

**A Study of Needs Analysis at Turkish Gendarmerie in Terms of English for
Specific Purposes**

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Abstract

Problem Statement: English learning and teaching activities are crucial for Turkish Gendarmerie personnel serving both at home and in various regions of the world. However, there is no sound basis determining the language needs of the gendarmerie organization and personnel to lead them to accomplishment in joint missions.

Purpose of Study: This paper aims to investigate the language needs of the Turkish Gendarmerie in terms of English for Specific Purposes. It is expected that determining the language needs of the organization on scientific basis helps to reshape the language curriculum of the gendarmerie and finally it will help the accomplishment of the joint missions in terms of language proficiency.

Method: Two questionnaires were administered to 70 gendarmerie personnel who had English learning experience to understand the language needs of the organization. Then the collected data was presented through tables.

Findings and Results: The data collected reveals that speaking and writing skills should be emphasized and taken into consideration in assessment. In addition, language materials need to be improved or be supplemented by auxiliary documents.

Conclusion and Recommendations: The present study suggests that some steps need to be taken to improve the language proficiency of the gendarmerie personnel to meet the language requirements especially for joint missions. A new language teaching program

should be prepared in terms of improving four language skills and topics should be introduced related to the gendarmerie jurisdiction.

Keywords: needs analysis, English for specific purposes, needs analysis of the gendarmerie.

Introduction

Turkey has been an active member of North Atlantic Treaty Organization (NATO) since 1952 and Turkish Armed Forces including Turkish Gendarmerie has been participating in many international joint operations in various parts of the world. Some of these missions are administrative duties and some others are combating ones requiring communication and co-operation with the members of other armies. The need for effective communication is particularly acute in these missions and operations where linguistic misunderstanding risk leading to mistakes, which might result in casualties.

The NATO member countries deploying personnel to joint missions have been following the NATO Language standards for several decades. Some countries train their soldiers in Army/Navy/Air Force language schools and test the personnel in terms of Stanag 6001. Some other countries rent private organizations to fulfill these missions.

Although English and French are official languages at NATO, English is the operational language and the teaching, testing, and using the English language within the NATO community have become more important because of the addition of new countries and increasing number of joint tasks such as peace support operations. Due to the vitality of the language issues, the Bureau of International Language Coordination (BILC) was established within the NATO Training Group (NTG) / Joint Services Subgroup (JSSG) as a consultative and advisory body for language training matters in NATO.

Turkish Gendarmerie and Foreign Affairs

Gendarmerie is responsible for approximately 92% of the national territory, provides public order and security for nearly 40% of the total population, is a law enforcement agency having military status and making efforts to establish peace and to provide internal security throughout the country. Turkish Gendarmerie performs general security and public order duties by merging military with law enforcement agency

characteristics. In addition, it makes significant contributions to both regional and global peace. In this context, Gendarmerie has three main duties as judicial, administrative and military.

As of foreign affairs, Turkish Gendarmerie became the member of the Association of the European and Mediterranean Gendarmerie and Police Forces with Military Status (FIEP) established for the purpose of reinforcing the relations and strengthening solidarity reciprocally between the Law Enforcement Agencies of European Countries and the Countries having Mediterranean coastline.

Turkish Gendarmerie is also a member of European Network of Forensic Sciences Institutions (ENFSI) in order to follow the technological development changing quickly in the field of forensic sciences. Turkish Gendarmerie has been participating in all the meetings of these organizations. On-the-spot training and education have been carried out in The Gambia, Georgia and Azerbaijan by Gendarmerie Training Teams within the framework of the signed protocols. International joint duties pave the way for the establishment of mutual understanding for officers and non-commissioned officers (NCOs) by creating a working environment with personnel from European Union (EU) Member States.

In addition to these training and educations on-the-spot, guest military personnel from Albania, Azerbaijan, Pakistan, Turkmenistan, the Gambia, Georgia, France, Tunisia, Kyrgyzstan, Bosnia & Herzegovina, Ukraine and China have been trained at the training facilities of the Turkish Gendarmerie.

