

AN INVESTIGATION OF OCCUPATIONAL ENGLISH LANGUAGE
NEEDS OF TURKISH POLICE OFFICERS

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To My Understanding and Dedicated Husband,

and Kitty son

GÖKHAN & GÖKHAN TUNA

SEZER

ABSTRACT

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This study investigated the occupational English language needs of police officers working in various departments of the Turkish National Police Organization (T.N.P.O.). Most police officers are graduates of the Police Academy, a four-year university equivalent program located in Ankara. To study at the Police Academy, students must first complete either a high school or one of the four Police Colleges. Although the intensive language training in the Police Colleges is often considered adequate for most officers' needs, those officers who come from other backgrounds

are often left behind. Even in the case of the Police College graduates, all their English language training is based on the principles of General English, and does not necessarily prepare them for the occupational-specific language needs they face on the job.

This study set out to explore therefore, exactly to what extent the officers' English language training is in fact adequate, and also to determine the particular language skills and genres required in various departments of the T.N.P.O.

Data, in this study, were collected by means of a questionnaire administered to 25 police officers, and six interviews conducted with six police officers from various departments of the T.N.P.O. The departments were determined on the basis of their having been identified in the questionnaires as the departments requiring the maximum amount of English skills from their personnel.

This study revealed that the officers feel that an occupational English course should be designed specifically for Turkish police officers. Such a course should directly focus on meeting police officers' English language needs according to departments they work in, as each department is found to have different requirements.

Key Terms: Needs analysis, English for Occupational Purposes, Police English.

ÖZET

TÜRK POLİS AMİRLERİNİN MESLEKİ İNGİLİZCE GEREKSİNİMLERİNE YÖNELİK BİR ARAŞTIRMA

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Temmuz 2004

Bu çalışmada, Türk Polis Teşkilatının çeşitli birimlerinde çalışan polis amirlerinin mesleki İngilizce ihtiyaçları araştırılmıştır. Polis amirlerinin çoğu, Ankara'da bulunan, dört yıllık bir üniversite dengi bir kurum olan Polis Akademisi mezunudur. Polis Akademisi'nde eğitim görebilmek için öğrencilerin öncelikle bir liseyi veya dört Polis Koleji'nden birini tamamlamaları gerekmektedir. Polis kolejlerinde verilen yoğun İngilizce eğitiminin sıklıkla polis amirlerinin büyük bir kısmının ihtiyaçları için yeterli olduğu düşünülmektedir. Hatta Polis Koleji mezunları bile, kolejde verilen bütün İngilizce eğitiminin genel İngilizce esaslarına dayalı olarak

yapılmasından dolayı, iş hayatında karşılaşacakları mesleki İngilizce ihtiyaçlarına göre hazırlanmamaktadırlar.

Bu yüzden, bu çalışma, polis amirlerinin almış olduğu İngilizce eğitiminin tam anlamıyla, gerçekte ne kadar yeterli olduğunu, ve aynı zamanda Türk Polis Teşkilatının çeşitli birimlerinde beklenen spesifik dil cereilerini ve dilin kullanılış şekillerini araştırmak için ortaya koyulmuştur.

Bu çalışmadaki bilgiler 25 polis amiri ile yapılan bir anket, ve Türk Polis Teşkilatı'nın çeşitli birimlerinden 6 polis amiriyle yapılan altı röportaj çalışması sayesinde elde edilmiştir. Bu altı birim, anket yoluyla, personelinden maksimum İngilizce becerisi bekleyen birimlerin tespit edilmesiyle belirlenmiştir.

Bu çalışma, polis amirlerinin, özellikle Türk polis amirlerine yönelik mesleki bir İngilizce kursu düzenlenmesi gerektiğini düşündüklerini ortaya çıkarmıştır. Bu tür bir kurs, direkt olarak, her birimin farklı beklentileri olduğu belirlendiğinden, polis amirlerinin çalıştıkları birimleri göz önünde bulundurularak, İngilizce ihtiyaçlarını karşılamaya yönelik olmalıdır.

Anahtar kelimeler: İhtiyaç analizi, Mesleki Amaçlara Yönelik İngilizce, Polis İngilizcesi.

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The examining committee appointed by for the Institute of Economics and Social
Sciences for the thesis examination of the MA TEFL student

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has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

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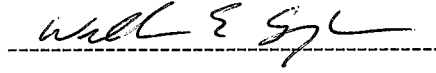
I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.



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I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.



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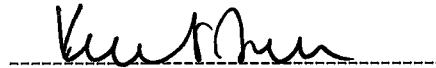
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CHAPTER 1: INTRODUCTION

Introduction

English for Occupational Purposes (EOP) is a relatively new development in the field of English Language Teaching (ELT) and one that seeks to respond to the needs of learners whose occupations require English language use to perform their job-related duties sufficiently. The individuals' purpose for learning English is defined as their occupational purpose, and ELT professionals seek to design language programs according to the specific occupational purposes of a particular group of working people.

Obviously, before designing purpose-specific courses for such learners, their specific English language needs should be investigated. An effective way to investigate the EOP needs of the learners is by conducting a 'needs analysis'. A needs analysis is a process of collecting data about the English language needs of learners from a specific group of participants by means of various data collection methods. Through a needs analysis study, program developers become able to identify a particular group's English language needs, and thus go on to design relevant curricula for this group.

This study aimed to identify the English language needs of police officers in Turkey. In order to do this, it was necessary to gather information first on the various working contexts of Turkish police officers and, then attempt to outline the specifics of their English language needs within these contexts. Such an analysis will allow us

to gain a better understanding both of the extent and the types of English language needs these learners have.

Background of the study

English for Occupational Purposes (EOP) is a fairly recent but rapidly developing branch of Teaching English as a Foreign Language (TEFL). The emergence of EOP has sprung from developments in the field of English for Specific Purposes (ESP). ESP is an approach in English Language Teaching (ELT) which aims to meet specific needs of the learners and makes use of the relevant methodology and activities that should be used specifically for a particular group of learners in terms of the discipline or the field they belong to (Dudley-Evans, 1998). Among many fields of interest that ESP can be applied to, occupation is a common one, resulting in a sub-field of ESP that is often referred to as English for Occupational Purposes (EOP). EOP is a sub-field of ESP and has parallel aims with ESP, except that it aims to meet occupational English language needs of the learners who need to use English to perform their occupations effectively. Mackay and Mountford (1978) clarify this aspect of EOP by stating that EOP learners need to use English to further their “specialist education” or to perform “a social or working role” such as a doctor, lawyer, technician, or a police officer (p. 2). As a sub-field of ESP, EOP has parallel aims with ESP, with the specification that it aims to meet the occupational English language needs of the learners, and thus assist them in using English to perform their occupations efficiently.

Sysoyev (2000) defines learners’ reasons for learning English as their ESP needs. According to Sysoyev’s definition, therefore, EOP needs can be defined as the English language learning needs or reasons of those learners whose occupations require English for job-related tasks and issues. For those learners who need to use

English in their occupations, it may be necessary that specific purpose courses be designed in order to be able to respond appropriately to their English language needs. In ESP courses, the syllabi and materials are specifically determined through an analysis of the language needs of the learners (Munby, 1978).

EOP has become widespread throughout the world. The reason behind the rapid growth of EOP is that English language needs of learners vary from learner to learner, and thus, every English language teaching program should directly focus on responding to the particular needs of its learners. Given the larger number of EOP related research studies in the literature (e.g., Aguilar, 1999; Atay, 2000; Bosher & Smalkoski, 2000; Çelik, 2003; Jeong, 2001; Li & Mead, 2000; Mosallem, 1984; Sysoyev, 2001; and Tezcan, 1998), it is evident that EOP is being used widely to prepare relevant English courses for learners in various occupations.

Before developing an occupational English course for a particular group of learners, the occupations of the learners, their professional context, and its requirements related to English should be analyzed. In other words, the English language needs of that particular group of learners should be investigated. Needs analysis is defined as a series of activities which involve collection data about the English language needs of the learners (Brown, 1995). Having carried out all essential activities of a needs analysis process, an appropriate curriculum or language program can be developed based on learners' own needs, that is, learners' specific purposes for learning English.

While the concept of needs may seem an obvious one, there has in fact been considerable discussion about them in the literature. Needs are basically defined as the gap between the current linguistic ability of the learner and the desired linguistic ability of the learner (Brindley, 1989). In other words, needs are the difference

between what a learner can do at present and what he or she should be able to do. Needs have been classified into different groups such as felt & perceived (Berwick, 1989; Jordan, 1997), subjective & objective (Brindley, 1989; Jordan, 1997), target & learning (Hutchinson & Waters, 1987; Jordan, 1997; Nunan, 1988), situation & language (Brown, 1995); situational & communicative needs (Richards, 1990) which will be examined in depth in the second chapter.

The philosophy that may lie behind a needs analysis has been divided into four types: demographic, discrepancy, analytic and diagnostic, based on the beliefs and perceptions of the needs analyst or the program developer (Brown, 1995). These four philosophies of needs analysis, the beliefs behind each type, and the procedural differences will be discussed in the second chapter.

Generally, in the process of any type of needs analysis, various methods can be used to collect data about the English language needs of the learners (Hutchinson & Waters, 1987). Whereas questionnaires and interviews are defined as data collection instruments, observation of workplace and workplace discourse analysis are recognized as data collection methods. Through administering these instruments and/or implementing these methods, a detailed understanding of the language needs of the learners working in a particular workplace can be obtained (Li & Mead, 2000).

For successful communication in an occupational setting, the required linguistic abilities of the learners in that occupational setting can be grouped into three categories. First, learners need to have the ability to use the required jargon or genres of their particular occupational context; second, learners should have the ability to use necessary academic skills, such as, reading, listening, speaking, writing and translation skills; and third, learners need to have the ability to use the necessary informal language effectively within the occupational context. An ESP or EOP

program developer should make sure that all three abilities are to be developed integratively in a language program (Gatehouse, 2001).

In this study of the occupational English language needs of police officers, it was important to gain an understanding of the overall occupational context of the police officers. In order to accomplish this, the nature of the Turkish National Police Organization, including the various roles of the police officers, the overall operating characteristics and structure of the organization and particular English language needs within this organization were all considered.

Statement of the problem

In the process of European Union integration, the Turkish Police Organization has been making efforts to integrate its practices with those of the European Police in terms of providing standards for policing and implementation of those standards to their professional settings. More informally, the rise in foreign tourism and the overall increase in contact between Turkey and other nations is likely to require greater English (and other foreign) language familiarity by Turkish police officers.

However, even though it is clear that police in general and the Turkish police in particular are increasingly in need of English language skills for their work, little research has been conducted on the English language needs of police officers, and on the development of relevant curricula for the improvement of their English language proficiency (Mosallem, 1984). Even though many needs analyses and curriculum development studies have been reported in the literature (e.g., Atay, 2000; Boshier & Smalkoski, 2000; Çelik, 2003; Jeong, 2001; Li So-mui & Mead, 2000; Sysoyev, 2001; Tezcan, 1998), none of them have attempted to identify the English language

needs of the police officers working in the departments of the Turkish National Police Organization.

Research Questions

This study seeks to answer the following questions:

1. What are the general English language needs of the police officers in Turkey?
2. In which departments of the Turkish Police Organization is English most required?
3. Which linguistic skills are of the greatest importance to Turkish police officers?
4. Which genres are of greatest importance to Turkish police officers?

Significance of the problem

Because of the lack of research on the English language needs of the police officers, and on the development of relevant language curricula studies for police officers in Turkey, the results of this study may contribute to the literature by identifying the English language needs of the police officers and thereby provide important information for developing curricula relevant to their professional requirements. Moreover, this study may be held as an example for other organizations in Turkey, or for other police institutions worldwide.

At the local level, this study may contribute to revisions of the existing English language training given to students of the Turkish Police Colleges and Academy, and construction of much needed additional language training programs to help the officers be able to benefit fully from their professional training programs and better carry out their duties.

Key terms

Needs analysis is a set of procedures that is done to identify English language needs of learners of a particular group.

English for Occupational Purposes is a recent and developing branch of English Language Teaching which aims to meet occupational English language needs of learners in their occupational settings.

Police English is a term which is used to refer specific language used by police staff that comprises basics of the General English as well as policing terminology and special police genres.

Conclusion

In this introduction chapter of this study, the important issues related to English for Occupational Purposes (EOP) and needs analysis were briefly summarized. The statement of the problem, the significance of that problem, and research questions were also covered. The second chapter is a review of the literature, synthesizing related issues about EOP and needs analysis in depth. In the third chapter, the methodology that the researcher followed while conducting this study will be explained, including participants, materials, procedures to gather and analyze the data. In the fourth chapter, the findings of the study are presented. In the fifth chapter, the overall study is discussed in accordance with the research questions. Recommendations, implications, limitations of the study, and suggestions for further research studies are also presented.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

This study aimed to conduct a needs analysis in the departments of the Turkish National Police Organization in order to identify the occupational English language needs of police officers in this organization. This chapter will review the literature on designing language curricula, conducting needs analyses, and setting up special language programs by expanding on the issues introduced in the first chapter. The first section includes the presentation of the issues, such as, the definition of the curriculum, curriculum development, and theoretical concepts regarding the design of language curricula. The second section presents the definition of needs analysis, needs, types of needs, philosophies behind a needs analysis, procedures of a needs analysis, and data collection instruments used in a needs analysis. The third section reviews a series of EOP studies which fell into three sub-categories: international EOP studies, EOP studies in Turkey, and Language for Law Enforcement studies. Within these sub-categories, example studies of needs analysis both from Turkey and abroad are introduced and examined. In the Language for Law Enforcement sub-section, issues and studies about the occupational English language needs of police officers, in particular, are introduced.

Designing language curricula

The traditional term which is used to refer to intentional statement(s) made for determining the expected ingredients of a possible course design is, curriculum

(Nunan, 1988). A curriculum includes all aspects of the teaching process, from course planning to implementation of the course (Nunan, 1988; Richards, 1984). Saylor, Alexander and Lewis (1974, cited in Tercanlioğlu, 1990) define a curriculum as a formula in which sets of learning opportunities are provided to achieve the goals and objectives for a particular group of learners. In order to answer basic questions about the content and aim of any teaching and learning process, curriculum studies can be used (White, 1988).

