CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter attempts to discuss some of the topics and research related to the present study pertaining to English Language needs of Crime investigation officers in a Criminal investigation Department (CID). The purpose of this study is to critically reflect on needs analysis (henceforth known as NA) of the English Language or rather the lack of it among the investigation officers in a crime department. The researcher will begin with a brief theoretical introduction about the concept of English for Specific Purposes (henceforth known as ESP) and the definition of needs analysis and the need for English among the investigating officers in a crime investigation department.

2.1 English for Specific Purposes

English for Specific Purposes is a complex field drawing on the realms of language, pedagogy and the context of work and study situation. The term ESP has changed from its original reference of English for Special Purposes to Specific Purposes. According to Robinson (1991) English for Special Purposes is thought to suggest special language which for many people is only a small part of ESP whereas English for Specific Purposes

focuses attention on the purpose of the learner and it refers to the whole range of language resources. As such ESP would include the study of English for vocational and professional purposes. Strevens (1988, p. 50) defines English for Specific Purposes as:

> *English Language teaching which occurs wherever the content*
> *and aims of teaching are determined by the requirements*
> *of the learner rather than by external factors.*

Robinson (1991) further added that one of the characteristics of ESP is that 'it is goal oriented' as opposed to English for General Purposes (EGP). Students learn English for the purpose of work or study and not because of the interest in the language. Another important characteristic of an ESP course is that it is based on needs analysis, which aims to specify as closely as possible what exactly students have to do through the medium of English (Robinson, 1991). Hutchinson & Waters (1987) indicated that since most of the ESP learners are adults, they are aware of a need to learn. The primary consideration then, in any ESP undertaking or decision making should be the learner's purpose and needs for learning the target language. Hutchinson & Waters (1987, p. 54) are of the opinion that the possibility of identifying a "definable need to communicate in English" is what distinguishes an ESP learner from a General English learner.

Strevens (1988) also states that ESP can be distinguished from General English (hereafter known as GE) as *"the teaching of ESP is designed to meet the specified needs of the learner".* Although researchers rarely discuss the differences between ESP and General English it is assumed that both are different. In contrast to GE in which students are exposed to all language skills that would assist them to excel in English, ESP usually

focuses only on the skills felt as most important for students to perform well in their field, either the academic or career field.

However it is imperative to note that this focus on skills is not the characteristic that differentiates ESP from General English. Strevens (1988) stated that although ESP may focus on the learning of only one skill, it is not a fixed characteristic of ESP because an ESP course may sometimes have all the skills covered in the syllabus. He added that one main characteristic of ESP is that it is designed with the students' needs in mind which tallies with the emphasis in the definition offered by Hutchinson & Waters, "*an approach to language teaching in which all decision as to content and method are based on the learner's reason for learning*" (1987, p. 19)

Thus it can be concluded that ESP is a general term used to describe the approach used for teaching and learning any English Language skills that is deemed necessary and important to the students so as to ensure that they will be able to perform effectively.

Through ESP, the learners are taught specific skills to assist them to perform efficiently. Instead of mastering all four language skills that is listening, speaking, reading and writing, they may be required to emphasize on one or two of these skills. Through ESP, learners are given the opportunity to polish and practice the skills needed to help them to perform better in their working fields.

2.2 Development of ESP

Hutchinson & Waters have identified three reasons which they believe are common to the emergence of ESP (1987, p. 6). These reasons were demands of the Brave New World, revolution in linguistics and focus on the learner.

The demands of the new world were due to two historical reasons which were the end of World War 11 and the oil crisis in the 1970s. This brought about the development in the field of Science and Technology as well as Economy. It also saw the domination of United States in international trade and business and thus "*the role of international language fell to English*" (Hutchinson & Waters, 1987, p. 6)

The next reason for the development of English for Specific purposes is the changes in linguistics. Traditionally, English was only taught to those who were keen to learn the language to improve their level of proficiency. Thus, the teaching and learning of the English Language prior to the revolution in linguistics probably revolved around the teaching and learning of the history of the English Language and grammatical rules among others. Due to the revolution in linguistics, people became more keen to learn the language for real communication. People began to realize that they had different communicative needs and thus, the application of the English language also varied. Hutchinson & Waters (1987, p. 7) state that:

"One significant discovery was in the ways that spoken and

written English vary…given the particular context in which

English is used, the variant of English would change."

