



An investigation of the English Language Needs, Motivations, and Attitudes of Saudi Police Cadets

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Abstract

This study investigated the English language needs, motivations and attitudes of a random sample of 223 police cadets studying at King Fahd Security College in Saudi Arabia. The analysis of the questionnaire results showed that only cadets with degrees in humanities received English instructions. The cadets selected speaking and listening as the most important skills and studying English for security purposes. As regards their motivations, the significant correlation between almost all the instrumental and integrative variables provided evidence to the integration of the two types of motivations which substantiates the importance of both types in English learning. Statements describing negative attitudes toward the English culture did not statistically correlate with the other statements that constitute the cadets' positive attitudes toward English learning, which confirmed their positive attitudes toward both English learning and its culture. The significant correlations between the cadets' English perceived needs and their instrumental motivations supported the argument that ESP learners study English for utilitarian purposes.

Keywords: ESP, needs analysis, attitudes, motivation, Saudi police cadets

1. Introduction

Over the past half century there has been a plethora of research on the role of motivation, attitudes and needs analysis in language learning. The importance of motivation and attitudes has been examined and emphasized in second language research, whereas needs analysis has been the major contribution of English for Specific Purposes (ESP). Identifying and implementing the language needs of a certain group of ESP learners can trigger their motivations and attitudes toward learning the target language (Liuolienė & Metiūnienė, 2006). No studies have been conducted to investigate the Saudi police cadets' language motivation, attitudes and needs, thus making the undertaking of this study significant.

1.1 Studies related to motivations and attitudes in ESP

Following the seminal work of Gardner and Lambert (1972) on motivations and attitudes, a multitude of studies have examined the learner's motivations and attitudes to learn English in three different contexts: English-dominant contexts (e.g., Suleiman, 1993); ESL contexts (e.g., Luckmani, 1972); and EFL contexts (e.g., Tahaineh & Daana, 2013). The findings obtained from these contexts showed that both integrative and instrumental motivations contributed to the learning of English; and that they were positively related and could maintain successful learning (Liu, 2007). However, as to which one is more significant varies from one context to another (Alhuqbani, 2009). As for attitudes, research findings also vary from one context to another. But, according to Larsen-Freeman and Long (1991), the influence of attitudes on language learning can be stronger in contexts where there is much contact between learners and the native speakers of the target language than in a foreign language context where the opportunities for such a contact are very limited.

Within the context of ESP, a few studies investigated the role of ESP learners' motivations and attitudes toward English learning (e.g., Alhuqbani, 2009; Alqurashi, 2011; Al-Tamimi & Shuib, 2009; Makrami, 2010). These studies were based on the assumption that since ESP learners need English to meet their job or study requirements, then they are instrumentally motivated to learn it. For example, Al-Tamimi and Shuib (2009) identified the motivation and attitudes of 81 petroleum engineering students toward English learning at Hadhramout University of Science and Technology in Yemen. The researchers used a questionnaire and interviews to collect data. The results showed that the students were instrumentally motivated to learn English. They also had positive attitudes toward learning English because of its social value and educational status. In another study at the university level, Makrami (2010) compared the motivation and attitude of two Saudi university's groups of learners: English for general purposes (EGP) group and ESP group. He used a translated version of the International Attitude/Motivation Test Battery (IAMTB), which is based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB). The participants were 507 male and female students at Jazan University. The results showed that the EGP group was more instrumentally and integratively motivated than the ESP group. There were no significant differences in the attitudes of both groups at the beginning of their study, but the ESP group's attitude ended up significantly lower than the attitude of the EGP group. Makrami attributed the lower

motivation and attitudes of the ESP group to the ESP program at Jazan University which he described as inappropriate to the students' needs.

Within police context, the focus of this study, Alhuqbani (2009) examined the motivation and attitudes of 206 police officers in the workplace in Saudi Arabia. He adapted and modified Alansari and Lori's (1999) questionnaire to collect data. The results showed that the officers were more instrumentally motivated to learn English. Officers with the rank of captain were more instrumentally motivated to learn English than those officers with the ranks of lieutenant, major and lieutenant colonel. They also were more integratively motivated to learn English than lieutenants and majors. Captains had more positive attitudes than majors toward learning English. Officers in the sectors of Public Security, Passports and King Fahd Security College were more instrumentally motivated to learn English than their counterparts in the Prisons sector. In another study within the Saudi police context, Alqurashi (2011) conducted an exploratory study to identify the motives of 24 Saudi police officers to learn English and their attitudes toward their six-month English session. He used a five-question survey. The results showed that police officers had different motives for learning English, but in general they wanted to learn it for communication purposes. The participants had negative attitude toward the six-month English course they were having because of several factors such as its long duration and location. Alqurashi suggested having a 3-month English session instead of a 6-month session and administering these sessions at a local university. Due to the small number of participants and the methodological defects in the survey which only included five open questions, Alqurashi's findings need to be taken with caution.

1.2 Studies related to needs analysis in police work

Language needs analysis is the cornerstone in ESP syllabus design and language teaching since subsequent decisions such as learning objectives and content selection are based on it (Robinson, 1991). Therefore, a great number of studies have been carried out in recent years to determine the language needs of learners in different ESP contexts such as medicine (e.g., Hwang & Lin, 2010), engineering (e.g., Al-Tamimi & Shuib, 2008), business (e.g., Jiajing, 2007), nursing (e.g., Lee, 1998), banking (e.g., Al-Khatib, 2007) and tourism (e.g., Coskun, 2009).

As for police work, there have been a few studies on needs analysis. The earliest study was by Abo Mosallem (1984) who investigated the English language needs of 150 Egyptian police officers in ten police departments. He used a questionnaire to collect data. The officers' needs for language skills and sub-skills varied as a result of their police departments. However, these departments gave priority to speaking and listening skills, except the Interpol Police Department which gave priority to reading and writing skills. The majority of the officers indicated that acquiring English would help them perform their jobs well.