Curriculum studies in the literature mainly deal with curriculum development for particular educational settings (e.g., Aguilar, 1999; Bosher & Smalkoski, 2001; Jeong, 2001; Musallem, 1984; Sysoyev, 2000). In most of these studies, researchers have attempted to specify the differences between what should happen in the language classroom and what actually happens. Nunan (1988) notes this differentiation when he points out that there is a gap between theory and practice, in other words, the main problem of many curricula is that there are differences between what is being done in a particular educational setting, and what should be done according to learners' needs and formulated goals and objectives.

Curriculum development is a process which has interrelated components intended to contribute to creating a useful and satisfactory combination of teaching activities that will be helpful for learners to learn and use a particular language (Brown, 1995). White (1988) defines curriculum development as a process which combines specifiable objectives, methods and materials for a future or current-intended project. According to Tyler, a curriculum developer, the curriculum development process should be based on the answers to basic questions regarding educational purposes, educational experiences which can serve to these educational

purposes, organization of activities, tasks to be used during the course, and the determination of whether these purposes are being attained. In other words, in the first stage, aims and objectives are determined, then, the content is selected and organized and finally, after the curriculum is implemented, an evaluation is made to determine whether the aims and objectives of the curriculum have been achieved. However, Nunan (1988) has criticized Tyler's model by suggesting that it is linear, and should, instead, be more cyclical. He means that the evaluation phase should not be only at the end of the curriculum development process, but in fact integrated into every stage of the process.

Richards (1984) presents a curriculum model in which he states that language teaching is a set of systematic and interrelated procedures. These procedures are needs analysis, setting aims and objectives, content and methodology, and evaluation. In his curriculum development model, he suggests that the starting point of the curriculum development process should be an analysis of learner needs. He adds that needs analysis is a useful process enabling many people to be involved in curriculum development, and leading to the identification of aims and objectives. The results of a needs analysis can also provide information for the evaluation of a program.

A similar curriculum model is presented by Nunan (1985a, cited in Nunan, 1988) in which he suggests needs analysis, goal identification, objectives setting, materials preferences and evaluation are the key elements of curriculum development. His model is different from that of Richards (1984) in that there is an initial needs analysis which enables the researcher to group learners, and his curriculum development model is a cyclical one in which curriculum development activities are interrelated throughout the teaching and learning process. For example,

if new materials are found, it may become necessary to modify the program objectives, learning arrangements and evaluation (Nunan, 1988).

Curricula have been classified in terms of whether they are developed in a centralized location or in a specific location. A centralized curriculum is a very general one, which is developed for a broad context, such as curricula produced by a government department, and then distributed to all the learning institutions in a country. Such curricula are used many times in various kinds of educational institutions, regardless of the specific goals and objectives of those educational institutions. These kinds of curricula are, by nature, inflexible, and in response to this inflexibility, there emerged in the 1960s new movement towards 'school-based' curriculum development. School-based curricula are developed for only one teaching institution and all or part of the curriculum is devised within the teaching institution itself (Nunan, 1988).

Paralleling this same distinction, there have also been defined two different views about language teaching: subject-centred view and learner-centred view. The subject-centred view argues that language learning is simply a matter of mastering the subject-matter (e.g. linguistic knowledge) whereas the learner-centred view sees language learning as an acquisition process in which skills are acquired rather than linguistic knowledge. Supporters of learner-centred view are mainly concerned with learners' acquiring communicative and linguistic skills which they need to use in real life (Nunan, 1988). For this reason, in a learner-centred curriculum, both skills and knowledge are taught, so that language learners become able to use both the skills and knowledge for specific purposes outside the learning environment. Based on this view, to develop a learner-centred language program, the language needs of a

particular group of learners should be investigated; thereby, goals and objectives of the curriculum can be determined accordingly.

Needs Analysis

A needs analysis is generally regarded as the starting point of a learner-centred curriculum development process (Nunan, 1988; Richards, 1984). Brown (1995) and Richards (1984) make an overlapping definition for needs analysis in which they state that a needs analysis is a series of activities which involve collecting data that will comprise the core of a curriculum development process and will be used to respond to the language learning needs of a specific group of learners. A needs analysis includes a set of procedures to identify the language needs of learners, and to establish appropriate aims, objectives and content for a particular language course (Hutchinson & Waters, 1987). These procedures are explained by Graves (2000). She points out that a needs analysis is a process which involves a set of cyclical decisions, actions, and reflections. These begin with decision-making on the questions of what information will be collected, why, when, how, from whom it will be collected; and continue onto collecting data, interpreting the data, making use of the data; and, if necessary, deciding on any further or missing data to be collected. These procedures will be examined in the procedures section.

Types of needs

Needs are simply defined as learners' reasons for learning a language (Sysoyev, 2000). In a broader sense, Brindley (1989) defines needs as the gap between the current linguistic ability of the learner and the desired linguistic ability. In other words, needs are the difference between what a learner can do at present and what he or she should be able to do. However, Brindley also notes that defining needs and even finding a proper definition of needs is a very difficult task in the

second language learning and teaching context. For this reason perhaps, there are numerous types of needs and different definitions of needs in the literature.

Distinguishing among the types of needs is often a complex task because in most of the definitions of needs types, there are overlapping ideas. Needs have been classified, for example, as 'felt and perceived' (Berwick, 1989; Nunan, 1988; Jordan, 1997), 'subjective and objective' (Brindley, 1988; Jordan, 1997), 'target and learning' (Hutchinson & Waters, 1987; Nunan, 1988; Jordan, 1997), 'situation and language' (Brown, 1995), and 'situational and communicative' needs (Richards, 1990).

Felt needs refers basically to needs which are derived from learners' own wants and expectations from a language program. In other words, what learners themselves think that they need. Obviously, learners' feelings, thoughts and expectations are deeply connected to their felt needs. Perceived needs, on the other hand, are defined as the needs of learners which are derived from the educational environment, such as teachers, administrators, and/or employers. Unlike the more subjective felt needs, perceived needs are seen as factual, objective and generalizable (Berwick, 1989; Nunan, 1988; Jordan, 1997)

While felt needs may be described as subjective, actual 'subjective' needs (Brindley, 1988; Jordan, 1997) are considered as the personal language learning needs of the learners that can be derived by looking at their information from personal traits, such as personalities, expectations, learning styles and preferences, confidence, or motivation. In other words, subjective needs are learners' own expectations towards their target situation requirements (Hutchinson & Waters, 1987). Objective needs, which are similar to perceived needs, on the other hand, are the needs of learners which can be derived from the target situation in which they

will be using the language, and from data about learners, such as, their existing linguistic ability and required linguistic ability (Brindley, 1989; Brown, 1995).

Another classification of needs types are target and learning needs. Target needs are defined as those things the learners will need, to be able to perform their roles in the target situation. Target needs are subcategorized as necessities, lacks and wants (Hutchinson & Waters, 1987). Necessities are the requirements of the target situation in terms of language use. Lacks are the gaps between learners' current linguistic ability and desired linguistic ability. Wants, like felt or subjective needs, are the needs of learners which are expressed and perceived by themselves. Learning needs are defined as the requirements of the learners in learning environment in order to achieve target needs. Learners should be enabled to acquire the desired degree of competence in order to function effectively in the target situation. This can be managed only through meeting learners' learning needs. Linguistic items, skills, knowledge, and strategies can be seen as the components of learning needs.

Yet other classification of needs types is 'situation and language' needs (Brown, 1995). Situation needs, like learning needs, are mainly related to the learning environment, which should be examined in terms of its physical and psychological effects. Situation needs are the needs of learners to be able to reach the target linguistic ability, in other words, what they need in order to be able to learn the language easily and effectively (Brown, 1995). This may include resources, materials, and equipment, as well as considerations of the physical setting of the learning environment, the teacher's role and teaching style, the learners' autonomy levels and attitudes towards language learning. Essentially, situation needs recognizes that environmental and psychological affective factors may play significant roles in learners' learning the target language. On the other hand,

language needs refer to how much linguistic proficiency learners need to obtain by the end of the language program. Situations and circumstances in which learners will be using the target language determine the language needs of learners (Brown, 1995; Hutchinson & Waters, 1987).

A final classification of needs types are situational and communicative needs (Richards, 1990). Situational needs, which seem to be identical to situation needs, are derived from the features of the language program, including the objectives, learning activities and learning style preferences, linguistic knowledge and ability of learners, and teachers' perceptions, expectations and instructional methods and techniques. Communicative needs focus on the requirements of the target situation in which learners will be using the target language. Communicative needs, like language needs, refer to required linguistic competence, learners' expected relationships, interactions in terms of language use and proficiency which is required by the learners' target situation (Richards, 1990).

Philosophies behind a needs analysis

In the process of determining what type of needs of the learners will be investigated, the philosophy lying behind this choice should be identified. Indeed, the philosophy behind a needs analysis study plays a significant role in almost all steps of needs analysis procedure.

According to Brown (1995), there are four philosophies that can be behind a needs analysis process, and which can also serve as the foundation of the overall process. These philosophies are democratic, analytic, diagnostic, and discrepancy. The democratic needs analysis philosophy involves information gathering about learners' needs, which could be defined as any change that is desired by a majority of the group involved. The analytic philosophy suggests that learners' needs should be

considered as the next stage of language development that students need to learn after their current stage. As for diagnostic philosophy, it proposes that a need should be considered as the most urgently required language skills necessary for the learners. It should be noted that this philosophy might cause harmful results if the study focuses only on the most urgently required language skills, at the expense of other linguistic skills that might also be useful for learners to use. In a discrepancy philosophy, needs are considered as the differences between a desired linguistic performance and the level the learners actually have.

In this study I basically adapt a discrepancy philosophy, in the sense that I try to get a picture of both the extent of English the police officers need, and some idea of where they are now.

Procedures

The procedures of a needs analysis include a set of steps in terms of decisions, actions, and reflections. Although meant to be conducted in a cyclical manner, these steps can be ordered as follows:

1. deciding what information to gather and why
2. deciding the best way to gather it, when, how, and from whom
3. gathering the information
4. interpreting the information
5. acting on the information
6. evaluating the effect and effectiveness of the action
7. (back to 1) deciding on further or new information to gather (Graves, 2000, p. 100).

In the first step of a needs analysis process, the researcher should determine the purpose of the study. The purposes may include finding out a group of learners'

language needs in order to perform a particular role, such as tour guide, doctor, or police officer; determining whether a current language program adequately meets the needs of the learners; identifying the most needy members of a group of learners in order to help them; identifying the gap between what students are able to do and what they need to do; or identifying specific problems of learners which they need to solve (Richards, 1988).

In the second step, the researcher should determine the best or most useful data collection techniques to use; the participants who will be involved in the process; and the time when the process can be applied. Shutz and Derwing (1981) call this second step “delimiting the target population and the parameters of investigation” (p. 35).

In terms of gathering the information, there are various data collection techniques. These include questionnaires, interviews, meetings, observation, discourse or materials analysis (Hutchinson & Waters, 1987). While the first three of these instruments enable the researcher to be actively involved in the data collection process as an insider, that is, as a person who is already among the participants, the last three of the instruments place the researcher in a position outside of the process (Brown, 1995). Perhaps for this reason, the first three instruments, particularly the first two, seem to be the preferred techniques of recent research studies.

Questionnaires and interviews have both advantages and disadvantages. Questionnaires do not require too much effort or time. Moreover, they can be fairly easily prepared and enable the researcher to reach many people at the same time. They do, however, run the risk of including misleading or unclear questions, and do not allow the researcher the opportunity to clarify or explain those questions (Smith, 1990). In interviews, there is the chance to clarify and explain such unclear

questions, but interviews require more effort and much more time to conduct and analyze.

As for delimiting the target population, the researcher should carefully determine the participants or stakeholders who will be involved in the needs analysis process. Stakeholders are defined by Connelly and Clandinin (cited in Richards, 1988) as the people who involved in the needs analysis process, who have a right to comment on the language learning needs of the learners, and who have information about the needs of the learners and/or about the curriculum process. Stakeholders are inevitable participants of a needs analysis because they are the people who can identify the language learning needs of learners. Potential participants of a needs analysis study should be determined according to the purpose of the study. For example, if vocational English language needs of a group of hotel staff are to be analyzed, then the stakeholders might be their language teachers, employers and/or administrators, and their customers. Generally, a variety of stakeholders should be considered in every needs analysis because each stakeholder may have different expectations from the curriculum or the language program. For instance, an employer may expect that his employees should be able to function effectively in the workplace, whereas a content teacher may expect her students to be successful in a particular academic course.

According to Brown (1995), in a needs analysis study, four categories of people may become involved: the target group, the audience, the needs analysts themselves, and resource groups. The target group consists of the people about whom information will be collected. The target group is thus made up of the learners in a program. The audience is made up of all people who will eventually make use of the outcomes of the analysis. This group usually comprises teachers, teacher

assistants, program administrators, and/or employers of a particular workplace. The needs analysts are the people who are conducting the needs analysis. Moreover, this group is also responsible for identifying the other three groups of participants. A resource group is made up of other people from whom information about the English language needs of the target group can be gathered. This group may consist of, for example, the learners' parents, program administrators, language teachers, current or future employers (Brown, 1995).

Because the purpose of this study is to identify occupational English language needs of Turkish police officers, the target group will be the police officers themselves. These people will be involved in the needs analysis process because they are the people whose language learning needs are being investigated. The answer to the question of what they are able to do at present in English, and what they need to be able to do, can most effectively be given by these officers. The audience may be the police administrators, department managers, education consultants, curriculum developers, and language teachers who might make use of the outcomes of this study. The needs analyst is the researcher who is conducting this study.

In the third step of a needs analysis, the researcher should collect the data from the participants. Then, in the fourth step, the researcher should analyse the data collected about the language learning needs of the learners, so that the results of the needs analysis may be obtained. In the fifth step, the researcher should act on the information that has been collected, incorporating the findings of the needs analysis study into the language teaching and learning process. In the sixth step, the researcher should evaluate the overall results of the study in terms of their effectiveness, and in the seventh step, if any further information is needed, then, from the first step, the whole process should be revised or adjusted.