The last reason that contributed to the emergence of ESP is more psychological (Hutchinson & Waters, 1987, p. 8) as it had nothing to do with war, power or linguistics. ESP became popular when people realized that too much emphasis and focus had been given to the teaching method rather than to the learners themselves. Initially, many researches were conducted to identify the many different yet equally effective teaching methods that can be applied to lessons. However, upon realizing that each learner is different, it was clear that regardless of good teaching methods applied, learners might not learn effectively. More studies had to be carried out to identify which of the existing methods are most suitable for the different learning needs of the students.

2.3 The importance of ESP in a public oriented field like the police force

The service referred here is the police force where the emphasis is on serving the public. The public expects a higher standard of service from this force in the wake of several high profile cases and due to the increased rate of crime in our country. The significant increase in the number of major cases reported such as murder, robbery with firearms, snatch thief, housebreaking, white-collared crimes and human trafficking. This has caused the force to come under public scrutiny. Thus the need to work with the community is of utmost importance and the need to be an organization of excellence in order to provide quality service to the public. In other words, the need for effective

communication is vital. The Regent of Perak, Raja Dr. Nazrin Shah at a passing out parade of undergraduate police in University of Malaya (*New Sunday Times*, 20 June 2010) said *"in an information-based world and society, it is vital for the police to communicate clearly and effectively with the public to avoid misconceptions."*

In handling the job of an investigating criminal officer, communication skills are important as the success of gathering evidence, interrogating, investigating and writing a report depends on the effectiveness of transmitting information from one party to another. In this field, the need to communicate effectively is essential since people's lives could be in jeopardy, and the need to investigate thoroughly is crucial.

The police need to handle the media wisely, tactfully and in an organized manner, added the Regent of Perak. He further stated that *"combating crime can work better if the community is involved"* (*New Sunday Times*, 20 June 2010). The police need to possess at least an average level of listening skills to ensure that they can understand what is being told to them by the people. In addition, they also need to speak well in order to extract and gather information. The lack of effective communication skills would result in the investigation going awry due to distortion of information or crucial information being left out.

Regardless of the fields of work, it is quite clear that English is an important language to be mastered. Hutchinson & Waters (1987) have stated that English is the key to international currencies of technology and commerce. The police personnel need to

realize that besides being competent in Bahasa Malaysia, they need to master English to communicate effectively in a multi - racial country. They also need to deal with the influx of foreigners as well as expatriates into our country besides pursuing cooperation through formal and informal liaisons with police forces of other countries to crack down on criminals who run illicit operations across national boundaries. Regarding this, the Regent of Perak said modern communication systems and technological advancement create new cultures and sub-cultures that influence new crime patterns (New Straits Times, 20 June 2010). However education and technology would create a generation that is more knowledgeable, educated and exposed to rising expectations.

Thus, in order to obtain vital information and to communicate effectively, the need for ESP for the police force in general and the investigating officers in this study cannot be denied. In other words a needs analysis is important to identify the language needs of the police personnel. The English Language needs of crime investigation officers fit the requirement of ESP because the goal of the investigation officers is to communicate effectively in order to obtain maximum input from complainants, witnesses, suspects, the public and various other organizations besides to communicate effectively in their working environment. Moreover they are adult learners with a satisfactory level of General English.

2.4 The Importance of Needs Analysis to ESP

Broadly defined, needs analysis (NA) is a procedure to collect information about learners' needs (Richards, 2001). The advent of ESP gives rise to the prominence of needs analysis as a tool of inquiry because ESP is learner - oriented. In General English (GE), all the four skills of listening, reading, writing and speaking are stressed equally but in ESP, it is the needs analysis that determines which language skills are most needed by the respondents. Needs analysis is thus an important feature of ESP because it helps to determine the needs of the respondents through a survey. However, defining the respondents' needs is a complex issue because different people have different needs.