Alhuqbani (2008) assessed the English language needs of 103 Saudi police officers on the job through a need analysis questionnaire. Overall, the results showed that although police officers were aware of the significance of English to their police work, they stated that they had never been trained on how to use English for police purposes. The officers' security sectors affected the frequency of using English in the workplace. Officers in the Passports sector used English more frequently than their counterparts in the other sectors due to the nature of their work. As for language skills and sub-skills, the majority of the officers ranked listening and speaking as the most important skills to their jobs. Almost all the officers indicated that understanding all what is said to them in English as the most difficult aspect of English use. Since the number of officers in some sectors was very small, Alhuqbani's findings need to be verified with larger samples from the different security sectors in the Saudi Ministry of the Interior.

Khamkaew (2009) identified the language needs and problems in English listening and speaking skills of 30 Metropolitan Police Officers working at counter service at Chana Songkram Police Station. He used a questionnaire and interviews to collect data. The analysis of the results revealed that officers needed to improve their listening and speaking skills to perform certain communicative functions such as giving information and directions. With regard to listening and speaking problems, the participants indicated that the main listening problems were the different English accents and the difficulty to get the main idea. Speaking problems included difficulty in producing basic expressions, complete sentences, and pronouncing English vowel sounds.

Unlike the previous police studies which focused on police officers in the workplace, Qaddomi (2013) indentified the English language needs of 91 cadets at Al Istiqlal University in Palestine. He used Alhuqbani's (2008) questionnaire with some modifications. The findings indicated that the cadets' English proficiency level was intermediate with apparent weakness in listening and speaking which were identified by the cadets as the most important skills to their police jobs. The results also revealed that the most difficult aspect of English use facing the cadets was following English conversations of natural speed. Cadets' majors affected their language needs on all domains in favor of police sciences over the other majors.

1.3 Conclusion

As shown in the literature review above, very few studies have investigated the learners' motivations and attitudes in ESP restricting our understanding of their role in English learning across the various contexts of ESP. In addition, ESP studies focused either on analyzing the learners' English language needs or their motivations and attitudes to learn English without attempting to discuss how they may interact and contribute to language learning. Therefore, the rationale of this study is to bridge this gap in ESP literature by analyzing the English language needs, motivations and attitudes of Saudi police cadets, and providing information which can be used to improve the teaching of English at King Fahd Security College (hereafter KFSC).

2. Research problem

The research problem of this study has two facets. First, recent studies within the framework of ESP (e.g., Alhuqbani, 2009; Al-Khatib, 2007; Makrami, 2010), which have indicated that ESP students learn English instrumentally and/or integratively, did not statistically link the ESP learners' identified needs to their motivations. Second, English has been introduced to police cadets in Saudi Arabia since the 1960s (Al-Dossari, 1999), but, to the best of the researcher's knowledge, no study has examined the issue of language needs, motivations and attitudes as vital elements in the English learning process by Saudi police cadets. Therefore, the current study is conducted to investigate these two issues and discuss their pedagogical implications for the teaching of English to Saudi police cadets.

3. Purpose of the study

This study specifically (a) identified KFSC cadets' English language needs; (b) investigated KFSC cadets' motivations and attitudes toward learning English; (c) investigated KFSC cadets' attitudes toward the English language culture; and (d) looked for any correlations between the police cadets' needs and their motivations to learn English.

4. Significance of the study

There has been accumulating evidence in the ESP/ESL literature supporting the argument that factors such as learners' needs, motivations and attitudes play a great role in learning a foreign language successfully. The analysis of the language needs, motivations and attitudes of Saudi police cadets would provide important information for teachers, administrators, and language course developers. This would help them to make the right decisions with regard to teaching English to this group of learners. This study is the first of its type to investigate the language needs, motivations and attitudes of Saudi police cadets, a population that has not been included in previous research with regard to learning needs, motivations and attitudes. The inclusion of such a population would provide in-depth descriptive data on what types of individuals are motivated and under what conditions.

5. Research questions

There are ten research questions for this study:

1. How do Saudi police cadets view English teaching at KFSC and its importance to their future security jobs?
2. How do Saudi police cadets assess their English proficiency level in English skills and sub-skills?
3. What are the perceived English language needs of Saudi police cadets?
4. What are the difficult aspects of English use that Saudi police cadets expect to face after graduation?
5. Do Saudi police cadets learn English instrumentally and/or integratively?
6. What are the attitudes of Saudi police cadets toward English learning?
7. What are the attitudes of Saudi police cadets toward the culture of the English language?
8. Are there significant correlations between Saudi police cadets' language needs and their instrumental motivations to learn English?
9. How do the Saudi police cadets' university majors affect their English needs, motivations and attitudes?
10. How could English teaching at KFSC be developed or modified to cater for the police cadets' future English needs?

6. Method

6.1 Participants

The participants were a random sample of 223 Saudi police cadets studying at KFSC in the academic year 2012. Their ages ranged from 23 to 26 years old. Ninety-three cadets hold bachelor degrees in science and 133 in humanities. They were admitted to KFSC to finish a one-year diploma program for science students (e.g., computer sciences, medicine) and two-year diploma program for humanities students (e.g., psychology, law).

6.2 Instruments

To answer the ten research questions of this study, a three-part questionnaire was developed and used to collect the data. The questionnaire included the following sections:

A. Background information: The participants were asked to provide information about their names (optional), their age (optional), assigned security sector, university specializations, and year of joining KFSC.

B. Needs analysis: This section consisted of three types of questions. First, cadets were given seven questions to obtain feedback about the way English is introduced to them at KFSC, their opinion of the importance of English to their future security jobs after graduation and their self-evaluation of their English proficiency level in the four English language skills (listening, speaking, reading and writing) and sub skills (grammar, vocabulary, pronunciation). Second, cadets were asked to rate the importance of the four English skills to their future security sectors. They also were given several questions under each skill to rate their degree of importance. Third, cadets were given six questions about the difficult aspects of English that they expect to face when using English in their future security sectors. The first type of questions was developed by the researcher. The questions in the second and third types were adapted from Alhuqbani's (2008) questionnaire and modified to suit the populations and purpose of this study.