These various stages of a needs analysis study have also been defined by Brown (1995), based on their purposes and time of conduct, namely: pre-course, initial needs, and on-going analyses. A precourse needs analysis can be conducted before the language program begins. This kind of needs analysis study can give valuable information about the content, and goals and objectives of the program which will be designed to meet learners' language needs, as well as activities and materials selection and development processes. Initial needs analysis can be conducted during the initial stage of a language program, such as the first few sessions, the first week or month, depending on the length of the program. On-going needs analysis study can be conducted throughout the language program, and it may provide information about the deficiencies of the program. The current study constitutes a pre-course needs analysis in the sense that it may lead to the establishment of in-service training courses that are not yet in existence.

Special Language Programs

Since the 1960s, the demand for specialized language programs has increased, thus, needs analysis procedures have been increasingly employed by applied linguists in the field of language teaching. A "needs-based" philosophy emerged in language teaching in the world, by the 1980s, particularly related to English for Specific Purposes (ESP) and vocationally oriented, or English for Occupational Purposes (EOP), program development (Brindley, 1984).

Special language programs aim to meet learners' special, or in other words, specific language learning needs and purposes. One of these specific purposes of learners concerns their occupational language learning needs. In order to meet learners' occupational English language learning needs, a new approach, known as English for Occupational Purposes (EOP) has emerged. EOP is an approach to

language teaching that attempts to respond to learners' main language requirements for their existing or future occupations. Acedo and Rokowski (2002) define EOP as a new linguistic branch within the field of English for Specific Purposes (ESP), and they note that EOP aims to meet professional, occupational and vocational language requirements of learners who will be using English language to perform their jobs effectively, and/or to get promoted in their jobs, or even to obtain a job. The reasons why people need to learn occupational English may be numerous, for example, they may have to attend in-company meetings, they may be required to be actively involved in the decision-making processes of the company or the institution, they may be required to participate in seminars, conferences or in-service training programs in which the used language is English, or their occupations may require technical or professional correspondence with foreign institutions.

Many very different people, such as doctors, technicians, hotel maids or police officers, need English to carry out their occupations. Instead of having these people struggle to gain linguistic proficiency in all skills, they should be given the opportunity to develop proficiency only in the specific skills that their occupations require (Hutchinson & Waters, 1987). With this in mind, EOP programs generally begin by analyzing a specific group of learners' language needs. Once the language requirements of the target situation or workplace are known, then it is possible to prepare the students for the required language skills in that situation.

EOP Studies

There are many studies which have been conducted to analyze the EOP needs of different groups of learners. These studies can be categorized in three sections: international EOP studies, EOP studies conducted in Turkey, and research studies particularly about police officers in Turkey.

International EOP studies

Internationally, there can be seen numerous studies based on learners' EOP needs, however, I focus in this section on a few of the most recent (Aguilar, 1999; Jeong, 2001; Li & Mead, 2000; Bosher & Smalkoski, 2001). In the consideration of these studies, various implications can be drawn for the current study.

Aguilar (1999) conducted an EOP needs-analysis study with hotel maids. In his study, he used a combination of sources and methods in order to triangulate his data and thus improve its reliability. He collected data through workplace observations, unstructured interviews, and questionnaires. As sources of information, he used many participants such as hotel maids, their supervisors, the executive housekeeper, and a human resources staff member. The study found that the hotel maids needed English not only for such expected purposes reporting the cleaning discrepancies and greeting hotel customers, but also for effective communication in their social environments, e.g. the hotel maids were found to need English in their daily lives. The findings of the study confirmed the need for a new language curriculum to respond to the language learning needs of the employees in the hotel.

If this study is taken as a justification of the importance of conducting a needs analysis before developing any language program, it can easily be understood that without analyzing the actual, in-context language learning needs of a group of language learners, it is very difficult to fully and accurately estimate the actual and urgent needs of those language learners.

Jeong (2001), in his EOP needs analysis and curriculum development study, develops a curriculum and language course based on the EOP needs and learning style preferences of acupuncturists who speak English as a second language and work in America. In this needs analysis survey, the researcher collected data through

questionnaires and interviews. The results showed that the acupuncturists need a good command of general English as well as effective medicine terminology, and cultural knowledge about Americans, e.g. their way of living, their customs, the register that should be used in various contexts. It also revealed that the acupuncturists' learning style preferences were for teacher-centered instruction and simulation activities led by the instructor focusing on practical use of English.

Li and Mead (2000), in their EOP needs analysis study, identified and analyzed the English language needs of textile and clothing merchandisers who have to communicate in the international market place. Unlike Jeong's study, the authors of this study chose to collect data through analysis of authentic correspondence and visits to the workplace. Similar to Jeong's and Aguilar's study, they also used questionnaires and interviews to collect the data. However, in this study, the researchers administered telephone interviews rather than the face-to-face interviews which were used by both Jeong and Aguilar.

Bosher and Smalkoski (2001), in their EOP needs analysis and curriculum development study, identified and analyzed the EOP needs of immigrant students enrolled in an Associate of Science (A.S.) degree nursing program. They collected data about the objective needs of the learners by means of three procedures: questionnaires, interviews and observations. Based on the results of the data, a language course on 'Speaking and Listening in a Health-Care Setting' was developed to meet English language learning needs of the nursing students. The course was divided into four units: assertiveness skills, therapeutic communication, information-gathering techniques, and the role of culture in health-care communications. Finally, the course proved to be successful in meeting students' EOP needs and helping them learn how to communicate more effectively in clinical settings.

All of these research studies, in general, showed that the learners need more specific language instruction related to their occupational English language needs rather than only general English instruction. These specific needs may extend to cover particular cultural knowledge, specific language genres, jargon, communicative skills, and training that takes into consideration the particular contexts and situations in which the language will be used. As for the data collection procedures in a needs analysis study, the main preferred instruments in these needs analyses are to be questionnaires and interviews. However, observations, workplace visits, discourse and materials analysis can also be used to obtain data about the language learning needs of the learners. With this in mind, I preferred in this study to be involved in the data collection process as an insider. I therefore chose to collect data about the occupational English language needs of the police officers through questionnaires and interviews.

EOP studies in Turkey

Similar EOP studies have been conducted in Turkey. Some of these studies overlap somewhat with English for Academic Purposes (EAP) studies, because the learners in these studies were still students in universities (Alagözlü, 1994; Çelik, 2003; Dengiz, 1995; Ekinçi, 1995).

In her needs analysis study, Alagözlü (1994), investigated the English language needs of the students at the Medical Faculty of Cumhuriyet University. Alagözlü collected data about the EOP needs of the students from the teachers, students and administrators of Medical Faculty at Cumhuriyet University, by means of administering questionnaires and conducting interviews.

Similarly, Çelik (2003) identified and analyzed the academic and occupational English language learning needs of the students who were enrolled in

the office management and secretarial studies departments of Niğde University's vocational colleges. Enrolled students, former students, content teachers, and employers were surveyed via questionnaires. The main findings of the study were that a new curriculum, focusing on improving the students' reading and writing skills rather than their listening and speaking skills, should be developed.

In her needs analysis study, Dengiz (1995) sought to uncover the English language needs of the students at the Maritime Faculty of Istanbul Technical University, both in terms of their studies and their future careers. In addition to this main question, she also investigated the required English proficiency level for deck officers and marine engineers during their studies and professions, the language skills and subskills they prioritize, their learning style preferences, and their perceptions of deficiencies in the existing language program. She used semi-structured interviews and questionnaires to gather data from students, language teachers, content teachers, faculty administrators, and employers from the maritime sector. She found that maritime students require an advanced or at least an intermediate level of English proficiency. As for English language skills, both deck officers and marine engineers needed listening and speaking skills, however, marine engineers were also in need of reading skills. Writing was considered the least important skill for both departments. Among the subskills, she found that seamen should be competent in writing reports, formal letters, and logbooks; reading instruction manuals, trade books, and professional journals; listening and responding to radio-telephone messages, instructions; and participating in conversations with foreign colleagues.

As the discrepancy philosophy lies behind the needs analysis study of Dengiz (1995), according to her, the study revealed also that inappropriate teaching methods

were being used in the existing language program. Participants reported insufficient coordination between teachers, irrelevant course contents and inadequate coverage of oral/aural skills. The researcher's recommendations were for an EOP approach in order to respond to the specific needs of the maritime faculty students.

In his needs assessment study, Ekinci (1995) identified and analyzed the English language needs of students at the Turkish Military Academy. In the data collection process, three sources were used: current and former students, and English language teachers. The data, were analyzed in terms of five categories: need for English; skills and subskills; instructor specialization; instructional materials; and focus on terminology. The main results were that English proficiency was important; speaking and listening skills were perceived as the most important skills; and translation during instruction should be emphasized. There was a need for military terminology in Military English instruction.

Language for Law Enforcement

In order to update and upgrade the Law Enforcement profession, a need for police instruction especially in terms of report writing and other writing related to law enforcement, has long been identified. To respond to this need, according to Cunningham (1972), there have been various books written on police education, often focusing on police writing. These books, in contrast to traditional general English writing instructions books, are valuable and essential because police writing, like all other types of applied writing, has specific problems. These books provide writing instruction and solutions for those specific problems (Cunningham, 1972). In addition to these books, there is also Mosallem's *English for Police Officers* (1984), which was written based on the author's needs analysis and curriculum development

study. In his book, he not only covers the principles of police report writing but also other elements of required police communication in Egypt.

Another needs analysis and EOP curriculum development study is that of Gaiju (1996). In this study, the researcher defines the linguistic needs of police officers to be able to communicate in different countries, and develops teaching materials for effective police training or occupational language programs. The aims for carrying out such a study were to develop occupation-specific language programs based on the police officers' occupational language needs, to evaluate existing programs, and to solve common language problems faced by police officers. In the data collection procedure, interviews were made with police administrators, and individual officers, in order to ask about situations in which police officers need foreign languages: Direct observations of different police departments (e.g. traffic, airport, port, etc.) were also made, and the existing literature on the study of European Police Language in European countries such as Germany, France and Croatia was checked. It was found that police officers have to use foreign languages (mainly English, then possibly German and French) in order to be able to communicate effectively. It was also found that oral communication is the most important linguistic ability for police officers: Accuracy and precision of expression are very important, both formal and informal English is required, and different speech accents should be focused on in speaking lessons(Gaiju, 1996).

A Framework for EOP Studies

The diverse findings of all these studies of various EOP contexts point to the need for some kind of structural framework when determining needs. Gatehouse's (2001) criteria for successful communication in an occupational setting may provide a useful starting point. Gatehouse grouped her criteria about the required linguistic

abilities of learners for being able to communicate successfully in occupational settings into three categories. First, learners need to have the ability to use the specific jargon and genres of that particular occupational context. Second, learners need to learn necessary academic skills for their occupational settings. Third, learners should be able to use the informal language required in the occupational context

A genre is a class of communicative events, the elements of which share some set of communicative purposes (Swales, 1990). Members of a particular community recognize the specific communicative purposes that the community has. Thereby, they build up specific genres that they use, when they communicate with each other. In addition to sharing purposes, examples of genre used by the members of a particular discourse community should also include similar patterns in terms of structure, style, content and intended audience.

In this study, I aimed to identify whether there are specific genre(s) that police officers use in their communication within the police community, both in Turkey and abroad. Therefore, while collecting and analyzing the data about the occupational English language needs of police officers in Turkey, I aimed to identify whether police officers have specific types of communication tools such as, police reports and letters, that they use to communicate with other members of the police community. In connection with this, I sought some general information on whether police officers have to obey certain structural and thematic rules influencing the patterns, order, content and style of the discourse they have.

It is important that that genre and register should not be confused with each other. The former refers to the overall structure, content and style used in a specific discourse, whereas the latter refers the choice of linguistic elements (e.g., words, expressions) that are required to be used in the discourse related to the audience, that

is, to whom the discourse is designed to address. For example, the formality or informality of the language used in a letter constitutes the register of that letter. However, the structural issues, such as the order of the particular statements (e.g., the name of the sender institution, the date that the letter has been written, the name of the receiver institution, etc.) are considered as the components of a particular genre.

The second criterion outlined by Gatehouse is that students need to learn necessary academic skills for their occupational settings. Skills refers here to linguistic abilities such as reading, writing, listening, and speaking. As Gatehouse states, learners should have certain skills to be able to communicate successfully in their occupational settings.

The third criterion that Gatehouse (2001) points out is that learners should be able to use the informal language required in the occupational context. To ensure that an occupational language program comprises this criterion as well, occupational program developers should make sure that the methodology as well as materials, activities and tasks are based on the real life components.

Gatehouse's categorization of three criteria for successful communication in an occupational setting provide a broad but useful framework for structuring the current study. Accordingly, the focus of the investigation can be structured around the concepts of genres, skills, and informal language.

Conclusion

This study recognizes that police organizations throughout the world have particular genres and terminology as well as requiring different linguistic skills and expectations from its members. The term "Police English" covers all the particular communicative rules, terminology, and genres of police organizations in the world. While previous research and publications on "Police English" provide useful

suggestions for probable needs of police officers, the literature on needs analysis and its crucial role in defining the specific needs of particular learners reminds us of the importance of exploring the actual communicative needs of a group of learners within the context that they will be using the language. The following chapter describes the participants, instruments, and procedures used in collecting and analyzing the data for this study.



CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study was to investigate the occupational English language needs of police officers working in various departments of the Turkish National Police Organization. For the purpose of this study, occupational needs have been broadly categorized as genres/jargon, language skills, and necessary informal language. In order to provide both a general picture of police officers' English language needs and a more in-depth analysis of the needs in certain departments, the study relied on both a questionnaire and several interviews. This chapter provides some general contextual information on the Turkish National Police, and specific information on the officers participating in this study. It also provides information on the designing, application, and analysis of the study instruments.

Context of the study

The Turkish National Police Organization has personnel of various statuses and ranks, from non-ranked regular policemen and policewomen to police officers with ranks ranging from deputy inspector to chief superintendent.. In general, officers receive promotions every three to four years, moving their way gradually up the ranks of the officer system. The following table displays the minimum years of job-experience required for specific ranks in the promotion system of the Turkish National Police Organization.

Table 1.

