

*The Training Needs
of Participants in the English Language
Courses Held at the Jordanian Royal
Police Academy*

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Amman- Jordan
1425AH- 2004AD

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***Submitted in Partial Fulfillment of the Requirements
for the degree of M.A in Curricula & Methods
of Teaching English as a Foreign Language***

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**Amman – Jordan
2004**

Dedication

"To the blessed souls of my Father and Mother"

*and to all honest people who dedicate
their time and efforts to the safety and
security of others.*

Ibrahim

Acknowledgements

Praise be to Allah, the cherisher and sustainer of the worlds, who has showed me the straight way and bestowed his blessings on me to accomplish this work. I would like to thank all of the contributors for their outstanding effort in making this thesis a seminal work in its field. I am particularly grateful to my thesis supervisor Dr. Khalaf Al-Makhzoumi for his guidance during the writing of this thesis. His specific enlightening ideas and help have got the whole ball rolling. I am also very grateful to professor Dr. Adnan Al-Jadery who inspired the impetus to launch this thesis. I should also pay gratitude to the committee members; professor Dr. Riyadh Hussein and professor Dr. Fawaz Abdul Haq.

My sincere thanks are due to the officials of Public Security Department, the Director General; Tahseen Shurdom, The Assistants, Senior and Junior officers, to my colleagues and friends at the Royal Police Academy; the former director brigadier Samed Abu Orabi the present director Col. Fahad Kasasbeh, Lt. Col. Mohamad Rateb, Lt. Col. Ramzi Keldani, Major Jehad Al- Homaidi, Major Sawsan Al-Tayan, and Captain Adel Refa'e who provided encouragement and answers to my questions. I should also extend my thanks to the Jury members who judged the questionnaire, to Dr. Khaled Al- Khateeb and Captain Amjad Al- Khedhairi for aiding in the statistical analysis.

Finally, and most important, I would like to thank my wife (Layla Sulaiman) and my children (Mahmoud, A'la', Malik, and Tawfiq) for their support. My brothers' and sisters' (Majed, Ahmad, Mohamad, Fatima, Maryem, Ameneh, Khawla, Tamam, and Salam) encouragement was essential and sustaining.

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Abstract

The Training Needs

For Participants in the English Language Courses Held at The Jordanian Royal Police Academy

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The purpose of this study was to assess the training needs of the participants in the English Language Courses held at the Jordanian Royal Police Academy from their own perspective. Specifically, the target of the study was to examine if there were any differences in the training needs that could be attributed to the rank and the level of education of these participants. One hundred and twenty participants were studied to assess their English language training needs from their own perspective. Data have been collected by means of a 57- item-questionnaire distributed to all participants and the response rate was 100%. The items measured five categories of training needs for these participants; general needs of learning English, and needs of each English language learning skill; listening, reading, speaking and writing.

Participants were asked to rate each need on a five-point rating scale in the order of importance. The researcher processed the data obtained through descriptive statistical analysis (means and standard deviation). Comparative mean scores were used to judge the most important learning skills needed by the participants. T-test was used to

find the differences in their assessment that can be attributed to their police rank or level of education. The major findings of this study showed:

A- The general needs for learning English were centered around the need to participate in the United Nations peacekeeping missions and the need for English to deal with foreigners at the border points.

B- The top needs for each skill were:

- listening: to understand lecturers and colleagues speech.
- reading: to continue self education and to read references and books.
- speaking: to give verbal description fluently and to introduce the country to the tourist.
- writing: to fill in forms and applications and to convey instructions to foreigners.
- The need for the listening skill was given the first rank among the other English language learning skills.

C- There were no differences in the participant's needs that can be attributed to the participant's police rank.

D- There were no differences in the participant's needs that can be attributed to the participant's level of education.

Based on the above mentioned findings the researcher made some recommendations which included the following:

A- Allocation of more human and physical resources to teaching English.

B- Teaching English should focus on the skills needed to pass the UN exam.

C- Developing special courses to teach listening and speaking to these participants.

D- Encouragement of self- development and continuing education through a motivation mechanism, and the creation of an appropriate learning atmosphere.