Munby (1978), Richterich & Chancerel (1980), Chambers (1980) refer to needs analysis as Target Situation Analysis. It enables the researcher to obtain information about the communicative problems faced by the learners in their working environment and identify what the learners are able to do and what they need to do to perform their task.

Needs Analysis as cited by West (1994, p. 2) is a *"pragmatic activity based on highly localized situations"*. In ESP, the learners' needs take central importance. In order to identify learner's needs, a needs analysis must be conducted. Needs analysis plays a critical part in specifying what should be learnt in an ESP course. Unlike General English, "the learners' needs in an ESP course specify and characterize its content (Hutchinson & Waters, 1987 p.19). Brown (1996, p. 270) states that needs analysis is

'*the systematic collection and analysis of all relevant information, that is necessary to satisfy the language learning needs of the students within the contexts of the particular institution(s)."*

Hutchinson & Waters (1987, p. 54) offer a useful classification of needs which may reflect differing viewpoints, thus giving rise to various forms of needs analysis. In the analysis of learner's needs, Hutchinson & Waters differentiate between target needs and learning needs. Target needs are to *"establish the learner's language requirements in the target situation, be it occupational or academic"*. They further define target needs as "what the learner needs to do in order to learn". They also stress that the information for target needs can be obtained using the WH questions (who, where, why, which, when, what and how). The use of questionnaires, interviews, observation and text analysis will further aid to determine target needs. Hutchinson & Waters (1987, p. 63) describe needs analysis as "*the most characteristic feature of ESP course design"*.

Needs analysis is more complex than just identifying the learning needs of the target situation (Hutchinson & Waters, 1987, p. 54). Learning needs tell us "how people learn to what they do with language". In other words, a learning centered approach to needs analysis takes into account a multiplicity of "*affective and cognitive variable which affect learning*" (Brindley, 1989 p. 63). Richards & Rogers (1987, p. 47) view needs analysis as "*central to the processes by which relevant content for specialized language courses was determined*."

The purpose of needs analysis is to identify the specific language needs that can be addressed in developing goals, objectives and content for a specific language training program. A needs analysis should provide a mechanism for obtaining a wider range of input into content, design and implementation of a language program through involving learners, teachers and employers (Richard & Rogers 1987).

Hutchinson &Waters (1987, p. 12) refer to needs analysis as the process of "identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation." According to St John (1996) needs analysis is about understanding the learners and the communicative events in which they will participate in. Thus, knowing the respondents' vocational needs, their workplace culture and the changes that are taking place will improve the communicative skills of the respondents in their workplace. Since communication among the police personnel requires specialized skills, especially conversational and writing skills, it is best to conduct and consider the suggested processes of needs analysis.

2.4.1 Needs Analysis Taxonomies

Under the general heading of need, Hutchinson and Waters (1987) identify the following divisions:

1) **Target Needs:** they believe that **'target needs'** is an umbrella term that conceals a number of important distinctions. They look at the target situation in terms of necessities, lacks and wants as following:

a) **Necessities:** i.e. "*the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation*" (p.55)

b) **Lacks:** the authors believe that identifying necessities alone is not enough and that we also need to know what the learner knows already, as this helps us decide which of the necessities the learner lacks.

c) **Wants:** learners' wants and their views about the reasons why they need language should not be ignored, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this might be a problem as the learner`s views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and teachers.

2) **Learning Needs:** Learning needs explain how students will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) claim that it is naive to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of prime importance.

The authors then offer a target situation analysis framework that consists primarily of the following questions: Why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with?

