security sectors. The development and administration of an ESP course is a systematic enterprise in which language needs assessment is the cornerstone. According to Strevens (cited in Kelliny, 1988, p. 17),

The context of SP-LT (Specific Purposes-Language Teaching) courses are thereby determined in some or all of the following ways (i) restriction: only those basic skills (understanding speech, speaking, reading, writing) are included which are required by the learner's purpose; (ii) selection: only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner's purposes; (iii) themes and topics: only those themes, topics, situations, universe of discourse, etc. are included which are required by the learner's purposes; (iv) communicative needs: only those communicative needs are included which are required by the learner's purposes.

According to ESP advocates, the learners' needs, or what Strevens calls learner's purposes, should be determined and then incorporated into the ESP course. Mackay and Mountford, for example, contend that "the first step is to identify the needs of the specific group of learners of the educational and curriculum setting into which teaching of English must fit. Such information is essential as a background to the more directly linguistic considerations affecting course content. That is, we can not decide what we



are going to teach until we know to whom and why teaching is required” (1978, p.6). Munby also supports this view and maintains that “because the needs of the learners are paramount in an ESP course, one must analyze what the learners need to be able to do before attempting to design the syllabus” (1978, p.3). The rationale of the present study, therefore, emanates from the need to investigate the English language needs of Saudi police officers who work in the various sectors of the Ministry of the Interior in order to incorporate them into a solid ESP program. “Since Saudi police cadets need English for specific purposes, it stands to reason that a needs assessment should be conducted on a large scale to find out these assumed needs. That is, the various sectors in the Ministry of the Interior should take part in the determination process of the language needs of the cadets” (Al-Dossari, 1999, p.148).

### 3. Purpose of the Study

The purpose of the study is threefold. It first identifies the English language needs of Saudi police officers in the Kingdom of Saudi Arabia. Second, it compares and contrasts the English language needs of police officers according to their sectors. Finally, the study suggests general guidelines, based on the findings, to improve the teaching of English to police officers in the workplace and to police cadets at KFSC.

The study attempts to answer the following research questions:

1. what are the language skills required most by the participant sectors in the Ministry of the Interior?
2. How frequently do police officers in the Ministry of the Interior’s sectors use English in their job?
3. How important is English for work performance, career advancement and personal life?
4. What types of difficulty do Saudi police officers face when using English in the workplace?
5. What are the activities and situations that require Saudi police officers to use English in the workplace?
6. What suggestions can on the job police officers offer to improve the teaching of English to police officers on the job and police cadets at KFSC?

### 4. Significance and Limitations of the Study

The study is valued in several respects. First, it is the first of its kind aimed at assessing the English language needs of Saudi police officers. Despite the



fact that English has been an important subject in the curriculum at KFSC since the 1960s, no one has, to my best knowledge, addressed the English language needs of police officers in the Kingdom of Saudi Arabia. Second, the findings of this study will hopefully lead to a number of helpful recommendations which will, in turn, improve the quality of English teaching at KFSC. Third, it contributes to the literature on the teaching of English for Saudi police officers, which has been ignored for a long time. It also contributes to the ESP literature with regard to needs assessment. Finally, this study will enable ESP textbook designers to benefit from the findings as well as the techniques employed in designing textbooks for the teaching of English to police cadets.

The study has also some limitations. First, the study does not assess the language needs of all the sectors of the Ministry of the Interior. It only addresses the English needs of police officers in the General Directorates of Passports, Public Security, King Fahd Security College, Civil Defense, Intelligence, and Frontier Guards. However, these sectors are considered the largest ones. Second, the participant officers in these sectors do not represent all regions of Saudi Arabia. They only represent a random sample of a few cities. Thus, the findings may not be generalizable to other locations in the country. A third limitation is that the officers do not represent all military ranks. The study only deals with the rank of lieutenant, 1<sup>st</sup> lieutenant, captain, major, and lieutenant colonel. Therefore, the findings may not be true to other officers with different ranks. Finally, the study is not concerned with the production and development of language materials. However, it suggests guidelines that need to be followed in the design and development of ESP materials.

## 5. Method

### 5.1. The Subjects

The subjects of this study were 103 Saudi male police officers. The police officers represent six sectors in the Ministry of the Interior. These sectors were the directorates of Passports (GDP), Public Security (GDPS), King Fahd Security College (KFSC), Civil Defense (GDGD), Intelligence (GDI), and Frontier Guards (GDFG).

The officers represent different police ranks. The inclusion of officers with different ranks from the participant security sectors provides a clear picture of the officers' English language needs in each sector. The police ranking system in Saudi Arabia includes the following ranks, which are listed in order from the lowest rank to the highest one (Alshalhoop *et al.*, 1994).

- Lieutenant
- First Lieutenant
- Captain
- Major
- Lieutenant Colonel
- Colonel
- Brigadier General
- Major General
- Lieutenant General

A summary of the participant sectors and officers' ranks is given in Table 1. Not all officers' ranks were supplied since some of them have not indicated their ranks in the questionnaire. The sample did not include officers with ranks of Brigadier General, Major General, and Lieutenant General.

Police sector	Lieutenant	1 <sup>st</sup> Lieutenant	Captain	Major	Lit. Colonel	Sub total per sector
KFSC	1 5%	6 33%	5 27.8%	5 27.8%	1 5%	18 17.5%
GDP	3 0.2%	3 0.2%	7 46.7%	1 0.6%	1 0.6%	15 14.5%
GDPS	4 10.2%	15 38.5%	14 36%	5 13	1 0.02%	39 38%
GDCCD	0	0	7 78%	2 22%	0	9 8.7%
GDFG	0	1 25%	1 25%	2 5%	0	4 3.9%
GDI	0	2 4%	2 4%	1 2%	0	5 4.8
US <sup>a</sup>	0	4 27%	2 28.6%	1 14%	0	7 6.8%
Sub total per rank	8 7.8%	31 29.3%	38 36.9%	17 16.5%	3 2.9%	97

**Table 1. Distribution of officers according to their ranks in each police sector**

<sup>a</sup> US stands for Unidentified Sectors.