Within the framework of United Nations and European Union, Turkish Gendarmerie has been participating in Operations of Reinforcement and Protection for Peace in Georgia, Bosnia-Herzegovina, Afghanistan, Kosovo, and Sudan. Moreover, there are lots of Gendarmerie officers and NCOs taking professional training and education both at home and in foreign countries and English is the medium of instruction in these activities.

English Language Teaching at Turkish Gendarmerie

Since great importance is attached to foreign relations in gendarmerie, foreign language education, especially English language teaching is primarily emphasized in educational settings.

At Gendarmerie Schools Command, English Language Teaching courses are given to the gendarmerie personnel for personal development and organizational needs. English Courses are divided as advanced and intermediate level and are held twice a year. In these courses American Language Course (ALC) series are used as course books. After finishing the course, trainees have to take Language Proficiency Exam for State Employees (KPDS) and English General Screening Exam (listening comprehension) in order to be deployed to joint missions.

Method

Hypotheses and Research Questions

The main focus of the study is to determine the language needs of the gendarmerie personnel in terms of English for specific purposes to help them reach the required language proficiency level to accomplish the mission both at home and in joint missions. In this study, the following research questions will be answered:

- What are the language needs of the officers and non-commissioned officers serving in the Gendarmerie?
- What are the needs and interests of the trainees of the English course to reach the goals defined in Stanag 6001 Level 3 which highlights the language requirements in joint missions?

Scope of the Study and Subjects

This study is conducted at Turkish Gendarmerie in Turkey and the subjects are officers and non-commissioned officers serving under the command of Turkish Gendarmerie and some of them attend English Courses at Gendarmerie Schools.

There are two groups of subjects in this study. The first group of subjects is officers and NCOs at various ranks graduated from English courses. Since they serve in various parts of Turkey, it is difficult to reach every graduate. Therefore 40 graduates participate in this study.

The second group of subjects is the 30 trainees attending English courses and trainee interest questionnaire is given to them to analyze their needs.

Instruments

The needs analysis questionnaire was modified from a survey used in a Masters Thesis which was prepared to analyze ELT at Turkish Air Force Academy Advanced English Course from Content-Based Instruction Perspective. The questionnaire involved 20 questions based on understanding graduates' ideas on the language needs of the gendarmerie personnel and the organization. The questionnaire was sent to nearly 160 subjects by means of emails. 40 of them replied the questionnaire. 34 of the subjects (85 %) were officers and 6 of them (15 %) were NCOs. This data collected was taken into consideration in evaluation. The data was displayed in tables prepared in excel program.

The Trainee Interest Questionnaire is administered to 30 trainees to specify their professional needs and interests.

Findings and Results

Table 1

Average scores of KPDS, ECL, TOEFL exams

Exams	The Number of Subjects	Average Scores
KPDS	33	63
ECL	28	80
TOEFL	2	215
TOTAL	63	

Among 40 subjects, 33 of them declared their highest scores from KPDS exams which were taken after their graduation from the language course. The average point of these KPDS exams was 63. Among 40 subjects, 28 of them declared their scores from English Comprehension Level Examinations (ECL) which were taken after their graduation from the language course. The average point taken in these ECL exams was 80. Only 2 subjects declared that they had TOEFL test and the average of their scores was 215. Since mainly KPDS exam was taken into consideration in many activities, especially for the deployment to international missions by the organization, the

personnel did not prefer taking a TOEFL exam, which was also more costly than the others.

Table 2

The school finally graduated

Items	Frequency	Percentage %
Military Academy	22	54
University	9	23
Master – Ph.D.	8	20
NCO Vocational School	1	3
Total	40	100

According to the schools that the participants finally graduated from, Military Academy occupied the rate of 54%. Secondly, 23% of the subjects graduated from universities. 20% of the participants had Master's or Ph Degree. Finally only 3% of the subjects graduated from Non-Commissioned Officer Vocational Higher School. In other words, the majority of the subjects were the Military Academy graduates.

