ENHANCING POLICE OFFICERS' COMMUNICATION SKILLS THROUGH ENGLISH FOR OCCUPATIONAL PURPOSES

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CERTIFICATION

This is to certify that this thesis by REBECCA ISAAC UMARU PGED/UJ/12965/02 was carried out under my supervision.

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DECLARATION

I, hereby declare that this thesis, the product of my own research efforts undertaken under the supervision of Professor Awa Nwoke, and has not been presented anywhere for the award of a degree or certificate. All sources have been duly identified and appropriately acknowledged.

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…………………….
Date

DEDICATION

This work is dedicated to my Husband, Mr. Isaac Umaru, my Children, Elfreda Isaac Umaru and Abu Isaac Umaru. It is also dedicated to the sweet memory of my late father, Mr. Abu Stephen Kyari; my late children Malik Isaac Umaru, Belinda Yayi Isaac Umaru, Belinda Madu Isaac Umaru and Baby unnamed (Still Born). May the souls of the faithful departed rest in peace, Amen.

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ABSTRACT

The study examined the effect of English for Occupational purposes on Police officers' use of English. Specifically the study was designed to identify the essential components to be included in the teaching of English for Occupational Purposes (EOP). It also examined the effect of EOP in enhancing the communicative skills of the trainees in Police colleges in Nigeria. The research designs used for the study were survey and experimental. The data collected were analyzed using different statistical techniques. These are the mean, standard deviation, t-test and analysis of variance (ANOVA). Five research questions were formulated and five hypotheses were tested. The main findings were that all the items listed in table 2 and 3 were accepted to be essential components that could be included in the teaching of EOP in police colleges that can enhance communicative competence.   These finding were interpreted in terms of the need to restructure the Use of English course in Police colleges. The findings have shown that communicative language teaching, approach can be effectively adopted in Police colleges to enhance communicative competence and consequently improve the learners communicative performances. Based on this, five recommendations were made for EOP teaching in Police colleges amongst which is the need to focus the language teaching in Police colleges on achieving the needs of the learners in time and space.

CHAPTER ONE

INTRODUCTION

1.1   BACKGROUND OF THE STUDY

English language is one of the major languages of the world, which at present, is the most widely studied among non–native speakers. It is a major foreign language taught in the schools all over the globe (Webster's Dictionary of English language, 2000). It is a language of colonization which has been adopted by most African countries.

English language is the official language as well as the language of wider communication in Nigeria. English is the main language of communication in almost all institutions and organizations, hence its importance cannot be overemphasized. Grant (1983) observes that one of the objectives of teaching English language in Nigerian institutions of learning is to enable learners to be proficient in the language in order to be as effective as possible in all subjects in the school curriculum.

To communicate effectively in order to accomplish a mission and a task depends on the acquisition of a high level of proficiency in English. All learners of English language, including police officers, do not need only to acquire linguistic competence but also need to know how to

use the linguistic system acquired in social contexts. They also need to acquire grammatical, idiomatic, socio-linguistic, strategic and discourse competence, in addition to linguistic competence.

The objective of police training is to develop an educated police officer who can interact, interrogate and eventually write a report correctly and effectively. The purpose of the training is to allow the police officer dig into the real cause of the matter under investigation in order to facilitate fair judgment. A police officer needs a good command of English language to enable him/her discharge his/her duties without much difficulty. This does not seem to be the case with a Nigerian police officer who graduates from Police College because attention is given mostly to Police training rather than the teaching of English language. Since the instructors are not trained teachers, they design the topics to be taught in English language with no clear cut goal to be achieved after the lesson.

The English language background which many police officers receive at various levels of their training in the Nigeria police colleges does not emphasize the use of communicative approach to English teaching to improve communicative competence. The curriculum of police colleges focuses mainly on police training ignoring the English

language which is essential for the purpose of interacting with people in the course of discharging police duties.

Police officers are recruited and posted to police colleges for training on how to enforce law and order in the society. The Use of English language is taught to trainees to enhance their communicative skill. Huckins (1988) points out that the primary goal of any English language-teaching programme today should be for professional communicative competence.

The Nigeria Police Colleges were established as part of Nigerian initiatives to produce experienced police officers with specialized training in both management and operational techniques. The colleges offer professional courses for the Nigeria Police officers and also, make some training positions available each year to new recruits (trainees).

The general objective of instruction in English language and its learning is to make participants acquire a working knowledge of the rules of grammar as well as the communicative patterns of the language as an aid towards developing the four language skills, namely listening, speaking, reading and writing (Eke, 1976).