The officers also represent various cities in Saudi Arabia. Although the study was carried out in Riyadh City, a good number of the officers came



from other cities that are located in different parts of the country. However, many of the officers ( $n = 51$ ) were from Riyadh City. Table 2 summarizes the distribution of officers according to city.

City	No. of Officers	%
Abha	1	1.0
Albaha	3	2.9
Almadina	1	1.0
Altaif	1	1.0
East part	11	7.8
Hail	2	1.9
Jazan	1	1.0
Jeddah	2	1.9
Najran	2	1.9
North region	1	1.0
Quseem	2	1.9
Riyadh	51	49.5
Tabuk	5	4.9
Unknown	20	19.4
Total	103	

**Table 2. Distribution of officers according to place of work**

Note. Some officers indicated the part of Saudi Arabia in which they work, but did not name specific cities.

## 5.2. Instruments

### *The questionnaire:*

The questionnaire was devised on the basis of:

1. The investigator's experience and previous research in teaching English to Saudi police officers. This helped to construct the questionnaire items to cover the tasks of the participant security sectors.
2. Use of relevant criteria. This aspect was influenced by the literature reviewed earlier, with particular reference to Abo Mosallem (1984), Zhghoul and Hussien (1985), Kelliny (1988), and Al-Gorashi (1989).
3. Feedback obtained from two linguists.

### *Content of the questionnaire:*

The questionnaire includes seven sections. Each of these sections serves



a particular purpose. However, they all serve the overall goal of this study.

Section One of the questionnaire, containing seven items (1-7), aims at collecting background information about each officer's identity. It seeks to obtain information about the officer's name (optional), age, date of graduation from KFSC, police sector, years of services, rank, and place of work.

Section Two, including ten items, attempts to obtain information about the officers' experience with English. It consists of questions about the officers' training in English (five items: 8-12), the extent to which they use English in the workplace and outside the workplace (two items: 13 and 14), reasons for not using English in the workplace (one item:15), the officers' personal opinions on the importance of English to police officers in Saudi Arabia (one item:16), and the officers' perceptions of their ability in the four language skills (listening, speaking, reading, and writing), (one item: 17).

Section Three consists of five questions. In the first question (item 18), officers are requested to rate the importance of English language skills (listening, speaking, reading, writing) to their work. The other four questions (items 19-22) seek information on how each of these skills is important to officers' work, through providing them with situations and activities to rate on a five-point scale.

Section Four includes five items. It attempts to obtain data about the difficulties that might limit the use of English in the workplace (items 23-27).

Section Five, which includes ten items (items 28-37), seeks information about the significance of English for police officers in terms of the influence of English on their performance in the workplace, career advancement and personal life.

Section Six includes seventeen items (38-54). It focuses on the types of situation and activity in which English may be used in the workplace. These situations and activities were developed after reviewing the basic tasks and duties of the six participant sectors in the study. Finally, Section Seven ends the questionnaire with two open questions (items 55 and 56). In the first question, officers are requested to list any possible situations and activities that they think are not listed in Section Six. In the second question they are asked to provide suggestions, based on their work and personal experience, which may be used to enhance the teaching of English at KFSC and for police officers in the various sectors of the Ministry of the Interior.

Sections Four, Five, and Six were assigned a coding system (five-point



scale) to facilitate the process of computing the data. The coding system is similar to Likert's (1932) scale in which 5 represents (strongly agree or most important), and 1 represents (do not know or not important).

Following Zhghoul and Hussein (1985), the categories 'very good' and 'good' were combined together in order to ease the introduction and discussion of the results. The same technique was applied to the categories 'very weak' and 'weak'. The other categories (strongly agree, agree, strongly disagree, disagree), and (most important, important, less important) followed the same technique. For instance, the officers' scores in 'strongly agree' and 'agree' were combined together to get the frequency and percentage.

#### *Validating and revising the questionnaire:*

Prior to the actual implementation of the questionnaire, two English-speaking linguists evaluated the content of the questionnaire in terms of relevance and appropriateness to the research questions. Their comments were incorporated in the final version of the questionnaire. Then, it was translated into Arabic. The Arabic version of the questionnaire was then given to an Arabic linguist to judge the accuracy and appropriateness of both the meaning and structure of the items used in the questionnaire. The comments he gave were incorporated in the final Arabic version of the questionnaire.

In order to attend to the content validity of the questionnaire, a pilot study was administered before distributing it to the officers. The questionnaire was given to eight Saudi police officers. Only two questionnaires were returned. Analysis of the two questionnaires showed that the two officers answered the questionnaire smoothly and clearly. To compensate for this relatively small number of subjects, however, the investigator implemented the questionnaire in two phases. In the first phase, which was conducted at KFSC, the officers were met individually and asked whether they had difficulty in answering the questionnaire. They indicated that the questions were clear and comprehensible, which supported the conclusion attained from the pilot study. This encouraged the investigator to go on and carry out the second phase in the implementation of the questionnaire, in which there was no opportunity to meet with the officers individually while they were answering the questionnaire.

### ***5.3. Procedures of Data Collection and Analysis***

The questionnaire was administered in two sites in the city of Riyadh: KFSC and the Higher Institute of Security Sciences (supervised by KFSC).

Thirty-eight questionnaires were distributed at different times and on different days to officers at KFSC. The investigator met the officers individually. They were asked to fill out the questionnaire and complete it within the following two weeks from the time they received it. The investigator collected the questionnaires from them. Only eighteen officers completed and returned the questionnaire.

The second phase of implementing the questionnaire took place at the Higher Institute of Security Sciences. The questionnaire was distributed to two groups of officers: officers who were attending training courses in police sciences (e.g., traffic, forensics, narcotics); and officers who were attending, for the first time, a 9-month intensive English course.

A total number of 179 questionnaires were distributed. Only 115 were returned, 12 of which were excluded from the analysis due to the officers' failure to answer several significant questions. Table 3 shows the number of officers who answered the questionnaire and their sectors.

Sector	No.	%
KFSC	18	17.5
GDPS	40	39
GDP	15	14.5
GDCD	9	8.7
GDFG	4	3.9
GDI	5	4.8
US	12	11.6
Total	103	

**Table 3. Distribution of officers according to sector**

The data were analyzed quantitatively, using the Statistical Package for Social Sciences (SPSS). The following data were obtained:

- Frequencies for all questions in the questionnaire.
- Percentages of the officers' responses to each section in the questionnaire.
- Chi-square was used when necessary to compare and test significance of the different choices of one item between officers.

