ORAL ENGLISH LANGUAGE NEEDS OF POLICE CONSTABLES IN A CRIME PREVENTION DEPARTMENT

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ORAL ENGLISH LANGUAGE NEEDS OF POLICE CONSTABLES IN A CRIME PREVENTION DEPARTMENT

ABSTRACT

This study was carried out to determine the Oral English Language Needs of Police Constables in a Crime Prevention Department of a district police station in Melaka. This study is based on a qualitative approach using interview data and frequency counts from a questionnaire. The questionnaire was completed by 10 police constables in the Crime Prevention Department. In addition, semi structured interviews were conducted with a senior police officer and 3 police constables to further verify the derived data. The findings revealed that Oral English language skills is essential for Malaysian police constables in the Crime Prevention Department when taking down statements from victims/suspects, interrogating suspects and when gathering evidence from the public, especially among tourists. Hence, they need to be proficient in speaking and listening to the public. However, most of them need training in Basic English conversation and grammar as they perceived themselves to be below average in their English proficiency, in particular the oral and listening skills. This is an indication that both oral and listening skills need to be emphasized in the proposed English for Specific Purposes (ESP) course. Based on the findings, a course was designed to meet their oral communication needs. A successful ESP course would enable the police constables to perform their duties better, ease their job when dealing with foreign nationals and give them more confidence in communicating in English. Although all necessary precautions were taken while conducting this study, sample size has been the major limitation. Therefore, a larger sample is recommended for future research.

KEPERLUAN BAHASA INGGERIS LISAN POLIS KONSTABEL DI JABATAN PENCEGAHAN JENAYAH

ABSTRAK

Kajian ini dijalankan untuk menentukan Keperluan Bahasa Inggeris Lisan Polis Konstabel di Jabatan Pencegahan Jenayah di Balai Polis Daerah di Melaka. Kajian ini adalah berdasarkan pendekatan kualitatif menggunakan data temu duga dan bilangan frekuensi dari soal selidik. Soal selidik itu disiapkan oleh 10 anggota Polis Konstabel di Jabatan Pencegahan Jenayah. Di samping itu, wawancara separuh berstruktur telah dijalankan dengan seorang pegawai kanan Polis dan 3 anggota Polis Konstabel untuk mengesahkan lagi data yang diperolehi. Penemuan ini mendedahkan bahawa kemahiran bahasa Inggeris Oral adalah penting untuk Anggota Polis Konstable di Jabatan Pencegahan Jenayah ketika mengambil kenyataan daripada mangsa/suspek, menginterogasi suspek dan ketika mengumpulkan bukti dari orang ramai, terutama di kalangan pelancong. Oleh itu, mereka perlu mahir dalam bercakap dan mendengar orang ramai. Walau bagaimanapun, kebanyakan mereka memerlukan latihan dalam perbualan Bahasa Asas dan Tatabahasa Bahasa Inggeris kerana mereka menganggap diri mereka berada di bawah purata dalam kemampuan bahasa Inggeris mereka, terutamanya kemahiran lisan dan mendengar. Ini adalah petunjuk bahawa kedua-dua kemahiran lisan dan pendengaran perlu ditekankan dalam kursus Bahasa Inggeris untuk tujuan Khusus (ESP) yang dicadangkan. Berdasarkan penemuan ini, kursus telah dirancang untuk memenuhi keperluan komunikasi lisan mereka. Kursus ESP yang berjaya akan membolehkan anggota Polis melaksanakan tugas mereka dengan lebih baik, memudahkan kerja mereka ketika berurusan dengan warga asing dan memberi mereka lebih percaya diri dalam berkomunikasi dalam Bahasa Inggeris. Walaupun semua langkah berjaga-jaga yang diperlukan diambil semasa menjalankan kajian ini, saiz sampel telah menjadi batasan utama. Oleh itu, sampel yang lebih besar adalah disyorkan untuk penyelidikan masa depan.

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ESP   ENGLISH FOR SPECIFIC PURPOSES

EAP   ENGLISH FOR ACADEMIC PURPOSES

ESL   ENGLISH AS A SECOND LANGUAGE

NA   NEEDS ANALYSIS

TSA   TARGET SITUATIONAL ANALYSIS

PSA   PRESENT SITUATIONAL ANALYSIS

DA   DEFICIENCY ANALYSIS

RMP   ROYAL MALAYSIAN POLICE

IPD   IBU PEJABAT DAERAH

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter consists of the background of the study, research problem, research objectives, research questions, significance of the study, definitions of terms and chapter summary.

1.2 Background of the Study

The Royal Malaysian police came into existence upon the formation of Malaysia (Kadir & Jusoff, 2009). The Royal Malaysian Police (RMP) in under the command of the Inspector General of the Police who reports directly to the Home Ministry. The primary functions of the force involve largely on law enforcement, order maintenance and services (Kadir & Jusoff, 2009). According to the Centre for Public Policy Studies Malaysia, the Royal Malaysian Police has ethnic composition of 78% Malay, 4% Indian, 3% Chinese and 15% others. It is a well-accepted fact that Police Departments play an important role in a society, as explained by Moore and Braga (2003) whereby the police are significant, even essential, public agencies. The police force selected for this study is located at the *Ibu Pejabat Polis (IPD) Melaka Tengah.* (Police Headquarters of Malacca)

Malacca (or also known as *Melaka*) has always been the major site for heritage Tourism and the listing of *Melaka* as a UNESCO world heritage in 2008 has placed *Melaka* as the historical city and in the forefront of Heritage Tourism in Malaysia. The recognition of *Melaka* as a UNESCO world heritage location has led to a significant increase and influx

of tourists from around the world. In order to ensure that the tourists' needs and demand have been ensured and cared for, it is necessary to find common language between supply and demand sides (Bobanovic, 2011). Malaysia has *Bahasa Melayu* as the official language and since majority of the tourists visiting *Melaka* is from different parts of the world, it is important to have a common language to aid communication. Additionally, since English is the second official language in Malaysia, it is important that English is further developed to promote and improve communication with tourists.

Though Malaysia is witnessing a continuous growth in the tourism sector, in order to remain relevant, there is a great need for improving communication between the tourists and the host country. Globalization and the improvement in global travel have further shrunk the world and made places like *Melaka* reachable by people from the extreme ends of the world. Moreover, when people of different race, ethnicity, culture and religion meet, the primary ice breaker is the ability to communicate. There are over 6,000 languages spoken in the world today and as a result there is bound to be a common language spoken by the majority, a global language. According to Crystal (2003) a language achieves a genuinely global status when it develops a special role that is recognized in every country. This role has been taken by English. Today, English is spoken extensively in every part of the world though it is not the most spoken language in terms of population but it is the most recognized language and the lingua franca. It goes without saying that when people from different backgrounds meet, they need to use a common language and English has time and again been the preferred chosen language between people of different native tongue. According to Graddol (1997), English has acquired a unique status among the other languages of the world in that it has been acknowledged as a 'global language'. In the case of Malaysia, many languages are used. However, *Bahasa Melayu* serves as the National Language while English serves as the

Second Language. Both languages are used in formal situations and both languages are also used in matters related to the police force. Additionally, English is now spoken in over forty countries as a first language and in over fifty-five countries as a second language, and the language seems to be on an ever increasing and unstoppable trajectory of use. (Graddol, 1997, p. 47). Consequently, after the year 1950, there have been more and more people in the world embarking upon studying English for various reasons (Ahmad, 2015). This continuously-growing interest people have developed around the world in the study of English has led to the expansion of the domain of English language Teaching (ELT), which is mainly concerned with the teaching of English (Ahmad, 2015). Furthermore, the importance of English as a means of communicating internationally has brought about different ways and means of teaching and learning English. Hence the birth of English for Special Purpose (ESP) which offers a theoretically sound and practical approach to deal with the urgent need for professional communication on a global scale today (Ahmad, 2015). The services provided by the police force can be regarded as a form of professional. Therefore, there is a need to equip the police force with good professional communication.

According to Bobanovic (2011), the past few years research into language teaching for first and second language acquisition have led to an increased interest in investigating the most effective ways of improving the ability of workers in using English for Specific Purposes. Several recent studies of ESP have provided evidence of the importance of teaching English for Specific Purposes (Li So-mui and Mead, 2000; Edwards, 2000; Lohiala-Salinen, 1996; Hutchinson and Waters, 1987). ESP allows students to be able to use what they learn in the ESP classroom right away in their work and studies. There are several other methods and courses available to learn English but The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to

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learn even more English, since their interest in their field will motivate them to interact with speakers and texts (Simion, 2012). Even though most PCs have undergone general English courses or studied general English, an ESP course which is related to their occupation may be more relevant to assist them in providing better services, especially through better communication. Overall ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills. ESP combines subject matter and English language teaching. According to Simion (2012), such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Other forms of English learning courses such as English for Occupational Purposes (EOP) is more general compared to ESP because it does not focus on the specific job disciplines but it is more based on general basic skills required by students in order to be prepared for the workforce (Simion, 2012). Regardless of the course or method of learning English, Target learners at the end of the course should be able to listen, understand and speak English, not necessarily as clear and fluent like a native speaker, but clear enough to be understood. This level of understanding is also applicable to the police constables.

The police force needs to be able to listen, understand and speak in English to the foreign tourists who do not understand the local language. They should be trained in ESP; this training could be done in the police academy or as an additional course specially designed for the Police. According to Tangniam (2006), attention should be given to listening and speaking skills in designing English training courses. Furthermore, according to Aldohon (2014), listening and speaking skills, in addition to vocabulary should be an integral part of any English training materials. Additionally, English has become a primary medium of communication in all works of life on the international level. English is presently

the world's first genuinely worldwide language with an extraordinary non-national, non-regional, and non-ethnic stature. In order for the police to be able to carry out their job effectively particularly in matters concerning non-Malaysians, police constables need to be able to successfully interrogate, write reports, interact and express themselves in English.

The need for English language usage in the crime prevention department, particularly in the state of *Melaka* is due to the influx of tourists all year round who come to enjoy the UNESCO World Heritage of *Melaka*. This research study investigates the Oral English Language needs for the Police Constables in the Crime Prevention Department of the Royal Malaysian Police in Melaka. The research was conducted in *Melaka* primarily due to the fact that *Melaka* is a tourist destination with influx of foreign tourists that do not speak the local official language (*Bahasa Melayu*). As a result, PCs from the CPD need to have good Oral English Language skills, not only to provide better services to the locals but also to the tourists.

1.2.1 Malacca

Malacca or written in *Bahasa Malaysia* as *Melaka*, is a small city in Malaysia with rich culture and historical significance (Egercioglu & Ertan, 2016). Founded in the early 1400s, Malacca was already the seat of a hereditary Malay Sultanate and a bustling center of trade with China by 1509 when the first Portuguese sailing ships appeared in the Straits (Sarkissian, 2005). Malacca was colonized by three different countries. Due to the location of Malacca which served as a trade road, the Portuguese colonized it in 1511 until 1641, when the Dutch took control of the city after a protracted siege. Under Dutch rule, Malacca dwindled to little more than a guard post on the way to new Malay and Dutch trading centers in Johor and Batavia (now Jakarta on the island of Java), respectively. Apart from a hiatus

during the Napoleonic Wars (1795-1815), the Dutch controlled Malacca until 1824, when they formally ceded it to the British in bilateral attempt to consolidate colonial possessions. The British ruled Malacca as part of the Straits Settlements (except for a period of Japanese occupation during World War II) until 1957, when Malaya (later Malaysia) was granted independence (Sharkissian, 2005). In the sultanate period, Malacca was an urban society that was good at trading (Lim and Fernando, 2006). Malacca is divided by the Malacca River and the historic city center includes commercial, residential, governmental and religious buildings. Additionally , the more central part of the world heritage site of Malacca is named as The Core Zone by the Historic Malacca Council (MBMB) and it consists of the settlement quarters, commercial zone and the Civic Zone (Egercioglu & Ertan, 2016).

Malacca and George Town, historic cities of the Straits of Malacca have developed over 500 years of trading and cultural exchanges between East and West in the Straits of Malacca. The influences of Asia and Europe have endowed the towns with a specific multicultural heritage that is both tangible and intangible. With its government buildings, churches, squares and fortifications, Malacca demonstrates the early stages of this history originating in the 15th-century Malay sultanate and the Portuguese and Dutch periods beginning in the early 16th century. Featuring residential and commercial buildings, George Town represents the British era from the end of the 18th century. The two towns constitute a unique architectural and cultural townscape without parallel anywhere in East and Southeast Asia (UNESCO, 2008). After a failed attempt in 1997 to be listed as the UNESCO world heritage site, in July 2008, Malacca and George Town, Malaysia were added to the UNESCO's world heritage list as the historic Cities of the Straits of Malacca (Williams, 2010). Today, Malacca has become one of the most popular tourist destinations in Malaysia which visitors coming from different parts of the world to enjoy the rich history of Malacca.

1.2.2 Malacca and UNESCO

UNESCO was founded as a specialized agency of the United Nations (UN) on November 16, 1945, a mere twenty-four days after the UN Charter came into force (Keough, 2011).UNESCO stands for The United Nations Educational, Scientific and Cultural Organization, it embodies the international treaty convention concerning the protection of the World Cultural and Natural Heritage which was adopted in 1972. UNESCO seeks to encourage the identification, protection and preservation of cultural and natural heritage round the world which are considered to have outstanding value to humanity (UNESCO, 2005). This cultural heritage refers to historical sites, monuments, groups of buildings with aesthetics, archaeological, scientific ethnological or anthropological value (UNESCO, 2005). Example of such historical sites and monuments is that found in Malacca, which recently got its recognition as a UNESCO World Heritage City.