Ranks of police officers and required job-experience for each rank

Rank	Required job-experience
Deputy Inspector	0-4 years
Inspector	4-8 years
Chief Inspector	8-12 years
Superintendent	12-15 years
Chief Superintendent (fourth, third, second, and first class of managementships)	15+

Non-ranked, regular policemen and women are those personnel who have graduated from the Police High Education schools, which offer two-year police training. Most police officers are graduates of the Police Academy, a four-year university equivalent institution located in Ankara. In order to be able to study at the Police Academy, students must first complete either a high school or one of the Police Colleges, of which there were formerly four, located in Ankara, Istanbul, Izmir, and Afyon. There is at present just one Police College, located in Ankara.. Entrance into the Police College is based on a highly competitive entrance exam and interview session. Some of the police officers are from other universities, but, they study their final year at the Police Academy. A few officers opt to study simultaneously at the Police Academy and at regular state universities. After completing their studies, these police officers are assigned as deputy inspectors in the Turkish National Police Organization.

The non-ranked policemen and women receive little English training in Police High Education Schools because the focus of the two-year education in these schools is to train students in the basic elements of policing. Indeed, until 2001, there was no English training whatsoever given in the Police Education Schools. Because of this lack of background training in English, it was decided not to include these non-ranked policemen and women in this study. In the Police Colleges, on the other

hand, there is a preparatory class which covers a one-year intensive English course. Officers who graduate from Police Colleges tend to have a good command of English. Officers who graduate from various other kinds of high schools are unlikely to have the chance to get English training at this stage. In the Police Academy, there is no preparatory class for English training; thus, officers who graduate from other high schools do not usually achieve the English language proficiency level of those officers who graduated from Police Colleges. The English language training given in all of these institutions is based on the principles of General English, rather than specific Police English. At no time during their education do the police officers receive occupational specific English language training.

Participants

There were two groups of participants in this study. The first group was made up of 25 police officers working in different departments of the Turkish National Police Organization. Table 1 shows general background information about these participants who were surveyed for general information on the English language needs of Turkish police officers.

Table 2.

General background information about the participating officers

Participant	High school	University	Exp. .	Rank	Department
1	P. C.	P. A.	6	Inspector	Financial C.
2	P. C.	P. A.	6	Inspector	Narcotics
3	P. C.	P. A.	8	Inspector	Narcotics
4	P. C.	P. A.	7	Inspector	Organized C.
5	P. C.	P. A.	7 -	Inspector	A.S.O.C.
6	P. C.	P. A.	9	Chief Ins.	Organized C.
7	P. C.	P. A.	7	Inspector	A.S.O.C.
8	P. C.	P. A.	10	Chief Ins.	Security
9	Commerce	Hacettepe	7	Inspector	Police Ed. S.
10	P. C.	P. A.	4	Deputy Ins.	Foreign Affairs
11	Anatolian School	Gazi	6	Inspector	Foreign Affairs
12	P. C.	P. A.	1	Deputy Ins.	Foreign Affairs
13	P. C.	P. A.	9	Chief Ins.	A.S.O.C.
14	P. C.	Anadolu	9	Chief Ins.	General Services
15	Occupational	Anadolu	4	Deputy Ins.	Police Force
16	General	P. A.	3	Deputy Ins.	Police Force
17	Regular	P. A.	6	Inspector	Terror
18	P. C.	P. A.	9	Chief Ins.	Police Force
19	Regular	P. A.	7	Inspector	Police Force
20	Regular	P. A.	9	Chief Ins.	Police Force
21	P. C.	P. A.	3	Deputy Ins.	Police Force
22	P. C.	P. A.	9	Chief Ins.	Public Police
23	Regular	P. A.	7	Inspector	Police Force
24	P. C.	P. A.	4	Deputy Ins.	Police Force
25	P.C.	P.A.	6	Inspector	A.S.O.C.

Notes. P.C.= Police College, P.A.= Police Academy, A.S.O.C.= Anti-Smuggling and organized Crimes, Ins = Inspector, Pol. Ed. S.= Police Education Schools

Seventeen of the police officers graduated from Police Colleges, the remaining graduated from other high schools such as Commerce High Schools, Anatolian High Schools, Occupational High Schools, Industry High Schools, and Regular State Schools. Twenty-one of the respondents graduated from Police

Academy, the remaining four graduated from state universities, such as Hacettepe, Gazi, and Anadolu University. The professional experience of the police officers varies between 1-10 years, and their ranks range from Deputy Inspector to Chief Superintendent. The departments they have worked in to date also vary considerably. Their current and former departments can be listed as Financial Crimes, Narcotics, Security & Safety, Organized Crimes, General Services, Counter terror, Foreign Affairs, and Tourism. Some have experience as well working in the regular district or neighboring police stations.

The second group of participants consists of six police officers, working in the Tourism, Financial Crimes, Narcotics, Interpol, Foreign Affairs, and the Foreigners & TADOC (Turkish Academy of Drug and Organized Crimes) Departments of the Turkish National Police Organization. These police officers were interviewed in order to find out their specific occupational English language needs in terms of the requirements of the departments they work in.

Instruments

In order to first collect data about the general English language needs of the police officers in Turkey, a questionnaire was administered to 25 police officers. In designing the questions, the researcher used insights gained from informal interviews with two police officers about their English language needs. Furthermore, the researcher consulted with the head of the TADOC, and one of the teachers of Police Academy whose branch was 'Terrorism'. In this way, she became familiarized with the problems related to an insufficiency in the English training given at the Police Academy.

The first draft of the questionnaire was prepared in Turkish and then translated into English by another researcher. It was then translated back into Turkish

again by the researcher. The rationale behind such a process was a double check to ensure that the questionnaire did not contain any items that might cause misunderstandings among the participants. The Turkish version of the questionnaire was used to collect data for the study to make sure that each participant, even the ones who did not know English, understood the questions.

A pilot study of the questionnaire was made with six police officers working in the sub-divisions of the Anti-Smuggling and Organized Crimes Department in Ankara. Necessary changes and adjustments to the design and questions of the questionnaire in terms of language and content were made according to their comments. The following table displays the distribution of questionnaire items into two main and six sub-categories:

Table 3.

The Categorization of Questionnaire Items

Category	Items
1. General Background Information	1, 2, 3, 4, 5
2. English need and current proficiency level	6-30
a. Overall need for English	6
b. Linguistic proficiency level	16, 20, 24, 28
c. Language skills needed	7, 8, 9, 14, 17, 18, 21, 22, 25, 26, 29, 30
d. English training	10
e. The advantages of being a proficient English user	11, 12
f. Frequency of English use	15, 19, 23, 27

The questionnaire consisted of thirty-one questions, falling into two main categories: a) general information about the police officers, (b) English language needs and current proficiency levels of the police officers. The second category consisted of seven sub-categories: (1) Overall need for English, (2) Linguistic proficiency level, (3) Language skills needed, (4) English training, (5) The

advantages of being a proficient English user, (6) Frequency of English use, and (7) The necessity of an occupational course.

While 11 participants were given hard copies of the questionnaire by hand, the remaining 13 participants were sent questionnaires by e-mail as these officers are currently living and working in different cities of Turkey (namely, Izmir and Diyarbakır).

Based on the findings of the questionnaire, in-depth interviews were conducted with participants from the six departments requiring the most amount of English from their officers. These departments were Tourism, Narcotics, Financial Crimes, Foreign Affairs, Foreigners, and Interpol. The six interviews were administered in Turkish not because all the interviewees do not have a good command of English, but because of the fact that the interviewees could express their ideas in a more relaxed and natural manner in Turkish. It was also felt that by using Turkish in the interviews, the researcher would be able to collect as much data as possible from the participants. A pilot interview with a former officer in the department of Tourism was conducted in order to specify the questions to be asked. After signing consent forms, the six participants were first asked to express their perceptions about the extent to which they, and their colleagues are in need of knowing a foreign language in order to perform their jobs adequately. They were asked, in terms of English in particular, to define for what purposes and in which circumstances the officers need to use English language. Details were also asked about the particular English language skills and genres they need to use. Since these were semi-structured interviews, follow-up questions, asking for clarification and/or examples were also asked.

Data Analysis

In order to analyze the collected data the researcher used qualitative data analysis techniques. A first matrix was drawn up and the information from the questionnaires entered into it. On the matrix, such categories as skills, genres, problems, situations, and solutions were included. From this matrix, the researcher sought for similar themes and patterns, in the responses of the officers. A second matrix was also drawn up and information from the interviews entered into it. The information collected through the six interviews was analyzed into five categories: contexts of English use, skills, genres and jargon, problems , and solutions.

Conclusion

In this chapter, background information about the participants of the study, and the development of the instruments used to collect the data were explained. Furthermore, the procedure of the data collection process, and techniques used to analyze the collected data were examined. The following chapter includes a presentation of the collected data.

CHAPTER 4: DATA ANALYSIS

Overview of the study

The aim of this study was to investigate the occupational English language needs of the police officers working in various departments of the Turkish National Police Organization (T.N.P.O.). In order to gain a broad picture of the occupational English language needs of Turkish police officers, this study first surveyed 25 police officers working in different departments of the T.N.P.O. Having analyzed the data collected from these officers, the researcher identified six departments that require the maximum amount of English from their officers. One officer from each of these departments was, then selected to be interviewed. The participating police officers in the interviews work in the departments of Tourism, Financial Crimes Division of the A.S.O.C department, Narcotics Division of the A.S.O.C department, Interpol, Foreign Affairs, and Foreigners.

In this chapter of the study, first the data resulting from the questionnaire and subsequently the data from the six case studies will be presented.

Analysis of the Questionnaires

As items 1-5 on the questionnaires were examined and analyzed and presented in the third chapter of this study, in this section of chapter 4, the remaining of the questionnaire items will be analyzed and interpreted.

English language needs and current proficiency levels of the police officers

The vast majority (20) of the police officers report needing English, but solely for personal purposes. Seven police officers say they need English for occupational purposes. The former officers cite personal English needs, such as to watch foreign TV channels or films, to use the internet, and to improve themselves personally and culturally. The seven police officers who report needing English for occupational purposes refer to such job-related issues as accessing foreign resources; communicating with foreign colleagues, and foreign criminals, or foreign visitors; and making international correspondences.

Linguistic proficiency level

Interestingly, although only seven officers provided details of occupational needs for English language usage, the majority of the officers (19) still stated that their linguistic proficiency levels were not adequate for them to perform their job requirements. On the other hand, nine of the police officers stated that their linguistic proficiency levels are high enough for them to perform their job-duties. While these responses revealed that most of the police officers claim a need to improve their English language proficiencies in order to be able to perform their job-related duties successfully, the fact is that far fewer were able to report specific occupational needs.

Linguistic skills

The officers were consistent in their reporting of what English linguistic skills are required most of police officers. The results of their responses are presented in Table 4.

Table 4.

Most required linguistic skills

Most required linguistic skills	f	%
Speaking skills	22	88
Speaking and Listening skills	4	16
Translation	4	16
All linguistic skills	3	12
Listening skills	1	4
Reading and Speaking skills	1	4

Notes. f = Frequency, % = Percentage

On this open-ended question, all 25 officers provided answer, with 10 providing more than one answer. Twenty-two of the police officers stated that speaking skills are the most important and thus required linguistic skills that they need to improve, while four of the police officers stated that both speaking and listening skills are equally important. Translation skills were also noted by four of the police officers, and three of the police officers stated that all linguistic skills are important and they should not be separated. According to the responses of the police officers, speaking skills are the most important linguistic skills necessary for them to perform their job-related duties more successfully.

English training

Nineteen of the police officers stated that the English language training they had during their education was not satisfactory, whereas six of the police officers declared that the English training they had in the Police College, the Police Academy, or in another educational institution was adequate for them to be able to perform the requirements of their occupation.

The 19 participants who felt that the English education they had was not satisfactory nor sufficient for them to be successful in their occupations, also agreed largely that the reasons for their English was being insufficient may stem from the fact that their language training was not related to their occupations, but was mainly

established on the principles of General English education. As a result, the police officers faced problems of trying to adapt General English basics to their professional lives and routines. The police officers also welcomed the idea that English be taught in non-traditional ways; recognizing a need for a more modern approach is based on communication rather than accuracy.

The advantages of being proficient in English

The advantages of being a proficient English user, according to the responses of the police officers, largely evolve around being sent to work abroad, being promoted and/or assigned to better departments of the Turkish National Police Organization, in other words, career benefits. They also pointed out advantages such as developing international experience, being a more qualified and sought after professional, reducing the necessity of using translators, and being sent to foreign countries, especially to the U.S., for educational purposes such as for a Master's degree, doctorate, or other training programs.

Most of the police officers said that if they had been proficient in English language, they could have gone abroad to work on missions for the United Nations, or at Turkish Embassies throughout the world. They also stated that they could have made research or investigations benefiting from international resources and databases.

Frequency of English use

As suggested by the earlier responses, in which the majority of officers cite only personal reasons for English use, more direct questions about English use also reveal that most of the participants do not work in departments of the Turkish National Police Organization where English is essential, and thus they do not have to use English most of the time. However, they stated that if they were working in

departments such as Interpol, Foreigners, Tourism, and Foreign Affairs, they would have to use English more frequently. Indeed, the police officers who have been working in these departments declared that they need to use English very often, and tended to be respondents who were able to cite specific job-related English needs. Some of the other police officers explained that the main reason why they do not work in those departments is that they do not have a good command of English.

The necessity of an occupational course

The responses of the police officers in the questionnaires showed that they are unanimously in favor of an occupational English course designed specifically for police officers in Turkey. Reflecting, however, the officers' obvious strong desires to have English for personal reasons as well, they were equally unanimous in stating that they would prefer an English course which covers not only occupational English for police officers, but also the basics of General English.

The police officers emphasized that if a job-related English course for police officers in Turkey is organized, time constraints of the police officers should be taken into strict consideration. Police officers are officially on call 24-hours a day, thus a course of this kind should be designed as an in-service training course, otherwise, police officers will not be able to spare time for such a course. As for the content of such a course, the police officers pointed out that an English course for police officers should not only refer to Police English, but also to the basics of General English.

Analysis of the Interviews

The interviews conducted with six police officers are presented as six separate case studies. Nevertheless, the data collected through the six interviews were categorized into six common sections: cases in which police officers need to

use English, most needed linguistic skills in those cases, the genres used by police officers, informal language needs, problems that police officers face related to English use, and suggestions made by the police officers to solve the problematic areas.