The results were then presented in the form of tables and histograms.

## 6. Results and Discussion

The overall results of this study support the theory of ESP which





emphasizes the significance of conducting a needs assessment to obtain information about the learners' purpose and need to learn English or any other particular language. The results showed that police officers in Saudi Arabia need English in order to perform their jobs more efficiently.

Table 4 summarizes the information about the officers' experience with English in each sector (questionnaire items 8-12).

Item No.	KFSC	GDP	GDPS	GDGD	GDFG	GDI	US	%
	yes no	yes no	yes no	yes no	yes no	yes no	yes no	yes no
8. Does your police sector administer courses in English learning?	17 1	9 6	31 9	7 2	4 0	5 0	8 4	79 21
9. Does your police sector require you to engage in English learning courses in Saudi Arabia?	4 14	4 11	10 30	2 7	2 2	1 4	4 8	26 74
10. Does your police sector require you to engage in English learning courses abroad?	0 17	0 15	5 35	1 8	1 3	1 4	3 9	11 89
11. Are you engaged in English courses at the present time?	1 17	12 3	14 26	3 6	0 4	3 2	7 5	39 61
12. Have you been trained in these courses on how to use English for police purposes?	2 10	7 5	10 17	2 5	0 3	1 3	2 5	32 67

**Table 4. Officers' responses to English experience items**

Note. Not all officers answered every question.

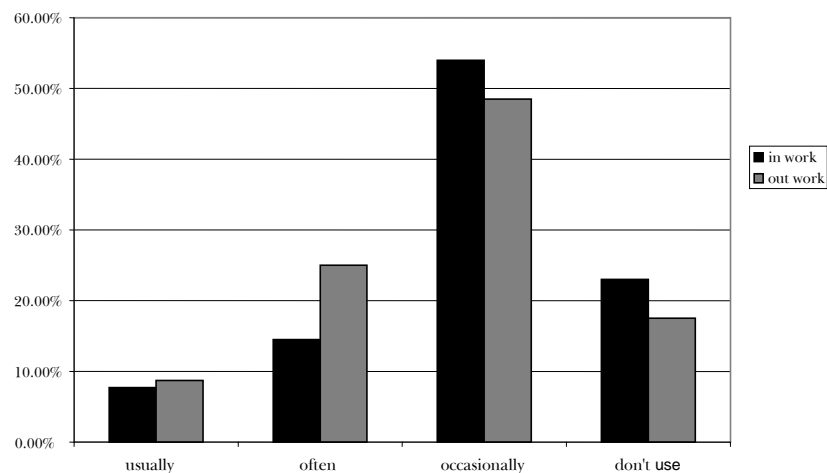
The majority of the officers indicated that their security sectors

administer English courses. The duration of these courses range from six to nine months. More than half of the participant officers were engaged in English courses at the time this study was conducted. The number of English courses sponsored by the Ministry of the Interior in Saudi Arabia reflects the perceived importance of English to police work. However, more than half of the officers indicated that they have never been trained to use English for police purposes. This shows a gap between what officers should really know and what type of language is now used to teach English to police cadets and officers in Saudi Arabia. This finding is consistent with Al-Dossari's (1999) findings that the textbooks used currently at KFSC are not commensurable with the officers' needs and their job requirements. Al-Dossari concluded that although KFSC has three modern language laboratories, there are no activities assigned to them in which police cadets practice English in police-like situations. In addition, the textbooks used at KFSC, the Higher Institute of Security Sciences, and the various security sectors in the Saudi Ministry of the Interior teach English for general purposes, and therefore lack materials relevant to police work.

## 7. Frequency of Using English in and out the Workplace

Figure 1 below summarizes the frequency of using English by police officers inside and outside the workplace.

**Figure I. Frequency of using English by officers in and out the workplace**



As shown in Figure 1, police officers use English with almost the same degree of frequency inside and outside the workplace. This result is very significant since it shows that English is indeed used to some extent in



police work in Saudi Arabia. In a country like Saudi Arabia in which Arabic is the official language, it is not surprising to find out that officers do need to use English in the workplace. The large number of foreign workers and the millions of pilgrims, who come to the country every year, cannot use Arabic but most of them speak at least some English. This requires police officers in Saudi Arabia to have a certain degree of English to carry out their complex tasks successfully. The jobs of police officers cannot be fully accomplished if communication with non Arabic-speaking residents and pilgrims fails. However, the degree of using of English by officers in the workplace might be influenced by the types of job they do. When asked why they do not use English in the workplace, 62% of the officers stated that they do not use it because their jobs do not require them to use English in the workplace. The remaining 38% of the officers indicated that they do not use English in the workplace because they lack the necessary knowledge of English which enables them to use it.

Table 5 shows that the frequency of using English in the workplace varies across the six participant security sectors. The Chi-square test revealed that the difference between the officers in the use of English in and out of the workplace was statistically significant.

Sector	Don't use it	Occasionally	Often	Usually	Total
KFSC	9	8	1		18
GDPS	6	27	7		40
GDP		6	4	5	15
GDCD	4	2	2	1	9
GDI	3	1	1		5
GDFG	1	2		1	4
US	1	10		1	12
Total	24	56	15	8	103

Table 5. Frequency by sector of the use of English in the workplace

Three differences are particularly salient. First, officers working in the GDP show a much higher frequency in using English in the workplace compared to the other sectors. Five out of fifteen officers indicated that they

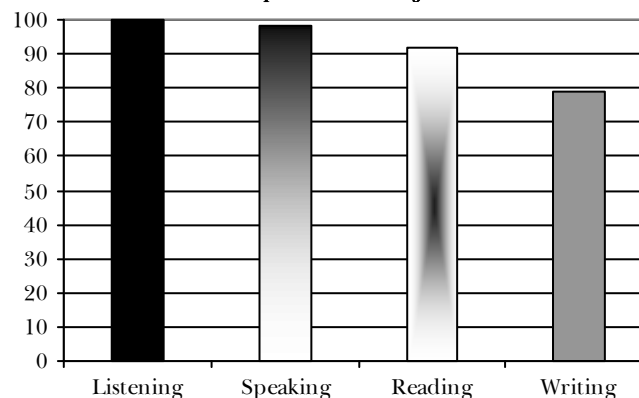
'usually' use English in the workplace, as compared to none in the sectors of GDI, GDPS, KFSC, and only one in each of GDFG and GDGD. Second, the majority of the officers working in the GDPS (27 out of 40) stated they 'occasionally' use English in the workplace. Third, about half of the officers at KFSC and GDI indicated that they do not use English in the workplace. This is the highest percentage of lack of use of English for any of the sectors.