UNESCO's World Heritage mission is to:

- encourage countries to sign the World Heritage Convention and to ensure the protection of their natural and cultural heritage;

- encourage States Parties to the Convention to nominate sites within their national territory for inclusion on the World Heritage List;

- encourage States Parties to establish management plans and set up reporting systems on the state of conservation of their World Heritage sites;

- assist States Parties in safeguarding World Heritage sites by providing technical assistance and professional training;

- provide emergency assistance for World Heritage sites in immediate danger;

- support States Parties' public awareness-building activities for World Heritage conservation;

- encourage participation of the local population in the preservation of their cultural and natural heritage;

- encourage international cooperation in the conservation of our world's cultural and natural heritage

The idea of creating UNESCO as an international movement for protecting world heritage came about after the World War I (UNESCO, 2005). Two separate movements were brought together in 1972 concerning the protection of the WORLD cultural and Natural Heritage; these two movements were: focusing on the preservation of cultural sites and the other is dealing with the conservation of nature. The overarching benefit of ratifying the World Heritage Convention is that of belonging to an international community of appreciation and concern for universally significant properties that embody a world of outstanding examples of cultural diversity and natural wealth. Additionally, the States Parties who are part of the convention join hands to protect, cherish the world's natural and cultural heritage and at the same time express a shared commitment to preserving the legacy for future generation (UNESCO, 2005).

Today, the World Heritage concept is so well understood that sites on the List are a magnet for international cooperation and may thus receive financial assistance for heritage conservation projects from a variety of sources (UNESCO, 2005). Furthermore, Sites inscribed on the World Heritage List also benefit from the elaboration and implementation of a comprehensive management plan that sets out adequate preservation measures and monitoring mechanisms.

1.3 Research Problem

Globalization in our world today has made communication a crucial part of our day to day activity regardless of our proximity, culture or language. It has become paramount that we are finding common language in order to keep the line of communication open. The Police Force in *Melaka* is protecting and serving the civilians and in order to make their job possible, there has to be an effective way to communicate with the public they swore to serve and protect. Policing involves interacting, reporting, conversing and investigating, which all require some form of communication.

The Malaysian Police has gradually become less of an internal organization but rather a more open organization due to its dealings with other international counterparts such as ASEANPOL (Asian Police) and the INTERPOL. This exposure further necessitates the importance of a common and uniform line of communication and language. Additionally, *Melaka* being the focus of this study is in a unique position when compared to other locations in Malaysia due to UNESCO world heritage which makes it a prominent tourist destination. When dealing with the ASEANPOL, INTERPOL and the tourists, English is of great importance as it serves as the international neutral language for communications. The Malaysian Police Constables in the crime prevention department have problems in communicating in English. This problem may be due to the fact that very little attention and importance is placed on English since *Bahasa Melayu* is the official language and every citizen in the country can communicate fluently and effectively in *Bahasa Melayu*. This information was obtained from one of the Police Officers during an unofficial meet.

Hence, a study is essential to investigate the English language problems faced by police constables engaged in crime prevention particularly in the state of *Melaka* where there

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is a growing number of tourists visiting it every year. Needs analysis is used in this study to determine the need for English language for police constables in crime prevention department so as to train them to have more effective English language oral skills at their workplace.

1.4 Purpose of Study

The purpose of this study is to determine the Oral English Language needs for the Police Constables in the Crime Prevention Department of the Royal Malaysian Police in Melaka. The specific research objectives of this study are to identify:

1. Under what circumstance do police constables require communicating in English.
2. The Oral English Language needs of police constables in the crime prevention department.

1.5 Research Questions

There are three research questions in this study that address the two research objectives as stated above. The research questions are:

1. What job tasks require a police constable in the crime prevention department to communicate orally in English?
2. What are the Oral English Language needs of the police constables engaged in the crime prevention department?
3. How can these needs be addressed in a spoken ESP course for the police constables?

1.6 Significance of Study

There is a strong opinion that since the official language of Malaysia is *Bahasa Melayu* and English being the second language, the Malaysian police force should adopt a bilingual approach (*Bahasa Melayu* and English) to communicate effectively. There is a greater need for communication in English in the police force, especially in the crime prevention department in *Melaka* which is a tourist destination as good Oral English skills could help provide better services to tourist who cannot converse in *Bahasa Melayu.*

This research study provides an insight on how communication and language can help the police in crime prevention and the relevance of a suitable ESP course for the police force. There is no available academic research that addresses the importance of English language in policing in Malaysia or any research that addresses English requirement for police constables in any part of Malaysia. This study on Malaysian Royal Police will contribute significantly to the literature in this field of study as no such study has been conducted on Malaysian Royal Police.

1.7 Flow of Chapters

This research study is organized in five chapters. The first chapter acts as a brief introduction to the research topic and also provides the background of the research study. Additionally, chapter one explains the significance of the study, the research objectives and the research problems. In a nutshell Chapter one provides an overall view of what the entire paper is about.

Chapter two contains the literature review of the subject matter which forms the theoretical foundation of this study. It contains review of other research in the same field

within the same topic. Additionally, the literature reviews provide the outcomes and the approaches used by other researchers on this particular topic and or similar research framework.

Chapter three contains the methodology of the research. It explains the research methods used to carry out this research study and the rationale in using the various research tools.

Chapter four contains the analysis of research study, presentation of the findings and the interpretation of the outcome of the research.

Chapter five contains the summary of the research study, the conclusion and the recommendation of future research in this field of study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter begins with a discussion of English as a global language and follows by bilingual approach in Malaysia. As communication skills are important for police constables, there will be a subtopic covering this area. The English for Specific Purpose, curriculum designs and needs analysis will be reviewed. Besides, there will be coverage about the Malaysian Police Force in *Melaka*, a well-known heritage city in Malaysia. This chapter ends with a summary.

2.2 English as a Global Language

Globalization has gradually blurred the imaginary lines between nations. Without a doubt globalization is considered a new phenomenon which is multi-dimensional in nature and this puts variety of complex trends in the economic, social and cultural fabrics of all societies (Rohmah, 2005). Globalization has made the world smaller to the extent that people can reach more than three countries within a single day and when people of different backgrounds meet, they need to communicate using a particular language as a lingua franca (Rohmah, 2005).

Since travelling across the globe has become easier in the 21st century, no country is an 'Island' or isolated. As a result, different nationalities and ethnicities have to intermingle and communicate this diversity and the need to communicate calls for a common language or in other words a global language. According to Crystal (2003), a language achieves an unquestionable global status when it assumes and develops a special role recognized and

accepted in every country. Such a role will be most evident in countries where large numbers of the people speak the language as a mother tongue, in the case of English that would mean Britain, Ireland, Australia, USA, New Zealand, South Africa, several Caribbean countries and other territories (Crystal, 2003). On the other hand, Spanish is spoken as mother tongue in more countries than English but mainly in Latin America and mother-tongue use by itself cannot give a language global status. To achieve the status of global language, a language has to be taken up by other countries around the world. Today, English is the third most common native language in the globe, after Mandarin and Spanish (Mary, 2013). Over 370 million people speak English as their first language while Mandarin and Spanish are limited to certain geographical areas of the world while English has broken down barriers and brought people closer making it the global language (Mary, 2013). According to Rohmah (2005), in recent years, people in almost every part of the world feel the urgent role English has taken in their life such as for business goals and communication, academic purposes and many more.

English is not just an international language but also identified as a global language. According to Rohmah (2005), an international language can be explained as a language which is used in any international communication that involves two or more people of different nationality. Take for an example, Japanese or Arabic is an international language but it cannot be referred to as a global language because, Japanese is often used by people who communicate with Japanese people, usually in the area in which Japanese people, tradition, political power and/or business are dominant. Japanese, however, is not used in a great number of other contexts and also according to Rohmah (2005), the same thing applies to Arabic.

As an international language, Arabic is not only used in the area in which Arab people are dominant, but it is also employed when people communicate with Arabs in other places. However, Arabic is not used when there is no connection with Arabs. Furthermore, it goes without saying that, English did not gain its special status as a global language merely because it is spoken by native speakers, but rather because people from different parts of the world give a special credence to English even though English is not their first language (Rohmah, 2005). Though according to Crystal (1997), there are two ways for a language to become a global language. The first way is more recognized as the official way which constitutes choosing a language to be used as first language or second language by the government of a country. This means that, the chosen language will be used in all kinds of communication, in academic fields as technology, science, and media and in government. A language can also have "official" role, "semi-official" status or stands as foreign language. According to Crystal (1997), the second way to achieve the status of global language status is by receiving education priority.

At present, English is used as an official language or semiofficial language in more than 60 countries in all the six continents (Nga, 2008). Furthermore, Nga (2008) highlights some of the reasons why English is a global language, which are; English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. According to Nga (2008), part of the reason why English is a global language is due to the fact that, over two-thirds of the world's scientist write in English, three-quarters of the world's mail is written in English, 80% of the information on the world's electronic retrieval system is stored in English, English radio

programs are received by over 150 million in 120 countries and over 50 million children study English as an additional language at primary level.

The reason behind the domination of the English language across the globe can be explained in terms of its military might, economic and politic power (Nga, 2008). The British military might in 19th century together with its world's leading industrial and trading role and its political imperialism had "sent English around the globe" and "a language on which the sun never sets" (crystal, 1997). According to Nga (2008), the power in military, politic to achieve the "global status" and super power in economic to maintain and expand, English now strongly confirms its undeniable dominance as a "global language" in both academic communication and every day fields. According to Nunan (2004), English is currently the undisputed language of science and technology, and scientific journals in many countries are now switching from the vernacular to English. In addition to that, in many specific disciplines, English appears to be the universal language of interaction and communication. For example, 98% of German physicists now claim English as their working language (Nunan, 2004). They are closely followed by chemists (83%), biologists (81%), and psychologists (81%) (Graddol, 1997).

This study is on English and it is the lingua franca or language which is used by tourists (*Melaka*) as a form of communication. From the previous study about English, it is proven that English plays a very important role as it is the global language.

2.3 Bilingual Approach in Malaysia

Based on the Malaysian constitution of 1957, English was retained as the co-official language in addition to *Bahasa Melayu*, but the pronounced intention was to develop *Bahasa Melayu* into a national language and remove the special status carried by English after the

transition period of 10 years (Thirusanku & Yunus, 2012). In the year 1967 the National Language Act of 1976 was passed and the official status of English ceased which disestablished English as the joint official language giving *Bahasa Melayu* the sole status (Gill 2002). Soon after, Vision 2020, a goal of turning Malaysia to a fully developed country brought back the importance of English since globalization and technological advancement requires full fluency in English on the side of Malaysian engineers and business people, amongst others (Thirusanku & Yunus, 2012). The new found need for English consequently gave birth to the Education act of 1996 which reintroduced English as a medium of instruction in technical subjects (Thirusanku & Yunus, 2012). According to Thirusanku & Yunus (2012) it was only in the year 2003 the policy of using English as a medium for teaching Mathematics and Sciences took effect.

Today, according to Thirusanku & Yunus (2012), Malaysian English has an identity of its own and the many deviations in these lexical aspects make it a distinct variety of English. Additionally, in Malaysia currently, English is used as the language in Malaysia business dealings and in some tertiary education institutions. In many work places in Malaysia, English is being used as a means of communication with the occasional switch into Malay depending on the situation and conversational partners (Morais, 1998).

2.4 Communication Skills

Communication is taken for granted, but it remains pivotal in our daily lives, which consists of reading, writing, asking a friend to get a cup of coffee, all with a primary objective of transferring an idea from one location to another (Wallace & Roberson, 2009). According to Beryl (1960), 70 percent of our time is spent communicating. Nevertheless, even with the frequency of communicating on a daily basis, study of communication

techniques is required in police academies and other institutions such as high schools and colleges (Wallace & Roberson, 2009).

Oral communication skills play an important role in the police force and it remains to be a requirement in law enforcement to communicate with the general public, request assistance from other officers, advise suspects of their rights, and inform supervisors that certain actions have occurred (Wallace & Roberson, 2009). Additionally, written communication skills are required in law enforcement to serve several purposes such as to fill out various police reports, draft narratives and understand written policy Directives (Wallace & Roberson, 2009). According to Crystal (2005), the distinction between speech and writing is traditionally felt to be fundamental to any discussion about language. Crystal (2005) explains further that, speech uses the transmitting medium of 'phonic substance', typically air-pressure movements produced by the vocal organs, whereas writing uses the transmitting medium of 'graphic substance', typically marks on a surface made by a hand using an implement. It is simply a physical thing.

On the other hand, based on the study conducted by Adult Migrant English Program AMEP (2003), it is observed that, there is a strong connection between spoken and written language, but stepping back and thinking about the nature of oracy and literacy, as if they were separate, can help us to better understand what we may observe and experience in the classroom, and can provide some useful insights into how to develop appropriate ways of teaching. Furthermore, Williams, Stathis & Gotsch (2008) are also with the understanding that, oral language and written language are inextricably linked. Bailey & Moughamian (2007) studied the close connection between students' ability to grasp complex grammatical

structures and the organization of discourse presented orally, and their successful application of these concepts in literacy outcomes.

According to Malik (2012), one of the most challenging difficulties in learning a second language is finding ways to improve one's oral fluency. A person's fluency in a language largely depends on how well the person uses the languages structure accurately whilst concentrating on the content rather than form and using the units and patterns automatically at normal conversational speed when they are required (Hartmann & Stork, 1976). Koponen & Riggenbach (2000) define fluency as a performance based phenomenon which is related to the flow, continuity, automaticity or smoothness of the speech (P.6). Additionally, Fillmore (1979) establishes four abilities that might be embodied under the term fluency; the first is the ability to talk at length with few pauses. The other three abilities are to talk on coherent, reasoned, and semantically dense sentences, the ability to have appropriate things to say in a wide range of context and the ability of being creative and imaginative in use of a language (p.93). In English language, receptive and expressive aspect is related to many problems of second language learners.

2.4.1 Communication Skills among Police Constables

Based on Wallace & Roberson (2009), communication, both oral and written are very critical and important in law enforcement agency. Wallace & Roberson (2009) further explain that, the primary mission of law enforcement agency such as the police is to apprehend law violators. As a result, members of the police force must be able to communicate regarding several matters which also include procedures that affect their operation and communicating with the community. According to Otu (2006), the world of criminal justice and crime prevention is based on communication which is defined as the

sending, giving, or exchanging of information and ideas, which are often expressed verbally as well as nonverbally through facial expressions, posture, clothing, gestures, tone of voice, writing, distance, and other nonverbal signs. Communication in law enforcement is the relaying of useful information whether it is nonverbal or verbal. Both of these forms of communication can be effective throughout the criminal justice system from police situations, courtroom settings, juvenile facilities and correction facilities (Faye, 2013. p 1).

