ESP Curriculum Development through Analyzing the Needs of Border Guarding Police Cadets in Amin Police University: Target Situation Analysis

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Abstract

The present paper provides a detailed description of target situation analysis of the ESP needs of border guarding police cadets. It was conducted as a part of a comprehensive ESP needs analysis research whose results have been used to develop an ESP curriculum for police cadets at Iran's Amin Police University. The importance of English language in border guarding missions and lack of a proper ESP curriculum in the faculty were among the reasons of ESP curriculum development for police officers. The researchers utilized a qual/quan design (exploratory sequential - qualitative first). The study was conducted in 2018-2019. The participants were chosen from among 249 participants of current BA cadets, ESP teachers, and graduate frontline officers, managers, and commanders. The data were gathered utilizing semi-structured interviews and a researcher-made questionnaire. Through target situation analysis, the researchers determined the target needs in border guarding, the needs related to language skills in academic/target career, extra needs, the type of curriculum and materials they might need, the possible situations of applying English in the academic/target career, and specific border police content and subjects. The results are to be used in designing and developing an ESP curriculum, syllabus, and materials for police cadets who study ESP in the Faculty of Border Guarding at Amin Police University.

Keywords: Curriculum development, ESP, Needs analysis, Police cadets, Target situation analysis

INTRODUCTION

The present study, as a part of ESP needs analysis research of border guarding police cadets,

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aimed at conducting target situation analysis (TSA) to develop an ESP curriculum for police cadets at Amin Police University (APU), Faculty of Border Guarding. The needs analysis research was conducted for border guarding police offic-

ers, professionals and cadets in training who needed to learn English for their specific purposes. It consisted of five stages, i.e. target situation analysis, specialist discourse analysis, present situation analysis, learner factor analysis, teaching context analysis. However, the target situation analysis is just reported in the present article.

Due to the importance of English language in border guarding missions and lack of a proper ESP curriculum in the faculty, developing a curriculum which be based on the specific context, subjects, needs and characteristics of the border police cadets and real exigencies of the profession via utilizing a meticulous NA procedure, seemed to be vital and indispensable. In fact, ESP plays a crucial role in police mission, especially in border policing and enforcement. Vast and common range of duties of border guards around the globe and evolution of international border policing cooperation for promoting peace in the light of tolerance and understanding of neighbors and other distant yet involved countries in matters of mutual interest, have been accompanied by the growing realization of the fact that in order to carry out border guarding missions, it is essential that those involved in border policing can communicate effectively, in one common language (Block, 2008; Yakhlef, Basic & Akerstrom, 2015).

In summary, the study sought answer to the following questions:

1. *What are the target situation needs of border guarding cadets in ESP?*
2. *What are the similarities and differences between target situation needs of the study participants?*

Regarding the research question, the target situation needs of the police cadets were determined using multiple sources and methods in the data gathering stage and the researcher used triangulation for validating results. The results were used in designing and developing an ESP curriculum and materials for Faculty of Border Guarding of APU. However, the one phase in NA for curriculum development, analyzing the target needs of the cadets, is described in this paper.

Theoretical Framework

Target situation analysis (TSA), which is one step in needs analysis process in ESP, involves recognizing the target situation and piloting an exhaustive analysis of the activities, tasks, linguistic features and knowledge requirements of that situation (West, 1994; Hyland, 2006, Basturkmen, 2010). TSA is chiefly concerned with the real communication and it mainly deals with target situation needs, rather than learning needs. Basturkmen (2010) believes that in TSA we usually attempt to identify tasks, activities and skills learners are/will be using English for; to identify what the learners should ideally know and be able to do; and to determine the needed skills including reading, listening, speaking, writing and vocabulary. It should be noted that there are various methods and techniques for NA and TSA, some requiring more expertise or time than others and some being more suitable than others for different contexts or for use with different classes of informants; such as interviews, questionnaire surveys, expert and non-expert intuitions, participant and non-participant observation, ethnographic methods, journals and logs, and tests.

In the field of ESP NA/TSA in police context, few researches have been done. Many English experts have tried to develop ESP curriculum for police officers, but most of them suffered from methodological deficiencies, such as: lack of proper needs analysis procedure, improper materials and tasks, unclear understanding of specialty discourse of police fields, lack of validity and reliability in evaluating their courses and materials. However, researches have done in some similar areas such English for Legal Purposes (ELP) or Legal English which may contributed substantially to the development of both the understanding and practice of police-geared ESP.

In one research (Mosallem, 1984), the researcher surveyed 150 officers in ten departments of the national police force in Egypt in order to assess their needs when using English on the job. The survey showed that, to some extent, the need

for English is determined by the specialized department in which an officer works. The author first describes the particular needs of officers in several departments and then offers suggestions for a possible syllabus for a common core course.

Another important research in police-geared ESP is conducted by Basturkmen(2010). She has reported the development of the English for Police course in a full chapter and explained that course developers followed a three-level process (figure 1) to organize an English curriculum for police officers:

- Level 1: Needs analysis (involving present situation analysis, target situation analysis, teaching context analysis, learners factor analysis)
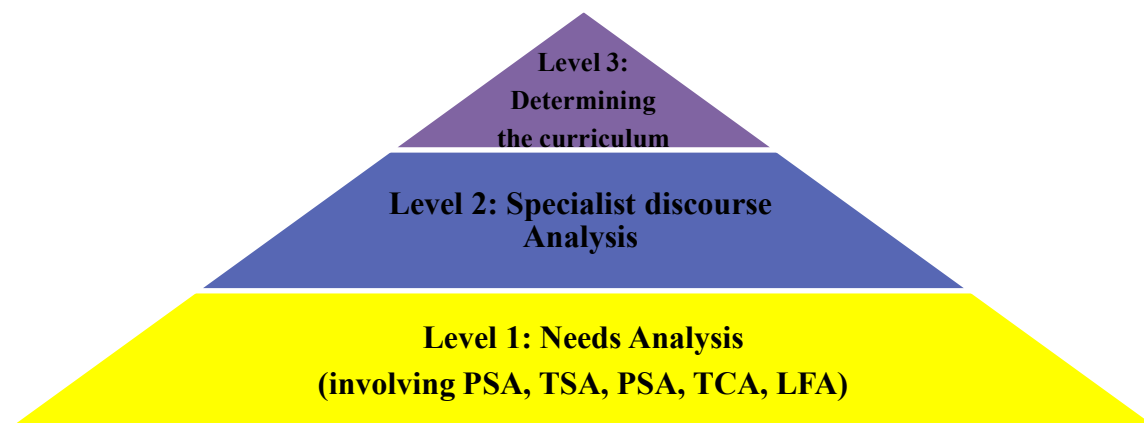- Level 2: Specialist discourse analysis
- Level 3: Determining the curriculum

Figure 1.Basturkmen`s Suggested Model of Curriculum Development

In summary, the present study, utilizing the model introduced by Basturkmen (2010) described how one important step in curriculum development NA, i.e. TSA, was conducted in the specific context of police training. Based in this model, the researchers have tried to analyze the target situation needs; to identify tasks, activities and skills learners will be using English for; to identify what the learners should ideally know and be able to do; and to determine the needed skills including reading, listening, speaking, writing and vocabulary in the context of Faculty of Border Guarding in Amin Police University.

METHODS

Participants and Instrumentation

The study was conducted in APU, Faculty of Border Guarding based in Tehran in academic year of 2018-2019. Samples of the study (N=249) were chosen from among the current BA cadets, ESP teachers, and graduate officers, managers, and commanders who were working as frontline police personnel in different parts of IR Iran Border Guarding Department. Table 1 indicates the number of samples and sampling strategies based on target groups and research phases.