C. Motivations/attitudes: There were a total of 32 questions in this section. Twenty-six questions were adapted from Al-

Ansari and Lori's (1999) and Alhuqbani's (2009) questionnaires. Modifications in terms of wordings and structures were made to these items to suit the purpose of the study. The remaining six questions were developed by the researcher. There were twelve questions about the police cadets' instrumental motivations for learning English, eight questions about their integrative motivations for learning English, six questions about their attitudes toward learning English and six questions about their attitudes toward the English language culture.

The questionnaire was given to a specialist in Arabic to examine the clarity and directness of the questions. Few items were adjusted accordingly. Then, the researcher tried the questionnaire out on 20 police cadets before distributing it to the actual research population. The police cadets found the questions clear and easy to answer. Those 20 police cadets were excluded from the actual research population and their responses were not included in the analysis of the results.

6.3 Procedures of data collection and analysis

The data collection process took place at KFSC during the second semester in the academic year 2012. The researcher distributed the questionnaire to the police cadets in their classes. They were first introduced to the questionnaire content and were asked to fill it in with accurate responses. The cadets answered the questionnaire in approximately 35 minutes. For the analysis of the data, the SPSS (Statistical Package for the Social Sciences) was used. The police cadets' responses to the motivation and attitude items and the difficult aspects of English were coded as follows: "Strongly agree"= 5, "Agree"=4, "Do not know"= 3, "Strongly disagree"=2, "Disagree"=1. For the seven English background questions in the needs analysis section was coded as follows: "Yes=2" and "No=1," except question no. 2 which was coded on a four-point scale: "Very beneficial= 5," "Beneficial=4," "Little benefit= 3," "Not beneficial at all." Question n. 7 was coded on a five-point scale "Very good=5," "Good=4," "Average=3," "Weak=2," "Very weak=1." With regard to the police cadets' responses to the questions in the needs analysis, they were coded on a five-point scale: "Most important=5," "very important=4," "important=3," "less important=2," "not important=1." The results were statistically computed in terms of frequencies, percentages, means and standard deviations. A t-test was used to examine the effect of police cadets' university majors (humanities vs. science) on their English language needs, motivations and attitudes. Pearson r coefficients and Two-tailed Test of Significance were used to flag any positive or negative correlations between the variables under investigation.

7. Results

7.1 Police cadets' English background and their view of English teaching at KFSC

Table 1 below displays the number and percentages of police cadets who provided feedback about their English background and how English is introduced to them at KFSC. The majority of police cadets (83.6%) received some type of English instructions before joining KFSC. More than 80.8% of the cadets received English instructions at the university level. In contrast, 19.2% of the cadets received their English instructions outside the university.

Table 1. Police cadets' English background and assessment of English teaching at KFSC

Questionnaire Item	Yes		No	
	N	%	N	%
1. Did you receive English instructions before joining KFSC?	184	83.6	36	16.4
2. Is English among the courses taught in your diploma program at KFSC?	122	61.3	77	38.7
4. Do you think the amount of time assigned to the study of English in your program is adequate to learn English?	17	11.6	130	88.4
5. If English is not taught in your diploma program, do you think you need to have it as a major course in your program?	132	77.2	39	22.8
6. In your personal opinion, do you think KFSC police cadets should have good command of English to effectively carry out their tasks after graduation?	160	72.4	61	27.6

On a four-point scale, the cadets were asked to describe the benefit they obtained from the English instructions they received before their admission to KFSC. Table 2 below shows that more than half of the cadets (54%) distributed their responses to the two categories of "little benefit" and "not beneficial at all." In contrast, 45.9% of the cadets described their English instructions as either "very beneficial" or "beneficial."

Table 2. Cadets' benefit from previous English instructions

Degree of benefit	N*	%
Very Beneficial	34	18.6
Beneficial	50	27.3
Little Benefit	77	42
No benefit at all	22	12

With regard to teaching English at KFSC, the analysis of the results showed that English is not taught to all cadets. As shown in Table 1 above, more than half of the cadets (61.3%) said that English is taught as one of the subjects in their diploma program, whereas 38.7% said it is not. To find out which group did not receive English instruction at KFSC, a t-test showed a significant difference between the science and humanities groups. The humanities group had a mean of 1.0763 (SD=.36635) and the science group had a mean of 1.8395 (SD=.26656) and the means differed significantly at the $p < 0.01$ level (note: $p = .000$) showing that the humanities was the group that received English instructions at KFSC. The majority of the cadets (88.4%) believed that the amount of English instructions they received at KFSC is inadequate. Therefore, 77.2% of the cadets required that English to be included as a major course in their diploma program, which reflects the cadets' view of English as an important skill that police cadets should master to perform their jobs effectively after graduation. The majority of the cadets (72.4%) believed that having good command of English would help them carry their tasks successfully after graduation.

As regards the question on self assessment of English language proficiency, Table 3 below shows the cadets' own assessment of their proficiency levels in the four major English skills (listening, speaking, reading and writing) and sub-skills (grammar, vocabulary and pronunciation).