Where will the language be used? When will the language be used? They also offer a similar framework for analyzing learning needs that comprises the following questions: why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the course take place? When will the course take place? Finally, the writers offer various ways for gathering information about the target needs such as: questionnaires, interviews, observations, data collection, and informal consultations with sponsors, learners and others. (Hutchinson &Waters, 1987)

English is needed by the Police Force to be able to communicate with the public, foreigners and to ensure the Police Department is moving globally to international recognition. As stated by Phillipson (1992, p. 6)

> "*English has a dominant position in Science, technology, medicine,*
>
> *in computers, in research, in books, software, in transnational*
>
> *business, trade, shipping and aviation, in diplomacy and*
>
> *international organization, in mass media, news agencies and*
>
> *journalism, in youth culture and sport, in the education system*
>
> *as the most widely learnt foreign language.*"

With such a widespread use of the language, the need for the police to be well versed in the language cannot be denied. The language can be used in various situations such as interrogation, gathering evidence, interviewing the public, attending courses in an international arena, writing reports, reporting to superiors and in applying for further promotions.

To the researcher's knowledge, the police force offers English courses during the police training at the Police Training College but the duration of the course is for a short period of three months. The syllabus is more inclined towards General English. An ESP course which looks at the needs of the investigation officers would be more appropriate for the police personnel. It is hoped that through this study, the need for specified courses will be identified for the police officers. Thus a needs analysis is necessary to identify their target needs, what they need to do in the target situation and what they need in order to learn.

2.4.2 Needs/Necessities

According to Hutchinson and Waters (1987, p. 55), needs /necessities is determined by the demands of the target situation, namely what the learner has to know in order to function effectively in the target situation. In other words, it refers to the requirements that a person must have in order to perform effectively at work.

Designing a syllabus for ESP students must incorporate the necessities of the students' target situation. Regardless of the fact that some students may not be interested in learning this, it must be incorporated as it is this knowledge that would assist them in doing well in their target situation. Necessities can be described as a "what the learner has to know to function effectively in the target situation" and is seen by Richterich (1973, p. 32) as "objective needs."

To establish the communication that really occurs in a target situation, a researcher has to go into the target situation to collect data. This approach will explicitly determine the nature of language use; its functions, forms, frequency which would provide a basis for selecting the long term aims of the course or selecting from some pragmatic pedagogical basis. The best known Target Situation Analysis henceforth known as TSA type of needs analysis was formulated by Munby (1978). He said in order to decide what to teach, an investigation of the communicative needs of the learner must first be established, for instance the communicative purpose, setting, activities and the relationship between him and his interlocutors. A useful feature of the TSA is that it is a comprehensive data bank for micro - skills and attitudes (Robinson, 1991) which can assist in grouping the learners. The main focus of this research would be to investigate these necessities.

2.4.3 Lacks

Although some learners may consider themselves incompetent in certain English language skills, it is very important for us not to equate this as not knowing anything at

all. In fact these students, with their formal education and personal experience do know certain things with regard to the English Language. It is important for concerned parties, particularly the syllabus designer to be aware of their existing knowledge.

Lacks according to Hutchinson & Waters (2001, p. 55) refer to the aspects of the English Language that the students have yet to discover, which need to be mastered in order to perform well. They further reiterate:

> "*To identify necessity alone is not enough, since the concern in ESP is with the needs of particular learners. You also need to know what the learners know already, so that you can decide which of the necessities the learner lacks. The target proficiency in other words needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.*"

When designing a syllabus, apart from necessities, it is also important to ensure that students' existing knowledge is not given too much emphasis. Instead, since they already have the knowledge, it is better to spend more time improving their existing knowledge as well as introducing them to other areas of the English language that they need but lack knowledge of.

2.4.4   Wants

The last enquiry of target needs is wants, that is what the learner wants or needs. These needs are personal and therefore also known as subjective needs. These needs which are often 'wants', 'desires', 'expectations' and other psychological manifestations of a lack cannot be diagnosed as easily, or in many cases stated by the learners themselves. An ability to meet the learner's purpose for learning will enhance the learner's motivation and maintain learner's interest. The specific requirements of the learners should include the learners' current and future language use (Brindley, 1989 p. 63).

Those who have worked in a certain field for long would know what is necessary for them to know in order to do well in their fields. However, sometimes the necessities, as indicated by employers for instance do not exactly work in tandem with what the learners want to learn. There are many reasons contributing to this discrepancy. Although what they want may not be what they require, some of these students may still want these areas covered in their ESP class for various reasons.