The Tourism Department

The first participant interviewed was a police manager who works in the Tourism Department of the Turkish National Police Organization, located in Istanbul. Arda (all names used are pseudonyms), graduated from the Police College and the Police Academy, and he has fourteen years of experience. According to him, the English training that he had in the Police College and in the Police Academy could be considered as sufficient. However, he repeatedly drew my attention to the fact that the sufficiency of the officers' English training depends highly on the department in which they work. As for the Tourism Department, he noted that the English requirements are very high. Although, he felt, in his own case, the English training that he had during his college and academy education was generally sufficient for him to perform his job requirements, his later comments suggest that he may not be representative of all officers in this respect.

Contexts of English Use

When I asked Arda about the situations in which the Tourism Personnel have to use English, he explained those situations in detail. First of all, he emphasized the fact that in the Tourism Department they were in extreme need of English. He declared that their duties in the Tourism Department are to deal with cases in which tourists are involved. This requires from them a range of duties, from answering tourists' questions for directions, asking them to describe the events they had

experienced, taking their complaints and/or requests, taking their statements, escorting them to court, and helping them to give their statements in the court.

In addition, Arda stated that whenever a document written in English comes to the Police headquarters in Istanbul, or to the Department of the Mayor, they are often sent to the Tourism Police for translation:

As the notion that there are police officers who know English in the Tourism Police is widely accepted, all the documents such as critiques, protests written in English that come to the Police Headquarters, or to the Department of the Mayor, are sent to the Tourism Police for translation. The tourism office works as a translation office, as well.

With police officers being called upon to translate documents written in English into Turkish, it is understood that police officers in this department need English for occupational purposes. Moreover, they need to have developed translation skills. In terms of examples of documents that come from Police Headquarters, Arda noted such things as a catalogue introducing guns or weapons written in English and letters from foreign non-governmental organizations protesting against certain practices:

For instance, let me give an example. You know, the Amnesty Office, the international organization, their working system is that, for instance, whenever a person experiences an event the supporters of this organization in Turkey declare this event to the people in the center of Amnesty International, and those people announce this event to the other members of that office, then those members send telegraphs in English to the Department of the Mayor in Istanbul, in order to protest against the event. Sometimes, these documents are sent to the Tourism Police. Our duty is to translate them into Turkish.

Or another example could be, that some brochures, for example, about arms, may be sent to the Police Headquarters. The administrator there wants to understand them, and so, they send the brochure to us for translation.

For such duties, officers in the Tourism Department of the T.N.P.O. need to know not only General English, but also specific Police English which comprises certain police terminology and jargon.

The Tourism Police is also responsible for securing the visits of foreign officials. In these cases, the Tourism department officers serve as liaisons between the foreign guards and the Turkish guards. Arda, himself, had experienced such circumstances when he needed English:

For instance, when the American president, George Bush came back in the early 1990s, I served as a liaison officer between the Turkish guards and the American guards so that we could coordinate our efforts.

Arda personally has extensive experience meeting with foreign police officers either in formal or informal circumstances. He stated that when foreign police delegations come to visit the Istanbul Police Management, he is sometimes assigned to serve as an interpreter in the conversations between Turkish and foreign police officers. Furthermore, these foreign police officers often visit the Tourism Department to see how the Tourism Police work. At these times, they exchange information about policing issues, methods and techniques they use. The Tourism Police also accompany foreign police delegations while they visit touristic areas of the city.

Skills

In terms of linguistic skills, he pointed out that speaking skills are the most important skills that the Tourism Police need to use, with listening skills coming a close second. He stated that, most of the time, Tourism Police officers do not need a very complicated English to fulfill their duties. They might use their speaking skills in simple conversations, such as giving directions to a restaurant or to the nearest police station. However, the police officers in the Tourism Department do need a bit

more complicated English when they take statements of tourists with complaints. In such cases, the officers who take the statements must be able to understand what s/he hears, immediately translate the statement into Turkish, and write it down. He added that when an officer takes a tourist's statement, that officer must sign the statement paper as both the person who took the statement and as the person who translated it into Turkish. When the the statement is brought to the court, it is assumed that the officer who took that statement has a good command of English, and the court decision is reached based on an assumption of the accuracy of the statement. In this sense, the officers' language skills have far more than a personal impact; they in fact have an impact on the quality of the policing itself and even on the resulting legal judgements.

Genres

According to Arda, police reports are the most important genre that they use. He stated that police reports have to include particular parameters of the language as well as having particular structures and terminology.

Problems

As for the problems that police officers have, Arda stated that there were few people who could speak English in the upper ranks of the City Police Management, and this presented a very significant deficiency. As pointed out earlier, whenever the headquarters receive documents written in English, or if foreign officers visit their office, a police officer from the Tourism Department is generally called upon to translate or interpret. Arda reports that half of his working-hours are spent in the building of the City Police Management or in that of City Mayor acting as a translator. On these occasions he often faces problems:

...that is, for instance, my duty is there, I spend half of my day in the building of the City Mayor, or in that of City Police Management. This

is important, as I work in the Tourism Police. That is, they think that I know. In fact, speaking is very important. In terms of making translation, even though we didn't have a training for translation, we do this. However, there may be some problems. For instance, as people who don't know English cannot know how much a person who knows English knows really. So, they trust one hundred percent. Once, I was asked to translate whatever the foreign officer spoke simultaneously in the City Police Management. The managers and the English-speaking person assumed that I could use English proficiently enough to be able to translate as a native, I remember the English guy made a 3-minute-non-stop speech and my translation lasted about 30 seconds!

Another problematic area that police officers in the Tourism

Department encounter relates to the use of translators for complicated issues.

As Arda noted:

Translators are not experts of Police English, that is, they don't know the terminology that we use in our communications with foreign colleagues. The language that police personnel use for their own correspondences and for other types of communication is not the General English. On the contrary, we use a criminal language, that is, Criminal English which is made up of largely legal terminology.

It is understood from the above quote that using translators cannot solve all the problems of police officers about English use. They may still have problems as translators may not be capable of translating particular police jargon and terminology.

Arda pointed out as well that they have difficulty in finding personnel with adequate English abilities for the different circumstances that they encounter in this department. In addition, as tourism personnel, he notes the need for not only English-speaking personnel, but also of personnel who know other languages, such as Polish and Russian:

When a Russian tourist who cannot speak Turkish or English comes to make a complaint, for instance, saying her bag was stolen, we have great difficulty as there is no police officer in the Tourism Department who can communicate in Russian. In such a case, we have to send for a shop-keeper who can communicate in Russian, and use the shop-keeper as a translator while we are taking the statement of the Russian tourist.

Most importantly, perhaps, he pointed to an overall problem arising from the officers' inadequate English skills. In the case of a stolen bag, for example, Arda admits that some officers can only take a very short statement from the tourist. This statement may contain only the name of the tourist and the country that the tourist is from. However, he argued, if they had better English skills, they could give better service to such tourists. They could invite the tourist to sit for a while, ask about the tourist's emotional state, ask about the event in detail, or even send a police officer with the tourist to examine the scene of the crime and question different people about the event.

In Arda's words:

Because of the language issue, our work becomes compact. There is an unnecessary standardization, in fact, harmful standardization there. It should not be a standard like, it should be case specific.

He stated that in fact, the Tourism Police does not always perform 'real policing' in such situations. Instead they simply take a statement, and send a Turkish translation of it to the real police. Ultimately, it is the officers in those related departments who follow through on the reports. This creates problems, however, because when the other officers see an investigation report prepared by the Tourism Police, they assume it has been fully investigated, and that they do not have to deal with it further. The result, as Arda says:

Therefore, the service quality goes down because of the English insertion into the whole process.

He clarified the potential problems by offering some examples:

When we encounter with serious cases, such as a murder of a tourist, or an injured tourist, we have to be very careful when we take and translate the related people's statement into Turkish. It may cause extremely serious consequences. At the same time, even when we take tourist's statement about her stolen bag, we have to be very careful again. In this case, if her bag was stolen when it was sitting on a wall, or on the ground, then, the event is accepted as stealing, and the criminal as a

thief. The punishment of this crime is six months. However, if the tourist says that the guys made me stop in the corner of the street, and took the bag through using violence, then this event is considered as an unauthorized- assumption and the criminal as a mugger. The punishment of mugging is 15 years of imprisonment.

From these examples, it is obvious that the police officers are in need of English, as their performances may have wide-ranging affects on the public they serve, including both the criminals and the victims.

Solutions

Arda stated that to teach 'Police English' to police officers who do not have any English knowledge is very difficult. He has the following suggestion:

If five police officers who have at least a little English proficiency from each department were selected, then occupational English training could be possible. They could learn both the police terminology and required linguistic skills. There should be done a needs analysis within each department, for instance, in the Tourism Department to find out how many English-speaking police officers they need, how many police officers they need who could speak another language such as, French, Polish and Russian. Then a defined number of police officers should be identified, and these officers should be trained in those languages.

He cautions, however, that there are obstacles to such a process. In the Turkish National Police Organization the assignment system is not regular, in other words, they cannot predict to which department a police officer will be assigned. Moreover, circulation of the personnel is considered an important concept in the T. N. P. O., as it has been noted that internal corruption tends to increase if officers remain too long in one department.

The Financial Crimes Division (A.S.O.C)

The second participant interviewed was Serdar, who works in the Financial Crimes division of the Anti-Smuggling and Organized Crimes (A.S.O.C.) Department of the Turkish National Police Organization. Serdar graduated from Police College and Police Academy, and thus had the one-year preparatory English

training in the Police College, and some English training during his academy education. He regards the English training that he had upon graduation as having been more or less sufficient for him to perform his personal and occupational requirements in English. However, he emphasized that over time, he lost his English knowledge and skills, because he had to work in a city where he did not have to use any English in job-related issues. Now that he is back working in a department that requires English of him, he finds that he sometimes has difficulty in using English for international operations as he lacks the knowledge of the appropriate police terminology.

Contexts of English Use

When I asked Serdar about circumstances in which he and his colleagues have to use English, he began by telling me about the first place that he worked in, an international airport in one of Turkey's touristic centers. As the airport receives many tourists, police officers are often the first people they encounter. Serdar's account closely resembles that of Arda. He notes that tourists ask many questions such as, 'where are the gates', 'where is passport control', 'where and how can they exchange their money', and 'how can they go to various places'. There are also criminal cases that the police must deal with. For example, there might be tourists complaining about taxi-drivers who have charged them too much, tourists who have lost or had their baggages stolen, or there might be conflicts between tourists and people who attempt to exchange their money with Turkish currency. Furthermore, there might be tourists who lose their important documents such as, passports, visas, or residence permits. Dealing with all of these issues falls under the realm of typical work for police officers working in heavily touristed areas. When I asked Serdar whether he had to deal with criminal cases related to tourists in the airport, he said the following:

Of course. Especially there were several cases of the tourists who had overstayed their visa period, and wanted to go back to their home country. We had to deal with a tourist who was drunk, and behaved aggressively to other people. We had to take him to the police station, and implement legal procedures. We encountered such events. Or, I also remember this. A report came into the tower from the captain of a flight from England, saying that a theft had occurred during the flight. In this case, for example, we had to get on the plane and made an investigation in the plane with the captain's consent. In the airport, the only police officer who could speak English was me. I was really worried whether my English would be adequate, whether I could do my duty. Even though I thought that I could handle the issue, I had a translator, a foreigner, that is, he was an English man working in Turkey. In terms of general English, we did not have any difficulty.

Serdar reports that the biggest problem in this case was to write up a document in English stating that the passengers and the crew had suffered no harm from the investigation. Serdar, the translator, the captain, and the passenger from whom the purse had been stolen, all had to sign the document. According to Serdar, they suffered a great deal at this point. While he had no problem with the General English use, when it came to writing up the document about the case, they had difficulty in finding English equivalents of the specific terms that they had to use. Ultimately, they had to keep the document in Turkish.

In the Financial Crimes division of the A.S.O.C. department in which Serdar has been working for six years, he explained that they need to use English in their cooperation with European and American police organizations. Even though there are liaison officers of each country who are working in the embassies, the police officers themselves have meetings as well. For general communication purposes, he reports that their English proficiency levels seem adequate. However, when the communication turns to job-related issues, they have difficulties:

The liaison officers work in the embassies. Even though they provide the communication through correspondences, we have to have one-on-one meetings. In these one-to-one meetings, we can communicate in

general. However, as I said, if it turns to the issues that we cooperate in, we sometimes have troubles. For this reason, we hire translators.

In general, he explained, the officers in his department have to cooperate with their foreign colleagues for the specific purposes of exchanging information about national laws, policing methods and techniques. They also cooperate to come up with common procedures for catching criminals, investigating international crimes, and to making joint operations. Finally, they come together to design courses, seminars, and conferences to improve their reciprocal cooperation. Serdar continues by saying:

The language used in such circumstances is English, as English is considered as the world's most popular communication language.

As pointed out by Arda and the questionnaire respondents, certain departments require more English than others. According to Serdar, even within the Financial Crimes division, there are sub-divisions which require English use more than the others. These sub-divisions are Historical Goods, Illegal Migrations, Customs Office, and Fuel Oil Smuggling. In particular, the Fuel Oil smuggling sub-division has a great need because there is extensive illegal fuel oil transportation from neighboring countries such as Azerbaijan, Georgia, Iraq and Iran. The language that the Turkish police officers and those of the neighboring countries use in their communication and particularly in their formal correspondence is English.

Skills

Again similar to Arda, Serdar points out that the most required linguistic skills in the Financial Crimes division are listening and speaking. He adds, however, that writing skills are also important to some extent as they are used in their formal correspondences with foreign police organizations.

Genres

In terms of genre, Serdar explained that there are police reports that they have to write about investigations, operations and cooperation procedures. There are also written documents explaining cases, actual victims' and criminals' statements, testimonies of the police officers who examined the case and took the statements, and those of the victims and/or criminals. The police officers have to obey certain structural and thematic rules for their formal correspondences and all reports and documents they prepare.

Problems

When it comes to particular problems faced by the Financial Crimes division, Serdar points out the issue of translators:

We have problems with the terminology, and to solve these problem, we hire translators. Translators are not specialists of Police English. Therefore, they sometimes cannot translate efficiently when they encounter with legal terms. Also, translation fees are very expensive. Since the budget of our division is limited, we are not comfortable with such expenses. Also, there are extremely serious and secret cases, and trusting translators is risky, for the sake of the success of the investigations or operations. The other problem that we have is that we cannot find translators all the time. Because translators work in private companies, they do not work at nights and at weekends. On the contrary, we often work a lot at nights and on the weekends.