Table 1.
Samples of the study based on groups and research phase

NA Phase	Number of Participants				Sampling
	Current BA cadets	ESP teachers	Graduate police officers & managers	Total	
Qualitative (interview)	26	5	17	48	Purposive
Quantitative (questionnaire)	150	11	40	201	Random
				N=	

Multiple sources and instruments were utilized in TSA, including, semi-structured interviews with members of different categories of stakeholders; a researcher-made questionnaire survey for broad coverage of numbers of each mentioned category; and SPSS, smart PLS and Excel software to analyze and report the quantitative data.

The preliminary draft of interview questions was designed based on the ideas of Long (2005), Basturkemen (2010), Flowerdew (2013), and Hyland (2014). Then it was reviewed and piloted with one representative from each group and consequently ambiguous items were revised for final version. Consequently, themes and codes extracted from interviews, were used for designing and developing the questionnaire. In designing the questionnaire, the researcher also utilized published NA questionnaires (e.g. Hutchinson and Waters, 1987; Dudley-Evans and St John, 1998; Brown, 2001, 2016; Richards, 2001; Basturkmen, 2010). Final version was prepared after piloting it with a total number of 57 questions via a 5-Likert scale for each item.

To ensure reliability, validity, and trustworthiness of the instruments and consequently the results of the study, the researcher conducted the following steps:

1. Engaging persistently with the research context (the researcher had worked for more than 17 years in APU where the study was conducted).
2. Establishing rapport with the participants to collect accurate in-depth data and being careful about certain codes of ethics to avoid any damage to the participants of the study specially in conducting the interviews.
3. Meeting the face validity by referring the instruments to some experts in the field (Dornyei, 2007) who were two PhD holders in ELT.
4. Piloting the questionnaires and interviews on samples (Dornyei, 2007).
5. Calculating the Cronbach's alpha value (α= 0.891) which indicated a good relationship between the items of the questionnaire (table 2).

Table 2.
Reliability results for the questionnaire

Version	Sample	No. of Items	Reliability (Cronbach's alpha)
1	Students, personnel and teachers	57	.891

6. The questionnaire constructive validity was checked through confirmatory factor analysis via using *Smart PLS* statistical software. The results of confirmatory factor analysis of the questionnaire components are summarized in the table 3 and figure 2. The indices of each latent variable have the largest factor loadings with the factor indicating that the final index was appropriate. It should be noted that indices having a factor loadings of less than 0.3 with their latent variables removed and factor analysis was run again.

Table 3.
Confirmatory factor analysis results for validation of questionnaire components

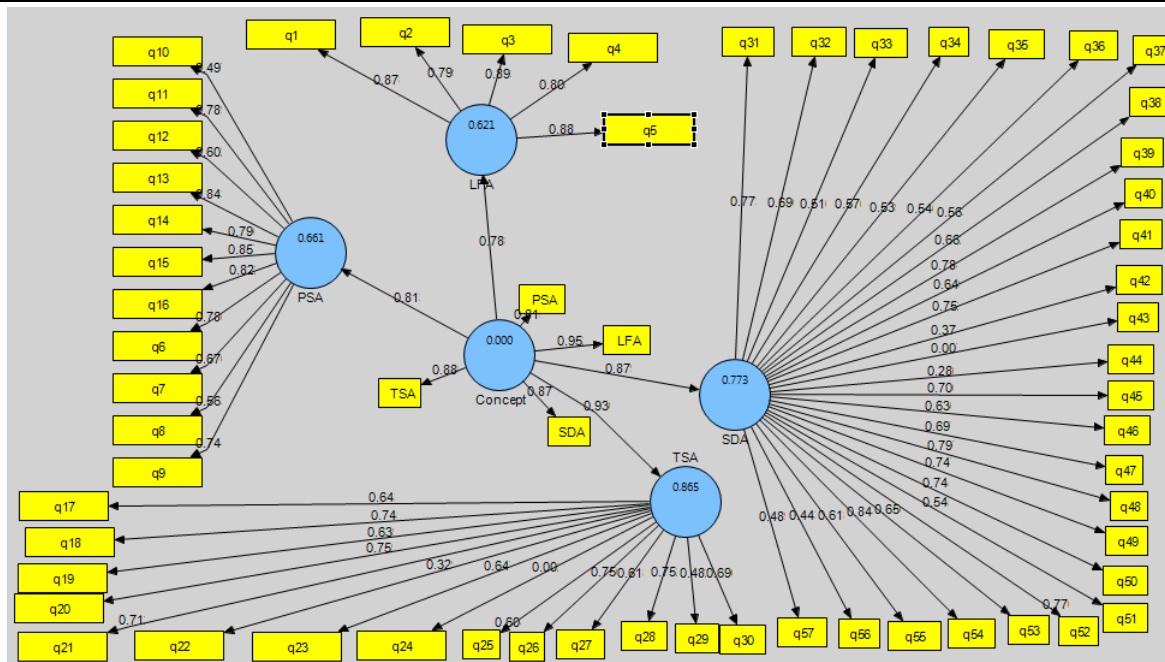| T-value	Factor load	Questionnaire components
4.79	0.78	LFA
5.99	0.81	PSA
3.81	0.93	TSA
5.78	0.87	SDA

Figure 2.*Confirmatory factor analysis results for validation of questionnaire indices in standard mode using Smart PLS software*

7. Conducting two types of triangulation in the study, i.e. *stakeholder triangulation* – to include multiple stakeholders as sources of information (ESP cadets, teachers, and police graduates and mangers); and *method triangulation* – to analyze multiple data gathering procedures in interviews, and questionnaires (Brown, 2016).

DESIGN

The present research utilized a QUAL/quan design (exploratory sequential-qualitative first) which contains both qualitative and quantitative components. The purpose of this design is to extract qualitative themes from a few specific samples by interview and then to clarify the data in a large sample of the population in quantitative phase (Cresswell, 2014). To avoid duplication of responses, samples are drawn both from the same population but individuals for both samples are not the same.

Research Procedure

The researcher followed the Basturkmen (2010) steps described in the *theoretical framework* for

NA and TSA of police cadets in following phases:

Qualitative Phase: Interview, which is the most frequent method for qualitative data collection (Long, 2005; Kim, 2006), was used in this phase. The qualitative research approach taken in the present study sought to investigate and understand the target situation needs of police cadets. To examine these issues, the main qualitative data collection method used was a series of interviews with cadets, ESP teachers, and border guarding personnel and managers. This qualitative research method was used in order to come closer to the participants and to elicit their feelings, justifications, perceptions and interpretations regarding the research problem.

Quantitative Phase: The researcher investigated and compared the needs of three groups by using questionnaire. The aim of quantitative phase was to make generalizations, to find evidence from the different samples and to investigate if the gathered data in qualitative phase would be confirmed in large scale or not. It

means that generalizability is a vital factor which is one of the necessary purposes of the quantitative research. Unlike qualitative phase, which focus on the 'meaning in the particular', quantitative phase follow a 'meaning in the general' approach (Dornyei, 2007, p. 27).

DATA ANALYSIS

Interview data were analyzed using descriptive qualitative content analysis techniques (Creswell, 2012). The short passages uttered by interviewees were carefully read to extract key codes and themes. The classification of the data into different codes and themes was guided by theoretical framework of the study and the research question.