Table 3. Frequencies and percentages of police cadets' self assessment of their English proficiency levels

skill/sub-skill	Very good		Good		Average		Weak		Very weak	
	N	%	N	%	N	%	N	%	N	%
1. Listening	33	14.8	64	28.7	57	25.6	56	25	13	5.8
2. Speaking	10	4.5	44	19.7	78	35	64	28.7	27	12
3. Reading	8	21.5	68	30.5	69	30.9	30	13.5	8	3.6
4. Writing	39	17.6	73	33	51	23	43	19.5	15	6.8
5. Grammar	18	8.2	35	15.9	70	31.8	74	33.6	23	10.5
6. Vocabulary	22	9.9	52	23.4	78	35	53	23.9	17	7.7
7. Pronunciation	28	12.6	65	29.3	73	32.9	44	19.8	12	5.4

The majority of the cadets' responses fall into the three categories of "good", "average" and "weak" which overall suggest that their level of proficiency ranges from good to weak. Regarding the four skills, it is evident that the cadets' reading ability is higher than their abilities in the other skills since more than 52% of them described it as either very good or good. Other cadets described it as "average" (30.9%). Interestingly, more than half of the cadets (50.6%) described their writing ability as very good or good. Speaking seems to be problematic since the majority of the cadets described it as either very weak or weak (40.8%) or average (34.9%). Listening also seems to be problematic to many of the cadets who almost distributed their responses equally to the categories "good" (28.7%), "average" (25.6%) and "very weak" (25%). With regard to the sub-skills, the cadets seem to have difficulty with the English grammar despite it is usually the most teachable sub-skill. A great number of the cadets (44%) described it as either weak or very weak. More than 31.8% of the cadets described their ability in grammar as average. The cadets seem to disagree on their vocabulary ability since they almost distributed their responses equally across the categories: "very good/good" (33.3%), "average" (35%) and "weak/very weak" (31.5%). Pronunciation seems to be less problematic to the cadets since 37.3% of the cadets described their ability as "very good/good" and 32.8% described it as "average." Only 25.2% described their pronunciation ability as "weak/very weak."

The correlation between and among the cadets' assessment of their English proficiency levels is significant at the 0.01 level (2-tailed), which indicates that the cadets' assessment of their language skills and sub-skills is reliable and statistically highly correlated.

To examine the effect of the cadets' university major (science vs. humanities) on their proficiency levels in the skills and sub-skills, a t-test showed a significant difference between the two groups. The cadets in science group had a

higher level of English proficiency in the four skills: Listening ($t=2.683$, $p<.01$), speaking ($t=4.350$, $p<.01$), reading ($t=4.946$, $p<.01$) and writing ($t=3.786$, $p<.01$). They also had a higher proficiency level in the sub-skills: Grammar ($t=2.855$, $p<.01$), vocabulary ($t=4.136$, $p<.01$) and pronunciation ($t=3.945$, $p<.01$).

7.2 KFSC police cadets' perceived needs for English language skills

Table 4 displays the percentages of the frequency of the need for English skills that the police cadets think are more important for their work after graduation. Those who think they do not need English at work after graduation constitute a small proportion of the cadets as can be seen in the low scores assigned to "not important." Most of the cadets' responses were assigned to three categories "most important," "very important," and "important", which indicate that the cadets are aware of the importance of English to their future assigned security sectors. More than half of the cadets ranked speaking skill as the most needed skill (56.7%) followed by listening skill (47.4%) and reading skill (27.9%). Writing skill received the lowest scores (20.6%).

Table 4. Frequencies and percentages of the police cadets' needs of English skills

Degree of importance	Listening		Speaking		Reading		Writing	
	N	%	N	%	N	%	N	%
Most important	99	47.4	118	56.7	58	27.9	43	20.6
Very Important	51	24.4	50	24	58	27.9	44	21
Important	38	18.2	29	13.5	63	30.3	67	32
Less important	12	5.7	7	3.4	20	9.6	43	20.6
Not important	9	4.3	5	2.4	9	4.3	12	5.7

The correlation coefficient between and among the cadets' assessment of their English needs is significant at the 0.01 level (2-tailed), which provides evidence to the interdependence and incorporation of the four English skills. This confirms the need for teaching the four skills all together.

To determine the effect of the cadets' university major (science vs. humanities) on the importance of each skill, a t-test showed a significant difference between the two groups. The science group significantly differed from the humanities group in listening ($t=4.047$, $p<.01$), speaking ($t=3.349$, $p<.01$), reading ($t=4.314$, $p<.01$), and writing ($t=2.961$, $p<.01$).

With regard to the domains of needs per skill, Table 5 below shows that the cadets need ESP more than those domains of English for general purposes. Again, the majority of the cadets assigned their responses to the categories "most important," "very important," and "important" which further emphasizes the importance of English to police work. Within the four skills, the cadets described their need to read (56%), speak (50.2%), listen (48.9%), and write (46.8) security words, terms and texts as the most important domains. Cadets showed a high level of awareness of their need for English as a means of communication with foreigners residing in Saudi Arabia. That is, the majority of the cadets (90.5%) stressed the importance of English to convey information to foreigners and answer their questions (88.7).

To examine the effect of the cadets' university major (science vs. humanities) on the domains of needs per skill, a t-test showed a significant difference between the two groups. The science group rated the following listening domains as the most needed skills: Understanding the various spoken English dialects ($t=2.169$, $p<.05$), job related lectures and symposiums in English ($t=2.810$, $p<.05$) and questions raised by foreign workers ($t=2.096$, $p<.05$).

Table 5. Percentages of the police cadets' responses to domains of needs per skill

A. Listening : I need listening to understand	Most Import.		Very Import.		Import.		Less Import.		Not Import.	
	N	%	N	%	N	%	N	%	N	%
1. Security words, terms and texts relevant to my job	108	48.9	61	27.6	41	18.6	7	3.2	4	1.8
2. General words, phrases and texts irrelevant to my job	32	14.7	58	26.7	65	30	44	20.3	18	8.3
3. The various spoken English dialects	57	25.9	57	25.9	67	30.5	31	14	8	3.6
4. Job related lectures and symposiums in English	62	28.2	69	30.9	63	28.6	19	8.6	8	3.6
5. Questions raised by foreign workers	88	40.2	66	30	44	20	14	6.4	6	2.7