Designing a syllabus incorporating the wants of the students may appear like as though it is a waste of time but Hutchinson & Waters (1987, pp. 56-57) stated "*there is little point in taking an ESP approach, which is based on the principle of learner involvement and then ignoring the learner's wishes and views*".

Not incorporating the students' wishes and views may have an impact on the students' interest and motivation to remain in the ESP class. As different students have different views of what they want to learn in class, it may be frustrating to know their wants are not met in class. Thus it is important that learners' wants are also identified and understood before designing an ESP syllabus.

Besides identifying the needs, lacks and wants of learners, motivation is another factor to be considered in ESP. The learners have to be driven to learn the language to achieve something. In the case of investigating officers, the motivation would be for better communication with various groups of people involved in an investigation including superiors, for promotional aspects and confidence in oneself.

2.5 Motivation through ESP

Brown (1994, p. 152) defined motivation as a term that is used to explain the success or the failure of any complex task. It can be summarized that motivation refers to the force that assists to steer students to either do well or otherwise. It is necessary to note however, that motivation can be highly driven and thus, would usually result in success. Motivation is also very difficult to define as Gardner (2006, p. 242) states, *"motivation is a very complex phenomenon with many facets"*.

Although there are times when motivation can be induced through rewards, praises, passing examinations or securing jobs, more often than not, success achieved through this form of motivation tends to disappear as soon as incentives are terminated. This is often known as extrinsic or instrumental motivation. Santrock (2006, p. 418) defined instrumental motivation as *"...doing something to obtain something else (a means to an end)."* A similar definition by Woolfolk (2004, p. 351) states that one experiences extrinsic motivation when doing *"something in order to obtain a grade, avoid punishment, please the teacher or for some other reason other than the task itself.'* It may seem like as though extrinsic or instrumental motivation is materialistic and that the desire to learn the subject matter will stop upon satisfying the desire but it does not mean that it is negative and should be avoided. In fact, it is sometimes an effective tool in the effort of ensuring that students focus on the subject in class.

On the other hand, it is sometimes perceived that motivation which comes from the desire of a person to learn the subject matter, regardless of whether there are any gifts involved, better grades or better job perspectives is more effective . This is known as intrinsic or instrumental motivation. Santrock (2006, p. 418) defined intrinsic motivation as "*internal motivation to do something for its own sake (an end in itself)."* Yet another definition offered by Woolfolk (2004, p. 51) is "*the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities."*

Therefore motivation that derives from the desire to learn the subject matter (in this case language) is often believed as the most important to achieve success in language learning. However the researcher believes that both forms of motivation are equally important. It is often assumed that students who are learning what they want to learn tend to be more motivated.

In the case of ESP, learners are motivated intrinsically or extrinsically. This means when the learners are motivated, the teaching and learning process becomes easier and more exciting.

2.6 Studies of Needs Analysis

Probably the most thoroughly and widely known work on needs analysis is Munby's book, *Communicative Syllabus Design* (1978), which stresses the importance of needs analysis in designing programmes. Munby's work is an attempt to derive syllabus specifications "from adequate profiles of communication needs" (Munby, 1978, p. 3).

The model that he put forward in his book is referred to as the Communicative Needs Processor (CNP). The CNP builds up a needs profile based on information on the type of ESP involved and the purpose for which the language is to be used, the physical and physiological setting, the social relationship and roles involved and the medium, mode and channel of communication required. Next are the language used, dialect, target level,

communicative events and communicative key. These needs are expressed in behavioural terms which the model interprets as micro-skills and micro-functions. As Hutchinson &Waters (1987, p. 54) say *"with the development of CNP, it seemed as if ESP had come of age. The Machinery for identifying the needs of any group of learners had been provided. All the course designers had to do was to operate it."*

However Munby's approach has been criticized for being too narrow and analytical in focus. He does not take into account affective, cognitive and pedagogical factors in his analysis. He appears to trivialize the learners' central role in the learning process. In Munby's model, language is considered in isolation from other psychological and pedagogical needs.