The Police is a professional organization and for this reason, all trainings must be geared toward specific learners' needs which is

communicative competence with a view to making them accomplish their assigned tasks effectively. It is these needs that underscore the importance of communicative competence among police officers. Success in most aspects of interpersonal relationship today is directly related to communicative effectiveness. The development of communicative competence is therefore a valid concern for any one who wishes to be competent in his/her area of specialization. The English for Occupational Purposes (EOP) programme, according to Hutchinson and Waters (1987), stresses that only the aspects of English language which tend to improve the professional performance of the people in the discharge of their jobs should actually be included in the course content. It is in this regards that the researcher intends to look at the teaching of English language in police colleges with a view of introducing English for Occupational Purposes (EOP) to enhance the trainees communicative competence.

1.2   STATEMENT OF THE PROBLEM

It has been observed as a general phenomenon that there is a low level of proficiency in the use of English language amongst the Nigeria police officers (Eke, 1976). Ojebola (1994) observes that of all the various components of the force in the country, the Police had been

left out of research for too long and to the detriment of the society. The image of the force: Army, Navy, Air force, Police and other paramilitary forces connotes more of brutality, impatience, lawlessness, destabilization and less of integrity and professionalism. This suggests that investigations need to be conducted about the force so as to improve the qualities of the force through education. Kerlinger (1973) indicates that to solve a problem, one must know what the problem is, since this is the major determining factor in identifying the solution. One important way in which the police are held accountable for the manner in which they perform their duties is through the courts. Poor communicative competence becomes a major set back for the police while giving evidence in court or taking statement from a suspect. This could be attributed to a number of reasons. One of these is inappropriate curriculum for English teaching in the police training colleges to adequately prepare the police for effective professional responsibilities. There are no well trained English teachers in the police colleges to handle the teaching of Use of English. As such, maximum attention is not given to the teaching of English language. Also, the period allocated to the teaching of English language which is once in a week in the college is not adequate for proper teaching and learning to

take place.

The quality of learning that takes place in any school depends on the competence of the teachers in the school (Oraife, 1982). The set objectives cannot be achieved without the provision of well–trained teachers who will further make the learners communicatively competent through proper teaching. It is observed that there is a low level of proficiency in the spoken ability and the taking of statements from suspects amongst members of the Police Force in the country. Any research effort designed to help men and officers of the Nigeria Police become more proficient in the use English is therefore worthwhile.

1.3   PURPOSE OF THE STUDY

The purpose of this study was to determine the effect of English for occupational purposes in enhancing the communication skills of police officers in Nigeria. Specifically, the study sought to achieve the following objectives:

(i)   identify the essential components to be included in the teaching of English for Occupational Purposes (EOP) in Nigeria Police colleges

(ii)   to examine the effectiveness of EOP in enhancing the communicative skills of trainees in Police colleges in Nigeria

(iii)   determine how best E.O.P can be taught in police colleges

(iv)   identify the materials and equipment needed for the teaching of the

E.O.P programme in the Nigeria Police colleges

1.4   RESEARCH QUESTIONS

The following research questions were addressed:

(i)   What are the essential components that should be included in the teaching of English for Occupational Purposes in the Nigeria Police college?

(ii)   To what extent will the components in the programme of English for Occupational Purposes enhance communication skills amongst Police officers in Nigeria?

(iii)   How best could EOP be taught in the Nigeria police colleges?

(iv)   What are the materials and equipment needed for teaching English for Occupational Purposes in the Nigeria Police colleges?

1.5   HYPOTHESES

The following hypotheses were tested at 0.5 level of significance:

HO$_1$: There is no significant difference in the mean responses of instructors of English language and the mean responses of final class trainees with regard to the essential components that should be included in the teaching of E.O.P in the Nigeria Police

colleges.

HO₂: There is no significant difference in the mean responses of instructors of English language and mean responses of final class trainees with regard to the methods and techniques to be used for teaching English for Occupational Purposes in Nigeria Police colleges.

HO₃: There is no significant difference in the mean responses of instructors of English language and the mean responses the final class trainees with regard to the materials and equipment needed for teaching of English for Occupational Purposes in the Nigeria Police colleges.

HO₄: There is no significant difference in the mean scores of pre-test and post-test of the control and experimental groups at the end of the experiment.

HO₅: There is no significant difference in the mean scores of post-test of the four groups at the end of the experiment.

1.6   THEORETICAL FRAMEWORK

This study is hinged on functional approach to language teaching by Claude (1982) which looks at functional approach to language teaching/learning as a new methodology, which is to allow the learner

function effectively based on the linguistic analysis and content in his area of specialization to be designed by the teacher as the learner's needs.