B. Speaking: I need speaking to										
1. Use security words and terms	111	50.2	57	25.8	37	16.7	12	5.4	4	1.8
2. Use general words unrelated to security	36	16.4	59	26.8	65	29.5	41	18.6	19	8.6
3. Convey information to expatriates	44	9.7	68	30.9	37	16.8	13	5.9	5	2.3
4. Discussing security concepts and topics	98	44.7	68	31	32	14.6	13	5.9	8	3.7
C. Reading: I need reading to correctly read										
1. Security words, terms and texts	122	56	51	23.4	32	14.7	8	3.7	5	2.3
2. Materials related to security and my area of study	95	43	69	31.2	40	18	10	4.5	7	3.2
3. General words, texts and topics	52	3.5	54	24.4	66	29.9	32	14.5	17	7.7
D. Writing: I need writing to correctly write										
1. Security words and terms relevant to my job	103	46.8	54	24.5	39	17.7	15	6.8	9	4
2. An article or a report in a security journal	63	28.5	65	29.4	58	26.2	27	12.2	8	3.6
3. A description of an accident or event in my security Job	76	34.4	59	26.7	52	23.5	20	9	14	6.3
4. Words and texts in general topics	42	19	51	23.2	67	30.5	42	19	18	8.2

7.3 Cadets' expectations of the difficult aspects of English use

In order to identify the difficult aspects of English use which the cadets may face in their future security sectors after graduation from KFSF, the researcher asked them to expect the degree of difficulty of six situations as shown in Table 6 below. Overall, the majority of the cadets distributed their responses across the two categories of "strongly agree" and "agree," which may suggest that their English proficiency level is still unsatisfactory because these situations are very likely to be encountered by the cadets in the workplace. Communicating with speakers who speak different English dialects was found to be the most difficult of English use (82.4%) followed by understanding English conversations of natural speed (79%) and the use of ESP (76.8%). Understanding and responding to all what is being said in English almost received the same level of difficulty (65.7%) and (63%) respectively. Difficulty in using English because of cultural differences was found to be the least difficult aspect of English (52.3%).

Table 6. Frequencies and percentages of police cadets' expectations of the difficult aspects of English use

I expect to find difficulty in:	Strongly agree		Agree		Strongly disagree		Disagree		Do not know	
	N	%	N	%	N	%	N	%	N	%
1. understanding English conversations of natural speed	76	35	95	44	12	5.6	16	7.4	17	7.9
2. communicating in English with speakers who have different English dialects	74	34.3	104	48	5	2.3	19	8.8	14	6.5
3. understanding all what is said in English	53	24.5	83	38.4	25	11.6	34	19.9	12	5.6
4. responding to all what is said in English	50	23.7	83	39.3	27	12.8	37	17.5	14	6.6
5. using English because of cultural differences (e.g., social and religious difference)	44	20.4	69	31.9	30	13.9	53	24.5	20	9.3
6. using ESP (e.g. security terms, investigating crimes)	83	38.4	83	38.4	10	4.6	26	12	14	6.5

To statistically test the reliability and integration of these six situations, a correlation coefficient test was carried out. It showed a two-tailed significance at the 0.01 level between and among the cadets' expectations of the six situations. This simply means that the cadets' expectations of the difficult aspects of English use are reliable and statistically highly correlated and also means that the difficulties of these domains integrate perfectly well and their levels coincide.

A t-test showed no significant differences between the two groups (humanities vs. science) in terms of their expectations of the difficult aspects of English use, which may suggest that all cadets expected to have difficulty in using the six domains of English uses as illustrated in Table 6 above.

7.3 KFSC police cadets' motivations for learning English

As shown in Table 7 below, the cadets' distribution of their responses across the two categories "strongly agree" and "agrees" indicates that they are instrumentally motivated to learn English. The very low scores assigned to the two categories "strongly disagree" and "disagree" suggest that the cadets are in agreement about the instrumentality of their motivations.

By adding the cadets' scores together in these two categories, it becomes clear that the majority of the cadets (95.9%) believed that learning English would help them read texts on English websites. The majority of the cadets (93.3%) understand the importance of English to their academic studies after graduating from KFSC since they indicated that learning English would help them continue their graduate studies in an English-speaking country. The results also showed that cadets were aware of the importance of English as the language being used mostly in science and technology (95.9%) and work fields (91%). Cadets said that they learn English because it is an important course in the curriculum (78.6%) and using it in their higher academic studies (64.6%). However, when asked about whether learning English would help them in the promotion to a higher military rank, 40.2% of the police cadets did not know if English was one of the requirements of their promotion to a higher military rank. Similarly, some of the cadets (38.8%) did not know if English ability would help them pass their evaluations and examinations administered regularly by their future security sectors.

Table 7. Frequencies and percentages of Saudi police cadets' instrumental motivations for English learning

I am learning English because	Strongly agree		Agree		Strongly disagree		Disagree		Do not know	
	N	%	N	%	N	%	N	%	N	%
1. it helps me perform my job effectively	94	42.7	68	30.9	8	3.6	14	6.4	36	10.4
2. it is one of the most important subject in the curriculum	74	33.2	88	39.5	14	6.3	14	6.3	33	14.8
3. it is the language used in science and technology	142	64.5	69	31.4	2	.9	1	.5	6	2.7
4. it helps me in the promotion to a higher military tank	28	12.8	38	17.4	32	14.6	33	15	88	40.2
5. it is the language mostly used in work fields	123	55.2	80	55.9	3	1.3	6	2.7	11	4.9
6. I need it in my higher academic studies after graduation from KFSC	115	51.8	77	34.7	8	3.6	4	1.8	18	8
7. It helps me continue my graduate studies in an English-speaking country	157	71	49	22.2	2	.9	1	.5	12	5.4
8. It helps me pass training courses	58	26	87	34.2	10	4.5	8	3.6	59	26.6
9. It helps me pass the evaluations and examinations in my security job	35	15.8	67	30.2	15	6.8	20	9	85	38.8
10. it helps me increase my knowledge in my security work and in my academic study	76	34.2	83	37.4	9	4	14	6.3	40	18
11. it helps get a scholarship to continue my graduate studies or enroll in training course in an English-speaking country	142	63.7	53	23.8	5	2.2	4	6.3	19	8.5
12. it helps me read texts on English websites	152	68.2	62	27.8	1	.4	1	.4	7	3

For the integrative type of motivation, Table 8 below shows that the majority of the cadets assigned their scores to the two categories "strongly agree" and "agree" which suggest that they integratively motivated to learn English. Cadets are aware of the importance of English as the global language of communication. They indicated that English is the major language of communication among people of the world (95.5%) and acquiring it would enable them to meet and communicate with those who speak it (94%). From a social perspective, a large number of the cadets (87.3%) believed that an individual should acquire a foreign language in addition to his own first language. The cadets also believed that learning English would enable them to recognize the social traditions and the people who speak it (86.3%). Most cadets (85.6%) believed that learning English would help them acquire friends whose English is their language of communication. For more than 76.6% of the cadets, learning English would enable them to think and behave like those who speak it. Learning English to recognize the lifestyles of those who speak it (67.5%) and considering the individual

educated if he only has the capacity to communicate in English (58.3%) received the least percentages, but are still considered high since they represent more than half of the cadets.