Another criticism came from Brumfit (1979) who commented on the Munby-type specifications of terminal behavior. He notes that the use of language can never be purely technical or predictable and that Munby's model contains no systematic attempt to specify hierarchical relationship between the different micro-skills and micro-functions. In other words, his model did not turn out to be the most ideal instrument although it helped to produce a detailed and comprehensive target syllabus based on the learner's profile on communicative needs. Munby's model does not provide an actual teaching-learning syllabus indicating how learners progress towards their target objectives.

The researcher believes that in identifying the need of a learner, the learner is the most prominent factor to be considered. Munby's instrument is very elaborate but too rigorous

and rigid in its approach to needs analysis. Next the researcher reports on related studies that have used needs analysis to collect information.

2.7 Related Research applying needs Analysis Procedure

This section examines some related studies that applied needs analysis procedure. In Malaysia, ESP and needs analysis came to the fore in the seventies. The landmark ESP research was undertaken by University Malaya's language centre. They embarked on a research project known as University of Malaya English for Special Purposes project (UMESPP).

This led to the production and developing of materials and methodologies to equip students with necessary reading skills to access Science and Technology texts (Tan & Chitravelu, 1980). This came about because the University's authorities realized the Malay medium university students were unable to make references independently since they did not have the competence in reading to enable them to read specialist texts which are only available in English. Before embarking on this project, they had to define the problems and needs using a variety of instruments, one of which was needs analysis.

Further investigation revealed that this caused an imbalance in acquiring skills in English. The graduates were unable to cope in the real world. There was an urgent need to train these graduates to be able to speak well in English. The need for oral skills in English

brought about the UMSEP (University of Malaya Spoken English Project) in 1980 which catered for the oral needs of the students in the Economics and Law faculties in University of Malaya. Since the existing English language Syllabus could not fulfill this need, there was a need to train people to communicate well in different situations. The research team for this project embarked on a needs analysis to investigate the role of English in the target profession.

The basic question that was asked was 'what are the particular purposes for which English is used?" Tools of enquiry consisted of a model of the initial profiles of communication needs drawn using a modified version of Munby's Communicative Syllabus Design (1978), surveys and interviews conducted across various sectors or fields.

Most localized ESP research using needs analysis are in academic settings. In Malaysia, there is a greater demand for ESP courses in both private and government sectors. This is because many Malay medium students entering the workforce cannot cope with the English language requirement at the work places.

Sarjit (1997) conducted a study at an established organization in Petaling Jaya. She used needs analysis to identify the English Language needs of Malay consultants at a firm. The tools of inquiry used to obtain data in this research consisted of questionnaires, interviews and observation. The main objective of the study was to find out the language needs of the consultants and what elements should go into the construction of an effective needs

analysis package for the firm. The outcome of the study showed that the consultants needed to master the speaking and writing skills rather than reading and listening skills. It was also established that the socio - cultural background of the respondents was of paramount importance when designing needs analysis packages for ESP courses.

Gan (1996) in her study '*A language needs analysis of electrical staff in the banking and financial services*' set out to investigate the linguistic and communicative needs of clerks in an important service industry in Singapore. Since Singapore is a renowned international banking and financial centre which uses English as its medium of communication, the clerks working in the banks are required to be communicatively competent in English. The attempt at needs analysis on the researcher's part was aimed at providing useful input for course design with regard to business communicative courses currently being offered in Singapore. The researcher studied the perception of the learners' needs from the point of view of the learners themselves, the language lecturers and the job trainers.

The methods engaged to perceive the linguistic needs were interviews, questionnaires, survey and examination of a corpus of authentic written communication by the clerks. The findings indicated that the clerks do have a problem writing grammatically accurate sentences and fluent discourse. The findings confirmed the researcher's view that an ESP course for the clerks needed to be similar to EGP, based on rules of grammar and discourse.