Table 3

The place where English was learnt intensively

Item	Frequency	Percentage %
Gendarmerie Language Course	26	53
High School	14	29
Military Academy	3	6
University	4	8
Private Language Course	2	4
Total	49	100

According to the places where English language was intensively learned, the English Course at Gendarmerie Schools was marked at a rate of 53%. Next, 29% of the subjects stated that they learned English intensively at high schools. Then, universities

(8%), Military Academy (6%), and Language Courses (4%) were claimed by the subjects as the places where the English Language was intensively learned.

Table 4

Analyses of language skills

Items	Reading		Listening		Speaking		Writing		Grammar	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
The Frequency of Usage of Language Skills	12	29	10	24	7	18	6	15	5	14
The Skills that should be Improved for the Profession	13	16	24	30	36	46	6	8	-	-
The Language Skills that should be developed for International Missions	0	0	6	21	16	55	5	17	2	7

According to the language skills that were frequently used in their professions, reading was marked at a rate of 29%. Next, 24% of the subjects cited that they frequently used listening skill in their professions. While reading skill was the most frequently used one by the subjects, writing skill was the least used one. According to the two skills that were believed to be emphasized, speaking skill occupied 46%, while listening followed it with a rate of 30%. In other words, oral skills were believed to be improved the most. As for the subjects who had been abroad, more than half of the participants (55%) considered themselves insufficient in speaking. Listening was the second at a rate of 21%. In other words, oral skills were primarily believed to be insufficient in comparison with other skills.

Table 5

English levels in language skills

Language Skills	Excellent		Good		Not Bad		Insufficient		Bad/Poor	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Writing	0	0	15	39	11	28	11	28	2	5
Speaking	0	0	7	16	21	48	12	27	4	9
Grammar	0	0	17	49	12	34	2	6	4	11
Listening	2	5	13	33	22	54	3	8	0	0
Reading	8	21	24	61	6	15	1	3	0	0
* 5 point likert scale is used in measurement										

According to the level of writing skill that the subjects believed to have, 39% of the participants stated that they were good at writing. 28% of them considered themselves “not bad”, and “insufficient” in equal. It was understood that the majority of the subjects believed that they were “good” and “not bad” in writing. According to the level of speaking skill that the subjects believed to have, nearly half of the subjects (48%) stated that they were “not bad” in speaking skill. While 27% of them marked themselves as “insufficient”, 16 % had the idea that they were good at speaking. No subject claimed he was “excellent” at speaking. It was understood that the majority of the participants believed they were “not bad” and “insufficient” in speaking skill. According to the level of grammar that the subjects believed to have, nearly half of the subjects (49%) expressed that they were “good” at grammar. While 34% of the subjects had the idea that they were “not bad” at grammar, 11% stated that they were “insufficient”. It can be generalized that the majority of the subjects were “good” and “not bad” at grammar. As for the listening skill, more than half of the subjects (54%) considered themselves “not bad” in listening skill, while 33 % of them marked themselves as “good”. In other words, the majority of the participants expressed that they were “good” and “not bad” in listening. As for the reading skill, more than half of the subjects (61%) believed that they were “good” at reading, while 21 % of the participants stated they were “excellent or good”. On the other hand, only 3% of the subjects cited that they were “insufficient” and none of them believed to be “bad” in

reading. In other words, reading skill got the highest positive rates in comparison with others.

Table 6

The reasons for learning English

Items	Frequency	Percentage
To take part in int. missions which require foreign language knowledge	36	31
To be successful in KPDS and General Screening Examination	22	18
To communicate with the foreigners	24	20
To comprehend the texts written in English	20	17
To translate foreign texts	3	3
To do presentations at conferences in English	10	8
To prepare research reports and articles in English	4	3
Total	119	100

According to the objectives of the subjects in learning English in their professions, 31% of the subjects stated that they learned English to take part in international missions which required foreign language knowledge. 20% of the participants expressed they wanted to learn English to communicate with the foreigners. 18% of them cited that one of their objectives in learning English was to be successful in KPDS and General Screening Examination. 17% declared that they studied English to comprehend the texts written in English. 8% expressed they learned English to do presentations at conferences in English. 3% stated they learned English to prepare research reports and articles in English. Only 3% cited their objective was to translate foreign texts.