Table 8. Frequencies and percentages of Saudi police cadets' integrative motivations for English learning

I am learning English because	Strongly agree		Agree		Strongly disagree		Disagree		Do not know	
	N	%	N	%	N	%	N	%	N	%
13. it enables me to think and behave like those who speak it.	104	47.5	60	27.4	20	9	14	8.7	16	7.3
14. I don't consider the individual educated unless he has the capacity to communicate in English.	52	23.5	77	34.8	27	12.7	33	14.9	32	14.5
15. it enables me to meet and communicate with those who speak it	136	61.3	73	22.3	1	.5	3	1.7	9	4
16. it enables me to recognize the people who speak it and their social traditions.	93	42.3	97	44	4	1.8	9	4	17	7.7
17. it is socially plausible for the individual to learn a foreign language in addition to his first language	106	47.7	88	39.6	4	1.8	6	2.7	18	8
18. it facilitates the process of acquiring friends among English-speaking countries.	88	39.5	103	46.2	6	2.7	9	4	17	7.6
19. it is the major language of communication among people of the world	141	63.2	72	32.3	3	1.3	2	.9	5	2.2
20. it enables me to recognize the lifestyles of those who speak it	59	26.6	91	41	14	6.3	18	8	40	18

A correlation coefficient test showed a significant statistical correlation at the 0.01 or 0.05 level between many of the instrumental and the integrative variables. Table 9 below summarizes the correlations between these variables. There were a few instrumental and integrative motivations that did not correlate with each other. Integrative motivation no. 13 and 14 didn't correlate with instrumental motivations no. 5, 6, 7 and 10. Instrumental motivation no. 13 didn't correlate with instrumental motivation no. 8. Integrative motivation no. 14 didn't correlate with instrumental motivations no. 3, 11 and 12. Instrumental motivation no. 4 didn't correlate with integrative motivations no. 15 and 16. Both integrative motivation no. 16 and instrumental motivation no. 6 didn't correlate.

Table 9. Correlation coefficient between cadets' instrumental and integrative motivations

Inst. Mo.	Integrative motivation											
	1	2	3	4	5	6	7	8	9	10	11	12
13	.308**	.218**	.166*	.199**	.099	-.005	.104	.072	.195**	.085	.208**	.203**
14	.214**	.249**	.096	.231**	.065	-.014	.106	.184**	.229**	.089	.074	.076
15	.317**	.203**	.257**	.037	.265**	.227**	.411**	.138*	.172*	.305**	.233**	.197**
16	.454**	.293**	.163*	.079	.330**	.125	.271**	.218**	.279**	.247**	.175**	.217**
17	.226**	.268**	.406**	.316**	.254**	.232**	.307**	.190**	.270**	.354**	.351**	.322**
18	.292**	.377**	.221**	.212**	.436**	.346**	.409**	.233**	.236**	.397**	.381**	.273**
19	.366**	.344**	.425**	.226**	.594**	.403**	.506**	.280**	.265**	.433**	.375**	.318**
20	.420**	.370**	.191**	.239**	.396**	.200**	.250**	.372**	.407**	.378**	.309**	.169*

**correlation is significant at the 0.01 level (2-tailed) * correlation is significant at the 0.05 level (2-tailed)

A t-test showed that cadets in the science group were significantly more instrumental than their counterparts in the humanities group on four of the instrumental motivation items listed in Table 7 above; 2: ($t=3.533, p<.01$), 5: ($t=3.020, p<.01$), 6: ($t=3.687, p<.01$), 10: ($t=3.124, p<.01$). With reference to the integrative motivation, cadets in the science group were significantly more integrative than their counterparts in the humanities group in two of the eight integrative motivations listed in Table 8 above: 18: ($t=2.513, p<.05$) and 20: ($t=2.365, p<.05$).

7.4 Attitudes of police cadets' toward English learning and its culture

Table 10 below shows the cadets' attitudes toward English learning. Overall, the cadets showed positive attitudes toward learning English since the majority of them assigned their scores to the categories "strongly agree" and "agree." More than 94% of the cadets believed that getting to know the people who speak English would simplify the process of communicating in English. The participants agreed that contacting people who speak English could benefit Saudi Arabia (86.5%) in many respects, including industry and technology (89.6%). The majority of the cadets (86.5%) believed that mingling with English speakers benefits Saudi Arabia and therefore Saudis should meet with them (86.3%). For the majority of the cadets (86%), knowing English speakers requires learning their language.

Table 10. Frequencies and percentages of Saudi police cadets' attitudes toward English learning

	Strongly agree		Agree		Strongly disagree		Disagree		Do not know	
	N	%	N	%	N	%	N	%	N	%
21. We must learn English if we want to know its speakers	84	37.8	107	46.2	7	3.2	5	2.3	19	8.6
22. Mingling with English speakers benefits Saudi Arabia	103	46.2	90	40.4	3	1.3	3	1.3	24	10.8
23. The experience of English speakers contributed to the development of Saudi Arabia	86	38.9	77	34.8	6	2.7	10	4.5	42	19
24. Saudi Arabia benefits from those who speak English in developing the industry and technology of the country	112	50.5	87	39.2	3	1.4	3	1.4	17	7.7
25. Saudis should spare no effort to meet those people who speak English as their first language	75	33.8	82	36.9	8	3.6	10	4.5	47	21.2
26. Getting to know the people who speak English would simplify the process of communicating in English	121	54.5	89	40	1	.5	1	.5	10	4.5

Table 11 below displays the cadets' attitudes toward learning about the culture of the English language. Most cadets (70.5%) said that English textbooks must only contain the important cultural aspects which contribute to the development of their English skills. In contrast, almost half of the cadets (48.8%) agreed that English textbooks must contain the cultural aspects of English.