Huang (1984) did a survey on the use of English in some private organizations to identify the job-related language needs required by the staff. The findings revealed that all four language skills are required to carry out their job tasks regardless of their ethnicity or social background. However there are instances where some skills are found to be more essential than the others based on the specific job - related requirements of the said skills.

This view was further strengthened by researches done by Menon (1999) and Nair (1997). Their studies done on the language needs of the front line staff in a private hospital and a private medical centre respectively highlighted the need for English among the staff.

The front line officers in any organization, agency or department are at the fore front of any institution. They must be able to receive and convey messages, have good communication skills to effectively serve the complainant, client or customer. These studies on needs analysis reveal that there is a need for the staff to use the four languages skills extensively in order for them to perform their daily tasks efficiently.

These findings confirm the importance of carrying out a needs analysis to identify the need for ESP among the police personnel. Thus, a modest study on the language needs of investigating officers in a crime department will be carried out. The tools to gather information would be a questionnaire and interview. The researcher is aware of various restrictions due to the nature of the job where transparency of conducting the research is of utmost importance besides the need to limit the methods of eliciting information to a

questionnaire and interview. It is also pertinent to note that observation and examination of any materials belonging to the Police Force are strictly prohibited.

2.8 Language Skills Needed by Investigation officers

The studies reviewed in 2.7 have established the importance of identifying language skills that need to be mastered by the learners in an ESP course. The four skill identified were reading, writing, speaking and listening. This study also hopes to identify the skills most needed by the investigating officers.

2.8.1 Listening & Speaking Skills

Listening and speaking skills are often associated with each other. Listening is a skill considered as a receptive skill as it is an action that does not require output, instead it requires input. The act of absorbing any information and the process of understanding the meaning of the information is what we define as listening. In contrast to the listening skill, the speaking skill is considered as the productive skill as it requires the speaker themselves to produce input. The process of providing information to other participants is known as the speaking skill.

For police investigating officers, listening and speaking skills are important as the nature of their job requires them to interact with people from all walks of life. Most of the time, they have to interact with their superiors, colleagues, witnesses and the public. When interacting with these people, they have to perform a variety of communication acts such as enquiring, interrogating, informing, and explaining.

Although the education system provides students with at least 15 years of English instruction, there are still students who are unable to even string a simple sentence. As a result, many students graduate without a satisfactory level of English proficiency. As they enter the job market, it is rather late to expect them to attend English classes as they are caught up with other pressing matters and commitments. This is where ESP plays its role; an approach that would allow people to not only improve their English proficiency but also assist them in improving their professional performance.

Similarly, ESP can play its role for the police personnel. Instead of introducing ESP after they graduate from the police training it would be better to incorporate it during their training. Regardless of their rank, they should be given sufficient practice to allow them to improve their listening and speaking skills to cope better in the area of communication.

2.8.2 Reading and Writing Skills

One of the most important contributions to the approach of reading in ESP was the shift from Texts as Linguistic Object to Text as a Vehicle of information (John and Davies, 1983). They encapsulated the key principles that for ESP learners, extracting information accurately and quickly is more significant than language details.

Developing writing skills involves other skills such as the skills of planning, drafting and revising so that the end product is appropriate both to the purpose of the writing and the intended readership (Dudley-Evans & St John, 1998, p. 115).

Reading and writing are equally important skills to be mastered by the police personnel. These skills are needed as investigation officers need to read law books and journals to be well - versed in the law of the country as they have to testify in courts. It is a known fact that most law books, journals and documents are in English. Besides, they need to read statements, reports and other related documents to assist them in a case. Though most of these materials might be in Bahasa Malaysia, the occurrence of international crimes and crimes involving foreigners besides public who are more proficient in English, makes it imperative for the officers to read and understand the language well.

These officers also need to acquire good writing skill because in the line of carrying out an investigation, they need to prepare reports, write down statements and write out the investigation paper (IP). Thus they need to be bilingual and proficient in both languages to be able to produce work of quality. The writing skill is important because the reports and statements they write will be produced in court as evidence and exhibits. They are also required to send these documents to the departments involved and their superiors.