This pattern of results is consistent with Abo Mosallem's (1984) finding that passports officers in Egypt use English more than officers working in other security branches. A possible explanation is that GDP's officers are more likely to communicate with foreigners coming to the country. Passports officers working in airports, for example, may have to use English to obtain certain information from foreigners who come to Saudi Arabia either for visit, work, or pilgrimage. This finding highlights the importance of meeting the English language needs of each individual police sector.

## 8. Importance of English Language Skills and Subskills

Figure 2 shows that almost all officers indicated that speaking and listening are the most important language skills to their work. The officers' ranking of speaking and listening as the most important skills to their work is consistent with previous findings in ESP (e.g., Abo Mosallem, 1984; Akyel & Yalcin, 1991). In ESP, it is generally believed that the Communicative Approach suits ESP courses (Hutchinson & Waters, 1987; Munby, 1978; Widdowson, 1987). As a result of the absence of authentic ESP materials designed particularly to meet the communicative needs of police officers in Saudi Arabia, the focus of English teaching continues to be on grammar and reading at the expense of the communicative aspects of English (Al-Dossari, 1999).

**Figure 2. Percentage of officers indicating different language skills as important to their job**





The officers' rating of speaking as the skill in which they are less proficient, as Figure 3 shows further supports to this conclusion. Taking into consideration the focus of the English courses that the officers had while they were cadets at KFSC, it is possible to conclude that this relative difficulty with speaking results from the fact that reading and grammar were dominating the syllabus, while speaking and listening were almost absent from it (Al-Dossari, 1999).

**Figure 3. Percentage of officers indicating their perceived level in English language skills**

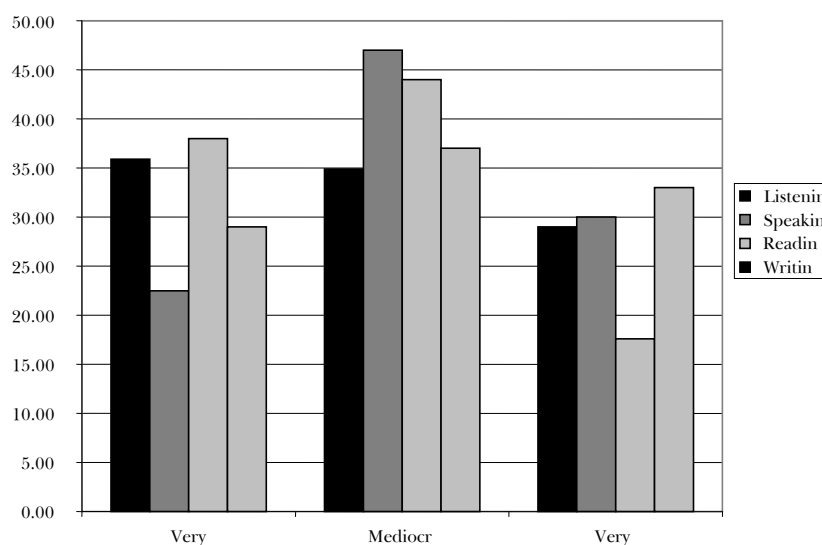


Table 6 shows the officers' responses to the subskills items categorized under each skill. In all subskills items, officers rated items related to their jobs as important and items which are not related to their jobs as less important or not important. They all selected the item 'police terminology, phrases, and texts' as the most important subskill to their work. In contrast, the officers rated general words, phrases and texts as least needed in their work.

In listening comprehension, officers stated that listening is important since it helps them understand the questions and inquiries of foreigners who can only speak English. The officers also indicated that listening is important because it enables them to comprehend lectures and seminars held in their area of work or study. Some officers reported that listening is important because it helps them understand the different dialects that foreigners in Saudi Arabia may speak.

With regard to the subskills items categorized under speaking, most of the officers indicated that speaking helps them convey information and instructions to foreigners. A number of officers indicated that speaking is significant since they need it to discuss concepts and topics relevant to their police work. In terms of reading, the officers indicated that they need reading to understand written materials related to their jobs and police specialization (e.g., articles, textbooks, and other references). Finally, some officers indicated that they need writing to describe an accident or an event related to their jobs. Other officers reported that writing is important because they need it to write an article or a report in a police-related journal or magazine.

Skill and subskills	Important	Less important
<b>I. Listening comprehension</b>		
a. understand police terminology and texts	98	1
b. understand the questions and inquiries raised by foreigners, who have dealings with my police sector	92	6
c. understand lectures and seminars held in English related to my job	90	6
d. understand general words, phrases and texts	90	10
e. understand the varieties of English as spoken by foreign workers in Saudi Arabia	88	10
<b>II. Speaking</b>		
a. use some police words and terminology relevant to my job	98	1
b. convey information and instructions to foreigners, who have dealings with the sector where I work at	97	3
c. discuss police topics and concepts	93	7
d. use non-related police words and phrases	74	23
<b>III. Reading</b>		
a. police-related words and terminology related to my job	96	4
b. materials related to my job and police specialization (e.g., articles, textbooks, and other references)	95	4



Skill and subskills	Important	Less important
c. general words, phrases, and non-related police texts	76	22
<b>IV. Writing</b>		
a. police-related words and terminology related to my job	95	4
b. a description of an accident or an event relevant to my job	88	11
c. an article or a report in a police-related journal or magazine	85	14
d. general words, phrases, and short essays on general topics	71	23

**Table 6. Percentage of officers' rating of English language subskills in relation to their jobs**

*Note. Not all officers in each sector answered every item.*

The results showed no differences between the participant sectors with relation to the importance of the four English language skills and the subskills.