The numerous complexities involved with hiring external translators obviously go beyond simple inconvenience. Again, as was shown in the case of the tourism department, it may even infringe upon the quality of the policing that they are able to provide. Clearly this shows once again the need for English competence among officers of this department.

Solutions

Serdar stated that all the personnel of the Turkish National Police Organization, not only the police administrators, but also all the other policemen and

women should know how to use English. He emphasized that particularly police officers working in the departments of Interpol, A.S.O.C., Foreign Affairs, Foreigners, Tourism and Airports' Staff should be able to use English both for general purposes and for occupational purposes. To realize this, he noted that all top level police administrators, and other state and private educational institutions should support the design of an English course specifically for police officers in Turkey.

Narcotics Division of the A.S.O.C. Department

Atakan, who is the third interviewee, is a police officer who works in the Narcotics Division of the A.S.O.C. Department. He worked in Ankara for five years after having graduated from the Police Academy in 1995. Before attending the Police Academy, he had graduated from a regular state high school. Since 2000, he has been working in the same department but in another city.

According to Atakan, the English training that he had in his regular state high school was not satisfactory. Because of his poor preparation in English, he was unsuccessful in English classes in the Police Academy as well. He is well aware that his proficiency level is not the same as those students who graduated from the Police College. He also feels that his current English proficiency is not adequate for him to perform his job-requirements successfully.

Contexts of English Use

While Atakan was working in the Narcotics Division of the A.S.O.C. Department in Ankara, he stated that he definitely needed to use English.

In his words:

As a whole department, we, intensively, had relations with foreign colleagues, reciprocal agreements for cooperation. We had to be able to communicate with foreign colleagues, including formal correspondences. For joint investigations and operations, we needed to use English effectively. The English language that we need to use to communicate with foreign colleagues was a language which is made

up of legal terminology as well as specific expressions, that is, Police English.

From the above quote, it is understood that police officers in the Narcotics division are obviously in need of English for occupational purposes.

Even in the city where Atakan is currently working, which is in the southeastern part of Turkey, he points out that he needs to use English. He explained this through an example event:

An American citizen was found, while going through the X-ray machine at the airport, they found he was carrying a historical good in his baggage . In this case, the person had to be interned by us. We were called upon to deal with the event. Then, we interrogated him, took his statement. In this case, my colleagues and I needed English to use, but, unfortunately, we could not use English, because none of us has a good command of English. We had to hire a sworn-in translator to be able to perform our duties.

As was understood from the accounts of Arda and Serdar, Atakan's above statements show that the quality of the service that the police officers give becomes poor because of their English lacks. From this poverty of language skills, not only police officers themselves, but also the related people are affected negatively.

While Atakan was working in the Narcotics Division of the A.S.O.C. Department in Ankara, he was assigned to go to Poland for a week as part of a collaborative operation. Unfortunately, as his English proficiency level was not adequate to perform his duties there, he had to take with him an English-speaking police officer from the same division that he worked in.

Atakan also related how there are technical devices used in the Narcotics Division of the A.S.O.C. Department, such as a kit which is used to determine whether a chemical is a drug or not, and if it is a kind of drug, what kind of drug it is. In Atakan's words:

The first thing that comes into my mind is that drug kit. There are kits which are used to determine whether the caught matter is really a drug.

If it is drug, what sort of drug is it. Since these kits are not produced in Turkey, they are bought from foreign countries based on our agreements. I mean, beyond even policing terms, we need to learn a broad English, so that we can understand what those books are saying and what those chemicals are.

As can be understood from Atakan's words, the user guidebooks of many technical devices used by the Narcotics police are written in English. Again, the police officers need to know English to be able to use such devices properly. In addition to General English abilities and knowledge, the police officers need to know technical terms as well, to be able to understand what is written in these user guidebooks, and thus determine how to use those kits.

Atakan also mentioned that he needed English to benefit from the in-service training programs organized in TADOC. In such programs, he stated that foreign specialist police officers give lectures and courses to train Turkish police officers. As the main language used in these programs is English, police officers in the A.S.O.C Department and in its divisions must be able to use occupational English, in this case, English for Legal Purposes and English for Law Enforcement. Currently in these courses, they are forced to resort to translators.

Skills

The linguistic skills that the A.S.O.C. Department's personnel need to have vary from context to context, according to Atakan:

In the event in the airport, for example, I needed first to speak with and listen to the criminal. After apprehending the criminal, since we had to interrogate the criminal, and write down his statement, we needed to speak, listen in English, and write in Turkish.

In this context, he notes that speaking and listening skills are important. However, the user guidebook example also points to the need for reading skills in this department.

Genres

Atakan stated that international correspondences have to be done according to certain rules and regulations. These rules include specific structure and procedures, as Atakan states:

In terms of writing rules, there is a schema. On the top center of the letter, there has to be written the name of the Main Department of the sender country, under that there should be the name of the sender institution, its fax number written. They cannot go beyond the format. For content, there are no regulations. The paper has a general structure. That is, a formula that is used.

The police officers in the Narcotics division, as well as the whole personnel of the A.S.O.C. Department need to be able to fulfill their writing duties, in accordance with the specific rules of formal correspondence. So, this suggests that writing skills are also needed.

Problems

In terms of particular problems, once again, the issue of translators was raised. Atakan stated that they have problems while using translators because most of the translators are not specialists in the field of the Police English, and therefore, they cannot translate special expressions and legal terms effectively. Particularly upsetting for him, in the in-service training courses, he found that translation causes problems. He feels they are unable to benefit fully from the training because all exchanges with the instructors must go through translators. He points out that translation process is time-consuming, and ultimately they can only get half of the information which could be given in an actual class time.

Solutions

Atakan believes that an occupational English course should be designed for police officers in Turkey in order to compensate for their lacks and deficiencies in terms of occupational English use. However, he emphasized that such as

occupational English course should be designed after having a proficiency test to categorize police officers into appropriate levels of English proficiency. Only in this way can such a course be useful for police officers. In addition to this, Atakan raised the issue that most important handicap keeping police officers from learning English is that their working-hours are very long. They get very tired after a full working day, and thus the working-hours of officers in language courses would have to be organized accordingly.

The Interpol Department

The fourth interviewee in this study is Tunahan, a police officer who has been working in the Interpol Department of the T.N.P.O. since he graduated from the Police Academy in 1995. Before entering the Police Academy, he graduated from the Police College. In addition, he has a second BA, and an MA degree from a European university. He reports that the language in which he was trained at these educational institutions was not English, but French, and he states that he has a good command of French. He explained that the Interpol department has four official languages including English and French. Without much formal training, he basically has learned English by his own efforts. He has worked in various divisions of the Interpol Department, but for the time being he is working in the International Narcotics Division.

Contexts of English Use

Tunahan summarizes the main circumstance in which officers in the Interpol Department use English or other foreign languages:

There are international correspondences that we make. Also, there might be requests from abroad, either written or oral on the telephone. Therefore, we have to respond to those requests. Furthermore, there might be exchanges of criminals with foreign countries. The police officers may also be assigned in foreign countries to work either for a short period of time, or for a long time. There might be international

meetings with foreign police organizations, there may also be foreign police delegations which visit Turkey and the Interpol Department in particular.

In all these cases, according to Tunahan, the police officers in the Interpol Department have to use the foreign language effectively and efficiently in order to perform their job requirements.

The International Narcotics Division of Interpol is also responsible for investigating and carrying out operations on Turkish citizens who are involved in narcotic crimes abroad. In such cases, the police officers have to examine all the local background information related to the criminal, and then forward the relevant information to the related countries in English, or in another official language that the related countries use.

Tunahan also stated that each year there are two training courses that are designed by the Interpol Department. One of these training courses is held in Turkish, and in it the Interpol personnel train Turkish police officers from other departments on the working areas, methods and strategies of the Interpol Department of the T.N.P.O. The other training course organized by the Interpol Department is one in which the police officers who are assigned as instructors give information about their policing issues, methods, and techniques to the participating officers of foreign countries. These may include such countries as those founded after the break up of the Soviet Union, other Turkic Republics in Asia, or neighboring countries such as Romania and Bulgaria. As the language used in these courses is English, the police officers in the Interpol Department need to have a good command of Police English in order to be able to present them effectively.

According to Tunahan, general English proficiency is definitely not adequate for the police officers in the Interpol Department to perform their duties. On the

contrary, they have to know all the legal terms and special law enforcement related expressions. He supported his idea by giving an example:

A police officer may have a good command of General English, they may even be very fluent, but they cannot know the legal terminology that we use. For instance, they cannot know the meaning of 'rogatory commission' and the request related to that concept.

In fact, there has been prepared a dictionary of A.S.O.C. terminology, designed by the personnel of the A.S.O.C. department in Ankara. When I looked up the meaning of the term 'rogatory commission' expressed by Tunahan, I found that it means a kind of legal cooperation in which an authorized institution transfers its authority to another, unauthorized institution somewhere else, in order to get assistance for a particular event or issue from that unauthorized institution or department. Clearly such special terminology will be unfamiliar to learners trained only in General English.

Skills

The interview conducted with Tunahan revealed that the most important linguistic skills that the Interpol staff need are in fact translation skills. The police officers frequently have to translate received messages, which are about 3-4 pages long, into Turkish. Then, they interpret the message and send it to the relevant departments.

The Foreign Affairs Department

The fifth interviewee was Erden. He is a police officer who graduated from the Police College and the Police Academy. He has been working in the T.N.P.O. for nine years, and now he is a chief inspector. Since graduating from the Police Academy, he has worked in the Foreign Affairs Department. According to Erden, the English training that he had in Police College and Police Academy was adequate for

him to perform his job-related duties successfully. He adds though that he has improved his English knowledge through his own efforts after his graduation.

Contexts of English Use

The Foreign Affairs Department is responsible for providing communication and interaction between the Turkish National Police Organization and foreign countries' police organizations. They perform their duties in cooperation with the Turkish Ministry of Foreign Affairs. As a department, they often have foreign visitors, particularly between the months September to June.

Erden explains:

As we have cooperation with foreign police organizations, we are extremely in need of English. They may come to cooperate in security issues, or to have training in our country. There may be foreign delegations coming to attend meetings. Of course, we have to deal with them. Either because we are assigned, or because we attend the meetings, it is necessary to know English, even if it is not very advanced.

From Erden's explanation it is understood that there are various circumstances in which police officers in the Foreign Affairs department need English. These circumstances may include dealing with foreign police delegations who have come to have joint projects, cooperation and agreements on policing issues or or who have come to attend international job-related meetings. Police officers may be actual participants in such meetings, or they may be there to keep security where the meeting takes place. In all these duties, however, police officers of the Foreign Affairs department need to use English professionally.

Erden, himself, has also attended such international meetings. Even recently he participated in an international meeting about illegal migration, in which the language used was English. Furthermore, he notes that the participating police officers have to write an observation and evaluation report about the meetings they

participate in. If police officers do not have a good command of English, particularly specific police terminology, they cannot grasp fully and accurately the information about the issues dealt with in such meetings, and therefore, they cannot write their observation and evaluation report.

The Foreign Affairs Department's personnel has to also carry out make international correspondence with related countries for such purposes as sending personnel to work abroad, or to communicate about meetings, or courses that are organized internationally.

Erden states:

We have so many correspondences. In fact our main duty is this. We are constantly doing this sort of thing everyday. Either we deal with the personnel who will go abroad, that is, we send personnel abroad, for such meetings. There may be meetings that require specialization. Or we always have correspondences with the Foreign Ministry about the people who come to our country. Indeed, the documents sent by the foreign Ministry are written in Turkish, but at the end, it addresses the original letter. So we have to look at the original one which is usually in English.

From Erden's statements, it is understood that the Turkish Ministry of Foreign Affairs send letters that they have received from foreign countries to the Foreign Affairs Department. Even though the requirements about the letters are written in Turkish by the personnel of the Turkish Ministry of Foreign Affairs, the original letters need to be examined by the police officers in the Foreign Affairs Department. As most of these letters are written in English, the police officers working in the Foreign Affairs Department need to use occupational English language to be able to respond to these letters.

Skills

According to Erden, the most required linguistic skills in the Foreign Affairs Department are listening skills. He explained this quite simply:

When I speak with a foreigner, if I do not understand what he said, I cannot communicate with him. I should understand what he meant.

From Erden's explanation, it is shown that the Foreign Affairs personnel need to have developed listening skills in order to respond to the requests made of them. For example, they have to write observation and evaluation reports about the international meetings that they participate in. The most important requirements of these reports are not just to use a certain structure, but to include all the pertinent information about the meeting, such as which institution(s) organized the meeting, which countries participated, what kind of issues were focused on in the meeting, what aspects of the meeting were useful for the departments of the T.N.P.O., and what recommendations could be made to colleagues in different departments based on the results of the meeting.

Problems

According to Erden, the greatest problem that Turkish police officers have is that there are not any occupational English language training programs specifically for police officers in Turkey. He stated that police officers who have a good command of English often achieve such a success by their own efforts. Otherwise, they cannot improve their linguistic knowledge and skills. He mentioned that there are private English schools which police officers can attend without paying a tuition fee, however, he emphasized that none of those schools provide English courses related to the specific occupational language needs of police officers.

Solutions

He believes that within the T.N.P.O. itself, an in-service occupational English course should be designed for at least a 6-month period of time. He pointed out that the Turkish Military Force has been organizing such a 6-month language program to

train their personnel, and this might therefore provide a useful model for organizing a police-related courses.

The Foreigners Department

Melisa, the sixth interviewee, is a female police officer who used to work in the Foreigners Department of the T.N.P.O., and for now is working in TADOC, a division of the A.S.O.C. Department. She graduated from an Occupational High School and then from the Police Academy. She did not have a preparatory English program in the high school, but she had some English training in the Police Academy. To improve her English, she has attended private courses. According to her, her English proficiency level is somewhat adequate for her to be able to perform her job requirements successfully. She was adamant however that General English knowledge is not sufficient for her, emphasizing that her job-related issues require an English knowledge based on the policing field.