Communication is an integral part of the police-citizen relationships whereby poor communication is most likely to result in lack of public confidence and trust in the public police (Rix, Faye, Maquire & Morton, 2009). This is a clear indication that the potential danger in failing to teach police effective communication skills may result in tragic outcomes at times (Davies & Kelly, 2014). According to Bodkin (2012), the importance of communication training in the police force and the capabilities of effective police communication should not be under estimated. It is therefore crucial for police educators to develop teaching and learning strategies which provide an opportunity for students in the police academy to build their capacity to be effective communicators which can be achieved through autonomous, student-centered learning experiences (Davies & Kelly, 2014). Thibodeau (2003) describes effective communications as "the faithful reproduction of a thought, idea, observation, instruction, request, greeting, or warning, expressed in verbal, written, electronic alarm annunciation, or pictorial media, originated by and transmitted by a communicator or communicating device to a specifically targeted receiver or receiver group" (pg.166). Furthermore, according to Thibodeau (2003), "faithful reproduction means that whatever was contained in the original message that left the communicator is both received by and understood by the targeted receiver or receiver group" (pg. 166).

According to Shipton (2009), police education has long been criticized for being teacher-centered instead of student-centered. Additionally, police education has failed to promote critical thinking and problem solving skills officers require on the field. According to O'Neil and McMahon (2005), student-centered can be best described as giving students the choice in their education, which involves enabling students to be active learners by doing more work in the class than the educators do, and a shift in the power relationship between the student and the educator. This new technique has been implemented in Australia at the New South Wales Police Force (NSWPF) teaching curriculum (Davies & Kelly, 2014). Furthermore, the NSWPF recruits are trained in communication which includes formal communication, written communication skills, such as report writing, essay writing and verbal communication skills through in-class role plays.

A crucial part of communication learning is Verbal Communication Trials (VCT). Verbal communication exercise that centered exclusively on the students verbal communication skills plays an important role in police training due to the fact that such skills are of key importance in a police officer's duties (Erickson, Cheatham & Haggard, 2009). According to Davies & Kelly (2014), an important criterion for VCTs is premised on creating an activity which would encourage a student-centered approach to learning delivery.

Police are expected and required to understand and effectively operate in a complex social, political and organizational environment (Casey & Mitchell, 2007). In a study of two communities in Texas by Cheurprakobkit & Bartsch (2001) with regards to behaviors that may endanger trust between police and the community reveals that, police friendliness, politeness, concerns, helpfulness, fairness and honesty were antecedent to satisfaction with the police. Clearly, such attributes are associated with the way that police officers

communicate with members of the general public (Smith, Durose, & Levin, 2001). For example, Tyler (2005) suggests that ''people value having the police talk to citizens and cooperate with citizens to solve community problems'' (p. 327). In many part of the world some of the unanimous complaints about the police dealings with the general public have been that they are guilty of rudeness, arrogance, unfriendliness, and over casual treatment (Skogan, 1994). Furthermore, Giles et al. (2006) found that a prime complaint and concern about police behavior from a large, community-wide urban sample was that of poor communication skills of officers.

There have been studies conducted on the Communicative Parameters of Police-Civilian Interaction known as CAT. According to Thakerar, Giles, & Cheshire (1982), CAT explores the ways in which individuals vary their communicative behavior to accommodate others given their social status, which includes their motivations for so doing, and the social consequences arising. It should be pointed out that, police interact with people with different backgrounds, attitudes, wants needs, perception and social class on a daily basis (Barker et al. 2008). As a result, police officers have to know how to communicate with different kinds of people who may also include, both suspected or convicted felons, other members of the public who hold a negative view of them, and those who appear to exhibit anxiety and uncertainty when interacting with them (Gudykunst,1995). According to Giles (2001), some police officers have developed a type of code-switching which allows them to exhibit empathetic (accommodative) behavior under some circumstances and controlling, authoritative (no accommodative) behaviors in others.

2.4.2 Language Barriers among Police Constables

Barrier is not an unfamiliar concept in today's diverse community where there are often difference in culture and language. Moreover, according to Darst (2008), the ability of law enforcement officers to effectively communicate and perform their duties effectively with barriers such as language, one can see how quickly such barrier can jeopardize the safety and efficiency of law enforcement. There is a common understanding that, communication is essential to the development of partnerships that make community policing an effective strategy for ensuring public safety (Shah & Estrada, 2009).

Police constables being the first respondents for public safety, language barrier are a concern as police constables cannot perform their duties when they have problems communicating with the people they serve (Shah, Rahman & Khashu, 2007). Furthermore according to Shah, Rahman & Khashu (2005), it becomes very hard for law enforcement officers to gather evidence or provide protection when language barriers prevent individuals from reporting a crime or describing a suspect. One of the requirements for providing accessible and equitable police services to ethnic minorities is overcoming the issue of language barrier (Chan, 1995). Moreover as explained by Shah & Estrada (2009), dialog is essential in police work, without dialog, police officers will not be able to effectively conduct investigations, build community trust, or ensure that victims report crimes they witness. For example in 2008 the U.S Department of Justice partnered with the Vera Institute of Justice to address the issue of language barriers in policing (Shah & Estrada, 2009).

There are effective ways to address the issue of language barrier. For instance in Australia, Police usually use professional interpreters when preparing for prosecution to

avoid having their evidence disputed in court (Chan, 1995). Using liaisons and interpreters from other areas outside of law enforcement also is an option for departments wanting to create a pool of reliable translators (Darst, 2008). Additionally, to ensure that, residents who are non-English speakers are not at a disadvantage in the legal system, the police force is expected to make provision for professional interpreters. Shah and Estrada (2009) are of the opinions that, language barriers do not need to recreate the wheel; law enforcement agencies can implement what works elsewhere and tailor it to meet their needs locally. Additionally, law enforcement agencies have started looking beyond staff interpreters (Sha & Estrada, 2009). One promising approach is the Language Assistance Technology", a computer and networking technology that can help individuals who do not share a common language to communicate (Rahman, Hirsch & Shah, 2007). New York City is a perfect example of a location that could greatly benefit from the use of technology to resolve language barriers due to that fact that there is an estimate of over 130 different languages spoken by the residents and some 13 percent of the population is Limited English Proficient (LEP) (Rahman, Hirsch & Shah, 2007).

According to Mendoza et al. (2004), language barrier hinders communication and the cultural barrier impedes understanding in many communities. Furthermore, in many instances internationals are targeted for victimization due to language barriers and the lack of familiarity with the environment. Additionally, according to the international Association of Chiefs of police (2007), the law enforcement experience relating to immigrant issues shows that language barriers and a lack of knowledge about local and federal laws can often lead to a misunderstanding of police directions by the foreign-born. Furthermore, when the visitors or immigrants don't understand the local language, it makes it difficult for them to report crimes and thus their victim's status remains largely unknown to the police.

Though it is clear that language barrier is an issue in the police force, there are a few studies that indicate that the issues caused by language barriers are relatively not much and not that serious. In a study conducted by Herbst & Walker (2001) titled "Language Barriers in the Delivery of Police Service" revealed that, language barriers did not create serious problems in police interactions and potential language barrier incidents were relatively few in number.

2.5 English for Specific Purpose

English for Specific Purposes (ESP) was a terminology commonly used in the 1960s as people became very aware that the general English courses thought in educational institutions did not meet the particular needs of some employers (Brunton, 2009). In the 1980s, Robinson (1980) wrote a comprehensive review on the theoretical positions and what ESP meant at that time. Coffey (1985) updated Streven's work and saw ESP as a major part of communicative language teaching in general. Hutchinson & Waters (1987) gave three reasons for the emergence of ESP, the demands of a brave new world, a revolution in linguistics and a new focus on the learner. Dudley-Evans (1997), defined ESP with the following characteristics; a subject to meet specific needs of the leaner, a subject that helps make the use of underlying methodology and activities of the discipline it serves and a subject that is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Furthermore according to Brunton (2009), ESP can be further divided and categorized under the following; English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP), and numerous others with new ones being added yearly to the list. In the case of this research Paper, English for Police Force. The use

of ESP has increased in recent years primarily due to market forces and a greater awareness amongst the academic and business world where efforts are made to meet the needs and wants of learners around the world (Brunton, 2009). According to Belcher (2006), EPS today encompasses an "ever-diversifying and expanding range of purposes" (p134).

Though ESP is recognized as a branch of English, it has not gained enough traction particularly due to the numerous options there is to specialize in. Flowerdew (1990) explains why ESP has problems in establishing itself in a clearly defined area within English Language Teaching (ELT) which 'is that, many of the ideas closely associated with ESP have been subsequently appropriated by the 'parent' discipline' (p.327). Another area of ESP that has raised concerns is methodology. According to Widdowson (1983), most of the time methodology has usually been neglected when it comes to ESP. However, in recent years there are several courses under ESP umbrella which makes it impossible to discuss and different methodologies have to be used according to the course design, goals and outcomes of those courses (Brunton, 2009). According to Anthony (2007), for ESP to have significant growth and recognition, it is vital that ESP community as a whole understand what ESP actually represent and accept the various roles ESP practitioners need to adopt to ensure its success.

Tony Dudley Evans and St John (1998) define five key roles for the ESP practitioners namely teacher, collaborator, course designer and materials provider, researcher and evaluator. According to Dudley and John (1998), the role of the teacher in ESP is the same as the role of a general English teacher and evaluator. While the role of a collaborator is largely connected to the collaboration with specialists to meet the specific ESP learners needs. Additionally, the aim and the role of the course designer and material provider is the

same in both ESP and General English courses which is to provide the most suitable materials in the lesson to achieve a particular goal and objective. According to Anthony (2007), it is necessary to inform students about their progress in their language learning that is why giving feedback is an inevitable part of each activity.

The use of ESP helps to promote specialization and focus in learning English. This is due to the fact that, general English 'language for no purpose' courses at any proficiency level usually teach too much, for example, vocabulary, skills, registers or styles some learners do not need too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes. (Long, 2005, p. 19). In the study conducted by Strevens (1988), he highlighted the difference between absolute characteristics and variable characteristics of ESP. According to Strevens (1988), the absolute characteristics of ESP courses are designed to meet the specific needs of the learner, related in content to particular disciplines or occupations, centered on language specific to those disciplines or occupations and in contrast to General English. Additionally, the variable characteristics are that courses may be restricted in the skills to be learned and not to be taught according to a particular methodology.

Furthermore, a similar study by Robinson (1991) also suggests two absolute criteria for defining ESP courses. The first suggests that ESP programs are normally goal oriented while the second one is derived from a needs analysis, similar to what this research is focused on.

When the importance of English in International communication is put into consideration, it would be observed that communication is not restricted to everyday language, but rather different types of registers where people exchange their ideas by

employing certain functional styles, be it formal or informal, written or verbal (Beshaj , 2015). The success of special purpose English largely depends on using the correct register. According to Chilingaryan (2012), there are three abilities that are necessary for a successful communication in professional target settings. The first requirement to be successful in an occupational setting is the ability to use particular jargon characteristic of that specific occupational context. The second is to use a more generalized set of academic skills. The third is the ability to use the language of everyday informal communication to communicate effectively regardless of occupational context. Regardless of the approach taken, certain aspects of ESP continue to be debated on. According to Brunton (2009), these aspects include; which is the best teaching practice, for instance whether the course should be narrowly focused, just on immediate student's needs. Another debated aspect is what could be termed a restrictive syllabi or a broader focus that also teaches skills and situations and hence vocabulary and grammar outside of the needs analysis. Lastly, there is usually a debate on whether students should be allowed to choose the narrow focus approach.

2.6 Needs Analysis

Needs analysis is also known as needs assessment and it plays an important role in the process of carrying out and designing any language course, whether it is a general English language course of English for Special Purpose (Songhori, 2008). Needs analysis involves collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of learners (Iwai et al. 1999) For example in the case for this research, the police force. Needs analysis may seem relatively new to the fields of language teaching, but teachers and educators have always practiced some form of informal needs analysis for ages to assess the level of their students language understanding

and to come up with a favorable syllabus (Iwai et al., 1999). Nevertheless, the needs analysis known to use in recent years has gone through several stages and growth over the years, with the publication of Munby's Communicative Syllabus Design in 1978, situations and functions were set within the frame of needs analysis. Furthermore, based on the work of Munby, Chambers (1980) introduced the term Target Situation Analysis. Many other write ups and studies were done in this field stretching from pedagogic needs analysis to learning needs analysis all in the attempt to present an overview of the aforementioned approaches to needs analysis (Songhori, 2008).

According to Otilia (2015), needs analysis in the 60s and 70s, was primarily focused on assessing the communicative needs of learners and the techniques of achieving specific teaching objectives. But in recent years, the task of needs analysis is much more in-depth: it aims at collecting information about the student and defining the target situation and environment of studying ESP (Otilia, 2015). In a study conducted by Duddley and St. Johns (2009), needs analysis were grouped into five broad areas which consists of:

- Target situation analysis and objective needs analysis (e.g. tasks and activities learners will use English for;

- Linguistic analysis, discourse analysis, genre analysis, i.e. knowledge of how language and skills are used in the target situations;

- Subjective needs analysis, i.e. learners 'wants, means, subjective needs-factors that affect the way they learn (e.g. previous learning experiences, reasons for attending the course, expectations)

- Present situation analysis for the purpose of identifying learners' current skills and language use;

- Means analysis, i.e. information about the environment where the course will run.

According to Otilia (2009), since ESP courses are majorly based on needs analysis, the learning objectives of the course are more obvious when compared to general ELS courses and based on this fact; it is assumed that learners are more highly motivated in learning about topics and texts which are directly related to their study or work areas. In a study by Stern (1992), four types of ESP teaching objectives were distinguished which consists of:

- Proficiency objectives refer to the mastery of the four language skills: reading, writing, listening and speaking.