This study hopes to find out which are the skills most necessary for an investigation officer in carrying out his or her various duties and tasks. It is hoped that this study will provide information on the skills they lack and they need to perform efficiently. The next section explains how needs analysis is used to collect data on the English language needs of investigation officers.

2.9 Needs Analysis as a data collection procedure.

A needs analysis procedure enables the researcher to find out the answers to pertinent questions like what they need to know (necessities) to be able to function effectively. A needs analysis procedure is preferably both inductive (observations, case study) and deductive (questionnaires, surveys or other data gathering instruments) (Berwick, 1989). The researcher will look at the questionnaire and interview as instruments to collect data in this research.

2.9.1 Questionnaire

The most commonly used instrument in conducting the needs analysis is the questionnaire. There are a number of reasons as to why this method is often applied by ESP researchers. One of the reason is little time is required to administer it but a large amount of information can be collected. Another reason would be the low cost. As stated by Wiersma (2000, p. 183), "*the questionnaire surveys are relatively inexpensive for reaching a substantial number of people…*" In addition, the fact that the researcher does not have to allocate individualized sessions in order to obtain information from participants is another plus point. Therefore the researcher only needs to identify a common session for all the respondents to answer simultaneously. Through the questionnaire the researcher will be able to obtain different information from different respondents. Insights into attitudes, opinions and the background of police officers could be ascertained through the use of the questionnaire.

However questionnaires do have disadvantages too. Though the distribution of questionnaires does not take a long time, the interpretation of information from the questionnaire does consume a long time. In order to ensure that this method is implemented efficiently, it is necessary that the questionnaires are distributed at a specific time. In other words, it is important to ensure that all respondents attempt the questionnaire at the same time. In addition to finding a common time, the seating arrangements of the respondents while attempting the questions should also be considered. Information obtained through discussion could be considered biased, as the answers could be the result of influence from other respondents.

2.9.2 Interview

The interview is another method that can be used to conduct a needs analysis. In contrast to the questionnaire that can be administered simultaneously, the interview is more individualized and personalized, thus cannot be carried out for all respondents at one time. Despite the fact that interviews consume more time than the questionnaire, this method is sometimes considered better than the questionnaire as the information obtained is specific and concise. Contrary to the questionnaire in which the researcher is not able to add more questions, the interview method allows the researcher to ask more questions should they require clarification. This explains why many believe that the interview method generates more specific detailed and precise information as compared to those obtained from the questionnaire. Weirsma (2000, p. 185) lists six advantages of the interview method which are:

a. If the interview is granted, there is no problem with non-response.

b. The interview provides opportunities for in - depth probing, elaboration and clarification.

c. Completion of the survey can be standardized.

d. There tends to be more success with obtaining responses to open-minded items.

e. It is easier to avoid omission of items.

f. Interviews can be used with individuals from whom data cannot be otherwise obtained.

To execute the interview session, the researcher needs to ensure that the interviewee is an expert in the subject matter. Therefore, before setting an appointment with anyone, it is crucial that researcher finds out about their background and expertise in the connected area and only after such conviction that the interviewee is credible and reliable, should the researcher proceed with the interview. It is important that in an interview, relevant questions are posed.

There are many types of interviews, one of which is the face to face interview. Weisma (2000, p. 189) stated that face to face interviews "*provide greater flexibility in conducting the interview and they can accommodate more complexity and length than telephone interviews.*"

2.10   Conclusion

Various research on the needs analysis of English for Specific purposes has been conducted on groups of people from different occupations which include engineers, trainee nurses, front line receptionists in a hotel, hospital, consultants in a private firm, and clerks. In this study, the researcher looks at another front line profession that is investigating officers in a Criminal Investigation Department (CID). Here the researcher will focus on the needs analysis of English among a small group of investigation officers.

This chapter has provided an overview of related studies on English for Specific Purposes and needs analysis as an attempt to understand the aims of the present study. In addition, a review on past studies that have been conducted on needs analysis has been included. This is followed by a brief discussion on the four language skills needed to master the English language and how needs analysis is used as a data collecting procedure. In the following chapter, the research design and the research method will be presented.