Contexts of English Use

In the Foreigners Department, the personnel are responsible for dealing with foreign people in Turkey. Melisa explains this simply:

Foreign people might have problems or requests from the T.N.P.O. These people may have requests for such purposes as, accommodation, education, visas, or citizenship. They apply to the Foreigners Department either in Ankara, or its branches in other cities of Turkey. We have to deal with their applications, give responses to them. We may also be assigned to interview those foreigners. The language used in such processes is English.

From Melisa's explanation, it can be understood that police officers in the Foreigner Department are in need of English as they deal intensively with foreign people. There are also Joint Projects that this department is responsible for in terms of Turkey's European Union integration process. In order to manage such projects,

personnel from the Foreigners Department have to work internationally, communicate with international authorities, and attend and organize meetings with those people. In addition to these duties, they have to write agreement texts in English.

In the Turkish Academy of the Drugs and Organized Crimes division (TADOC), where Melisa is now working, as it is an international academy, there are training courses which are designed to train police officers of foreign countries such as the Balkan countries, the former Soviet republics, Asian countries, and even some European countries. TADOC has to respond to the educational needs of such countries. The police officers in TADOC have to conduct meetings and carry out correspondences with the authorized officers of the particular countries. For such purposes the police officers in TADOC need to have a good command of English language. Without this knowledge, they cannot perform their job requirements.

Skills

Melisa stated that the most required linguistic skills needed in TADOC are writing skills, because they deal with tremendous amount of international correspondence. Needless to say, the in-coming correspondence also requires a great deal of reading on the part of the officers.

Genres

As for the genres that they use, Melisa specified that there are agreement texts that the police officers have to write, and that these must conform to certain structures and rules. The police officers working in TADOC have to know the structural and thematic rules of these texts. They should know, for example, how to begin and address the related institution and the officers while writing such documents.

Melisa said that she also needs English when she wants to explore a subject related to a particular crime from reference books and resources. She also visits international websites either for professional or for personal purposes.

Problems

One problem that Melisa mentioned is that she has difficulty in using legal English. This is a problem she feels she shares with most of her colleagues. She points out that some English training courses have been organized under the roof of particular departments, however, none of these attempts have resulted in much success. The reason for this, she feels, is that the officers could not benefit fully from such courses because they are so busy in their departments. Like Atakan, she also noted that police officers are tired after long hours of work and this too may explain the failure of such courses.

Solutions

She suggested that there might be a six-month occupational English training program designed as an in-service training program. The police officers who attend such a course should be allowed to take a leave during that time:

If only they would say that you are assigned to learn English for 6 months without working. It would be a great opportunity for us to learn English efficiently.

She ended her interview by commenting on how unfortunate it was that there are no courses like this designed for police officers in Turkey.

Conclusion

In this needs analysis study, the researcher collected data from 25 police officers from various departments of the Turkish Police Organization. In order to collect more in-depth data, interviews were also conducted with six participants. The interviews were designed in a semi-structured format.

The findings of this study may be summarized by saying that Turkish police officers, particularly the ones working in the departments of Interpol, Foreign Affairs, Divisions of the A.S.O.C., Foreigners, TADOC, and Tourism, are in need of English language. Since they need English to be able to perform their job requirements, the English language they need is specific Police English, which consists of relevant terminology and certain genres. As the skills needed by officers vary from context to context, it can be said that they need to have all linguistic skills such as, speaking, listening, reading, writing, and translation, but to greater or lesser degrees according to their departments.

In the next chapter, the results of the study will be discussed in accordance with the research questions of the study.

CHAPTER 5: CONCLUSION

Introduction

In this study, the occupational English needs of Turkish police officers were investigated. Data were collected first through administering a questionnaire to 25 police officers working in various departments of the Turkish National Police Organization, and second, on the basis of the findings of the questionnaires, through interviews conducted with six police officers from the departments of Tourism, the Financial Crimes and Narcotics Divisions of the Anti-Smuggling and Organized Crimes Department, Interpol, Foreign Affairs, and Foreigners. All the collected data were analyzed using qualitative data analysis techniques.

Through this needs analysis, answers to the following research questions were sought:

1. What are the general English language needs of police officers in Turkey?
2. In which departments of the Turkish Police Organization is English most required?
3. Which linguistic skills are of the greatest importance to Turkish police officers?
4. Which genres are of greatest importance to Turkish police officers?

In this chapter, general results will be presented according to the first two research questions, and then specific results in terms of Gatehouse's framework of

criteria for successful communication in an occupational setting: genres and jargon, skills, and informal language needs of police officers in their workplace. Then, the implications, limitations of the study, and recommendations for further research will be presented.

Results

1. What are the general English language needs of police officers in Turkey?

In this study, objective and perceived, language and communicative needs of police officers were investigated. Objective needs are, like perceived needs, refer to the language needs of learners which can be derived from the target situation in which the learners will be using the language, and from data about learners, such as their existing linguistic ability and required linguistic ability (Brindley, 1989; Brown, 1995). As for language needs, situations and circumstances in which learners will be using the target language determine the language needs of learners (Brown, 1995; Hutchinson & Waters, 1987). Communicative needs, like language needs, refer to required linguistic competence, learners' expected relationships, interactions in terms of language use and proficiency which is required learners' target situation (Richards, 1990).

Overall, the findings of the study show clear evidence that Turkish police officers need to use English for a variety of purposes. These purposes were found to be primarily attending in-service training programs in which English is the main language, conducting international investigations and operations, carrying out international correspondence, and communicating with foreign colleagues, victims, or criminals. In some cases, police officers also reported being assigned on intelligence missions abroad, or being required to use technical devices, the user guidebooks of which are written in English. In addition, some divisions and centers

of the T.N.P.O. are located in touristic centers of Turkey, such as Marmaris and Kuşadası. The police officers who work in such places need a good command of English to be able to communicate with foreign visitors, tourists, and criminals while performing their job-related duties.

In the literature, earlier studies on Language for Law Enforcement provide useful information about police education, however, they often focus on police writing (Cunningham, 1972). On the other hand, this study, like Mosallem's (1984) study, covered not only the principles of police report writing, but also other elements of required police communication in Turkey.

Similar to Gaiju's (1996) study, this study revealed that police officers, particularly working in the departments which required maximal amount of English, have to use foreign languages, mainly English, in order to be able to perform their job requirements effectively. Oral communication is the most important linguistic skill for police officers even though other skills may be important according to the context. In addition, accuracy and precision is very important because without it, the quality of policing work may decline. Turkish police officers need both formal and informal English; however, contrary to Gaiju's study, Turkish police officers did not mention a need for gaining familiarity with different spoken accents.

2. In which departments of the Turkish Police Organization is English most required?

The results of the questionnaire suggested that police officers working in particular departments of the Turkish National Police Organization, namely Tourism, A.S.O.C and its divisions; Narcotics and Financial Crimes, Interpol, Foreign Affairs, and Foreigners are most in need of English for occupational purposes. The follow-up interviews with officers in these departments reveal that these police officers have specific duties, namely carrying out international written correspondences,

conducting and/or participating in international job-related meetings, accompanying and guarding foreign police or political delegations, participating in or serving as instructors in training programs, and conversing on the telephone with foreign colleagues.

Genres and Jargon

In order to be able to perform their job requirements related to English, police officers in Turkey need to know not only the basics of the General English, but also specific Police English which comprises certain police terminology and jargon. In particular it was noted that they need to be familiar with legal terms and special law enforcement related expressions. Among particular genres that police officers use, police reports, documents about cases, agreement texts, and observation and evaluation reports the most common ones. These texts can all be said to constitute specific Police English genres, because in writing them, police officers have to obey certain structural and thematic rules.

- Police reports are the specific genre that police officers in all these departments use.

Formal letters are both received or written by the personnel of the Narcotics division.

- Correspondences for rogatory commission are made in the Interpol department
- International agreement texts are written by the personnel of the TADOC.

Skills

The linguistic skills that the departments of the T.N.P.O. require from their officers vary from department to department, and even from context to context in

which English is needed within individual departments. If we look at the participants' reports it seems that speaking and listening skills take the greatest priority. Yet, some departments require writing and/or translation skills more than the other linguistic skills.

- In the Tourism department, speaking skills are the most important language skills. In addition, translation skills take the second place.
- In the Financial crimes division, listening and speaking skills take the greatest priority, however, writing skills are also needed.
- In the Narcotics division, speaking and listening skills are the most important language skills. Reading skills are also regarded as necessary.
- In the Interpol department, translation skills are the most needed skills.

In the Foreign Affairs department, listening and reading skills are reported as being the most important language skills.

- In the TADOC, reading and writing skills are the most needed language skills. However, in the Foreigners department, listening and speaking skills take the greatest priority.

Informal Language

Police officers in Turkey not only need formal Police English to be able to perform their job requirements, but in most cases also need to be proficient in informal language, that is, daily English. They need to use English informally for such purposes as giving directions to a particular place, or assisting foreigners. They may need to use English while traveling to other countries to carry out their duties, but in the case of these foreign visits they also need to use informal English while

communicating with foreign colleagues. They also need informal English in order to be assigned abroad for duties, such as working with the United Nations, or with the European Union, or working in the Turkish Embassies worldwide.

Recommendations

This study can be considered as a pre-course needs analysis because it was conducted before any language program being developed. Needless to say, this study is an EOP needs analysis as it aimed to identify occupational English language needs of police officers in Turkey, and thus it may be considered as a basis for future EOP language program to be designed in order to meet occupational English language needs of officers who will be using English to perform their jobs effectively.

As can be understood from the results of this study, Turkish police officers need English for occupational purposes. As many of the study participants point out, the number of English speaking police officers working in different departments of the T.N.P.O. should be increased. They should be trained according to the requirements of the departments they work in. Since they are already receiving General English training at the Police College and Academy, the most important immediate step should be to address the officers' lack of familiarity with legal terminology and special law enforcement related jargon. Thus the first recommendation would be for their current Police College and Academy language training to be supplemented to compensate for such lacks and deficiencies. Through embedding legal terminology and law enforcement jargon in the existing General English courses, the deficiencies of the current language training program should be compensated for.

The second stage of the recommendations from this study seem to call for short-term, in-service training courses according to the requirements of the particular

departments. In each department requiring significant English, such as Interpol, Tourism, Foreign Affairs, Foreigners, and A.S.O.C. and its divisions, at least a few police officers should be trained in 'department specific' occupational English, in order to improve their necessary skills. To ensure the success of such courses, the working hours of police officers attending such a course should be organized accordingly, that is, they should be allowed to take leave during that time. Otherwise, they may not benefit fully from these courses as they work very intensively in each working day.

Furthermore, a relevant curriculum specifically responding to the occupational English needs of Turkish police officers can be designed based on the findings of this study and on the basis of future recommended discourse and genre analysis studies.. This could include both renewal plans for the existing English language program at the Police College and Academy, as well as the development of new, short-term, in-service training programs designed to meet the English language needs of specific departments.

Recommendations for Further Research

Of particular interest for future research, the discourse and genres of the Turkish Police Organization should be analyzed to identify exactly what the exact forms and structure of these genres are. Moreover, discourse analysis of different forms of oral exchanges between police officers would provide a very interesting and useful direction for future studies.

In addition, a follow-up needs analysis of investigating the required number of English, and other foreign language speaking police officers could be made in order to specify the personnel needs of the departments in the T.N.P.O.

Limitations of the study

In this needs analysis study, I used a questionnaire and interviews for collecting data about the occupational English language needs of Turkish police officers. In addition to these data collection instruments, I also would have liked to have made workplace observations, and genre analyses of particular documents. However, because of the time constraints, these additional data collection procedures could not be conducted. In addition, I had also hoped to collect data from a much larger population in the original questionnaire. This unfortunately could not be done because I was unable to gain formal permission from Police Headquarters to administer questionnaires in all departments. In addition, all qualitative analysis has been done only by the researcher in this study.

Conclusion

As this needs analysis study is the first to attempt to investigate the occupational English language needs of police officers working in various departments of the Turkish National Police Organization, it may be regarded as representative of the growing trend for needs analyses in the TEFL related literature.

Gatehouse's (2001) criteria for successful communication in an occupational setting was found to be a useful structural framework for conducting a needs analysis of English for Occupational Purposes. Through this needs analysis study, it was determined 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. This study recommends that an occupational English course should be designed specifically for Turkish police officers to compensate for their lacks and deficiencies in terms of occupational English use. This should be done on two levels. First, the existing

language training program at the Police College and Academy should be improved by adding Police English related jargon and genres; second, a short-term, in-service training for special departments should be created. Only by means of more effective and complete language training will police officers improve their linguistic proficiency in appropriate and adequate ways. As a result of such training, not only individual police officers, but also the public they serve may benefit.



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APPENDIX A

QUESTIONNAIRE IN TURKISH

Polis Amirleri için Anket

Polis Amirleri için Anket Soruları

Adım Sibel Sezer, Bilkent Üniversitesi'nde Yabancı Dil Olarak İngilizce Öğretimi Bölümü'nde yüksek lisans öğrencisiyim. Yüksek Lisans tezim için Emniyet Teşkilatı'nda çalışmakta olan Polis Memur ve Amirleri'nin İngilizce dil gereksinimlerini belirlemek amacıyla çalışmalar yapmaktayım. Gerekli bilgileri elde edebilmek için, sizden aşağıdaki soruları eksiksiz ve dikkatli bir şekilde doldurmanızı rica ediyorum. Bu bilgiler sizlere yönelik düzenlenebilecek herhangi bir İngilizce dil kursuna zemin teşkil edebilecektir.

Çalışmaya katılmak sizin isteğinize bağlı olup, cevapları doldurduğunuz takdirde, cevaplarınızın bu çalışmada kullanılmasına izin vermiş olduğunuz anlaşılabacaktır. Hiçbir katılımcının isim ve/veya kişisel bilgileri çalışmada belirtilmeyecek olup, sizde isim belirtmek zorunda değilsiniz..

Soruları eksiksiz ve dikkatli bir şekilde cevaplandırmak için zaman ayırmanızdan dolayı size teşekkürlerimi sunarım.

Sibel Sezer

Bilkent Üniversitesi

Yabancı Dil Olarak İngilizce Öğretimi Bölümü (MA TEFL Program)

1. Ne tür bir liseden mezun oldunuz?
2. Hangi üniversite veya yüksek okuldan mezun oldunuz?
3. Hangi yılda mezun oldunuz? İş deneyiminiz ne kadar?
4. Rütbeniz var mı, varsa nedir?
5. Bu zamana kadar, emniyet teşkilatının hangi şube ve/veya birimlerinde, ne kadar süreyle çalıştınız?