Table 11. Frequencies and percentages of Saudi police cadets' attitudes toward English language culture

	Strongly agree		Agree		Strongly disagree		Disagree		Do not know	
	N	%	N	%	N	%	N	%	N	%
27. English textbooks must contain the cultural aspects of English (e.g. American culture)	37	16.7	72	32.4	32	14	30	13.5	51	23
28. Learning a foreign culture forms a clear threat to our cultural values	39	17.5	36	16	61	27.4	38	14	49	22
29. English textbooks must only contain the important cultural aspects which contribute to the learning of English skills	64	29	92	41	13	5.9	15	6.8	37	16.7
30. Learning a foreign culture forms a threat to the continuity of family life in Saudi Arabia	28	12.6	31	14	56	25.2	51	23	56	25.2
31. I'm satisfied with my cultural values and I see no need to learn any foreign culture	33	14.9	24	10.9	89	40.3	53	24	22	10
32. It is an offense to Saudis to learn a foreign culture that is contradictory to our cultural values.	20	9	28	12.6	100	44.8	59	26.5	16	7.7

The cadets disagreed with the statements that depicted the culture of the English language as a threat to their own cultural values. More than 71.3% of the cadets believed that learning a foreign culture that is contradictory to their cultural values is not an offense. On the contrary, 63.6% of the cadets disagreed with the statement "it is unnecessary to learn any foreign culture." According to the scores recorded in Table 11, the cadets showed no agreement on whether learning of a foreign culture forms a threat to their cultural values or the continuity of family life in Saudi Arabia. However, almost half of the cadets believed that learning about a foreign culture would not form a threat to their cultural values (44.3%) or the continuity of family life in Saudi Arabia (47.9%).

To find out whether the cadets' attitudes toward English learning correlate significantly with their attitudes toward the English culture, a correlation coefficient test was administered. As shown in Table 12 below, negative attitudes toward the English culture did not positively correlate with the attitude variables that constitute the cadets' attitudes toward English learning. Actually, attitude no. 31 (I'm satisfied with my cultural values and I see no need to learn any foreign culture) negatively correlated with attitudes no. 23 (The experience of English speakers contributed to the development of Saudi Arabia), no. 24 (Saudi Arabia benefits from those who speak English in developing the industry and technology of the country) and no. 25 (Saudis should spare no effort to meet those people who speak English as their

first language). Attitude no. 32 correlated negatively with attitude no. 23. Cadets who scored higher on the attitudes no. 23, 24 and 25 tended to score lower on attitudes no. 31 and 32, which verify their positive attitudes toward both learning English and its culture.

Table 12. Correlation coefficient between cadets' attitudes toward English learning and culture

Attitudes toward culture	Attitudes toward English learning					
	21	22	23	24	25	26
27	.261**	.267**	.233**	.256**	.255**	.245**
28	-.028	-.071	.007	-.073	.010	.085
29	.119	.190**	.282**	.169**	.005	.185**
30	.006	-.036	-.088	-.118	.024	.001
31	-.098	-.123	-.232**	-.205**	-.139*	-.053
32	-.095	-.058	-.145*	-.104	-.087	-.027

**correlation is significant at the 0.01 level (2-tailed) * correlation is significant at the 0.05 level (2-tailed)

To test the effect of the cadets' university major on their attitudes toward English learning and its culture, a t-test showed no significant differences between the two groups (science vs. humanities).

7.5 Correlation between the cadets' perceived needs and their instrumental motivations

To test the common assumption that ESP learners study English for utilitarian purposes and therefore they are instrumentally motivated to learn it, a correlation coefficient test was carried out between the instrumental motivations (1-12) as shown in Table 7 above and the cadets' perceived English language needs as listed in Table 4 and 5 above. There were significant correlations between the cadets' perceived needs and their instrumental motivations at the 0.01 and 0.05 level. However, very few motivational variables and needs didn't correlate with each other. For the four language skills (listening, speaking, reading and writing), listening didn't correlate with one instrumental motivation (item no. 11). Speaking didn't correlate with four instrumental motivations (items no. 2, 3, 4, 12). Reading skill didn't correlate with two instrumental motivations (items no. 2 and 12). Writing skill didn't correlate with three instrumental motivations (items 3, 11 and 12). Regarding the domains of needs per skill, there were no correlation between instrumental motivation no. 3 and one listening domain: understanding English dialects. It also didn't correlate with three writing domains: security related words and terms, description of an accident or an event related to security and general words and texts. Instrumental motivation no. 4 didn't correlate with three listening domains: security related words and terms, English dialects spoken by foreign workers in Saudi Arabia and questions and inquires raised by foreign workers. Finally, instrumental motivation no. 6 didn't correlate with one listening domain: understanding general words and texts unrelated to security work.

8. Discussion

The present study addressed for the first time the Saudi police cadets' English language needs, motivations and attitudes. The analysis of the results has provided important answers to the research questions of this study. To begin with, the cadets were found to be aware of the importance of English to police work. But, this importance seems to be undermined by their institution as explained by the cadets' view of English teaching at KFSC. English is only taught to the humanities group in the two-year security diploma for two hours in the fourth semester. It is not taught to the science group in the one-year diploma program because of the unattested assumption that they had English instructions at the university level, and therefore no need to give them English instructions. The results of this study proved the opposite since the majority of the cadets in the science group required the inclusion of English as a major course in their diploma program. Both the humanities and science groups need to study ESP through which they can use security terms and handle certain situations where English use in police work is required. The cadets had studied EGP to some extent at the university level. In ESP, learners are adults who have studied EGP for some years and need an ESP course to meet the requirements of their future jobs (Jendrych & Wisniewska, 2011). Another important finding is the insufficient amount of time assigned to the teaching of English at KFSC. The majority of the cadets expressed their disappointment with teaching English for just two hours per week in their last semester at the college. The college's administration seems to be unaware of the fact that cadets need English to communicate with the thousands of foreigners who reside in the country and who form part of its security system.