Also queens land study authority (2007) discussing on functional English, states that, programme developed and reinforcing the learner's functional language skills should be to help the learners function effectively in their areas of specialization after leaving school. The emphasis on language teaching/learning should be on practical real-life learning situation where learners use language to think, interpret and communicate effectively in their world of work.

Communicative competence is considered an important element to be developed in a learner's need-based language course. In English for Occupational Purposes (EOP) such exercises are said to have often been the subject area of specialization of the learner. This is in line with the English for Occupational Purposes course which begins with the question: what do the learners need the language for? (Hutchinson & Waters, 1987). The answer to the above question will eventually become the sign post to the kind of course content, methodology and teaching materials to be used. The present study is based on the view that because the needs of police officers differ according to their fields of

specialization, an improvement in the programme of the use of English language is necessary to make it more specific to their occupation and to make it more relevant and interesting to instructors and the trainees alike.

1.7   SIGNIFICANCE OF THE STUDY

A study of this nature will generate information to help programme/curriculum designers and the Management of Police Colleges to identify essential components of English language to be included in their training programmes. The study will be significant to the instructors of English language in the police colleges. This is because it will enable them to select appropriate teaching techniques which will bring about proper planning and execution that will enhance the trainees' performance in the Use of English language while discharging their duties.

Crime offenders will no longer be unduly convicted because of the ignorance of police officers in statement writing and giving evidences in courts. The success of this will be as a result of proper teaching/learning of the English language. Effective communication in English language by the rank and file will promote their image in the society. This study will improve the image of the police force as most of the officers lack the

technicalities in statement writing and reporting, as a result, both the lawyers and the judges are confused.

This is a platform for future researchers who are interested in quality assurance among the police force in terms of proper communication skills development in the discharge of their duties.

1.8   DELIMITATIONS OF THE STUDY

The study was limited to the teaching of English language using the communicative approach to language teaching in the four police colleges in Nigeria, with one out of the four police colleges used for the experimental teaching with the aim of generating the findings.

Other levels of the police-training programme such as Inspectors, Assistant Superintendent of Police (ASP) and cadets were not part of this study. This is because their training modules at these levels are quite different from those of recruits who are mainly secondary school leavers. Other related opportunities for police officers training in National Institute of Policy and Strategy Studies (NIPSS) in Jos Plateau State and senior military and paramilitary concerns at War College, Abuja were not considered. In the same vein, branches of English for Specific Purposes (ESP) such as English for Science and Technology (EST), English for Academic Purposes (EAP), etcetera were not

considered in the study.

The researcher, of course, limited the scope of the work to the teaching of English language in order to enhance Police Officers' communication skills through English for Occupational Purposes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature is undertaken under the following headings: English language as the official medium of communication in Nigeria, the teachers' role in promoting effective learning of English language, general factors affecting performance in second language teaching, standard of English language used in Nigeria, English for Occupational Purposes (EOP), the role of the EOP teacher, language testing, history of Nigeria Police, the role of the Police Colleges, Curriculum of English in the Police Colleges, empirical studies on EOP, and summary of literature review is given.

2.1 ENGLISH LANGUAGE AS THE OFFICIAL MEDIUM OF COMMUNICATION IN NIGERIA

In Nigeria, the official language of communication is the English language. For obvious reasons, English in Nigeria does not only serve as a medium of communication but is used in both commerce and education. The language has become very pervasive both in official and unofficial activities. Bamgbose (1971) identifies its roles as follows:

Official language for all types of official records and

instructions, in business and commerce for all transactions and publicity; in education as the language of instruction; in mass media as the language of mass information and propaganda; in creative art and literature as the most popular in novels, poems, short stories, music and drama. (p.6)

The use of English as can be seen above covers all facets of our lives such that, it is the language of educational advancement, of job opportunity and further participation in cultural life and other social interactions. English is the language of education and business in Nigeria, this explains why there is need for proficiency in the language. In another observation, Obanya (1981) states that the Nigerian's use of English does not only affect his proficiency in the language but also affects his comprehension of other subjects taught in the language. Precisely he says:

> Their lack of mastering of English also tends to make the mastering of other subjects which are taught in English difficult. It is then generally believed that the Nigerian child would perform better in school if the English language barrier to his understanding of other subjects was removed. (p.21)

Presently, for admission into police training colleges, students are required to possess at least a pass in English language at secondary school level. However, this has not done much in solving the problems of the inadequacies of English language studies in the institutions and

later in the student's fields of specialization.