Questionnaire data were analyzed using SPSS software. Kolmogorov-Smirnov normality test showed that data collected was non-parametric. Therefore, the following tests were used for questionnaire data analysis: *Binomial test* to compares the sample proportion to the presumed value; *Fried man test* to find the differences between groups and to rank them accordingly; and *Kruskal-Wallis* and *Multiple Mann-Whitney post-hoc test* to compare three independent groups.

RESULTS

The results obtained from participants' responses to interview are presented first for each case and the findings of the questionnaire were presented subsequently.

Qualitative Phase: Interview

To answer research question one (i.e., *what are the target situation needs of border guarding cadets in ESP?*) the researcher asked six questions during interviews. Following the coding procedure described by Creswell (2012, 2014), the researcher used some combination of emerging and predetermined codes. Extracted codes from responses were organized under six main themes:

- Theme1: Target needs in border guarding
- Theme 2:Needs related to language

skills in academic/target career
- Theme 3:Extra needs
- Theme 4:Type of curriculum and materials they might need
- Theme 5:Possible situations of applying English in academic/target career
- Theme 6:Specific border police content and subjects

Thecodes extracted from the responses of cadets, ESP teachers and personnel and managers are reported and discussed based on these themes.

Cadets' Responses

In response to Q9 which investigated cadets' target needs for the improvement of the ESP course, most cadets stated that they needed new and interesting textbooks and educational materials. One cadets said, *"What we need is a good course book, so that we can understand the whole procedure and of course a good teacher who can understand what is the exact equivalent of border guarding terms"*.

In Q10, cadets were asked about the importance of the four main skills. One of the cadets explained, *"I think reading is very important because I need to read a lot to get the required score."* When questioned further about the other skills, the same student answered:

> Listening is important a bit, because I need to understand what teachers are saying in lectures… writing, it is important, because of examinations, since we are ask me to rewrite a paragraph in our words and language… I love to speak English I think it is not important in Police University.

In summary, results of interview data showed that most cadets rated the importance of language skills as follows: reading, writing, listening, speaking. Some cadets also noted that they needed to know more technical vocabularies and to gain some translation skills.

In response to Q11, cadets mentioned that to make the ESP course more effective and relevant

to their needs on the academic study (extra needs), they needed the following codes to happen:

- Having new books
- Following a complied action for ESP and General English
- Having skillful teachers
- Preventing personal opinion in teaching ESP
- Harmonizing books with border police missions
- Improving language skills for more use of internet resources

Cadets also were asked about the type of curriculum and materials they need (Q 12). In this respect, one student said: *"If we wanted to develop a new program and new books, they should be based on the specialized subjects of this field, I mean based on the missions of border guarding".* That was mentioned by most of the cadets.

In response to Q13, cadets talked about some possible situations of applying English in the academic environment. The main codes of their responses are as follows: *watching border guard training movies, reading and comprehending essays, using of training equipment like GPS, using internet and maps- or satellite-based software, participating in course exams, and discussing some issues with their ESP teacher.*

In Q14, all the cadets did not have a clear idea of specific police content and subjects. As an example, one student said:

> "As far as I know, some issues that we study in the faculty should be the most important one… subjects like, map reading, Iran geography, border enforcement, Iran borders and geography, and border crimes like human smuggling. Honestly, what we are doing here is limited to marching exercises and physical training and we do not have enough time to think about specific subjects. If I find any extra time, I prefer sleeping in the dormitory."

It can be discussed that cadets had limited views about situations of applying English and specific police content and subjects, since they had not been in border areas and their knowledge on *border guarding in action* is constrained by the faculty tasks.

ESP Teachers' Responses

In response to Q9 and Q11 to understand target needs for the improvement of the ESP course, ESP teachers stated that designing suitable curriculum, syllabus and materials, allocating enough time, having fresh cadets, working on general English of cadets, having good language laboratories, sending teachers to foreign conferences are among the necessary elements. One teacher said:

> "There isn't a course book on ESP border guarding. I find some articles on the web and just print it and give it to cadets a textbook. Besides, the course is too short and in lack of time, I have to teach everything quickly. The general English of cadets are weak; I recommend that in the first year of Police University, cadets just study English, nothing else."

ESP teachers were asked to assess the level of importance of the four skills for their cadets' target careers (Q10). Majority of teachers considered all four skills as very important.

In response to Q12 about the proper approach in curriculum and material development, teachers had similar ideas. All teachers believed that a content-based approach is the most proper one to our context. In this respect, one of the teachers said:

> "The target curriculum, if needed, should be designed based on the specialized subjects of this field. Compiling a new book based on the missions of border guarding with varied vocabulary, drills and exercises is the next step. Therefore, a content-based approach serve the best for this purpose.

Content-based approach is good for academic subject matter. It provides a cognitive and motivational basis of language learning. It gives the academic or language instructors a guideline for designing the contents and activities."

Considering Qs 13-14 all five participant did not have a clear ideal about the specialty issues. All the ESP teacher were studied English Teaching and they were not a part of military staff of border guarding. In this respect, teacher were not helpful in determining the possible situations and specific content of border guarding.

Employees' and Managers` Responses

In response to Q9 and Q11 to understand target needs for improvement in ESP course, border guarding officers and managers provided the researchers with various codes which are summarized as follows:

- Needs analysis should be conducted mainly based on the views of border personnel and managers to understand their needs.
- Teachers' knowledge on border guarding should be updated through holding workshops.
- Teaching materials should be based on border police missions
- Translation ability of cadets should be developed.

- In-services courses are necessary.
- Developing materials based on the missions of border guarding
- What are taught should be pertinent to the needs of police especially in border guarding.
- Holding short term and long term language courses for border offices are necessary.

About the importance of the four skills target careers (Q10), border officers mainly believed that reading was the most important skill for them. In response to Q12 about the needed curriculum and material, officers and managers had the same views with teachers and cadets.

Possible situations of applying English and specific police content and subjects were investigated via asking Qs 13-14 respectively. The responses are summarized in the table 4. In this respects, one of the officers said:

"Iran shares its northern borders with several post-Soviet states: Armenia, Azerbaijan, and Turkmenistan. ... Iran's western borders are with Turkey in the north and Iraq in the south, terminating at the Arvand Rud. So we need to know English and other languages. Cadets should know a couples of issues such as border security control & management, border guarding technology, international law and so on".

Table 4.

Extracted codes and themes in employees' and managers' responses on specialist discourse of border guarding

Theme	Possible situations of applying English		Specific police content and subjects
	Situation	*Needed skills*	Border operation and security on land
Code	Land Border Guarding missions	Reading maps, reading equipment manuals, reading GPS data	
	Marine Border Guarding missions	Talking with foreigners, reading travel documents, listening to and speaking with radio communication	Border operation and security on sea
	Air Border Guarding missions	Reading equipment manuals, listening to & talking with radio communication	Border operation and security
	Fighting against drug, goods, human smugglers,	Reading GPS, talking with criminals, writing reports, checking documents	Narcotic drugs
	Fighting against any foreign trespassing in land or sea	Listening to radio communication	Border operation and security
	Border terminals, Border markets	Talking with passengers, checking passports and other documents	Border security control & management
	Border meetings with foreign border guards	Listening to foreign officers and talking with them, reading reports and border contracts, negotiating	Border security control & management
	Arresting, inspecting criminals in borders	Talking with foreign citizens for checking their documents	Border operation and security; immigration issues
	Participating in foreign conferences	Writing papers, listening and speaking	Border international cooperation
	Protecting the rights of border area citizens (land or sea)	Reading signs, manuals, & directories, listening and speaking with foreign citizens	International law of border & human rights
	Protecting the territorial integrity	Reading border contracts, translating them, reading border signs , reading geography text	International law of border; Iran geopolitics
	Observing the border treaties and laws	Reading border treaties, reading related laws, using GIS & GPS	International law of border; Iran history of borders
	Settlement of Disputes in border areas	Ability to negotiate	Cross-border collaboration

It can be discussed that in contrast to cadets and teachers, employees and managers of border guarding department shared a good range of issues and subjects of the field. Therefore, in order to determine the specialist content and situations of border guarding, the researcher mainly focused on the viewpoints of employees and managers of border guarding who were doing the job in action.