- Knowledge objectives include the acquisition of linguistic and cultural information.

- Affective objectives are about the development of positive feelings toward the subject of study.

- Transfer objectives concern the ability to generalize from what has been learned in one situation or another

Needs analysis is considered as a basic principle of English for Special Purpose (ESP) and most information on needs analysis came from ESP (West, 1994). According to Fard and Boroujeni (2013), this is most probably due to the fact that needs analysis approach is more useful when learners' needs are linked to a discrete set of communicative situations. Needs analysis serves several purposes which include determining if a program should be implemented by finding out if it matches the goals and objectives of the students learning the target language and also additionally it is used as part of a program which can help to improve various components of the program through evaluation (Fard & Boroujeni, 2013). It is evident that the ultimate goal of ESP classes is to provide targeted language instruction

that will address the learners' communicative needs in various professional situations (Chovancova, 2014). In the effort to determine the learners academic language needs in the target literacy contexts, needs analysis is undoubtedly the most practical and effective platform (Shing & Sim, 2011).

2.7 Curriculum Design

As explained by Hutchinson and Waters (1987), the learners' reason for learning is the determinant of all decisions with regards to the content and method of a language course. This is an approach to language teaching known as ESP. Through ESP, the needs of the learners in their specific work as required by the language could be addressed. Hence, this is the particular reason for the students to learn English skills that are related to their work specifications. Nevertheless, the needs analysis will provide further information with regards to the needs of the learners (Dudley-Evans and St John, 1998).

There are various ways to explain the information about the learner's needs such as questionnaires, interviews, attitude scales, surveys, content analysis, observation, job analysis as well as informal consultations (Hutchinson and Waters, 1987). In term of this study, the language teaching offered in this course will be designed to suit the learning and language needs of these police constables. The specific needs of police constables engaged in Crime Prevention Department are vital in determining the priority aspects in a curriculum and each curriculum should be appropriate with police constables' communication at their work place. Munby (1978) stated that content of a language program that will meet the specific needs could be determined by a researcher if English language needs of a group of learners are specified accurately. Once the content is determined, researcher will explore the syllabus that will be used.

2.7.1 Definition of Curriculum and Syllabus

A plan of what is to be achieved in teaching and learning while identifying what is suitable to reach the aims of the course and means of analyzing the learners' progress is known as curriculum (Hyland, 2006).There are seven procedures of curriculum design as explained by Widodo (2014). Firstly, the needs analysis must be analyzed. Secondly, the objectives must be formulated. Third and fourth, instructional content must be selected and designed. Fifth and sixth is where instructional activities is selected and designed. Lastly, instructional evaluation is selected.

On the other hand, syllabus is defined as an explanation of the outcome earned by successful learners at the end of the course and the nature of language used by learners in their workplace is concerned. In order to help the learners to be more focus in particular areas, the order of priorities of structured syllabus is vital. The contexts of the language used are decided by the designer of the syllabus or curriculum in relation to the activities as well as the time allocation for these activities. Besides, the learning quality of a new skill related to work can be influenced by these factors. As the learners aim to improve their work, they must be cooperative in the development of the curriculum as the skills and improvement needs are dependent on them (Hutchinson and Waters, 1987).

2.7.2 Syllabus introduced by Hutchinson and Waters (1987).

There are six types of syllabus introduced by Hutchinson and Waters (1987) and these syllabuses are usually combined with each other.

Table 2.1: Syllabus introduced by Hutchinson and Waters (1987)

No.	Syllabus	Description
1.	Structural	A collection of the language forms and grammatical structures like verbs, nouns, question and statement.
2.	Notional/ Functional	A collection of the notions or functions such as informing, requesting, agreeing and apologizing.
3.	Situational	A collection of real or imaginary situation of the occurance and usage of language aims to teach the language that occurs in the situation such as complaining to the teacher, seeing the doctor and meeting a new teacher.
4.	Skill-Based	A collection of specific abilities that may be important in play a part in using language purposely to learn the skills of specific language and to develop more general competence in the language.
5.	Task-Based	A series of purposeful and complex task that the learners need or want to perform with the language they are learning such as talking to a public officer, applying for a job and getting information from a telephone conversation.
6.	Content-Based	Aims to teach some information or content of the language that the learners are learning. For example, a mathematic class taught in a language the learners need or want to learn.

2.7.3 Holistic View of Syllabus by David Nunan (1988)

The characteristics of Holistic View of Syllabus by David Nunan (1988) are listed as follow:

Table 2.2: Characteristics of Holistic View Syllabus by David Nunan (1988)

		Holistic View of Syllabus
1.	Focus	- On communication. - On the natural language process by looking at the content and meaning of the language
2.	Basis	Language aspects the learners need to know and improve.
3.	Emphasis	- Everyday use of the target language. - Speaking aspect of the language. - Learner- centred
4.	Aim	Learners able to communicate effectively.

2.7.4 Learner-Centred Approach

Through learner-centred approach, an opportunity to understand and use the language for their self is provided for language learner. Taghizadeh (2013) listed the advantages of learner-centred approach in a language curriculum as below:

1. Various ways of tackling a problem in language are provided for the learners.

2. When handling a problem, learners can contrast and compare the ideas.

3. Prior knowledge, experience and schemata of learners can be used.

4. A connection between what they acquire and what the already know can be drawn.

5. Ideas of learners could be articulated to others.

6. Collaborative learning allows learners to communication without any hesitation.

7. Learning process is acceptable and able to motivate the learners as there is and interaction with others especially in term of the activities offered in the curriculum.

2.8 English for Specific Purposes in Malaysia

In recent years English has become a common medium of instruction in most universities in Malaysia and a means of communication throughout the country (Gholami, Noordin & Mustapha, 2013). The increase in the usage of English has resulted to an increase in demand for English. According to Nur Humammad & Fauzi (2009), this increase in demand has resulted in changes in English language teaching, requiring new perspectives on English for Specific Purposes. The two most common ESP in Malaysia are English for Occupational Purpose (EOP) and English for Academic Purpose (EAP) (Gholami, Noordin & Mustapha, 2013). According to Afzali and Fakharzadeh (2009), English has now become a requirement in obtaining a job, getting a promotion at work and also performing effectively in the working environment. This has resulted to an increase in demand for EAP in Malaysia (Eslami, 2010). According to Phang (2006), there were about 45,000 college graduates in the year 2006 that were unemployed mainly due to poor command of the English Language. Furthermore, according to the Malaysian Employers Federation (2004), engineering and science graduates were highly sought after due to the proliferation of these

industries both in Malaysia and abroad, however, there is hesitation among employers to hire these graduates due to their poor command of the English language. Malaysia is a multicultural and multilingual country with Bahasa Melayu being the official language while English is the second language (Ali & Kassim, 2010). Malay faces stiff competition from English. While the policy is to use the national language in all official instances, in many important domains of language, English is still the preferred language (Mohd , 2003, p. 43). Additionally, English is used in all industries in Malaysia, particularly in the private sector and multinational companies; the only sector where Bahasa Melayu still dominates is the government sector (Phang, 2006).

There has been an expansion in demand for EAP in Malaysia due to the gradual shift of medium of instruction from Malay language to English in most areas of study (Shing & Sim, 2011). The demand in expected to increase even more, According to Mo (2005), there would be more growth in EAP pre-tertiary levels in the future as there are already many researches on EAP needs that concern students at undergraduate and postgraduate level.

In a study conducted by Fei and Ming (2008), on the Malaysian ESL teachers perspective reveals that, ESP materials for the Arts students were better received by the instructors than the ESP materials prepared for the Science students. Additionally, ESP teachers are generally with the impression that the materials used were too high level for the students. Furthermore, ESP teachers need more training on course design and language testing.

Secondly, in a research conducted by Rahman (2012) on the English language needs of university students at Putra University focused on readings skills, revealed that many students faced difficulties in skimming for the gist of the subject matter written in English.

This means that, specific reading learning objectives had to be included in the English courses based on the three components of exploring reading needs which includes; TSA (Target Situation Analysis), PSA (Present Situation Analysis) and LSA (Learning Situation Analysis) (Rahman, 2012).

Thirdly, in a study conducted by Shamsudin and Sanmugam (2015) on the readiness of English language lecturers in polytechnics in Malaysia to teach ESP reveals that, the majority of the lecturers are with the impression that they are unprepared to teach ESP courses particularly in the aspect of content-specific knowledge, syllabus & curriculum design, ESP vocabulary, needs analysis and evaluation. Furthermore, the study also revealed that, the lecturers perceive that, they need more training in the fields of ESP before they can take on teaching the course.

Menon (1999) and Nair (1997) studied 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.

Sarjit (1997) conducted a study at an association in Petaling Jaya. She utilized needs analysis to distinguish the English Language needs of Malay advisors at a firm. The apparatuses of request used to get information in this examination comprised of surveys, interviews and observation. The primary target of the study was to discover the language needs of the advisors and what components ought to go into the development of a powerful

needs investigation bundle for the firm. The result of the study demonstrated that the advisors expected to ace the speaking and writing abilities instead of reading and listening aptitudes.

Gan (1996) in her study on language needs analysis of Clerical 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.

There has been no research on ESP for the police force in Malaysia. This research study will contribute significantly to the fields of ESP research and study.

2.8.1 Past Studies on English in the Police Force

The police force is a great example of an institution that requires English for Specific Purpose due to the nature of their job which requires interaction with different race and nationality. As explained by Alhuqbani (2005), research in the fields of ESP has shown that

ESP students tend to learn English for utilitarian purposes to meet their job requirements. As explained earlier this means that, ESP is a goal directed kind of language learning students are learning a language for a particular reason rather than just learning the language for the sake of it (Ibrahim, 2010).

In a study conducted by Alhuqbani (2009) in Saudi Arabia reveals that, police officers are interactively motivated to learn English. Furthermore the study indicated that majority of the police officers want to learn English because it will enable them to do their jobs better. In another study conducted by Alqurashi (2011) titled 'teaching English for police purposes in Saudi Arabia' revealed that, police officers who enrolled in English language session were motivated to learn English and perceived English as a useful language in their life. In addition to that, the research reveals that, the young generation considered English as the language of the future and learning it would open better opportunities and enhance global communication.

Thirdly, Mosallem (1984), conducted a study on English for police officers in Egypt. In this Study Mosallem (1984) surveyed 150 officers in about 10 different departments of the national police force. The result of this study revealed that, the need for English is determined by the specialized department in which an officer works but at the same time there is a need for a common core course for all police officers regardless of their specialization. The proposed English course is still a form of ESP which would enable the police officers to perform their duties better.

Fourthly, in a study conducted by Chinwe (2014) on the English language of the Nigerian Police indicated that, for a country that is multi-lingual, the competences in the use of English is influenced by factors like mother tongue interference, low level of education,

lack of interest in acquiring proficiency in the language. Furthermore, According to Chinwe (2014), one of the methods to improve English proficiency in the police force will be to establish a language school in the police college and in addition to that, the officers should be exposed to service training in order to help them to be proficient in the use of English language. Additionally, Chinwe (2014) believes that, mastering the English language is very important since they need it for report writing and presenting evidence.

In a study conducted by Sezer (2004), to investigate the occupational English language need of police officers in various departments of the Turkish National police reveals that, Turkish police officers are in need of being able to use English for occupational purposes. However, the language training they currently receive fails to address their particular occupational English language needs. Sezer (2004) recommended that the Turkish police needed an occupational English course specially designed for them.

In many cases police officers have to work in a high stress and time sensitive situations, language assistance services and resources should be easy for them to access (Shah, Rahman & Khashu, 2007). Based on this fact, all police personal, starting from the officers to emergency communication staff to front desk personal should be trained on how to respond when interacting with limited English proficient (LEP) individuals (Shah, Rahman & Khashu, 2007). Furthermore, according to Shah et al. (2007), the training police personal go through should also emphasize how improving language access can make department members' jobs easier and safer. Language access trainings can include:

- A demographic information about local LEP populations and where they live,
- A guidance on accessing interpretation and translation resources,
- A tips on how to work with bilingual staff and interpreters, and

- An instruction on what to do when no bilingual officer or interpreter is available.

With regard to the oral English skills, Khamkaew (2009) has investigated 30 Metropolitan Police Officers' (MPOs) working at Chana Songkran Police Station. The results revealed that Police Officers' speaking and listening skills are very crucial. On the other hand, Aldohon (2014) examined the needs, functions and issues of 46 tourist police working in diverse work environments in Jordan. The outcomes showed that speaking and listening are the most imperative abilities.

2.9 Chapter Summary

This chapter has described theories related to needs analysis studies. Police Constables as front liners are expected to be able to communicate effectively in English in order to perform their job tasks. Studies conducted in the field of front liners suggest that oral skills are very important.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the research design, research site, research participants, research instruments, ethical consideration and data analysis procedures.

3.2 Research Design

The intention behind this study is to determine the English language needs of the police constables in a crime prevention department, primarily in *Melaka* where there is an influx of tourists. A qualitative research adopting the needs analysis procedure appears to be more appropriate for describing the social context of this research which examines Oral English language Needs of Crime Prevention Constables. Creswell (1994, p. 145) defines qualitative research as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of information and conducted in a natural setting As this study is qualitative in nature, there will be no quantitative measure or statistical tools utilised.

It was decided that the survey method is the most practical method to gather the data required in order to address the research questions due to the limited access to the respondents. A questionnaire and interview schedule was designed as the survey instruments. The questionnaire and interview questions are listed in the Appendix A and B respectively.

Qualitative data consists of open-ended information that the researcher gathers through interviews with participants (Creswell, 2006).The general, open-ended questions asked during these interviews allow the participants to supply answers in their own words. Furthermore, qualitative research methods focus on discovering and understanding the experiences, perspectives, and thoughts of participants that is; qualitative research explores meaning, purpose, or reality (Hiatt, 1986). Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005, p. 3)

3.3 Research Site

The chosen site is IPD Melaka Tengah Police Station in *Melaka*. This site has been officially declared as a district police headquarters since 1981. The Crime Prevention Department is among the eight departments in this station and the Officer in Charge of Police department is the leader. D1 and D11 are the divisions under this department with Deputy Superintendent of Police as the head of each division.