6. Genel olarak, **İngilizce**'ye ihtiyaç duyuyor musunuz? Neden?
7. Şu andaki **İngilizce bilginiz**, işinizde başarılı olabilmeniz için yeterli midir? Neden?
8. Şu ana kadar çalışmış olduğunuz birimlerde İngilizceye hangi durumlarda ihtiyaç duyduunuz?
9. Sizce, emniyet teşilatının hangi birimlerinde İngilizceye en çok ihtiyaç duyuluyor? Neden?
10. Sizce, üniversitede aldığınız İngilizce eğitimi, işinizde daha başarılı olmanız için yeterli midir? Değilse, nedenleri neler olabilir?
11. Eğer çok daha iyi İngilizce bilseydiniz, neler yapmak isterdiniz?
12. İyi bir İngilizce bilgisine sahip olmanın avantajları mesleğiniz açısından neler olabilir?
13. Sizce, teşkilatınız bünyesinde hizmet-içi İngilizce kursları düzenlenmeli midir? Eğer düzenlenecek olursa, içeriğinin Genel İngilizce ve mesleki İngilizce'yi kapsamasını nasıl karşılırsınız? Neden?
14. Aşağıdaki dil becerilerinden hangisi size göre **daha önemlidir**?
()Okuma ()Dinleme ()Konuşma ()Yazma ()Çeviri
15. Mesleğinizin bir parçası olarak ne kadar sıklıkla İngilizce dinlemek zorundasınız?
16. Konuşma İngilizcesi'ni ne kadar iyi anlayabiliyorsunuz?
17. Genel olarak, mesleğinizde başarılı olmak için **konuşma İngilizcesi'ni anlamak** sizin için ne kadar önemlidir?
18. Hangi **dinleme becerileri**, işinizde başarılı olmanız için gereklidir?
19. Mesleğinizin bir parçası olarak ne kadar sıklıkla **İngilizce konuşmak** zorundasınız?

20. Ne kadar iyi İngilizce konuşabiliyorsunuz?

21. Genel olarak, mesleğinizde başarılı olmak için İngilizce konuşmak sizin için ne kadar önemlidir?

22. Hangi konuşma becerileri, işinizde başarılı olmanız için gereklidir?

23. Mesleğinizin bir parçası olarak ne kadar sıklıkla İngilizce okumak zorundasınız?

24. Ne kadar iyi İngilizce okuyabiliyorsunuz?

25. Genel olarak, mesleğinizde başarılı olmak için İngilizce okumak sizin için ne kadar önemlidir?

26. Hangi okuma becerileri işinizde başarılı olmanız için gereklidir?

27. Mesleğinizin bir parçası olarak ne kadar sıklıkla İngilizce yazmak zorundasınız?

28. Ne kadar iyi İngilizce yazabiliyorsunuz?

29. Genel olarak, mesleğinizde başarılı olmak için İngilizce yazmak sizin için ne kadar önemlidir?

30. Hangi yazma becerileri işinizde başarılı olmanız için gereklidir?

31. Eklemek istediğiniz bir şey var mı? Varsa lütfen ekleyiniz.

Thank you very much!

APPENDIX B

A Sample Excerpt of An Interview's Transcript

7. peki, ingilizce dilini, mesleğinizle ilgili olarak hangi durumlarda kullanmak zorunda kalıyorsunuz, anlatır mısınız?

Tamamen, aslında bizim yabancı polis teşkilatlarıyla işimiz olduğu için, özellikle Dış İşleri Bakanlığı kanalıyla çalışıyoruz zaten, ama zaten, Dış İlişkiler daire başkanlığının amacı bu. Yani, yurtdışında yabancı polis teşkilatlarıyla, emniyet teşkilatımızın irtibatını sağlamak. Yani, çok fazlasıyla yabancı dile ihtiyaç duyuyoruz. Çok aşırı derecede, özellikle dönem olarak söylücek olursak, bizim Eylül den Hazirana kadar çok sayıda yabancı heyetimiz oluyor. İkili işbirliğinde bulunmak amacıyla, gerek güvenlik işbirliğinde bulunmak amacıyla. Ya da ülkemize kurs almak amacıyla olabiliyor. Toplantılara gelen yabancı heyetler olabiliyor. Bunlarla, tabii, muhattap olmak zorunda kalıyoruz. Gerek görevli olduğumuz için, gerekse toplantılara katıldığımız için, çok üst düzeyde olmasa da mutlaka yabancı dil bilgisi gerekiyor.

8. peki, sizin başınızdan geçen bu tür örnekler verebilir misiniz?

Ben dediğim gibi, çok sayıda, uluslar arası toplantılara katıldım. Son olarak, İstanbul'da bir uluslar arası kuruluşun toplantısına katıldım. Bu toplantılar yabancı dilde yapılıyor. Yani, ingilizce daha ziyade. Yani Türkçeye simültane çevirisi olan durumlar olabiliyor, ama çoğunlukla çalışma dili ingilizce oluyor. Ve bunlara katılıyorsunuz, sonucunda da zaten, görev dönüş raporu, yani izleme raporu gibi bir rapor hazırlıyorsunuz. Tabii ki mutlaka dil bilmeniz gerekiyor ki, ordaki o edinmiş

olduğunuz bilgileri rapora dökülebilesiniz. Yani, dediğim gibi görev sonrasında bir rapor veriliyor, yani bunlar düzenleniyor.

9. bu raporların ismi ne dediniz?

İzleme raporu, ya da, görev dönüş raporu diyebiliyoruz.

10. bu raporların belli kural, kaidesi var mı?

Bir format var bununla ilgili, ama bu formata çok bağlı kalmak gerekmiyor.

Önemli olan, hangi kuruluşların düzenlediği, ya da hangi ülkelerin katıldığı, ve de toplantıda, ya da kursta, neye katıldıysanız, hangi organizasyona, orada geçen konuları belirtiyorsunuz. Teşkilatımıza faydalı olabilecek konuları yazabiliyorsunuz, öneri olarak bu raporda. Veya o raporun gönderilmesini istediğiniz ilgili birimler olabiliyor. Oralara bildirilmesini istiyorsunuz. Çünkü, mesela, benim son katıldığım toplantı yasa dışı göçle ilgiliydi. Bununla ilgili olan dairelere bu raporun gönderilmesini talep ediyorsunuz. Ki mutlaka, o dairelerden de temsilciler olabiliyor, ama siz bu raporun o dairelere gönderilmesini istiyorsunuz. Öneriler getirebiliyorsunuz dediğim gibi.

11. peki, bu yabancı polis teşkilatlarıyla işbirliğimiz oluyor dediniz, bunlarla yazışmalarımız oluyor mu?

Tabii, hem de çok fazla. Zaten işimiz bu. Sürekli olarak, gün içerisinde, bu şekilde işlerimiz oluyor. Gerek, yurtdışına gidecek personelle ilgili, yani biz, yurtdışına da personel gönderiyoruz, bu tür toplantılar için. Uzmanlık gerektiren toplantılar oluyor genelde. Yada ülkemize gelecek şahıslarla ilgili Dış İşleri Bakanlığıyla sürekli yazışma halindeyiz. Gerçi, Dış İşler Bak. dan gelen yazılar Türkçe oluyor, ama neticede, üst yazıdan, yani gelen orijinal yazıdan bahsediyorlar. Ama terddütte kaldığımız konularda biz orijinal yazıya da bakmak durumunda

kalıyoruz. Çünkü, Dış İşler Bak bu orijinal yazıyı da ekinde gönderiyor. Yani, dediğim gibi, mutlaka dil bilinmesi gerekiyor.

12. peki bu dil dediniz, normal bir ingilizce bilgisi yeterli oluyor mu bu yazışmalarda, ya da kullandığınız bir lugat var mı bu yazışmalarda veya konuşmalarda?

Ya, aşinalıktan galiba, benim kendi açımdan konuşmak gerekirse, polisiye terimleri özellikle çalışmış değilim, ama sürekli olarak, bu tür yazışmalardan dolayı, artı teknik terimler olabiliyor, polisiye terimler olabiliyor. Onları öğrenmiş durumdayım. Ama genel itibariyle, genel bir ingilizce bilmek bu tür yazışmaları anlamak için yeterli oluyor. Yani genel ingilizce bilgisi olduktan sonra, o tür kelimeler zamanla öğreniliyor.

13. peki, bu saymış olduğunuz durumlarda, hangi dil becerileri sizin için daha önem arz etmekte, örneğin; konuşma, dinleme, okuma, yazma, veya tercüme gibi.

Anlama ve konuşma diyebilirim. Yani sonuçta, Dış İşleri Bakanlığından gelen yazıları okuyup anlamak gerekiyor öncelikle. Ne ifade ettiğini bilmek gerekiyor. Ve de yabancı heyetlerle yada kişilerle muhattap olmak için de konuşmak diyeyim. Yani en önemli olan, şimdi şöyle söyleyeyim, örneğin, KPDS yada TOEFL, TOEFL bana göre, İngilizce bilgisini daha iyi ölçen bir sınav sistemi. Ben KPDS nin bir İngilizce dil bilgisini ölçtüğüne inanmıyorum, çünkü, tamamen okumaya, yazmaya dayalı bir sınav. Ama TOEFL da konuşma ve anlama becerisini de ölçüyor ki, asıl sınav bence o.

14. anlama derken, dinlemeyi mi kastediyorsunuz?

Dinleme, dinleme, tabii ki, ben burda bir yabancıyla konuştuğum zaman, ya da bir CNN i dinlediğim zaman, ne anladığımı, ne duyduğumu bilmeliyim. Yani ne

anladığımı, ne söylemek istediğini bilmeliyim. Ama, KPDS bunu vermiyor kesinlikle. Ve ben, bu dairede değil de, başka dairelerde, KPDS si yüksek olup da, hala 1-2 kelime konuşamayan kişiler biliyorum yani. 80-90 düzeyinde KPDS si olup da pratiği iyi olmayan insanlar var. Dış ilişkiler daire bşk. da, bilakis, yani TOEFL ve KPDS de önemli, ama, pratiğin önemli olması gerekiyor.

15. peki, sizin departmanınız dışında, emniyet teşkilatının hangi birimlerinde İngilizce bilmek çok önemli?

Yani, ben yurtdışına gönderdiğimiz heyetlerle ilgili söyleyebilirim. Yabancılar dairesi, Kaçakçılık dairesi, Interpol dairesi, yani istatistik çıkartacak olursak, bu dairelerden çok fazla oluyor yurtdışına giden personel oluyor, toplantılar ve seminerler için. Bu personelin de mutlaka, yabancı dili de bilmesi gerekiyor, hangi konuda gidiyorsa, hangi ülkeye gidiyorsa, ya da çalışma dili neyse. Yani, mutlaka onları bilmesi gerekiyor. Bu dairelerden çok daha fazla gönderdiğimizizi söyleyebilirim. Ya da uzmanlık alanı gerektiren konular bunlar. Terör de aynı zamanda, ama o dairede, çok fazla dil bilen, daha doğrusu, çok fazla ilişki kurduğumuzu söyleyemem yani yurtdışı konusunda.

16. peki, teşkilatınız bünyesinde mesleki İngilizce kursları düzenleniyor mu?

Maalesef, yani o uzun zaman önce bizim dairemiz tarafından organize edilmeye çalışıldı, ama bir sonuca varılmadı. Yani, Türk Silahlı Kuvvetlerinde var mesela öyle bir Dil Okulu sistemi. 6 ay boyunca, sanırım, gönderiliyor, yani Emniyet Teşkilatı bünyesinde böyle bir kurs yok maalesef. TÖMER e gönderiliyordu bir ara, yabancı dil öğrenmek amacıyla, ama, yoğunluğu, yani, yabancı dil bilen personelin yoğunluğu, şahsi becerileriyle, şahsi gayretleriyle bu dili öğrenmiş oluyor.

17. peki, bu TÖMER gibi kurslarda verilen ingilizce, mesleki İngilizce mi, yoksa genel ingilizce mi?

Genel ingilizce. Emniyetin bir kontenjanı var orada. Dönem dönem gönderiliyor, ve genel ingilizce öğretiliyor, yani polisiye terimler falan yok.

18. Düzenlenmeli midir sizce?

Çok güzel olurdu, çünkü, artık zamanda değişiyor, biz, bir dilin yeterli olduğuna da artık inanmıyorum yani. Öyle zaman gelecek ki 2 dil, 3 dil bilen personel olacak Emniyet teşkilatında. Yani, böyle bir çalışma belki yapılıyordur, ama ben şu ana kadar duymadım öyle bir şey. Ama kesinlikle yapılması gerekli. Belki 10-15 sene öncesinde yabancı dil öğrenmek amacıyla, 9 ay süreyle yurtdışına gönderildiği olmuş, yani örnekler var, şu an müdür seviyesinde o giden kişiler. Ama sonradan kesilmiş o. Böyle bir şey olabilir, çünkü, orada, tamamen polisiye bir staj yapılıyor. Hem dil öğrenmek, hem de polislik açısından bir staj yapmak için. Ama sonradan, belki maddi sebeplerden dolayı, çok masraflı oluyor düşüncesiyle, kesilmiş.

19. peki, yine bu tarz bir şey, Türkiye de teşkilat bünyesinde yapılamaz mı, istendiği takdirde?

İstendiği takdirde yapılabilir, kesinlikle de faydalı olur. Şimdi, zaten, ben Dış İlişk. Daire Bşk. da çalıştığımından dolayı biliyorum, şu an itibariyle, belki yurtdışında, çeşitli yerlerde, yani BM misyonları olsun, Avrupa Güvenlik ve İşbirliği teşkilatında olsun, ya da Dış İşleri Bak. kadrosuna geçici süreyle atanıp, 3 sene boyunca görev yapmak şeklinde olsun, belki 400 civarında personelimiz var. Çeşitli misyonlarda görevli olan. Ve de dediğim gibi, bunların hepsi, şahsi gayretleriyle

öğrenmiş kişiler. Ancak yurtdışında daha da geliştirme imkanı buluyorlar. Yani, yurt içinde, Türkiye de böyle bir imkan geliştirilirse eminim herkes bu imkandan faydalanmak isteyecek.