Comparison of Three Groups' Responses

To ask research question 2 (i.e., *what are the similarities and differences between target situation needs of the study participants?*), similarities and differences between students', ESP teachers' and employees and managers' views on target situation analysis are reported in table 5 as the following codes:

Table 5.

Similarities and differences between three groups' responses on target situation analysis

Target Situation Analysis			
	Students' Responses	Teacher' Responses	Personnel's and Managers` Responses
Target needs	➢ new curriculum, materials and books and teachers	➢ allocation of time; ➢ having fresh students; ➢ working on General English	➢ needs analysis from border personnel and managers to understand their needs ➢ to develop teachers knowledge of border guarding through holding workshops ➢ congruent teaching materials with border police missions ➢ improving the translation abilities of students
Needs related to four skills in target career	1. Reading 2. Speaking 3. Listening 4. writing	All skills are important. But reading is very important.	1. Reading 2. Writing 3. Listening 4. Speaking
Needs related to vocabulary and translation	➢ very important ➢ translation ability is needed	➢ very important ➢ translation ability is needed ➢ they know limited vocabularies	➢ very important ➢ translation ability is needed ➢ they know limited vocabularies
Extra needs	➢ developing books ➢ having a complied program for ESP and General English ➢ having skillful teachers ➢ preventing personal opinion in teaching ESP ➢ harmonizing books with border police missions ➢ improving language skills for more use of internet resources ➢ more group works	➢ allocation of time; ➢ having fresh students; ➢ working on General English ➢ founding a language training center in Police University ➢ having good language laboratories ➢ sending teachers to foreign conferences	➢ in-services courses ➢ develop teachers' knowledge of border guarding through holding workshops ➢ developing materials based on the missions of border guarding ➢ improving speaking and reading abilities of officers ➢ conducting in-services courses for officers ➢ what are taught should be pertinent to the needs of NAJA especially in border guarding ➢ holding short term and long term language courses

| Curriculum and Materials | ➢ be designed based on the specialized subjects of this field
➢ compiling new books based on the missions of border guarding | ➢ be designed based on the specialized subjects of this field
➢ compiling new books based on the missions of border guarding
➢ writing books with varied vocabulary, drills and exercises
➢ a content based approach is better | ➢ be designed based on the specialized subjects of this field through reading
➢ compiling new books based on the missions of border guarding
➢ holding short term and long term language courses |

Quantitative Phase: Questionnaire

To follow-up qualitative results and to find answer for research question 1, the viewpoints of stakeholders were investigated by the questionnaireon the following items:

- *target needs for the improvement of the ESP* (Qs 17-18),
- *needs related to language skills in academic and target career* (Qs 19-23),
- *extra needs* (Qs 24-26),
- *the type of curriculum and materials they need* (Qs 27-30),
- *possible situations of applying English and specific police content and subjects* (Qs 34-57)

Cadets' Responses

Figure 3shows the percentage of responses by cadets to questionnaire items 17 to 30. Based on results of Q 17-18, more than 89 percent of cadets agreed strongly that it was necessary to develop a curriculum and syllabus and also to develop new books and materials based on the missions of border guarding. Binomial test results in table6 for Q17&18 of questionnaire also indicates that *P-value* is less than 0.05, so there is a significant difference between cadets who chose *strongly agree* with other cadets and *Observed Prop* shows that those who chose *strongly agree* in Q17 and Q18 were larger than others. The findings support the interview data.

	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q27	Q28	Q29	Q30
strongly agree	89.7	89.7	75	86	3.7	8.1	91.2	91.9	4.4	1.5
agree	6.6	6.6	13.2	11.8	86	7.4	6.6	4.4	0	0.7
neutral	0.7	1.5	5.1	1.5	4.4	84.6	0.7	2.2	2.2	93.4
disagree	1.5	1.5	2.2	0.7	5.9	0	0.7	0.7	88.2	0.7
strongly disagree	1.5	0.7	4.4	0	0	0	0.7	0.7	5.1	3.7

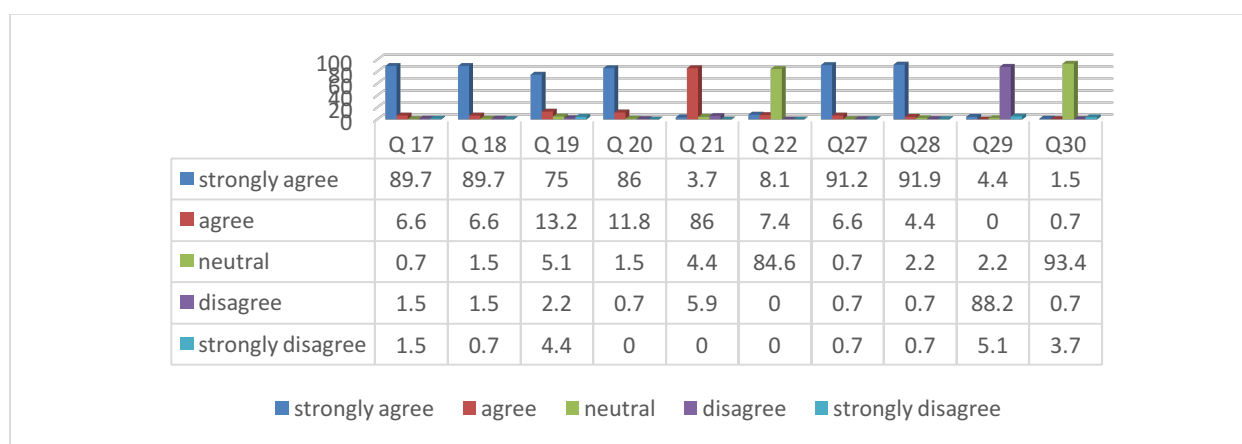■ strongly agree ■ agree ■ neutral ■ disagree ■ strongly disagree

Figure 3.Percentage of cadets' questionnaire responses for Q17 to Q30

About needs related to language skills in academic and target career (Qs 19-23), figure 3 shows all cadets agreed or strongly agreed that all language skills are important in academic and target career. However, Friedman test was run to understand which skill had the highest rank among other skills. The results of mean ranks in table 7and figure 4shows that the most important

skills were vocabulary learning, reading, listening speaking, and writing respectively. Interview data showed that that cadets needed reading, speaking, listening, and writing respectively which somehow is supported by quantitative results since reading is the key skill in both databases.

Table 6.