## 9. Using English in the workplace: Aspects of difficulties

Table 7 summarizes the officers' responses to the aspects of difficulties that police officers may encounter in the workplace. This pattern of results is similar to Abo Mosallem's (1984) in that officers selected the item 'I find difficulty in understanding all that is said in English' as the most difficult aspect of English and the item 'I find difficulty in using English because of cultural differences (e.g. religious differences, social traditions)' as the least difficult aspect. However, the results indicated some differences between KFSC's officers and the other sectors in terms of the difficulties that may limit using English in the workplace. For instance, eight out of eighteen officers working at KFSC reported that they disagree with the questionnaire item 'I find difficulty in following conversation of natural speed'. In contrast, only one officer out of nine from GDCC and two out of 40 from GDPS stated that they also disagree. This could be due to the constant preparation KFSC's officers for the TOEFL. Most of them are eligible for a scholarship to study abroad once they present an unconditional admission which may not be obtained without an acceptable TOEFL score. Another possible interpretation is that officers working at KFSC communicate with students whose first language is Arabic, so they are not aware of their English difficulties.



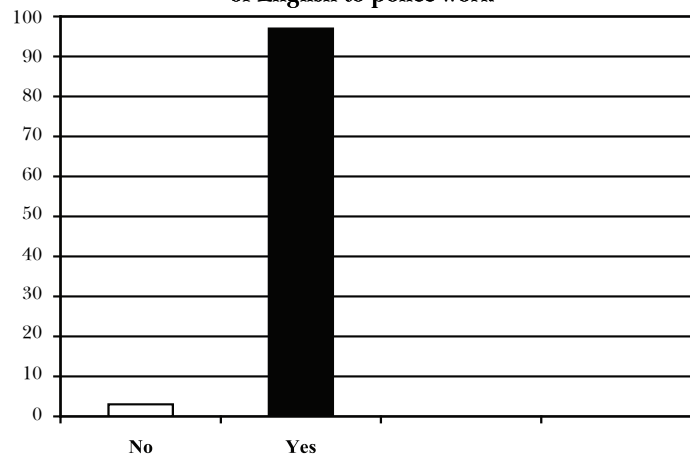
Aspects of Difficulty	Strongly agree/ Agree	Strongly disagree/ Disagree
I find difficulty in understanding all that is said in English	96%	4%
I find difficulty in communicating in English with foreigners who speak different dialects/accents of English (Americans, British, Indians, Filipinos)	87%	12%
I find difficulty in following English conversations of natural speed	86%	13%
I find difficulty in responding to all that is said in English	71.7%	26%
I find difficulty in using English because of cultural differences (e.g. religious differences, social traditions)	59%	38%

Table 7. Percentage of the difficulties in using English in the workplace

## 10. English importance for job performance, career advancement, and personal Life

Police officers were asked to give their opinion about the importance of English to police work. Figure 4 clearly shows that almost all the participant officers indicated that knowledge of English is essential to their work.

Figure 4. Officers' personal opinion on the importance of English to police work



They were further asked to tell how important English is to job



performance, career advancement, and personal life. Table 8 summarizes the officers' responses to these questions. The majority of the officers indicated that knowledge of English helps them use the Internet to search for information about their police area and other topics of general interest. Similarly, the officers indicated that knowledge of English helps them communicate with people who can speak English but not Arabic in the various fields of life such as hospitals and shopping centers. Most of the participant officers stated that they need to learn English in order to increase their chances of receiving a scholarship to pursue their graduate studies or to engage in training courses in an English-speaking country. Overall, the results indicated that police officers in Saudi Arabia are instrumentally motivated to learn English. Besides their need to communicate with non-Arabic-speaking residents in Saudi Arabia so as to perform their tasks efficiently, the police officers must submit unconditional admission from an approved university in an English-speaking country to the Ministry of the Interior before they can be considered for a scholarship to either enroll in short training courses or to pursue their graduate studies in some fields (e.g., computer sciences, criminology, forensics). Officers at KFSC seek such degrees to enhance their knowledge as instructors of police sciences and to increase their monthly salary. Such an unconditional admission cannot be obtained without getting a high TOEFL score. This finding supports the claim that ESP learners study English for utilitarian purposes (Mackay & Mountford, 1978, Mackay & Palmer, 1981).

	Important	Less important
Using the Internet to search the English web-sites that include information about my military specialization, and other topics of general interests (e.g., international news, cultures, ads)	98%	1%
Conversing with people who can speak English but not Arabic, in the various fields of life such as hospitals and shopping centers	97%	2%
Advancing my study in an English-speaking country	95%	3%
Increasing my chances to receive a scholarship to pursue my graduate study or to engage in training courses in an English-speaking country	95%	5%
Performing my job effectively	94%	5%
Increasing my knowledge in my field of specialization and work	93%	6%

	Important	Less important
Passing my training courses	89%	10%
Passing military examinations/ evaluations	77%	22%
Promoting me to a higher military rank	63%	33%
Raising my monthly salary	58%	36%

**Table 8. Percentages of officers indicating the importance of English for job performance, career advancement, and personal life**

*Note. Not all officers in each sector answered every item.*

The analysis of the results showed no differences between the sectors for the items in Table 8.

## 11. Activities and Situations

Table 9 shows in percentages the officers' responses to seventeen situations for which officers were asked to select if they were applicable to their sectors. The officers' scores ranged from 79 to 95. The majority of the officers stated that English is most needed in situations and activities relevant to police work in which they are required to elicit certain information, discuss evidence, investigate common crimes, and give directions to pilgrims. The results showed support for the claim in ESP that language materials should be authentic, that is, the materials should be drawn from the learners' area of study or work (e.g., Hutchinson & Waters, 1987; Munby, 1978; Widdowson, 1981, 1987). ESP learners are different from those learners in general English classes in that they are aware of what they need English for (Hutchinson & Waters, 1987). The officers expressed their need to have materials that include actual police situations. This finding is consistent with Al-Dossari's (1999) study in which he evaluated the English textbooks used at KFSC in light of the ESP principles and criteria followed in the design of ESP materials. He found that the selection of language materials was not based on the actual police officers' English language needs and their job requirements, which the findings of the present study highlight.