3.4 Research Participants

Once the target group was identified, the research was conducted. The participants of this research are police constables working in the Crime Prevention Department IPD *Melaka Tengah, Melaka*. When dealing with a reported crime, these police constables are in the

frontline. In a crime prevention department, communication skills are important as the success of interrogating and writing a report depends on the effectiveness of transmitting information from one party to another.

For this research, there were 10 participants, police constables from Crime Prevention Department of *Melaka* Police District and 9 of them were males while only 1 of them is female. Three (3) of them were 21 to 29 years old while four (4) and three (3) of them were between 30 to 39 years old and 4 to 49 years old, respectively. All of the participants have SPM qualifications.

Only participants who were able to engage regularly in the communicative activities were selected for the study. Due to the nature of the participants' job, the number of participants in this study was limited. However, the participants were able to represent inclusive profile of police constables in a Crime Prevention Department.

3.4.1 Senior Police Officer

A senior officer who has 27 years of experience as a crime prevention officer was interviewed. This officer had joined the Police Training College in 1989 and upon his graduation was posted to *Tangkak* District, *Johor* as a Crime Prevention Officer in the Tangkak District Police Station. During his tenure as a police, he was transferred to many places such as *Johor, Alor Gajah, Machap Umboo* and *Melaka Tengah*. Recently he was promoted as Sargeant of Police and attached to the Crime Prevention Department in IPD Melaka Tengah. He has completed his masters in law in a private college.

3.4.2 Police Constables

Constable A

Constable A has 5 years of experience as a Police Constable. He joined the Police Training College in 2011 and upon his graduation was posted to *Jasin* District, *Johor* as a Police Constable in the *Tangkak* District Police Station. Recently he was transferred to *IPD Melaka Tengah*. He has completed his *SPM*.

Constable B

Constable B has 6 years of experience as a Police Constable. He joined the Police Training College in 2010 and upon his graduation was posted to *Melaka* District, *Melaka* as a Police Constable in the *Melaka Tengah* District Police Station. He has completed his *SPM*.

Constable C

Constable C has 6 years of experience as a Police Constable. He joined the Police Training College in 2010 and upon his graduation was posted to *Melaka* District, *Melaka* as a Police Constable in the *Melaka Tengah* District Police Station. He has completed his *SPM*.

3.5 Research Instruments

The instruments used in this research study were firstly, interview with an officer followed by a questionnaire and one to one interview with three police constables. This research study made an extensive use of primary data, which was gathered via a survey using a self-administered questionnaire. The questionnaire was designed to gather information about the English listening and speaking needs and problems of police officers. Meanwhile, an interview was conducted with a crime prevention officer to determine his

responses with regard to the need of English Language among the Police Constables in the Crime Prevention Department of the Royal Malaysian Police, *Melaka*. Lastly, an interview was conducted with three police constables to verify the derived data from the questionnaire.

3.5.1   Interview

The interview provides a more personalized response from the respondents. The interview data contributed significantly to this research paper. It provided the study with the personal opinions of the respondents. It is known that interviews consume more time compared to questionnaire. However, this method obtained more specific and concise information than the questionnaire. Additionally, by conducting an interview, the researcher is free to ask as much questions as she needs clarification; hence, further investigation, elaboration and clarification are allowed.

Moreover, it was necessary for the researcher to check the background and expertise of the interviewee to ensure that the interviewee is suitable in the subject matter before the interview was held. The source of information provided by the interviewee must be credible and reliable. For this study, the interviewee is a suitable candidate due to his expertise and position in Crime Prevention Department. Furthermore, the interview session aims to acquire information from the view of an experienced crime prevention officer before holding his current position. This interview session, was able to provide relevant information prior to the questions that is not only based on his assumption but also his vast experience as a police constable.

Prior to the interview, an appointment was set once the senior officer of *IPD Melaka Tengah* agreed to be interviewed. A set of relevant questions (as shown in Appendix B) was prepared beforehand for the senior officer and the interview was conducted in his respective

office. He was interviewed to obtain a more experienced insight regarding the need of English among the Constables. The interview was taped, transcribed and analysed based on content and language.

Another interview was conducted with three police constables to obtain more information after the researcher analysed the data from the questionnaire. The interview was taped, transcribed and analysed based on content and language.

The interview with senior officer and police constables was aimed at obtaining relevant information with regards to the Oral English Language needs for police constables in Crime Prevention Department and the importance of this language which should be included in their training syllabus. Besides, this is another way to triangulate information gathered from the questionnaire.

3.5.2 Questionnaire

The process of collecting raw data through the use of questionnaire in the field survey was aimed at generating enough responses that would represent the police force in Malaysia, particularly areas with influx of tourists. With this aim in mind, and with the guidance from previous research that have similar aim and objectives, 30 survey questionnaires were deemed sufficient for the police force. However, due to time constraint and limited access to participants, only 10 questionnaires were answered. This means that the overall police population being represented is relatively low.

Due to the nature of this research, a field survey using questionnaire is seen as one of the most appropriate method of collecting data. Cooper and Schindler (2011) pointed out that, a properly chosen question can yield information which might take more time and effort to gather if it was done through another approach such as observation. Furthermore,

review of previous research Alhuqbani (2005) and Aldohon (2014) on ESP in the police force indicated that, questionnaire based survey was the predominant approach adopted which yield the needed response. Based on this understanding, information from the questionnaire is gathered, calculated and transferred into percentages, analyzed and interpreted. Then, it is displayed in the form of tables for easier comprehension. The compiled results and outcome are explained in details in the next chapter.

In this research study, to determine the English language needs of the police constables in a Crime Prevention Department, primarily in *Melaka*, a questionnaire was developed as a tool for gathering the relevant information (Refer to Appendix A). According to Bulmer (2004), questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation.

The questionnaire used in this research study has 23 questions in total. The questionnaire is broken down into 4 parts and all of the 23 questions are spread over the 4 sections.

As the qualification and proficiency levels differ from one respondent to another, the questions were designed in a simple and straightforward manner to avoid confusion and difficulties in answering the questions. It was divided into Section A, B, C and D for easier reference. Section A comprised 8 questions that deal with the personal details of the respondents. Section B consisted 8 questions on the use of English among the constables. Section C looked at the need and importance of English for the police constables. It also touched on the skills needed by the constables. This part comprised 10 questions and contained the bulk of information needed for this study. The last section looked at their

perception towards English as well as towards an ESP programme in the police training in the future.

A Likert Scale (1932) asking respondents to specify their level of agreement to each of a list of statements was used in the questionnaire. Likert Scale items are commonly used to investigate how respondents rate a series of statements by having them circled or otherwise mark the numbered categories. Likert Scale items are beneficial for gauging the respondents" feelings, opinions and attitudes. In this study, five-scale items were used.

. Due to time constraints and various work commitments, all ten respondents did not sit for the questionnaire at the same time. Though it was administered on the same day, three sessions were needed to complete all ten questionnaires.

3.6 Data Collection Procedure

The *IPD Melaka Tengah Police Station in Melaka* was approached to get permission to conduct the research at their Police Station. Documents such as Permission Letter from the researcher's university, the research proposal, research instruments and respondents' consent forms were given to the Police.

After continual persuasion, they agreed to participate in the study. However, Officers and Complainants were not allowed to be interviewed.

Phase 1: Interview with a Crime Prevention Officer.

↓

Phase 2: Distribution of Questionnaire.
Distribute the questionnaire to the police constables in
Crime Prevention Department

↓
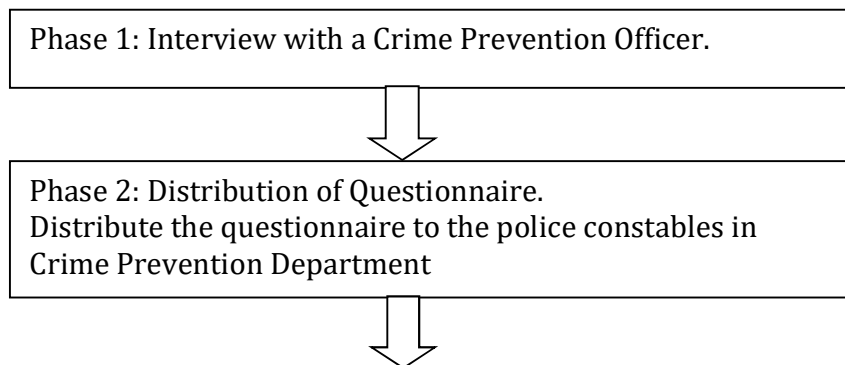
Phase 3: Interview with 3 Police Constables to obtain more specific information.

Figure 3.1: Phases of Data Collection Process

3.7 Ethical Consideration

The permission to conduct the research was obtained by the participating police station. The information provided by the respondents were treated with confidential and were used for the purpose of this study only. The respondents were informed of the purpose of the study in the cover letter attached to the questionnaires. Care was taken so as not to misrepresent the nature of the study. Copies of the cover letter and consent forms are attached in the appendix D & E.

3.8 Data Analysis Procedure

Since there is no statistical tool used in this study, the collected data were analysed via frequency counts, which were then converted into percentages to present the findings in the form of simple tables. This approach was adapted since this study involves only a small number of respondents. Meanwhile, the information gathered through the interview sessions with the senior police officer and three police constables was presented in a descriptive manner to validate the responses from the questionnaires.

3.9 Summary

This chapter discusses the methodology employed in this research. The research methodology used in this study is qualitative. As an attempt to gather relevant information, a questionnaire was developed. The questionnaire survey was carried out in a police station located in *Melaka* which primarily handles most cases regarding tourists. The data gathered from the questionnaire survey and interviews will be analysed and interpreted in chapter 4.

CHAPTER 4

ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis of the research based on the research questions. The data from the questionnaire was analysed and interpreted while the information gathered from the interview was transcribed and analysed. The three research questions are listed below.

Research Question 1: What job tasks require a police constable in the Crime Prevention Department to communicate orally in English?

Research Question 2: What are the Oral English communication needs of the police constables engaged in the Crime Prevention Department?

Research Question 3: How can these needs be addressed in a spoken ESP course for the police constables?

4.2 Findings from the Questionnaire

According to the questions in the questionnaire, respondents were given five options in the Likert Scale. All ten respondents did not tick the scale one and two which were the extreme lowest or the weakest category in the options given. The respondents chose from options three to five. Therefore the findings for questions on the Likert Scale were based on these three scales.

4.2.1 Section A: Personal Details

Table 4.1: Gender

Gender	Percentage
Male	90%
Female	10%

In Table 4.1, out of the ten respondents, nine were male and one was female. Although there are quite a number of female police constables in the force, but only some of them are from the Crime Prevention Department. This could be due to the nature of work that requires long and continuous working hours to solve various horrifying and hideous crimes including arresting hardcore criminals. In this Crime Prevention Department there are 10 female police constables but only one could participate in the data collection when the questionnaire was administered.

Table 4.2: Age

Age	Percentage
18-20	-
21-29	30%
30-39	40%
40-49	30%
50 and above	-

Table 4.2 shows that most of the constables were from the age group 30-39 and the rest were from the age group of 21-29 and 40-49. This indicates that the respondents have years of experience as police constables and are well-versed in carrying out an investigation. In fact many of them have handled high profile cases that have put them in contact with various groups of people, media and organization.

Table 4.3: Academic Qualification

Academic Qualification	Percentage
SPM	100%
STPM	0%
Degree	0%
Masters	0%

Based on Table 4.3, since all of the participants are only police constables, 100 percent of them are high school graduates with Sijil Pelajaran Malaysia (SPM) as their highest education level. However, these police constables can be promoted to higher position based on their file and rank.

Table 4.4: Language Used At Work

Language Used At Work	Percentage
Bahasa Melayu	100%
English	100%

All ten respondents in Table 4.4 surprisingly claimed that they used both languages in the line of duty whether in investigating a case, reporting to their superiors, communicating with their colleagues or the public. Although, Bahasa Malaysia is more commonly used in all formal occasions, English is certainly used in seminars, workshops, talks and other bilingual activities.

Table 4.5: Proficiency Level in English

Proficiency Level In English	Percentage
Weak	-
Fair	70%
Satisfactory	30%
Good	-
Excellent	-

From Table 4.5, it can be seen that the respondents appeared to tick "fair" and satisfactory" when rating their level of proficiency in English. This showed that the respondents perceived themselves to be average and above average in their proficiency level. This is a good

indication because none of them believed they were below average and were confident that they possessed a fairly satisfactory level of proficiency.

Table 4.6: Years of Service in the Police Force

Years of Service in the Police Force	Percentage
1-5	30%
6-10	60%
11-15	10%
16-20	-

From Table 4.6, it is clear that most constables fall under the duration of 5-10 years of service as a crime prevention constables. Most of these constables are trained and experienced with at least more than 5 years of experience. They have handled various cases.

4.2.2 Section B: Usage of English

Table 4.7: Usage of English in Daily Communication

Usage of English in Daily Communication	Percentage
Yes	40%
No	60%

Table 4.4 stated that all the respondents were able to converse in English and Bahasa Malaysia while the data in Table 4.7 highlighted that the percentage of respondents using English daily while on and off duty is less compared to Bahasa Malaysia. Though the number of respondents was less than half, it cannot be taken lightly. It is an indication that these respondents are more comfortable using Bahasa Malaysia in their daily communication.

Table 4.8: Frequency of Using English after Joining the Force
(In and Out of the Office)

English Usage in the Office	Percentage	English Usage Outside the Office	Percentage
Often	40%	Often	30%
Sometimes	60%	Sometimes	70%
Never	-	Never	-

Based on the information gathered in Table 4.8, 60% of the respondents agreed that they used more Bahasa Malaysia compared to English and that they only used the language sometimes after joining the force especially in the working environment. Thus it is evident that Bahasa Malaysia is more prominently used by the majority of the constables although 40% affirmed they often used English.

Surprisingly the use of English outside the office was rather low in frequency. Only 30% confirmed they often used the language outside their working environment whereas 70% said they used it at times. But this could be due to the fact that the respondents were more comfortable using their mother tongue compared to English with relatives, family members and close friends.