Binomial test results of cadets' views on Q17-18 and 27- 30 of questionnaire

		Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
q17	Group 1	<= 3	5	0.04	0.5	.000[a]
	Group 2	> 3	131	0.96		
	Total		136	1		
q18	Group 1	<= 3	5	0.04	0.5	.000[a]
	Group 2	> 3	131	0.96		
	Total		136	1		
	Total		136	1		
q27	Group 1	<= 3	3	0.02	0.5	.000[a]
	Group 2	> 3	133	0.98		
	Total		136	1		
q28	Group 1	<= 3	5	0.04	0.5	.000[a]
	Group 2	> 3	131	0.96		
	Total		136	1		
q29	Group 1	<= 3	130	0.96	0.5	.000[a]
	Group 2	> 3	6	0.04		
	Total		136	1		
q30	Group 1	<= 3	133	0.98	0.5	.000[a]
	Group 2	> 3	3	0.02		
	Total		136	1		

Extra needs of cadets which were obtained from interview themes were investigated via Qs 24-26. In response to Q24, 77 percent of cadets agreed that it was necessary to improve the translation abilities; in Q25, 90% were neutral for in-services courses for officers of border guarding to

refresh their knowledge, but 91.2% of cadets strongly agreed in Q26 that it was necessary to develop teachers' knowledge of border guarding through holding workshops. The findings extra needs of cadets support the interview data.

Table 7.

Friedman test of cadets` views on language skills ranking

Rank	Mean Rank	Item	N	df	Chi-square	Asymp. Sig.
3	3.54	*19. listening*				
2	3.89	*20. reading*				
4	2.18	*21. speaking*	136	4	339.560	.000
5	1.45	*22. writing*				
1	3.94	*23. technical*				

The type of needed curriculum and materials investigated via Qs 27 to 30.In Q27, 28 The ESP curriculum and materials for border guarding should be designed based on the specialized subjects of this field, more than 91% agreed strongly with the items. The rate of *Observed Prop* in Binomial test results in table 6 for Q27-28 indicate that majority of cadets chose *strongly agree* option. Use of tasks in ESP curriculum and materials investigated in Qs 29&30. Figure 3 shows that 88% were disagreed with task-based curriculum but about majority of cadets (93.4 %) were neutral and did not have any idea about the type of materials. The results are depicted in Binomial test table 6which shows that *p-value* is less than 0.05, so there is a significant difference between cadets who chose *disagree* and *strongly disagree* with other in Q29, and those who chose neutral and strongly agree in Q30 and *Observed Prop* rate indicates that they are majority of options.
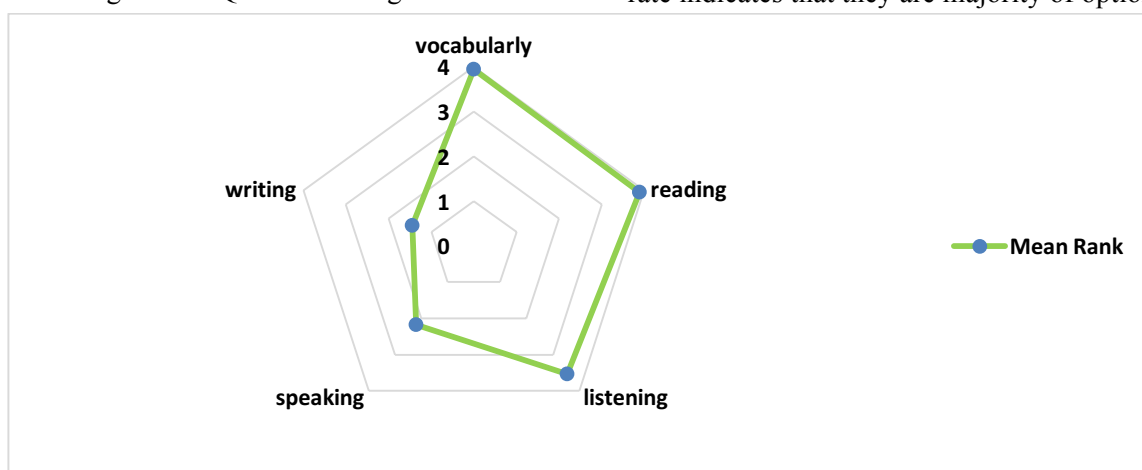

Figure4. The mean ranks of ESP skills based on cadets` view

Therefore it can be discussed that content-based materials are the most favorable option for curriculum and materials of border guarding ESP which is in harmony with interview findings.

ESP Teachers' Responses

Figure 5displays the percentage of responses by teachers to questionnaire items 17 to 30. Based on results of Q17-18, 72 percent of cadets agreed strongly that it seemed necessary to develop a new curriculum and syllabus and similarly 54.5 percent of cadets chose *strongly agree* to develop new books and materials based on the missions of border guarding. Binomial test results in table 8 for Q17&18 of questionnaire also show that *p-value* is less than 0.05, so there is a significant difference between teacher who chose *strongly agree* and *agree* with other teachers and *Observed Prop* shows that those who chose *strongly agree* in Q17 and *agree* in Q18 were larger than others. The findings support the interview data.
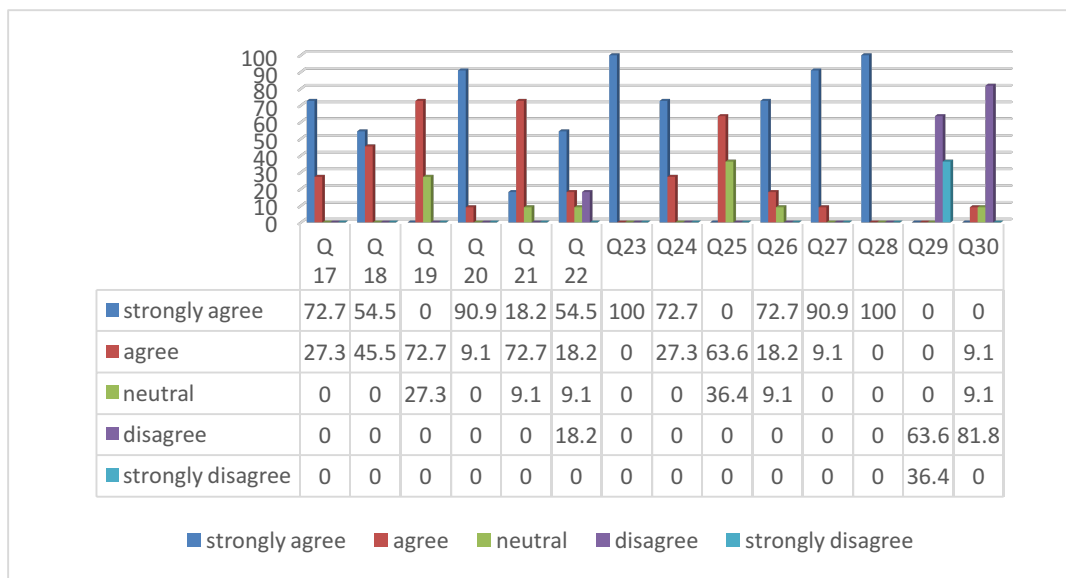
Figure 5.Percentage of teachers Questionnaire responses for Q17 to Q30

About needs related to language skills in academic and target career (Qs 19-23), Friedman test was run to understand, which skill had the highest among other skills. The results of mean ranks in table 9 and figure 6 show that the most important skills based on the views of teachers were reading, vocabulary learning, listening, speaking, and writing respectively. Interview data showed that in teachers' perspectives all skills were important, but reading was very important which somehow is supported by quantitative results since reading is the key skill in both databases.