Situations and activities	Strongly agree/ Agree	Strongly disagree/ disagree
Eliciting information about the identity of a passport holder	95%	3%



Situations and activities	Strongly agree/ Agree	Strongly disagree/ disagree
Discussing facts, evidence, occurrences, and crime related issues (e.g., crime motives, denying, contradicting and confirming statements)	95%	5%
Investigating common types of crime in which foreigners are involved (e.g., burglary, robbery, pickpocketing, and sex crimes)	95%	4%
Giving directions and instructions to pilgrims in the season of pilgrimage in Makkah	94%	6%
Discussing issues related to arrival and departure of flight passengers from the official viewpoint (e.g., status of being a tourist, a resident, a visitor, a pilgrim)	94%	4%
Discussing people and identifying them according to description	93%	7%
Discussing a suspect's alibi	93%	7%
Investigating traffic accidents and eliciting information about location and cause of accidents and types of injury	92%	7%
Conducting telephone conversations with people seeking advice and help in traffic situations and problems and offering assistance	92%	6%
Supervizing and coordinating with foreign advisers in police works	92%	7%
Providing information about registering and residence procedures	90%	8%
Asking questions about lost objects to elicit information about the description, value, and circumstances of losing such items	90%	7%
Answering questions about filling out official forms	89%	10%
Asking questions about the physical description of missing persons	89%	9%
Testing applicants for a driving license and asking and answering questions to recognize and describe road signs	88%	8%

Situations and activities	Strongly agree/ Agree	Strongly disagree/ disagree
Providing information about the location, work hours, and systems of banks, money exchange bureaux, and airlines offices	81%	17%
Discussing regulations about importing and exporting cars and the obligations of trip ticket holders	79%	17%

**Table 9. Percentage of the types of police activities and situations that require English**

*Note. Not all officers answered every item.*

## 12. Officers' Suggestions

The final question seeks suggestions from the officers to enhance the quality of English teaching to police cadets at KFSC and officers in the various police sectors. Not all officers answered this question. Table 10 summarizes their suggestions.

Suggestions	Frequency <sup>a</sup>	Percentage
Administer intensive English courses	34	33
Send officers to learn English in an English-speaking country	21	20
A careful selection of the teaching staff	10	10
Increase the number of officers in these courses	7	7
Establishing and using language laboratories	6	6
Seriousness in teaching English	4	4
Determine learners' background in English	4	4
Include English among the subjects in the promotion examination, which officers need to pass	4	4
Select the textbooks that enhance the learners' knowledge of English in relation to his job	4	4
Focus on conversations	3	3
Free the teaching of English from the military atmosphere	3	3

**Table 10. Officers' suggestions**

<sup>a</sup> Frequency = the number of officers who gave the same suggestion.



The majority of the officers suggested the administration of intensive English courses to police officers. This need for intensive English courses is further shown in the officers' suggestion to increase the number of officers in these courses. Other officers suggested that they should be given the opportunity to learn and practice English in an English-speaking country. These suggestions point to the officers' awareness of the importance of English in today's world. They also show that the number of courses held at the security sectors is inadequate to accommodate other officers from other security sectors. The remaining suggestions call for changes in the way English is taught to police officers in the participant sectors. However, these suggestions should be taken with caution since they represent a small number of officers.

### 13. Conclusion and implications

To conclude, this study was concerned with identifying and assessing the English language needs of police officers in Saudi Arabia. The results in general emphasize the need for English in police work, putting an end to the intuitive argument that police officers in Saudi Arabia do not need English in the workplace. The officers were conscious of the type of English necessary to their respective jobs and stressed the need to include it in the syllabus. This supports the theoretical assumption that ESP learners need to learn those language items relevant to their purposes.

The findings have important implications for English teaching at KFSC, The Higher Institute of Security Sciences, and the various security sectors of the Ministry of the Interior. First, it is important to take into account the target learners' level of proficiency in English before they may start the ESP program. This significantly helps in determining the study needs of the officers. Some of the surveyed officers indicated that they need a placement test to be placed in the right level. Placing cadets in the right level will help instructors predict their language needs and their progress in the program.

Second, the selection of language materials should be relevant to police work. The inclusion of materials from police work (e.g., texts and concepts) will motivate the officers to continue learning English. The results showed that language materials should be in line with the discourse of police work, and should have information content suitable to the level of officers and their target situations of English use.

Third, the language materials which the cadets at KFSC and officers at the Higher Institute of Security Sciences are exposed to in the English courses should incorporate the communicative knowledge that cadets and

officers need to effectively perform their police duties. The findings indicated that police officers in Saudi Arabia need English to communicate with residents who cannot speak Arabic, but can speak English. There should be more focus on situational English. That is, the officers should be engaged in situations similar to the ones that they may encounter while on duty. For instance, many officers indicated that they need English to elicit information from passengers. The creation of situations that reflect such need will help officers practice English.

Fourth, while there is a need for improving the officers' English proficiency in all four basic English skills (listening, speaking, reading, writing), the language materials offered at KFSC, The Higher Institute of Security Sciences and the individual security sectors in the Ministry of the Interior should place more emphasis on teaching the two skills of listening and speaking. These two skills were rated by the majority of the participant officers as the most two important and necessary skills to their work. Previous research in ESP also indicated that speaking and listening are the most important skills for police work (e.g., Abo Mosallem, 1984; Akyel & Yalcin, 1991).

Finally, the goal of English teaching at KFSC, the Higher Institute of Security Sciences, or the various sectors should be defined in terms of the actual use of English in the workplace. ESP has a training function that is aimed at the development of restricted competence. The teaching of general English is aimed at the development of general competence (Al-Attili, 1986). The officers, as shown in the needs assessment, need English mostly to perform specific tasks related to their jobs. This requires translating these English language needs into attainable objectives.