In regards to the cadets' perceived English language needs, the analysis of the results has clearly shown that Saudi police cadets are aware of the language skills they need most to efficiently perform their future security jobs. The cadets' selection of speaking and listening as the most important skills to their jobs is consistent with previous findings in police context. The few conducted police studies so far have found that police officers on the job (e.g., Abo Mosallem 1984; Akyle & Yalcin, 1991; Alhuqbani, 2008; Khamkaew, 2009) and police cadets (e.g., Qaddomi, 2013) selected speaking and listening as the most important skills they need to learn. ESP as a teaching trend focuses on the communicative aspects of the language (Mackay & Mountford, 1978; Munby, 1978). The cadets rated reading skill as third in importance supporting previous police studies (Alhuqbani, 2008; Qaddomi, 2013). The findings that writing skill was the least skill that the cadets needed verify Alhuqbani's (2008) finding that police officers on the job rated it as the least skill needed in their jobs. This further points to the cadets' ability to predict which skills they would need most in police work.

Another important finding is the cadets' awareness of the importance of teaching ESP. This can be seen in the cadets' selection of the language domains related to police work under each skill. For example, within each skill the cadets selected the domain of security words, terms and texts as the most important to learn and use. Such results are consistent with the findings of previous police studies (e.g., Abo Mosallem 1984; Alhuqbani, 2008; Qaddomi, 2013) which reported that police officers or cadets needed ESP. Since ESP as a learner centered approach to teaching English (Hutchinson & Waters, 1987), which is mainly based on learners' needs and purposes for studying English, ESP courses need to be designed to develop their skills in order to help them communicate in English language and the materials that are included are basically chosen based on the learners' area of professional expertise; as the case in police work.

Part of the meanings of needs is what Hutchinson and Waters (1987) called "lacks" or what Mehdi (2008, p. 11) described as "deficiency analysis." That is what learners need to learn in order to perform certain tasks in the target situations. The cadets were given six situations which are likely to be encountered in police work. They were asked to expect the difficulty level of English use in these situations. Regardless of their previous English instructions, almost all the cadets expected to face difficulty in using English in these situations. This finding further shows that the cadets' English proficiency level is weak and requires amendment. This pattern of results is in line with previous police studies. For example, Qaddomi (2013) revealed that his Palestinian police cadets found difficulty in following English conversations of natural speed and in communicating in English with foreigners who speak different dialects. Alhuqbani's (2008) findings could also be used to verify the Saudi police cadets' expectations of the difficult aspects of English use. Alhuqbani reported that Saudi police officers on the job found difficulty in using English in the same situations given to the cadets of this study. This finding emphasizes the need to prepare the cadets to function linguistically in these situations before they graduate from KFSC and join their assigned security sectors.

As far as the types of motivations are concerned, the results showed that both instrumental and integrative motivations were important sources of the cadets' motivation toward learning English, supporting previous ESP studies (e.g., Alhuqbani, 2009; Al-Tamimi & Shuib, 2009). The significant correlation between almost all the instrumental and integrative variables provides evidence to the interdependence and integration of the two types of motivations. This in turn substantiates the importance of both types in the learning of English and that they are not separate entity, but complete each other (Alhuqbani, 2009). Despite they are not yet on the job, the cadets seem to be conscious of the instrumentality of their English learning in relation to their police work. This could be seen in the lower scores assigned to instrumental motivation no. 4 (it helps in the promotion to a higher military rank) and no. 9 (it helps me in the evaluation and examinations in my security job), which are not requirements in promotion and evaluations. This finding is consistent with Alhuqbani's (2009) finding that Saudi police officers on the job scored less on these two instrumental motivations because they did not see them as requirements. The findings also revealed that, possibly as a result of their high motivations, Saudi police cadets had positive attitudes toward both English learning and its culture. The cadets scored higher on the statements describing their positive attitudes and tended to score lower on statements describing negative attitudes which validate their positive attitudes toward both learning English and its culture.

9. Conclusion and pedagogical implications

To sum up, this study investigated the English language needs, motivations and attitudes of Saudi police cadets. The findings showed that the cadets needed to study English for security purposes and rated speaking and listening as the most important skills to their security jobs. Unfortunately, as the results showed, only the cadets in the two-year security diploma received inadequate English instructions at KFSC, which means that more than half of the cadets graduate from the college with no training on how to use English for security purposes. The findings also showed that the cadets were both instrumentally and integratively motivated to learn English and that the instrumentality of their motivations is significantly correlated with their perceived English language needs, suggesting that meeting these needs would strengthen the cadets' motivation to learn English.

The findings of this study have important pedagogical implications to the teaching of English to Saudi police cadets at KFSC. The implications are as follows:

1. ESP should be introduced to all cadets irrespective of their previous English instructions. None of the two groups, the science and humanities, had instructions on English for security purposes before their admission to KFSC.
2. The number of hours should be increased to help the cadets learn and practice ESP. English instructions should begin from the first semester the cadets join the college, so that they can adequately learn and practice English for security purposes.
3. The study showed that the cadets need ESP to meet the requirements of their future security sectors. Therefore, the course content should be based on the cadets' perceived English needs and the activities should be developed to help the cadets practice English for security purposes.
4. The study revealed a strong and significant correlation between the cadets' perceived English needs and their motivations for learning English and their attitudes toward it. To maintain the cadets' motivations, their English needs should be clearly stressed in the course. Moreover, since the cadets showed positive attitudes toward the culture of the English language, the language course should include the important cultural aspects that may help the cadets learn ESP.

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