Table 4.9: Frequency of Using English before Joining the Police Force

Frequency of Using English Before Joining the Police Force	Percentage
Often	30%
Sometimes	70%
Never	-

Table 4.9 shows the frequency of using English before joining the police force. The results revealed that joining the police force does not change the frequency of using English because 70% of these constables are more comfortable using their mother tongue or Bahasa

Malaysia in their colleges, universities or previous working environment. The lack of mastery in the language and being more comfortable using Bahasa Malaysia or their mother tongue were the main reasons that hindered these constables from communicating minimally in English.

Table 4.10: Confidence in Speaking English

Confidence in Speaking English	Percentage
Not at all	-
Low confidence	10%
Quite Confident	60%
Confident	30%
Very Confident	-

From Table 4.10, it was observed that the confidence level in speaking the language ranged mostly from "quite confident" to "confident" with 90% at this range. The "quite confident" range seemed to be the highest with 60% of respondents. This is not very promising for crime prevention constables who are at the forefront of dealing with the public, media, foreign agencies and organizations in handling criminal procedures and investigation that are now beyond the Malaysian border. However, the researcher believes this is an honest revelation that clearly indicates their lack.

Table 4.11: Constables' Use of English in Line of Duty

Constables' Use of English in Line of Duty	Percentage
In the office to my superiors	90%
Interrogating the victims/suspects	60%
With colleagues	80%
With public while gathering evidence	80%
Writing a report	0%

Based on the data gathered in Table 4.11, the usage of English is evident in most situations except in writing reports or an investigation paper (IP). This could be due to the fact that all

police reports, data, documents and investigation papers pertaining to a case are still in Bahasa Malaysia. The constables conceded to the fact that they needed the language to report to their superiors. This can be seen as a positive step where superiors are using the English language and subconsciously promoting the use of it.

Table 4.12: Difficulties Expressing Oneself in English

Difficulties Expressing in English	Percentage
Cannot express oneself	-
With difficulty	-
Quite capable	60%
Capable	40%
Very capable	-

Most of the respondents claimed that they were quite capable of expressing themselves in English at their workplace. None actually ticked they cannot express themselves or face difficulties. This means that the ability for these constables to grasp the language efficiently is possible with a higher frequency of using the language.

There are a few setbacks to them acquiring English. One could be their own reluctance and reticence. Second, it was not given prominence in their working environment earlier.

4.2.3 Section C: Need and Importance of English and the Language Skills

Table 4.13: Importance of English in Carrying Out Duties as Police Constables

Importance of English in Carrying Out Duties as Police Constables	Percentage
Gathering Evidence	70%
Case briefing	60%
Recording Statement	50%
Interviewing witness	50%
Interrogation	40%
Prosecution/Trial	30%
Writing reports	0%

Based on the information gathered in Table 4.13, it can be seen that there is a mixed reaction where some respondents felt English is important in carrying out certain duties but almost half of the respondents believed Bahasa Malaysia is more important compared to English and they are able to perform their duties well without depending on English as the main medium for communication. However, 60% of the respondents agreed that they brief their superiors in English. This is a promising sign where the superiors seemed to encourage their officers to be more bilingual.

Other duty where English is prominent was gathering evidence. This could be due to the factor that they needed English to communicate with the public who are more well - versed in English, with foreigners, the media and various other organizations such as the hospital, bank, chemist department and foreign embassies. 50% of respondents agreed that they use English to record statements and interview witnesses. Many cases involve immigrants, foreigners and Malaysians from different ethnic backgrounds that are able to communicate better in English.

Table 4.14: The Use of English with Interlocutors and Topics of Conversation

Person you speak to	Topic		Percentage Usage of Language
Colleagues of equal rank	Discussion		30%
Suspects	Gathering	evidence,	40%
	interrogation		
Victims	Recording statement		60%
Senior officers/Superiors	Briefing		30%
Subordinates	Delegation	of duties,	20%
	investigation		
Public	Gathering	information,	50%
	evidence		

Table 4.14 shows that 30% of the respondents use English with their colleagues to discuss a case and the development of a case. 40% of the respondents reported that they used English to interrogate suspects and gather evidence in cases where the suspects are more at ease using English. 30% briefed their superiors and senior officers in English but preferred to use Bahasa Malaysia when dealing with their subordinates. This is an interesting outcome where the superiors might have encouraged the use of Bahasa Malaysia compared to using English with subordinates who are not so proficient in the language.

From the data obtained, it is clear that the use of English is more obvious compared to Bahasa Malaysia in carrying out an investigation. The respondents were more comfortable in using English with the suspects, victims, subordinates and members of the public.

Table 4.15: Ability to Cope with Various Duties and the Skills Needed

Duties	Ability		Skills		
	Quite Capable	Capable	Listening	Speaking	Listening & Speaking
Interrogating a suspect	60%	40%	100%	100%	
Gathering evidence	70%	30%			100%
Recording statement	60%	40%	100%	100%	
Carry out investigation	70%	30%	100%	100%	
Briefing superiors	70%	30%		100%	
Questioning /interviewing witness, public	60%	40%		100%	
Conducting talks	20%	10%		100%	

From Table 4.15, it can be seen that all the respondents were able to cope with English in the various duties delegated to them as Constables in a Crime prevention department.

They chose the "quite capable" to "capable" range when asked to tick their ability level. The duties specified by these constables are interrogating suspects, gathering evidence, taking down written statements, carrying out the investigation, briefing superiors,

questioning the witnesses and conducting talks. The respondents agreed that in carrying out most of these duties the speaking and listening skills are equally important except for briefing the superior and conducting talks.

Table 4.16: Importance of the Four Skills in English

Skills	Fairly important	Important	Very important
Speaking		30%	70%
Reading	70%	20%	0%
Listening		50%	50%
Writing	80%	20%	0%

Table 4.16 shows that 70% of the respondents agreed that the speaking skill is very important for them to carry out their investigation. This clearly indicates the utmost importance of the speaking skill in order to carry out their duty as police constables. The respondents also confirmed the importance of listening; a total of 100% have chosen the range of "important" to "very important". Listening is an integral part of effective communication. Of all the skills, writing and reading are given less emphasis since most police reports and investigation papers are written in Bahasa Malaysia.

Table 4.17: Advantages of Fluency in English in Different Aspects of their Work

Advantages of Fluency in English	Percentage
Investigation/Gathering evidence	20%
Training	20%
Promotion	10%
Deal better with foreigners	10%
Reference materials	30%
Effective communication	60%
International events	30%

The constables felt there are advantages to their profession if they are proficient in English. Some of the advantages are to help them in their investigation or to gather evidence, to help them when they attend training or to be considered for promotion. Besides these reasons

they are able to deal better with foreigners, immigrants and expatriates. But the most important advantage agreed by 60% of the respondents is effective communication. This could be with their colleagues, superiors, foreigners and the public. Besides they will be able to participate at seminars, official events and be confident enough to deliver a speech in English at certain functions and ceremonies when they are elected as the master of ceremonies. It also gives them confidence to deal with various departments like the chemist department, immigration, foreign embassies, hospitals and banks, among others. 30% of the respondents also feel that with English they are able to participate at international events confidently and refer to materials in English. The lowest percentage, 10% is for promotional aspects and dealings with foreigners.

Table 4.18: Sufficient Language Ability

Language Ability	Percentage
Sufficient	20%
Not Sufficient	80%

In Table 4.18, 80% of the respondents agreed that their level of English was not sufficient to meet the demands in their workplace. Only 20% of the respondents felt it sufficient. Since the usage of English is fairly minimal compared to Bahasa Malaysia especially in formal settings and occasions, most of these constables are contented with their ability to use English. As long as this complacent situation does not change, it would be quite difficult to change the mind-set of the constables with regard to the necessity of being proficient in English.

Table 4.19: Perception of the Importance of English for Police Constables

Importance of English	Percentage
Important	100%
Not Important	-

The information obtained from this question is crucial to this study because all the respondents conceded to the fact that being bilingual and able to communicate effectively in English is very essential to a Police Constable. It is no more of personal interest but a collective interest on the part of all the respondents. All the constables believe they should be proficient in English in order to deal with high profile cases, the public, media and foreigners with more confidence.

Table 4.20: The Importance of Language Abilities among the Police Constables

Abilities	Fairly Important	Important	Very important
Ability to speak correctly	10%	70%	20%
Ability to use correct words when speaking	40%	40%	20%
Ability to use correct grammar	50%	40%	10%
Ability to obtain information from public/witness	40%	50%	10%
Ability to respond suitably	20%	60%	20%

The language abilities in the course of carrying out their daily duties yielded some interesting data. 70% of the respondents acceded that the ability to speak correctly in English is important while carrying out their duties in solving an investigation. It gives them confidence and people of all walks of life would be more comfortable with a constable who is bilingual. All the constables felt that obtaining information from the public is a crucial ability especially when dealing with foreigners, immigrants and

expatriates. Overall, all these abilities are important to carry out their job effectively. In other words, none of the respondents marked any of abilities as being not important. At the same time only 10% marked "very important" for using correct grammar and obtaining information from the public.

4.2.4 Section D: Future English Course

4.2.4.1 What kind of English training courses would you like to study further in order to meet your needs?

Table 4.21: English Training Courses

	Frequency	Percentage (%)
Technical terms	-	-
Basic English Conversation	7	70
Pronunciation	3	30
English grammar	-	-
Reading skill	-	-
Writing skill	-	-
Other	-	-

In terms of training courses, 70 percent of the participants felt that Basic English conversation is crucial for them while carrying out their duties as police constables especially while dealing with tourists. Additionally, 30 percent of them felt that they also should attend training courses that teach them about Pronunciation. The ability of police constables to speak English with correct pronunciation and thus more confident is important so that the tourists can have better understanding, when addressing their problems or providing information.

Through the interview with the three constables, Constable A and B both indicated that they would like to improve their listening and speaking skills. Meanwhile, Constable C indicated to focus on speaking skill. All of them agreed that attending English classes can help them to improve their Oral English skill. They also agreed that all police constable need to be bilingual so that they can easily communicate with the complainants and collect evidence. The ability to verse well in English language can help them to boost their self-confidence as indicated by Constable C so that he no longer feels shy to talk in that language.

Additionally, the specific needs of police constables engaged in Crime Prevention Department are vital as English training course should be designed in accordance with the language needs at their work place. The course should be flexible and individualized to fit their busy schedules which might include night shifts

4.2.4.2 What kind of teaching materials would you prefer to use in order to improve your English listening and speaking skills?

Table 4.22: Preferred Teaching Materials

	Frequency	Percentage (%)
English for Specific Purposes textbooks	-	-
Newspapers	-	-
DVDs	-	-
Brochures	-	-
English textbooks	7	70
Journals	-	-

Online materials	2	20
Technical manuals	1	10
Other	-	-

In term of teaching materials, 70 percent of participants preferred to use English textbooks followed by online materials and technical manuals by 20 percent and 10 percent, respectively towards improving their English listening and speaking skills. These materials are easy to get. English textbooks could be found in any bookstore. Besides, they can also download English materials online.

Hence, course designer and material provider play significant role in both ESP and general English course. They aim to provide lessons that can achieve their potential goal and objective.

4.2.4.3 What kind of learning activities would you prefer in order to improve your English listening and speaking skills?

Table 4.23: Preferred Learning Activities

	Frequency	Percentage (%)
Pair work	-	-
Role plays	-	-
Group discussion	-	-
Group work	-	-
Simulation	-	-

Presentation	5	50
Language games	5	50
Dialogue practice	-	-
Other	-	-

Language games and presentation are the most preferred learning activities by the police constables with 50 percent, respectively. Language games are a great way to learn all sorts of things about English and are suitable to all English learners. Presentation is a good activity to enhance their vocabulary and practice their English skills. They also can take turn to speak and listen during Presentation.

Through the interview sessions, Constable A indicated that he prefer speaking activities that can be done through pair work, role plays, group discussion, presentation as well as dialogue practice. Meanwhile, both Constable B and C prefer language games as one of the activities in English classes. From this, we can conclude that these three police constables like interactive activities. They prefer activities rather than traditional way of teaching as they feel they won't learn much if there is no participation. They stated that activities like pair work and role play can enhance their speaking skill. Meanwhile, language games help them to think and be more creative.

4.2.4.4 What should be the most suitable time of day for the English training course?

Table 4.24: Time/ Day for English Training Course

	Frequency	Percentage (%)
In the morning	-	-

At noon	-	-
After work	4	40
Saturday and Sunday	6	60
Other	-	-

40 percent of the participants preferred after work as the most suitable time for them to have English training course while 60 percent of them preferred on weekend i.e. Saturday and Sunday. They wanted to have training at other time than working hours so that they can focus better in their training. Hence, they can still carry out their duties and attend the training courses without any distraction.

4.2.4.5 How often does the English training course take place?

Table 4.25: Frequency of English Training Course

	Frequency	Percentage (%)
5 days a week and 1 hour/day	2	10
3 days a week and 1 hour 30 minutes/day	3	40
Once a week and 3 hours/day	5	50
Whole day on Saturday or Sunday	-	-
Other	-	-

50 percent of the participants agreed that once a week and 3 hours/day is sufficient for the training course. Meanwhile, 40 percent of them preferred 3 days a week and an hour 30 minutes / day. However, only 10 percent of them prefer five days a week and an hour/ day. This could be due to their nature of work whereby some of the days might be so tiring

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than the others. Thus, having it on daily basis on weekdays is not the most preferred and three to five days a week is still considerable.

4.2.4.6 What is the total number of hours for each training course?

<p align="center">**Table 4.26:** Total Number of Hours for Each Training Course</p>

	Frequency	Percentage (%)
30 hours	10	100
40 hours	-	-
50 hours	-	-
Other	-	-

100 percent of the participants felt that 30 hours for each training course is sufficient. This is acceptable as longer hours could possible make them feel demotivated, bored, tired and sleepy, thus, unable to absorb important knowledge from the training.