Table 8.
Binomial test results of teachers' views on Q17-18 and 27-30 of questionnaire

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
q17	Group 1	<= 3	0	0	0.5	0.001
	Group 2	> 3	11	1		
	Total		11	1		
q18	Group 1	<= 3	0	0	0.5	0.001
	Group 2	> 3	11	1		
	Total		11	1		
	Total		11	1		
q27	Group 1	<= 3	0	0	0.5	0.001
	Group 2	> 3	11	1		
	Total		11	1		
q28	Group 1	<= 3	0	0	0.5	0.001
	Group 2	> 3	11	1		
	Total		11	1		
q29	Group 1	<= 3	11	1	0.5	0.001
	Total		11	1		
q30	Group 1	<= 3	10	0.91	0.5	0.012
	Group 2	> 3	1	0.09		
	Total		11	1		

Extra needs from teachers' perspectives were investigated via Qs 24-26. In response to Q24, 72 percent of cadets agreed strongly that it was necessary to improve the translation abilities; in Q25, 63 percent of them chose *agree* for

in-services courses of officers of border guarding to refresh their knowledge, but 72 percent of cadets strongly agreed in Q26 that it was necessary to develop teachers' knowledge of border guarding through holding workshops.

Table9.
Friedman test of teachers' views on language skills ranking

Rank	Mean Rank	Item	N	df	Chi-square	Asymp. Sig.
3	3.41	*19. listening*				
1	3.82	*20. reading*				
4	2.41	*21. speaking*	11	4	16.098	.003
5	1.86	*22. writing*				
2	3.50	*23. technical*				

The type of needed curriculum and materials investigated by Qs 27 to 30.In response to Qs 27, 28 which asked if the ESP curriculum and materials for border guarding should be designed based on the content-based approach, more than 90 percent agreed strongly with first item and 100 percent chose *strongly agree* in the later. The rate of *Observed Prop* in Binomial test results in table 8 for Q27-28 indicate that majority of teachers chose *strongly agree* option. Use of

task-based ESP curriculum and materials investigated in Qs 29&30. Table 8 also shows that majority of teachers disagreed with task-based curriculum and materials. The results are illuminated in Binomial test table 8which shows that *P-value* is less than 0.05, so there is a significant difference between teachers who chose *disagree* and *strongly disagree* with other in Q29&30, and *Observed Prop* rate indicates that they are majority of options.
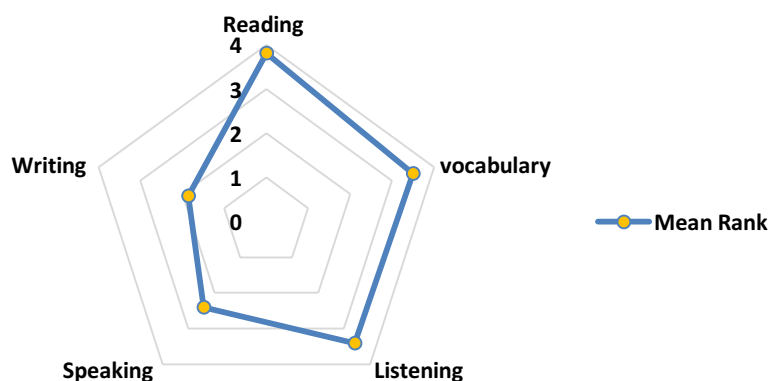

Figure 6. The mean ranks of ESP skills based on teachers' view

Consequently it can be discussed that in the teachers' perspective, a content-based curriculum or material was the most favorable option for ESP of border guarding which supports interview findings.

Employees' and Managers` Responses
Figure 7 shows the percentage of responses by employees and managers to questionnaire items 17 to 30. Based on results of Q17-18, 81.3 percent of employees and managers agreed strongly

that it seemed necessary to develop a curriculum and syllabus and 87.5 percent of cadets chose *agree* to develop new books and materials based on the missions of border guarding. Binomial test results in table 10 for Q17&18 of questionnaire also show that *P-value* is less than 0.05, so there is a significant difference between cadets who chose *strongly agree* and *agree* with other teachers and *Observed Prop* shows that those who chose *strongly agree* in Q17 and *agree* in Q18 were larger than others. The findings support the interview data.
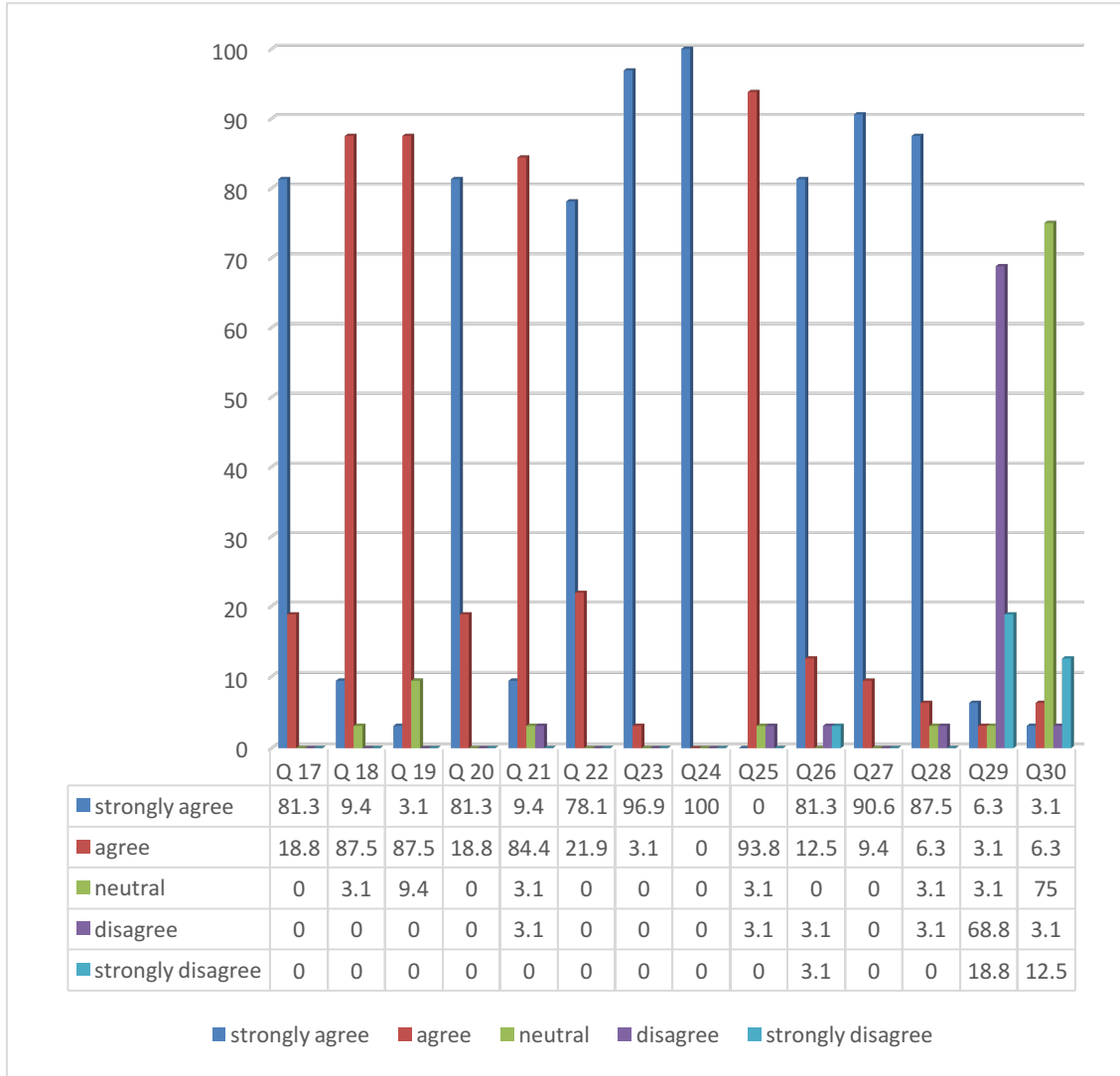

	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
strongly agree	81.3	9.4	3.1	81.3	9.4	78.1	96.9	100	0	81.3	90.6	87.5	6.3	3.1
agree	18.8	87.5	87.5	18.8	84.4	21.9	3.1	0	93.8	12.5	9.4	6.3	3.1	6.3
neutral	0	3.1	9.4	0	3.1	0	0	0	3.1	0	0	3.1	3.1	75
disagree	0	0	0	0	3.1	0	0	0	3.1	3.1	0	3.1	68.8	3.1
strongly disagree	0	0	0	0	0	0	0	0	0	3.1	0	0	18.8	12.5

Figure 7. Percentage of employees and managers questionnaire responses for Q17 to Q30

About needs related to language skills in academic and target career (Qs 19-23), Friedman test was run to understand which skill had the highest rank among other skills. The results of mean ranks in table11 and figure 8 show that the most important skills based on the views of employees and managers were vocabulary learning, reading, writing, speaking, and listening respectively.