Table 7

Participants' ideas about the role of English Language

Items	Yes		No	
	Frequency	Percentage	Frequency	Percentage
The rate of those saying "English has Provided Advantages so far in my Profession"	16	40	24	60
The rate of those who believe "English will Provide Advantages in the Future"	31	77	9	23

40% of the subjects claimed that they had taken advantage of knowing English in their professions. However, 60% of them stated they had not. 77% of the subjects were positive that knowing English would provide some advantages in their professions in the future. Yet, 23% of them believed that it would not.

Table 8

The mean of some KPDS scores according to some categories

Categories	Mean of KPDS Scores
Subjects who had been abroad	71
Subjects who had not been abroad	56
I intensively learnt English at Gendarmerie Language Course	63
I intensively learnt English at Military Academy	59
I have taken advantage of knowing English so far	68
All subjects	63
Officers	66
NCO	49

Although the mean of KPDS Scores of the subjects who had been abroad was 71, the mean for the ones who had not been abroad was 56. The mean for the subjects who intensively learnt English at Gendarmerie Language Course was 63 and the mean for the ones who learnt English intensively at Military Academy was 59. The subjects who had taken advantage of knowing English so far had a mean of 68. All the subjects

who had participated in the questionnaire had a mean of 63 in KPDS exams. When we analyze the subjects as officers and NCOs, officers had a mean of 66 and NCOs had a mean of 49.

Trainees Interest Questionnaire

Trainees' interest questionnaire was surveyed to understand their professional needs in terms of personal and organizational objectives. 25 topics were specified as a result of interviews with the teachers and gendarmerie personnel. In addition, the duties and responsibilities given to the gendarmerie by laws and regulations were elaborated and relevant topics were added to the questionnaire as an item. Each item was scaled from 3 (very interesting) to 1 (not interesting). Each mark for very interesting was multiplied by 3 and the mark for not interesting was multiplied by one. Then the numbers were added and the result was obtained.

According to the results (Table 9), the most interesting 10 topics for the trainees were Terrorism and Counter-terrorism, Public order and security, career in the military, communication and language, multinational peace support operations, military briefings, sports and physical training, humanitarian assistance in joint missions, leaders and leadership, human psychology in military context. Most of these topics were the duties of the gendarmerie both inside and outside the country. On the other hand, military history, arms and communication, military engineering / sapper activities, military units and military signalling were among the topics that subjects avoided to mark as a high frequency because these topics were secondarily important for the gendarmerie personnel.

Table 9

The evaluation of trainee interest questionnaire

TOPICS	POINTS	TOPICS	POINTS
1. Terrorism and Counter-terrorism	83	14. Military exercises	66
2. Public order ad security	80	15. Women in the military	65
3. Career in the military	78	16. Health	65
4. Communication and language	77	17. Hostage rescue	64
5. Multinational peace support operations	77	18. NATO issues	63
6. Military briefings	76	19. Military intelligence	63
7. Sports and physical training	75	20. Science and technology in the military	63
8. Humanitarian assistance in joint missions	74	21. Military signalling	60
9. Leaders and leadership	63	22. Military units	60
10. Human psychology in military context	73	23. Military engineering / sapper activities	57
11. Crime and punishment	72	24. Arms and communication	55
12. Cultural differences in joint missions	70	25. Military history	51
13. Environment and natural diseases	68		

Conclusion

In accordance with the data collected, participants believe that reading skill is the most frequently used skill in the profession, because subjects spend much time preparing for KPDS exam based on reading skill. In addition, majority of them consider themselves excellent or good in reading skill. On the other hand, none of the participants think that reading skill should be developed for international missions.

In accordance with the data, listening is the second among four skills in the frequency of use of language skills. Since subjects take General Screening Exam, which is based on listening comprehension, to be deployed to international missions, they spend much time studying to improve this skill. With regard to English levels that participants believe to have they consider themselves good in listening skill.

Few subjects consider themselves “good ” in speaking skill. They believe that speaking skill should primarily be improved for the profession, because speaking is the outcome of communication especially for international missions.