4.2.4.7 What is the duration of the training course?

<p align="center">**Table 4.27:** Duration of the Training Course</p>

	Frequency	Percentage (%)
1 month	-	-
3 months	4	40
6 months	6	60
Over a period of one year	-	-
Other	-	-

60 percent of the participants stated that the duration for each training course should be 6 months while 40 percent of them thought 3 months are sufficient. These preferences are varied as each police constable has different proficiency level of English.

4.2.4.8 In English training course, the trainer should be …………………

Table 4.28: Options for Trainers

	Frequency	Percentage (%)
Local teachers	6	60
Native English speakers	4	40
Both local teachers and Native English speakers	-	-

With regard to the trainer for their English training courses, 60 percent preferred local teachers. This could be due to the ability of the trainer to converse in dual language i.e. Bahasa Melayu and English, hence, make them feel easier to communicate or ask questions if they do not understand. In fact, the trainer could also help to translate the words and make the training more fun. On the other hand, 40 of them preferred native English speakers. It might be hard for them in the beginning, but through intensive training by the trainer, they could possibly master the language in both listening and speaking in a short time.

4.3 Finding based on Interviews

Officer A who has 27 years of experience as a crime prevention officer said that the ability to communicate orally in English is vital in order to gather information from the complainants and suspects. It is impossible for the police constables to expect all the

complainants and suspects could speak *Bahasa Melayu* as the complainants and suspects could be the foreigners.

Constable A and Constable B who have five years and six years' experience as a police constable mentioned that it is very important to communicate orally in English as it is difficult for them to get information from the complainants since their English Communication skill is weak. This is due to the fact that sometimes the complainants (victim), suspects or witnesses could be foreigners. Hence, relevant evidence can be collected easily if the police constables are well versed in English

Officer A who was promoted as Sergeant of Police and attached to the Crime Department in IPD Melaka Tengah recently stated that English language is used in the working environment if only the foreigners are involved in the investigations, functions, ceremonies as well as in an informal setting. This is because *Bahasa Melayu* is given more importance than English Language in our country. This happens in most of the government offices. Most of the ceremonies are conducted in *Bahasa Melayu*. That is the reason why the police report is written in *Bahasa Melayu*. Officer A mentioned that the level of English can be improved if the government gives importance to English as well. Ceremonies should be conducted bilingually. This will gradually improves the English Proficiency level of the police constables.

According to Officer A, it is clear that the standard of English in the police force is not good. This is because there is no proper English course for the police constables to enhance their English oral skills. Officer A mentioned that the government should make English as a compulsory subject to pass in SPM in order to improve Malaysians English level.

Constable A, B and C supported his statement. Clearly, these three constables have problems when communicating orally in English with the complainants. Constable A stated that he has grammar problem while Constable C stated that he cannot speak fluently. At the same time, all of them have problems in understanding different slangs, accents and pronunciations of the complainants. Apart from these problems, Constable A indicated that understanding new vocabulary is hard while Constable B simply stated that English language as a whole is his problem and Constable C found that he clearly do not understand good English. All of them also feel embarrassed to communicate orally in English with the complainants as they do not have good command in that language.

4.4 Summary

Based on the results obtained from the questionnaire answered by the respondents as well as the interviews conducted with a senior officer and three police constables, the research questions previously identified in Chapter One have been answered. It can be concluded that there is a need for the officers to be bilingual so that they can carry out their tasks effectively. Police constables need English language to communicate effectively particularly when facing foreigners as suspects, witnesses or complaints so that important information can be gathered successfully. Additionally, English training course is compulsory for each police constable. Although English for Specific Purposes (ESP) has not been incorporated just yet, Royal Malaysian Police does set up a Language Unit that conducts suitable English courses to the police officers.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.1 Introduction

This chapter marks the end of this study and is intended as the conclusion. As part of the conclusion to this study, this introduction is followed by the overall summary of the analyses undertaken in this study. Additionally, this chapter contains the implication of this research for both knowledge and literature as well as the relevance of ESP in Crime Prevention Department of the Royal Malaysian Police. Last but not least, this chapter explains some of the limitations of this study as well as the researcher's suggestions for future research.

5.2 Research Summary

This research study consists of five chapters. Chapter One provides a brief introduction to the research topic including the background to the research problem mainly in the Malaysian context. Then, research objectives were defined and research questions were developed prior to the identified research gap identified i.e. what has been done and what is yet to be done. The possible contributions of this research study to the police constables in Crime Prevention Department Significance also discussed before ended with the flow of chapters. Meanwhile, Chapter Two is all about literature review from past studies and different researchers within the same area of study. The importance of English language, bilingual approach in Malaysia as well as language barriers among police constables was discussed. This chapter further explained the theories of English for Specific Purposes (ESP) and Needs Analysis with reference to the experts in the ESP field. Relevant

curriculum and syllabus to the police constables also defined in this chapter. Additionally, Chapter Three covered research design, research site, research participants, and research instruments as well as data collection procedures. Qualitative method is used as a methodology for this study. However, a questionnaire was developed to gather relevant information. Ethical consideration is one of the focus area and participating police station i.e. the Crime Prevention Department of IPD Melaka Tengah, Melaka, Malaysia has given their permission to conduct this research. Next, Chapter Four presented the findings by analysing the data and discussing the information from the interview sessions with an officer and three police constables. The findings help to answer all the research questions. Furthermore, the research summary, discussion on the findings, implications, limitation and recommendations of future research in this field of study will be discussed in this Chapter Five.

The main objective of this study is to determine the English Language oral needs among the Police Constables in the Crime Prevention Department of the Royal Malaysian Police. At the same time this study also looked into the circumstances in which the police constables are required to communicate in English language given that English is not the official language in Malaysia. Additionally, the study looked into the English language skills that needed to be emphasized on when teaching ESP for the Crime Prevention Department.

There are three research objectives aimed in this study. The first objective is to determine the circumstances that English communication is required among police constables. The second objective is to determine the spoken English communication needs of the police constable in the Crime Prevention Department. While the third research objective is to determine the language skills that need to be emphasized in a language course for the police constables. In order to achieve these research objectives, the following research questions were addressed:

1. What job tasks require a police constable in the Crime Prevention Department to communicate orally in English?

2. What are the Oral English Language needs of the police constables engaged in the Crime Prevention Department?

3. How can these needs be addressed in a spoken ESP course for the police constables?

5.3 Summary of Demographic Profile

10 police constables from Crime Prevention Department, *IPD Melaka Tengah*, *Melaka* participated in this study. Nine of them were male and one female as this department requires continuous and long working hours which is unlikely suitable for more female police constables. *Sijil Pelajaran Malaysia (SPM)* was their highest education level. Their file and rank will determine whether they are eligible for higher position. 3 of them were aged between 21 to 29 years and the rest were aged between 30 to 49 years (refer to Table 4.2). Most of them are well experienced in related field as 6 of them have been 6 to 10 years in service. The rest could probably just join the force and still learning and exploring.

5.4 Discussion of the Findings

The conclusions drawn from the findings are discussed as follow.

5.4.1 Discussion: Research Question 1

What job tasks require a police constable in the Crime Prevention Department to communicate orally in English?

Melaka is one of the prominent tourist destinations and listed as UNESCO world heritage. Hence, the use of English as a form of communication while dealing with tourists is relevant. The importance of this international language while performing duties has created awareness among police constables in Crime Prevention Department. Although most of them have problems to communicate in English, all of them felt that the use of English while taking down statement from victim or suspect, interrogating a suspect as well as gathering evidence from public is vital (refer to Table 4.13).

Hartmann & Stork (1976) in their study stated that how well the person uses the languages structure accurately whilst concentrating on the content rather than form and using the units and patterns automatically at normal conversational speed when they are required determines a person's fluency in a language. On the other hand, Malik (2012) explained that one of the most challenging difficulties in learning a second language is on how to improve the fluency level of a person. In relation to the subject of this research study, Wallace & Roberson (2009) agreed that oral communication skills play an important role in the police force and it remains to be a requirement in law enforcement to communicate with the general public, request assistance from other officers, advice suspects of their rights, and inform supervisors that certain actions have occurred.

In today's world, it is no doubt that communicating orally in English is important. The globalization and technological advancement as well as a goal to reach Vision 2020 with a goal to turn Malaysia as a fully developed country require full fluency in English especially among Malaysian business people and engineers (Thirusanku & Yunus, 2012). According to Beshaj (2015), English is not restricted as an everyday language but also known as universal language where people keep changing their ideas by adopting certain

functional styles informal or formal as well as written or verbal. This is no exception when a person is performing his or her jobs or duties.

According to Roberson (2009), one of the requirements of police force based on law enforcement is to be able to communicate with the public. This means that oral communication skills are crucial among the police. Nowadays, there is no doubt on the importance of English as an oral communication. There is no limitation when is the right time to use this language; even when an individual is performing his duties (Beshaj, 2015). This is supported by Officer A whereby he agreed that communication orally in English is vital among police constables in Crime Prevention Department of *IPD Melaka Tengah, Melaka* when gathering information from the complainants, witnesses or suspects especially if they are foreigners. Constable A and B further stated that the ability to master in English make it easier for them to collect the evidence.

5.4.2 Discussion: Research Question 2

What are the Oral English communication needs of the police constables engaged in the Crime Prevention Department?

One of the determinants of police-citizen relationships is communication skill. The ability of a police to communicate well can build the confidence and trust of public (Rix et.al, 2009). The world's advancement and globalization has made English language as a universal language. The needs to communicate orally and listen well (Khamkaew, 2009) as well as the ability to master in vocabulary (Baker, Simmons, & Kameenui, 1995; Hiebert & Kamil, 2005) are essential. Knowing basic or simple English is necessary among police constables so that any information, inquiries or complaints especially from the tourists can

be understood. From the information elicited through the questionnaire and interview sessions, speaking is the most important skill for an investigating officer in carrying out an investigation and solving a case. These officers are considered the front liners in a police station. They deal with the complainants, witnesses, suspects, victims and the public in solving a case. From the time a complaint is lodged until the case goes to trial, the investigation officer has to communicate with various groups of people and organizations such as the registry department, Immigration Department, Chemist Department, Cyber Security Department, banks, hospitals, embassies besides getting assistance from overseas counterparts such as Interpol and Aseanpol. In all these dealings the need to be able to communicate efficiently is a primary concern. Besides speaking, all the respondents and informants agreed that listening is closely integrated with speaking and without listening, effective communication cannot take place. As a crime prevention constable, the need to listen to various people to assist in an investigation is crucial in solving the case.

The next question addresses the problems they face in using the language in carrying out their duties. The results showed that they are more comfortable in Bahasa Malaysia and they lack the confidence in using English especially in speaking. Good communication skills would enhance their career development, boost their confidence and might assist in them carrying out an investigation faster and more efficiently. Though they had learned the language for eleven years, they lack the mastery of the language and managed to complete their training without further improvements in this language.

Overall they feel the language has not been given much importance in the force but they agree that recently the need to communicate well in the language has become a need. The mother tongue interference and the lack of proper guidance to acquire the language have

made them lack the confidence to use the language. Besides, they fear being ridiculed when English language errors are made.

Based on his vast experience in Crime Prevention Department, Officer A explained that the usage of English language in working environment is limited; meaning that this language is used only if there is an involvement of foreigners in investigation, ceremonies, functions and informal setting. Yet, English language still has its own identity in Malaysia. As per Vision 2020, Malaysia aims to be known as one of the fully developed country and all citizens able to communicate fluently in English (Thirusanku & Yunus, 2012).

In his investigation of 30 Metropolitan Police Officers' (MPOs) working at Chana Songkran Police Station, Khamkaew (2009) found the crucial need of speaking and listening skills in English. This is further supported by Aldohon (2014) as these skills are the most imperative abilities especially among 46 tourists' police working in diverse work environments in Jordan. Additionally, vocabulary is very important in learning English. By mastering in vocabulary, the ability to successfully make meaning from text can be shown (Baker, Simmons, & Kameenui, 1995; Hiebert & Kamil, 2005).

In theirs study, Wallace & Roberson (2009) stated that oral communication skills are necessary among the police force. Communicating with the general public, requesting assistance from other officers, advising suspects of their rights, and informing supervisors that certain actions have been taken are what police force supposed to do base on law enforcement. Nowadays, English language in Malaysia has its own identity. There has been a distinct variety of English as there are many deviations in these lexical aspects.

In the Crime Prevention Department, most of the participants perceived themselves to be fair and satisfactory in their English proficiency level. None of them were in the "weak" category although majority of them were below average (refer to Table 4.5),

meaning that they were still able to communicate and understand simple English. As suggested by Chinwe (2014), establishing a language school is one of the methods to improve English proficiency level among the police force. Meanwhile, police officers are concerned with their ability to perform their duties when they have language barriers (Shah, Rahman & Khashu, 2007). They were known as the first respondents for public safety; hence, they should be able to communicate with the public.

It is great to know that saying basic expressions such as "What can I do for you" never been a problem to all of the participated police constables. This common sentence is easy to teach and memorize. However, speaking according to grammatical rules is a problem for some of the participants. It takes quite some time for each police constable to master the grammatical rules given their proficiency level in English is only fair. English is not their mother tongue, thus, feeling shy to speak English in front of the tourists among 14 participants was expected (refer to Table 4.10).

According to West (1994), most information on needs analysis came from English for Special Purpose as needs analysis is considered as a basic principle of ESP. When learners' needs are linked to a discrete set of communicative situations, this is where needs analysis approach is more useful (Fard and Boroujeni, 2013). Furthermore, if there are goals and objectives of the students learning the language, needs analysis can help to determine a match program that should be implemented. Besides, various components of the program can be improved through evaluation of the program (Fard & Boroujeni, 2013).

It is said that the police force is a great example of an institution that requires English for specific purpose due to the nature of their job which requires interaction with different race and nationality. Alhuqbani (2009) revealed that majority of the police officers in Saudi Arabia are interactively motivated to learn English. The ability to master in English language

can help them to do their jobs better. This finding is relevant with previous study by Mosallem (1984) among the police force in Egypt which indicated that ESP would enable the police officers to perform their duties better.