In interview data, reading had the first rank but in quantitative data vocabulary had highest mean rank. It can be discussed that knowing vocabularies and being able to read are the most crucial skills needed for border guarding officers.

Table 10.

Binomial test results of employees' and mangers' views on Q17-18 and 27-30 of questionnaire

		Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
q17	Group 1	<= 3	0	0	0.5	.000[a]
	Group 2	> 3	32	1		
	Total		32	1		
q18	Group 1	<= 3	1	0.03	0.5	.000[a]
	Group 2	> 3	31	0.97		
	Total		32	1		
q27	Group 1	<= 3	0	0	0.5	.000[a]
	Group 2	> 3	32	1		
	Total		32	1		
q28	Group 1	<= 3	2	0.06	0.5	.000[a]
	Group 2	> 3	30	0.94		
	Total		32	1		
q29	Group 1	<= 3	29	0.91	0.5	.000[a]
	Group 2	> 3	3	0.09		
	Total		32	1		
q30	Group 1	<= 3	29	0.91	0.5	.000[a]
	Group 2	> 3	3	0.09		
	Total		32	1		

Extra needs from teachers' perspective were investigated via Qs 24-26. In response to Q24, 100percent of employees and managers agreed strongly that it was necessary to improve the translation abilities; in Q25, 93.8 percent chose *agree* for in-services courses for officers of border guarding to refresh their knowledge, and 81percent of employees and managers strongly agreed in Q26 that it was necessary to develop teachers' knowledge of border guarding through holding workshops. All findings support interview data.

Table 11.

Friedman test of employees and managers` views on language skills ranking

Rank	Mean Rank	Item	N	df	Chi-square	Asymp. Sig.
5	1.70	*listening*				
2	3.69	*reading*				
4	1.91	*speaking*	32	4	85.110	.000
3	3.63	*writing*				
1	4.08	*technical vocabulary*				

The type of needed curriculum and materials investigated by Qs 27 to 30. In response to Qs 27-28 which asked if the ESP curriculum and materials for border guarding should be designed based on the specialized subjects of this field, more than 90percent agreed strongly with first item and 87.5percent chose *strongly agree* in the later. The rate of *Observed Prop* in Binomial test results in table 10 for Q27-28 indicate that majority of teachers chose *strongly agree* option. Use of tasks in ESP curriculum and materials investigated in Qs 29-30. Figure 7 also shows that majority of employees and managers chose *disagree* or *neutral* with task-based curriculum and mate-

rials. The results are depicted in Binomial test (table 7)which shows that *P-value* is less than 0.05, so there is a significant difference between employees and managers who chose *disagree* in Q29 and *neutral* in Q30 with others, and *Observed Prop* rate indicates that those who chose disagree and neutral are majority of options respectively.
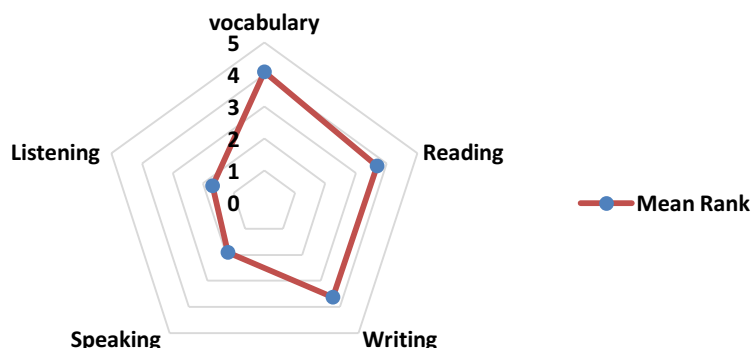

Figure 8. The mean ranks of ESP skills based on employees and managers' view

As a result it can be discussed that employees and managers of border guarding believed that a content-based curriculum or material is the most favorable option for ESP of border guarding which support interview findings.

Comparison of Three Groups' Responses
To confirm the interview data related to research question 2, possible situations of applying English and specific police content and subjects were investigated via Qs 34 to57 by comparing three groups' responses to clarify the similarities and difference between the extracted themes in the qualitative phase. Kruskal-Wallis test used to compare cadets', ESP teachers' and employees and managers' responses on the most important specialist subjects of border guarding.

Table 12.
Kruskal-Wallis test report for comparison between cadets', ESP teachers' and employees-managers' questionnaire responses for items 34-57

Item (specialist subjects)	Mean Rank			Chi-square	Sig.
	employees/ managers	teachers	cadets		
34. Iran geography	144.98	134.91	73.43	97.798	.000
35.News and interviews of border police commanders	32.41	24.55	108.85	109.230	.000
36. Internet and English resources of border guarding	139.91	139.77	74.23	81.893	.000
37. Radio communications	84.31	74.27	92.61	5.835	.054
38. Border meetings	147.34	155.50	71.21	118.128	.000
39. Illegal trespassing and Border Management	33.19	42.32	107.22	107.168	.000
40. Human smuggling across Borders	38.94	50.14	105.24	71.927	.000
41. Fighting against terrorism	89.83	72.09	91.49	3.054	.217
42. Cross-border cooperation	86.03	92.05	90.77	.787	.675

43. International law and international cooperation	90.63	95.68	89.39	.461	.794
44. Borders' history	84.33	104.00	90.20	2.994	.224
45. Airport affairs	35.66	63.95	104.89	69.852	.000
46. Coast guarding	82.91	99.50	90.90	3.546	.170
47. Investigating human smuggling	135.41	129.86	76.09	65.084	.000
48. Border security news and issues	47.80	35.91	104.31	50.680	.000
49. Iran geography	84.53	101.50	90.36	2.684	.261
50. Fighting against drugs	132.98	139.00	75.92	49.066	.000
51. Political geography	86.20	89.32	90.95	.519	.771
52. Detecting smugglers in borders	87.14	87.32	90.89	.460	.794
53. Cross-border conflict	81.17	95.00	91.67	7.409	.025
54. Border Treaties	32.09	45.64	107.21	100.538	.000
55. Border Guarding missions	37.03	39.23	106.57	91.005	.000
56. Cyber space and border	92.45	69.05	91.12	2.105	.349
57. Globalization and future of borders	82.19	83.27	92.38	4.412	.110

In this respect, the *P-value* ($p<0.05$) in K-W test results in table 12, indicates that there are significant differences between groups in items 34, 35, 36, 38, 39, 40, 47, 48, 50, 54 and 55. The post-hoc Mann-Whitney test was run in the mentioned items to locate the exact source of the significant differences, which were found to be between the mean ranks of the cadets and those of the ESP teachers and employees and managers. This implies that the ESP teachers and employees and managers had similar ideas about specialty subjects of border guarding, however the cadets' ideas were different in the mentioned items.