Few subjects use writing skill in the profession. Therefore, very few believe that writing skill should be improved for the profession. The attitude of the subjects to the writing skill is commonly negative. Subjects consider themselves insufficient in writing skill. It can be concluded that the rates are lower in writing skill in comparison with other skills.

Since participants believe that they mainly learn English at school or language courses, the following principles should be included in the language teaching programs to reach the organizational goals.

In measurement and evaluation, each initiative of a learner should be taken into consideration as an indication of learner’s development within the framework of portfolio assessment. Speaking and writing skills should be included in the exams. In the new program, learners’ needs and interests are taken into consideration to put into practice the learner autonomy concept.

The main goal of the program should lead the personnel to the success in international missions in accordance with NATO standards. The program should create an atmosphere focusing on four language skills and select relevant topics in terms of military and police missions. The new program should be skills-based with primary focus on the communication skills, that is, speaking and listening skills. Other skills i.e.

reading and writing skills are also taken into consideration because these two skills are needed for the exams and accomplishment of the positions in joint missions.

As Hutchinson and Waters (1987) assert that the kind of changes in the language teaching materials previously adopted in an L2 teaching environment is directly related to the degree of match between the properties of the materials and the assessed needs and requirements. The degree of match may result not only in the acceptance, supplementation and modification but also in the removal or total replacement of the materials. Therefore, it is necessary to provide materials that will serve the goals based on institutional, individual and professional needs of the learners. In this context, the previously used course book American Language Course series should be supported with supplementary materials. The new program should utilize a topic-based syllabus based on selection of primary gendarmerie and military related texts gathered from a variety sources. Campaign 2-3 course books, internet sites, listening passages from Voice of America (VOA) and TOEFL CDs are the supplementary materials that can be used until the new material is prepared in accordance with NATO Stanag 6001 Level 3 objectives.

A learning environment equipped with modern educational technologies will facilitate and accelerate the learning process and create a motivating atmosphere for the learners.

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Özel Amaçlı İngilizce Kapsamında Türk Jandarmanında Bir İhtiyaçlar Analizi Çalışması

Özet

Araştırma Konusu: Hem ülke içerisinde hem de dünyanın çeşitli bölgelerinde görev yapan jandarma personeli için İngilizce öğrenme ve öğretme faaliyetleri hayati öneme sahiptir. Fakat, jandarma personeli ve teşkilatını müşterek görevlerde başarıya taşıyacak sağlam temellere dayanan bir ihtiyaçlar analizi yapılmamıştır.

Araştırmanın Amacı: Bu nedenle, bu çalışma, özel amaçlı İngilizce kapsamında Türk Jandarmanının dil ihtiyaçlarını belirlemeyi amaçlamaktadır. Teşkilat için bilimsel temellere dayanan dil ihtiyaç analizinin yapılması, jandarmanın dil müfredatının yeniden şekillendirilmesine yardım edecek ve sonuç olarak müşterek görevlerde dil yeterliliği yönüyle başarıyı getirecektir.

Araştırma Yöntemi: Teşkilatın dil ihtiyaçlarını anlayabilmek için dil öğrenme tecrübesine sahip 70 jandarma personeline iki anket uygulanmıştır. Daha sonra toplanan veriler, tablolar halinde sunulmuştur.

Bulgular: Toplanan veriler, konuşma ve yazma becerilerinin vurgulanması ve değerlendirilmelerde dikkate alınması gerektiğini ortaya çıkarmıştır.

Sonuç ve Öneriler: Ayrıca, dil öğrenme materyalleri gözden geçirilmeli ve yardımcı malzemelerle desteklenmelidir. Dört dil becerisini geliştirmeyi hedefleyen yeni bir müfredat programı hazırlanmalı ve konular jandarmanın görev ve sorumluluk alanlarını ilgilendiren hususlardan seçilmelidir.

Anahtar Kelimeler: ihtiyaçlar analizi, Özel amaçlı İngilizce, jandarmada ihtiyaçlar analizi çalışması.