The current study signals the need for future investigations related to police work in Saudi Arabia. The overall findings are limited to the English language needs of on-the-job police officers in Saudi Arabia. While these needs are important for police cadets and police officers' future success in their workplace, the present investigation is incomplete in several respects. First, the study included a small number of officers in some sectors. For example, the inclusion of five officers in GDI is not adequate to inform us about the English needs of officers working in this important sector or to draw a comparison between this sector and others. Second, the study did not include all parties in charge of the teaching process at KFSC and The Higher Institute of Security Sciences (e.g., teachers and administrators). Third, the officers represented only a small number of cities in Saudi Arabia. The study did not include samples from some major cities such as





Mecca. Finally, the focus of the study was on the officers' terminal behaviors. It followed a goal-oriented definition of needs. That is, the study was mainly concerned with the uses to which the officers will have to put the English they have learned.

Therefore, further research is strongly needed to address some issues relevant to the teaching of English to police cadets and officers in Saudi Arabia. The following topics need to be considered:

- a. exploring the perceived needs of other parties who have influence on the teaching of English at KFSC or in the various sectors of the Ministry of the Interior (e.g., teachers, the administrative staff). ESP advocates (e.g., Richerich, 1983) recommend that the needs, interests, and experience of all those members involved in the teaching process should be considered.
- b. Re-implementing the questionnaire on other samples in other cities. In this re-implementation, larger samples from each sector should be included.
- c. Exploring the perceived English needs of police cadets who have not yet graduated from KFSC.
- d. Exploring the areas of grammar and lexis of police work.
- e. Designing an ESP program for police officers in Saudi Arabia which incorporates their needs, as identified by the present study.
- f. Investigating the teaching methods and techniques that can be employed at KFSC, The Higher Institute of Security Sciences, and the various sectors of the Ministry of the Interior.

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## ✿ Appendix A

### The informed Consent Form

Dear Officer,

The purpose of this research is to identify the English language needs of Saudi police officers working in some sectors of the Ministry of the Interior in the Kingdom of Saudi Arabia. A comprehensive questionnaire was designed to collect quantitative data from police officers on how and what type of English is of importance to police work in Saudi Arabia.

I will distribute the questionnaire to each subject individually. I also will collect it from you after you have completed it. You are requested to fill out the questionnaire within the first two weeks from the time you receive it. The information which you may provide will be anonymously maintained. Answering the questionnaire does not require that you should supply your names or any explicit information that may reveal your identity. The accuracy of the information you supply will greatly help better understand the English language needs of Saudi police officers, which may be incorporated in the textbooks used to teach English at King Fahd Security College (KFSC) or at the various sectors of the Ministry of the Interior.

You have the right not to respond to the questionnaire, without harm or lose of benefits may be incurred on them as a result of withdrawal. The participation in the study is fully optional.

In case of questions or inquiries, you may contact me at [alhuqbani@yahoo.com](mailto:alhuqbani@yahoo.com).

Sincerely yours,

Mohammed Nasser Alhuqbani

Participant: I have understood the information in the Informed Consent Form, and I agree to participate in this study.

Signature \_\_\_\_\_. Date: // 2007



## ✿ Appendix B

### Questionnaire

#### **1. Background information: Police Officer Identity**

Please fill out the information below:

1. Name (optional) \_\_\_\_\_.
2. Age \_\_\_\_\_.
3. Date of graduation from KFSC \_\_\_\_\_.
4. Your Police sector \_\_\_\_\_.
5. Your military rank \_\_\_\_\_.
6. Years of service in your police sector \_\_\_\_\_.
7. Place of work \_\_\_\_\_.

#### **2. Experience with English**

8. Does your police sector administer courses in English learning?

Yes ☐ No ☐ If yes, how long ? \_\_\_\_\_.

9. Does your police sector require you to engage in English learning courses in Saudi Arabia?

Yes ☐ No ☐ If yes, how long? \_\_\_\_\_.

10. Does your police sector require you to engage in English learning courses abroad?

Yes ☐ No ☐ if yes, where? \_\_\_\_\_, and how long? \_\_\_\_\_.

11. Are you now engaged in English training courses?

Yes ☐ No ☐ if yes, where? \_\_\_\_\_, and how long? \_\_\_\_\_.



12. In these English learning courses, have you been trained on how to use English for police purposes (e.g. using police words and terminology, reading police texts, writing short essays on police-related topics)?

Yes ☐ No ☐

13. How often do you use English in the workplace (e.g., criminal investigation, providing information)?

Usually ☐ Often ☐ Occasionally ☐ Don't use it at all ☐

14. How often do you use English outside the workplace (e.g., watching TV programs, searching the Internet, reading texts on general topics)?

Usually ☐ Often ☐ Occasionally ☐ Don't use it at all ☐

15. If you do not use English at all in the workplace, can you specify the reasons?

.....

16. In your opinion, is it necessary for police officers in Saudi Arabia to know English in order to be qualified in the field of police work?

Yes ☐ No ☐ Why? \_\_\_\_\_.

17. I can evaluate my ability in the English language skills as follows:

	Very good	Good	Average	Weak	Very weak
a. Listening/comprehension	_____	_____	_____	_____	_____
b. Speaking	_____	_____	_____	_____	_____
c. Reading	_____	_____	_____	_____	_____
d. Writing	_____	_____	_____	_____	_____



### *English Language Skills*

<i>18. Which of the following English language skills do you think is more important than the others for success at your police sector?</i>	Most important	Very important	Important	Less important	Not important
a. Listening					
b. Speaking					
c. Reading					
d. Writing					

### Listening Skill

<i>19. I need listening to understand:</i>	Most important	Very important	Important	Less important	Not important
a. Police terminology and texts (e.g., crime, culprit, theft)					
b. General English words, phrases and texts.					
c. The varieties of English as spoken by foreign workers in Saudi Arabia (Americans, British, Indians, Filipinos)					
d. Lectures and seminars held in English in the field of my job and military specialization.					
e. The questions and inquiries raised by foreigners, who have dealings with the police sector where I work.					





### Speaking Skill

<i>20. I need speaking to:</i>	Most important	Very important	Important	Less important	Not important
a. Use some police words and terminology relevant to my job.					
b. Use non-related police words and phrases.					
c. Convey information and instructions to foreigners, who have dealings with the sector where I work.					
d. Discuss police topics and concepts (e.g., in a televised interview, or with English-speaking residents or in professional police-related conferences)					

### Reading Skill

<i>21. I need reading to correctly read and understand:</i>	Most important	Very important	Important	Less important	Not important
a. Police-related words and terminology related to my job.					
b. Materials related to my job and police specialization (e.g., reports, articles, textbooks, and other references).					
c. General words, phrases, and non-related police texts.					