Based on the interviews, all interviewees (i.e. Officer A, Constable A, Constable B and Constable C) agreed that the standard of English in the police force is clearly not good. All of these constables were facing difficulty to communicate orally in English with the complainants. The inability to speak fluently with proper grammar and to understand different slangs, accents and pronunciations of the complainants is the major turn off for Constable A and Constable C. Since they do not have good command in that language, they often also feel embarrassed to communicate orally in English with the complainants-especially the tourists.

5.4.3 Discussion: Research Question 3

How can these needs be addressed in a spoken ESP course for the police constables?

Needs analysis has been considered as a basic principle of English for Special Purpose (ESP) (West, 1994) and it is more useful when the needs of a learner is linked to a discrete set of communicative situations (Fard and Boroujeni, 2013). Interaction with different nationalities and races as their nature of job, ESP is said to be suitable for the police force. This is in line with a finding by Alhuqbani (2009) whereby majority of the police officers in Saudi Arabia are highly motivated to learn English language as they believed that they can do their jobs better if they master in this language.

English is known as a universal language and in order to be in the same par with other developed nations, Officer A agreed on the need to be bilingual. Although English language is one of the issues among police constables in Crime Prevention Department,

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there is no doubt on the importance to master this language by the police constables at various courses, seminars and workshops. In fact, English for Specific Purposes (ESP) should be incorporated in the police training in the future. For the time being, a specific unit called Language Unit is provided by Royal Malaysian Police to focus on English language. This includes coordinating and conducting English courses for the police officers.

In term of training courses, Basic English conversation is important for the participants while carrying their duties as a police constable especially while dealing with tourists. Meanwhile, all constables participated in the interviews agreed that attending English classes can help them to improve their English communication skill. The ability to verse well in English language and be bilingual can help them to boost their self- confidence as they can easily communicate with the complainants and collect evidence. However, English training course should be designed in accordance with learning and language needs at Crime Prevention Department. One thing for sure is the course should be able to fit their busy schedules.

To achieve potential goal and objective of the lessons provided, course designer and material provider plays significant role in both ESP and general English course. Referring to the teaching materials, 7 of the participants preferred to use English textbooks while the rest preferred online materials and technical manuals, respectively (refer to Table 4.21). All of these mentioned materials are easy to get at any bookstores and accessible online. Majority the police constables have chosen language games as their most preferred learning activities as these activities are suitable to all English learners. Meanwhile, some of them thought that presentation would be great in practicing their English skills and enhancing their vocabulary. Additionally, presentation enables them to take turn to practice their speaking and listening skills (refer to Table 4.22). These preferred activities were agreed with Constable A,

Constable B and Constable C. Constable A added that dialogue practice can help to improve their communication.

Since all of the constables in Crime Prevention Department work long and continuous hours, most of them preferred to attend training at non-working hours so that they can participate in the training with no distraction and can give 100 percent of their focus and commitment. 4 of them preferred after work while the rest preferred on weekend i.e. Saturday and Sunday (refer to Table 4.23). Once a week and 3 hours/day is sufficient for the training course is agreeable among 10 police constables. 3 to 5 days a week with an hour or an hour and half per training session is still considerable (refer to Table 4.24). Nevertheless, all of them agreed that 30 hours for each training course is sufficient (refer to Table 4.25) as important knowledge from the training probably could not be absorbed if the course is longer. The participants might feel bored and demotivated. As each police constable has different proficiency level of English, the duration for each training course is varied. 4 of them preferred that the course should be completed in six months while the rest thought it would be great if the course end by three months (refer to Table 4.26). The ability of local trainer to communicate in dual language i.e. *Bahasa Melayu* and English has influenced majority of the participants' preference. If they do not understand certain things, they feel easier to ask, speak and understand. Yet, four of the participants preferred native English speakers. Although it might be hard for them in the beginning, they believed through continuous and intensive learning and training, they will eventually master the language at some time.

5.5 Suggested English Language Course

5.5.1 Syllabus design

Based on the findings, the syllabus designated for this particular course is mainly emphasized on two skills which is listening and speaking skills. This is because; the findings indicated that police constables' need, necessities and lacks are mostly in these two skills. By emphasizing into listening and speaking skills only, the participants will have a specific target to be achieved at the end of the course. Reading and writing skills are not emphasized due to the reason that, police constables of Melaka district does not have to write report in English. They are required to collect statement and write it in Bahasa Malaysia as it is the main national language.

The syllabus designed for this project is a skill-centered approach and language-centered approach. Based on the target learners need which emphasis especially on listening and speaking skills. Police constables language needs emphasis entirely on language use on the job. It is essential for police constables to actually master language in the related skills, in order to perform better on the task. The syllabus designed must be flexible and individualized for the target learners develop better language comprehension and usage. Speaking skills is essential as target learners require to interview and interrogate most the victims or suspects with any issues especially foreigners. By designing a course relevant to the language need of learners, they could actually develop learners' awareness of vocabulary issues relevant to police work. It is also designed to develop grammatical range and accuracy for listening and speaking.

5.5.2 Content

Most of the content designed in these 10 weeks course is based on the necessities, needs and lacks faced by police constables. The items included in this course contain several aspects of grammar and communication. As police constable, it is vital for them to actually have a better comprehension of the language, especially the English language as they will be required to use it in their jobs. On grammatical aspects, this course allows the learners to have knowledge on how to interview victims by generating questions for interrogations. Besides, other grammatical aspects such as prepositions, adjectives and directions are as important as others because police constables will have to interact with hundreds of people in a day which need their special service. Due to this, the course content is carefully designed to suit the learning needs, necessities and lacks of the police constables need to use in daily professional interactions.

5.5.3 Materials

Materials chosen for this course is based on the target need of the participants. Based on the findings, it is shown that police constables focus emphasis on listening and speaking skills. The materials designed must be authentic, reliable and engaging for the learners to learn. Appropriate materials are vital as learners are adult learners who are working with police officers. In order to develop a comprehensive and engaging learning process, materials must be carefully chosen and developed to grasp learner participations. Some of the examples of materials are English language textbook which mainly focus on speaking and listening skills. Besides, in order to stimulate participations from learners, the effectiveness of material is vital. The learning in this course is based on two way communication where, the tutor will

be providing input to learners, and as a requirement of the course, learners are encouraged to participate actively.

5.5.4 Assessment

Assessment is vital in order to identify the progress being made by learners in a particular course. Assessment could be a formative or summative assessment. In this course, learners are assessed in both assessments. The formative assessment is based on on-going participations of learners throughout the course. Besides, there will be a listening test focusing learners' capability to listen and answer the questions which carries out a total of 10%. This is followed by an assessment in week 6 which emphases on the topics learnt and speaking skill in term of describing suspects or crime scene which carries out 30% of the course. By the end of the course, learners will be tested in a summative test which will embark the course on speaking skills. Learners will be conducting a short role play by instilling the entire lesson being learnt and with proper speaking skills of a total of 30%. Since this course is designed for a 10 weeks course, it is not relevant to have a multiple assessment for target learners.

5.5.5 Durations

The duration for this course is 10 weeks. This course is a short term course which will actually enhance police officers Oral English Language ability. For the 10 weeks, there will be two assessments and a test being conducted throughout the course. Classes will be held every Saturday from 9 am to 12 pm.

5.5.6 Place/ venue

The course will be held at the police headquarters in Melaka which will be located in the hall.

5.5.7 Award and recognition

Each participant will receive a certificate of *Intensive English Course* by the end of the course as recognition for the course establishment.

5.5.8 Sample Course Design

ENGLISH FOR FUTURE

English Communication Skills for Police

I. Rationale:

This course is designed to enable police constables have better communication skills in the English language through emphasizing into listening and speaking skills.

II. Course Aims and Outcomes:

Aims

To enable police officers have better knowledge and skill enhancement onto speaking and listening skills for effective communication.

Specific Learning Outcomes:

By the end of this course, learners will be able to:

1. Interrogate and asking for explanations from victims in English language.

2. Communicate confidently in the English language with the commoners especially foreigners.

III. Format and Procedures:

The course is structured into an intensive 10 weeks course which is carried out 3 hours a week. The format for the course is based on a communication based class where learners are encouraged to communicate and interact with fellow course mates and instructors. Learners are expected to participate effectively and attentively in the course by encouraging self to participate in the whole course. The course will be carried out by lecture, listening audio learning, group role play and presentations.

V. Course Requirements:

The course only has two assessments which are conducted in Week 6 and Week 10. There will be a short listening test in week 4.The assessment is based on the skills being taught which are speaking and listening. There is no specific assignment being prepared. Learners are required to participate in the whole class interaction and discussion throughout the course.

1. Course readings:

(a) Required text: Textbook (English in Mind),

Newspaper cutting, Cue Cards

(b) Dictionary: Malay to English

(c) Audio-lingual Tools

(d) Slides presentation

2. Assessments:

Listening test: Week 4 (10%)

Listening test will be given to examine the learners listening skills and their accuracy in listening.

Assessment 1: Week 6 (30%)

Pictures will be given to learners and they are required to describe the individual, setting or the crime scene based on the content learnt earlier. (Adjectives, singular/plural, expressions)

Assessment 2: Week 10 (30%)

Role play based on cue card given. It can be in any setting, any crime and any situations. Learners are required to carry out an act in pairs (as the victim and the police constables) and to communicate effectively in English

V. Grading Procedures: Grades

(a) Attendance   (10%)

(b) Class participations   (20%)

(c) Listening test   (10%)

(d) Assessment 1   (30%)

(e) Assessment 2   (30%)

VI: Recognition:

By the end of the course, the learner will be awarded with intensive English skill course certificate.

Scheme of work

Week	Key topics	Duration
1	Introduction to course -Getting started -Making introductions	3
2	Greeting People -Initiating conversations -Conversation etiquette	3
3	Asking for information -Seeking clarification -Confirming information	3
4	Listening to Instructions/queries -Understanding queries -Responding to queries -Listening test (10%)	3
5	Discussing issues and confirming details -Social communication -Contributing ideas and suggestions	3
6	Assessment 1-Describing setting/people/ scene -Different situation/ people/scene card will be given. -Describe using appropriate adjectives, plurals, tenses	3
7.	Using polite expressions -Responding to others -Having conversations -Making brief presentations	3
8.	Speaking according to situations -Social communication -Having conversation	3
9.	Giving advice and direction -Safety awareness -Giving clear directions	3
10.	Assessment 2- Role Play -Different situation will be given. -Act out the situation	3

5.6 Implications of the Study

This study used qualitative analysis to study the English language needs of the police constables in a Crime Prevention Department, primarily in *Melaka* where there is influx of tourists. There has been no published research paper on English language needs for the

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police constable in Malaysia. As a result, this research will contribute significantly to this field of study.

Based on the outcome of this study, it can be concluded that, the police constables in the Crime Prevention Department need to improve their English language proficiency. Based on the results of the study, it was observed that, the police constables level of English proficiency was below average and they all believe they could benefit from an ESP course. Furthermore, this study further clarifies the importance of English in the Crime Prevention Department as the police constables indicated the importance of English when carrying out their duties.

Another implication and significance of this study is the new light it has shed on the importance of having ESP course for the police constables. Additionally, this study provides a better insight to the duration and timing for an ESP course that would be most suitable for the police constables due to their tight schedule and nature of work. According to the police constables, having ESP classes on weekends or after work is most suitable. Moreover, the police constables believe that, having classes 3 days a week for 1 and a half hours or having classes once a week for 3 hours for a total duration of 6 months was sufficient for them to master the ESP course.

Furthermore, this study provided an insight to the learning materials and learning methods the police constables believe is most effective. According to the police constables, textbooks are more appropriate as learning materials when compared to DVD's, journals, online materials and other learning aid. Additionally, they believe that, when it comes to learning activities, pair work, roles play, group discussion and presentation are more effective.

Last but not least, this study made it very clear that, grammar, speaking and comprehension is one of the major weaknesses of the police constables and all ESP courses should include these three components in order to help the police constable perform their duties better.

5.7 Limitation of the Study

Although all necessary precautions were taken while conducting this study, there are still some limitations. The major limitation is the fact that the sampling location was limited to a single Police Station which is the IPD Melaka Tengah Police Station. As a result of this limitation, the sample size for the respondents was only 20, which is considerably small for a study.

Next the number of the respondents were drastically changed and reduced due to the difficulty in obtaining respondents to participate in the study for re-examination. Some were reluctant to disclose any information, some were clearly not interested in the study conducted, some did not want to commit and some refused because of time constraint. Out of 20 respondents who participated initially, the number dwindled to 10 respondents who took part in the questionnaire. Due to the nature of their job which involves national security, the researcher faced various restrictions and difficulties in obtaining information pertaining to the study. This delayed the completion of the research.

5.8 Recommendation for Future Studies

Future study should cover more geographical locations and if possible increase the number of respondents to increase the sample size. Having a bigger sample size is more representative of the population as a whole. Additionally, future study should include a

quick English test that would help determine the proficiency level of the respondents without only depending of the opinions of the respondents. This is particularly relevant when designing an ESP course. Though getting the respondents to take a quick English test might be challenging, a test goes a long way in providing a more accurate result.

5.9 Conclusion

As a result of performing the need analysis on English language needs for the police constable in the Crime Prevention Department in *Melaka* Malaysia, this study successfully came to a conclusion that, there is a need for an ESP course. In addition, it is clear and certain that even though *Bahasa Melayu* is the official language in Malaysia, English remains an important language for the police constable to perform their duties particularly in areas that have high concentration of foreign nationals such as *Melaka*, a UNESCO World Heritage site. Moreover, is has been confirmed that the police constable in the Crime Prevention Department do understand Basic English but struggle with grammar and comprehension. This struggle has resulted to the police constables being shy in using English language. It goes without saying that an ESP course would serve the police constables well and the outcome of the study has also indicated that the police constables are happy with having ESP courses during weekends in particular. Structuring an ESP course based on the needs of the police constables and the suggestions made by them is an effective way in addressing the issue of poor English communicative skills among the police constables. A successful ESP course will enable police constables to be more confident in communicating in English. As a result, police constables will be able to perform their duties better, especially in dealing with foreign nationals or tourists.

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