The results are by some means similar to the interview data. In interview phase, employees and managers of border guarding department shared a good range of issues and subjects and results of questionnaire supported their views. However, cadets and teacher did not generate useful codes regarding the issue, but the responses of teachers in quantitative phase showed the same consistency with those of employees and managers, unlike cadets' responses in some items.

DISCUSSION

In the present study, two research questions were developed as a guide for the study. This section is intended to revisit and discuss the findings related to these questions which are as follows.

First, this study showed that different stakeholders may have different target needs and all of them should be taken, analyzed and included in the curriculum. This is in line with claims of many scholars like (Brown 1995; Harding, 2007; Cooke and Simpson, 2009; Reguzzoni, 2008) who believe needs are always constructed; needs are not constant or static facts; needs are open to modification; needs are not totally independent; needs differ from one person to another depending on context and individual; needs are multiform or multifaceted; needs can be recognized and analyzed.

Second, target situation analysis showed that students had various target needs and wants that may contribute to their language proficiency development; needs that were not met in the current curriculum. This is in line with Vygotsky's (1978) notion of the Zone of Proximal Development. In this notion there are two stages in the development of an individual. The first stage represents what the learner can do independently. The second stage represents the potential of that individual and what he or she can achieve with the help of another more competent person. The Zone of Proximal Development is the distance between the two stages. The mediator is the per-

son who helps the learners move from the first to the second stage. In ESP, the mediator is the teacher and the second stage is the realization of their target and other needs.

Third, the findings in this study also indicated that the overarching purpose of the target situation analysis is to provide students with knowledge and skills and to prepare them for future jobs in order to serve the society. In this sense, the curriculum is a social practice which helps to improve essential knowledge and skills for particular jobs (Apple, 2004). Such findings reflect the social efficiency approach to curriculum development which prepares students with skills and procedures required for their jobs, enabling them to lead a useful life, and to respond well to social needs (Schiro, 2013).

Fourth, as the findings of this study demonstrated, cadets needed new ESP curriculum at the Amin Police University which be based on their target needs. Therefore, the current curriculum objectives were not shaped correctly and imposed from the top. The findings showed that the teaching content, teaching methods, and learning activities were not standard enough to prepare students for their missions. Therefore, in designing a new curriculum, target needs of stakeholders should be considered seriously via a bottom-up NA approach. It is in line with many instances of influential attempts in curriculum development or syllabus design, in which a bottom-up NA lies at the heart: Taba's instructional strategies model (1962), Weinstein and Fantini's humanistic model (1970), Hutchinson and Waters learning- centered approach (1987), Eisner's systemic-aesthetic model (1991), Dudley-Evans and St John' multi-disciplinary approach (1998), Richards' curriculum development (2001) and forward, central, and backward models (2013), Brown's systematic approach (1995), and Basturkmen's pyramid model (2010).

Fifth, the research finding showed that the content-based approach served the best to prepare cadets for their future job. As Toohey (1999) notes, the major focus is on providing students with knowledge and skills for their performance in their future jobs. In this sense, the researcher specified objectives, and carefully chose specific knowledge and skills, logically organized them in a particular sequence, and select appropriate methods to deliver the selected content.

Sixth, compared with curriculum and curriculum development from a Western perspective, the understandings of curriculum at Amin Police University were mainly product-oriented and teacher-focused. However, curriculum understandings and the proposed curriculum in this research challenged the traditional perspectives of curriculum and emphasized the interaction and collaboration between cadets and teacher, cadets and cadets, cadets and frontline officers. The research findings showed that students needed to be prepared to work in groups and teams, to engage in constructive arguments so that knowledge can be constructed through team work and group work. As such, the knowledge they acquire is constructed through collaboration, negotiation, and interaction with others.

Seventh, as research finding displayed the proposed curriculum seek to bind teachers and learners to a common enterprise combining external expectations and individual needs. This is in line with partnership approaches which stress the complementary roles of teachers and learners (Silicock & Brundrett, 2001).

Eighth, responses of the border guarding personnel especially in specialist discourse analysis stage showed that some of the necessary learning will take place in the broader environment out of the university. Although learning begins in university level but it needs to be linked with outside target context. If it is to maintain relevant, the curriculum must maintain these links through formal schooling. In this regard, Briggs (2001) talked about the learning beyond classroom and claimed that a curriculum should manage the learning environment in proper way so that other sources of learning not to be forgotten.

Finally research finding showed that professional development of the curriculum teaching staff must be a part of the training program. Wraga (1999) makes the point that the profes-

sional development of all staff of the curriculum can help in academic improvement and adding subject professional to the ESP program can have direct role in enhancing achievement.

CONCLUSION

ESP learners' needs investigated to understand target situation (identification of tasks, activities and skills learners will be using English for; what the learners should ideally know and be able to do; determining the needed skills including reading, listening, speaking, writing and vocabulary); and to analyze the language used in the target context of policing.

Through comparison of the sources and methods and triangulating the findings related to NA, it was concluded that the suggested curriculum for border guarding police officers, in respect to TSA, required to do the followings. These findings also provide a comprehensive answer to the research question.

1. It should be based on the missions of Border guarding department. Accordingly, new ESP syllabus and materials were needed.
2. The most important skills based on the views of stakeholders were reading, vocabulary learning, speaking, listening, and writing respectively.
3. ESP Teachers' knowledge of border guarding should be updated through holding workshops and in-services courses.
4. A content-based approach served the best for curriculum, syllabus and materials development.
5. Translation skills of cadets should be developed. Translation lesson and exercises should be included within the material.
6. Varied border guarding vocabularies and related drills and exercises were needed. Vocabularies can be extracted via corpus analysis of the resources available in the faculty.
7. Possible situations of applying English in the academy are: listening to border

guard training movies; reading and comprehending academic essays; reading and writing in ESP exams; reading the manuals of training equipment like GPS, maps, weapons, etc.; using internet and maps- or satellite-based software like GIS which demand knowledge of vocabulary and reading.; Participating in foreign conferences: Writing papers, listening and speaking.

8. Possible situations of applying English on the job, needed skills and content are as follows and the syllabus and materials should be designed accordingly: land border guarding missions: *reading maps, reading equipment manuals, reading GPS data*; marine border guarding missions: *talking with foreigners, reading travel documents, listening to and speaking with radio communication*; air border guarding missions: *reading equipment manuals, listening to & talking with radio communication*; fighting against drug, goods, human smugglers, *reading GPS, talking with criminals, writing reports, checking documents*; fighting against any foreign trespassing in land or sea: *listening to radio communication*; border terminals, border markets: *talking with passengers, checking passports and other documents*; border meetings with foreign border guards: *listening to foreign officers and talking with them, reading reports and border contracts, negotiating*; arresting, inspecting criminals in borders: *talking with foreign citizens for checking their documents*; protecting the rights of border area citizens (land or sea):*reading signs, manuals, & directories, listening and speaking with foreign citizens*; protecting the territorial integrity: *reading border contracts, document, translating them, reading border signs, reading geography text*; observing the border treaties and laws: *reading border treaties, reading related laws using GIS*

& GPS; settlement of disputes in border areas: *ability to negotiate.*

Finally, the curriculum and syllabus that resulted from NA research and the reported TSA were accepted by the APU. Materials, textbooks and teacher's manuals were developed by the researcher based on the finding of specialist discourse analysis and corpus analysis which were conducted in other stages of the research. The suggested ESP course was implemented and evaluated in faculty of border guarding and the final model was revised and presented accordingly.

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