## Writing Skill

<i>22. I need writing to correctly write:</i>	Most important	Very important	Important	Less important	Not important
a. Police-related words and terminology related to my job.					
b. An article or a report in a police-related journal or magazine.					
c. A description of an accident or an event relevant to my job.					
d. General words, phrases, and short essays on general topics.					

## *The use of English in the workplace: aspects of difficulties*

	Strongly agree	Agree	Strongly disagree	Disagree	Don't know
23. I find difficulty in following English conversations of natural speed.					
24. I find difficulty in communicating in English with foreigners who speak different dialects of English (Americans, British, Indians, Filipinos).					
25. I find difficulty in understanding all that is said in English.					
26. I find difficulty in responding to all that is said in English.					
27. I find difficulty in using English because of cultural differences (e.g. religious differences, social traditions).					



*Importance of English for job performance, promotion, and personal life*

<i>Knowledge of English helps me in:</i>	Most important	Very important	Important	Less important	Not important
28. Performing my job effectively.					
29. Passing my training courses.					
30. Passing military examinations/ evaluations.					
31. Increasing my knowledge in my field of specialization and work.					
32. Promoting me to a higher military rank.					
33. Raising my monthly salary.					
34. Advancing my study in an English-speaking country.					
35. Increasing my chances to receive a scholarship to pursue my graduate study or to engage in training courses in an English- speaking country.					
36. Conversing with people who can speak English but not Arabic, in the various fields of life such as hospitals and shopping centers.					
37. Using the Internet to search the English web-sites that include information about my military specialization, and other topics of general interests (e.g., international news, cultures, ads)					



*Types of police activities performed in the workplace in which English may be used*

	Strongly agree	Agree	Strongly disagree	Disagree	Don't know
38. Eliciting information about the identity of a passport holder.					
39. Discussing issues related to arrival and departure of flight passengers from the official viewpoint (e.g., status of being a tourist, a resident, a visitor, a pilgrim)					
40. Answering questions about filling out official forms.					
41. Providing information about registering and residence procedures.					
42. Providing information about the location, work hours, and systems of banks, money changing offices, and airlines offices.					
43. Investigating traffic accidents and eliciting information about location and cause of accidents and types of injuries.					
44. Conducting telephone conversations with people seeking advice and help in traffic situations and problems and offering assistance.					
45. Testing applicants for a driving license and asking and answering questions to recognize and describe road signs.					



	Strongly agree	Agree	Strongly disagree	Disagree	Don't know
46. Discussing regulations about importing and exporting cars and the obligations of trip ticket holders.					
47. Asking questions about lost objects to elicit information about the description, value, and circumstances of losing such items.					
48. Investigating common types of crime in which foreigners are involved (e.g., burglary, robbery, pickpocketing, and sex crimes).					
49. Discussing facts, evidence, occurrences, and crime-related issues (e.g., crime motives, denying, contradicting and confirming statements).					
50. Discussing a suspect's alibi.					
51. Discussing people and identifying them according to description.					
52. Asking questions about the physical description of missing persons.					
53. Giving directions and instructions to pilgrims in the season of pilgrimage in Makkah.					
54. Supervising and coordinating with foreign advisers in police work.					

55. In your police sector, could you list the possible situations and activities in which English may be used? (if they are similar to the ones given above, please do not list them here).

This image shows a blank sheet of white paper designed for handwriting practice. It features ten identical rows of horizontal dashed lines, evenly spaced from top to bottom. Each row consists of a single continuous line of small dashes, providing a guide for letter height and placement. The margins are consistent on all sides, and there is no additional text or imagery on the page.

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## ملخص البحث

### تحديد حاجة ضباط الشرطة السعوديين إلى اللغة الإنكليزية

د/ محمد بن ناصر الحقباني  
كلية الملك فهد الأمنية بالرياض

هدفت هذه الدراسة إلى الوقوف على مواضع حاجة ضباط الشرطة في المملكة العربية السعودية إلى اللغة الإنكليزية في مجال عملهم، وتم تطوير استبانته واختبارها لهذا الغرض، ومن ثم وزّعت على ١٠٣ من ضباط الشرطة، وأظهرت نتائج الدراسة أن اللغة الإنكليزية دوراً مهماً في مجال عمل الشرطة، وهو ما يتضح من تنظيم دورات اللغة الإنكليزية من قبل القطاعات الأمنية، والمعهد العالي للعلوم الأمنية، الذي يعكس بدوره اهتمام وإدراك وزارة الداخلية لأهمية اللغة الإنكليزية لطلاب الشرطة وضباطها. وكذلك أظهرت الدراسة أن الضباط المشاركين فيها لديهم إدراك لأهمية ربط محتوى مواد اللغة الإنكليزية بحاجاتهم المهنية في مجال العمل الشرطي، وهو ما بدا جلياً في وصفهم لبنود الاستبانة المرتبطة باستخدام اللغة الإنكليزية في مجال العمل الشرطي بأنها مهمة وضرورية. ومع ذلك، أظهرت الدراسة أنه على الرغم من إدراك ضباط الشرطة وقطاعاتهم الأمنية لأهمية اللغة الإنكليزية للعمل الشرطي، فإن معظم المشاركين ذكروا أنهم لم يتم تدريبهم على استخدام اللغة الإنكليزية لأغراض أمنية، وتعدّ هذه النتيجة مقلقة لأن نتائج الدراسة في مجملها تشير إلى ضرورة التأكيد على تدريس اللغة الإنكليزية لأغراض أمنية، وعلى ضوء هذه النتائج تم اقتراح مجموعة من التوصيات التي من شأنها تحسين برامج اللغة الإنكليزية في كلية الملك فهد الأمنية، والمعهد العالي للعلوم الأمنية، والقطاعات الأمنية المختلفة. وخُتمت هذه الدراسة بتسليط الضوء على العديد من المواضيع التي تحتاج إلى البحث والتقصي في مجال تدريس اللغة الإنكليزية لضباط الشرطة.