Maisamari (1999) opines that a school certificate with a credit in English language does not necessarily mean that a student has the linguistic competence required for work at this level. In the same vein, Olaofe (1991) notes that the low literacy rate in the third world, Nigeria inclusive, is disheartening enough and even more disheartening is the functional literacy recorded for Nigeria. Commenting further, he asserts as follows:

> The fact that functional literacy skill continues to escape many of the tertiary level students is reflected in the mass failure rate noticeable in many of the public examinations. The high failure rate in the 1989 secondary school English examination conducted by Ahmadu Bello University interim Board for examination is a testimony to this fact. Despite the fact that all the 3,956 (Three Thousand Nine Hundred and Fifty Six) candidates who sat for the examination had earlier on attempted the English examination at least once (some of them are in the final degree programme), the performance is still far below expectation. The realization that a large proportion of the students (64%) were unable to pass at all and a greater percentage (89%) were unable to pass at a credit level the same examination they should have passed at the secondary school level offers a great concern for the issue of functional literacy at the tertiary level. (p.323.)

A similar sentiment is expressed by Olaofe (1989, 1991) when he states that there is now convincing evidence to show that tertiary level students who possess the required credit in secondary school English are not functionally literate enough to undertake meaningful academic pursuit in their institutions. This situation is indeed a serious one given

the depth of the need and use of English at this level of education. Besides the use of English in the different aspects of the student's academic life, it is evident that in their specific subject areas, they rely mostly on notes, handouts, model answer texts, textbooks etcetera, all written in English for academic survival. When demand is therefore imposed on students to use English drawn from their own linguistic and communicative repertoires they display profound in competency. The above facts are similar to what exists in Nigeria Police Colleges.

2.2   THE TEACHERS' ROLE IN PROMOTING EFFECTIVE LEARNING OF ENGLISH LANGUAGE

If the child is the center of the educational system, teachers are the hub of the educational process. There is no doubt that their number, their educational training, their quality and devotion to duty, their effectiveness and efficiency, their competence and their productivity determine the success of the child. In other words, the realization of the potentialities of organized education as a veritable instrument for social change and national reconstruction depends largely on the teachers. Excellent educational policies are meaningless unless there are equally excellent teachers to see to their realization. Ukeje (1999 p.6) stresses the importance and relevance of teachers when he observes that in a

developing nation like Nigeria, teachers are the most crucial, critical, vital and strategic professional group for national development and reconstruction.

Finocchiaro (1988) while discussing about teachers says, "Let us make no mistakes about it. The heart of any successful learning programme is the informed classroom teacher" (p.5). Furthermore, Maurice (1988) points out that our goal as teachers are to improve the language skills of the learners so that they can function better in their studies, work and interaction with people from other cultures. While discussing the role of the English teacher in Nigerian schools, Ukeje (1991) states that "a poor teacher tells, an average teacher talks, a good teacher teaches, an excellent teacher inspires" (p.6) Similarly, Maurice (1988) asserts that without enthusiasm in the classroom, learning becomes a chore. Breen and Candlin (1980) discuss the role of the teacher in an English classroom as that of facilitating communication and acting as independent participant. According to Breen and Candlin (1980) these roles imply a set of secondary role for the teacher as follows: first as an organizer of resources and as a resource himself, and second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to

contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capabilities. (pp. 24-27).

The Nigerian English language teacher should be a master of the subject in all its ramifications. He is expected to possess not only linguistic competence, but also communicative competence. Without this, he cannot guide his students to success. This means that he should have a firm grasp of the syntactic, phonological, morphological, semantic and lexical aspects of the language as well as knowledge of the very many different situations and contexts in which the language can be used. This is because the goal of all language, be it first, second or foreign, is communication, which requires interpersonal responsiveness rather than the mere production of language which is truthful, honest, accurate, stylistically pleasing, etcetera. The teacher must keep abreast of the latest developments in his field.

One of the developments is therefore that the emphasis has shifted from teachers centered to learner centered language need. Therefore, the knowledge or mastering of all aspects of the language and its use in very many social situations and settings are not all needed to teach English as a second language in Nigeria. As important as the

knowledge of the subject matter is, the fact is that the focus has now shifted from the teacher to the learner. With this, it is the realization that each learner is an individual with distinct needs, learning styles and attitudes. Furthermore, not only do different learners have differences over all learning styles, but an individual learner utilizes different approaches to learning at different stages in the learning process. The teacher may be able to cope with this if he has more than a passing knowledge of recent investigations in psychology.

Having come to the realization that each learner possesses distinct cognitive and personality traits, it follows that one teaching methodology will not be the most appropriate for all students. The recent tendency has therefore been towards informed electicism, selecting materials and techniques from various sources. This obviously puts a much larger responsibility on the teacher for now which makes him to be familiar with a much wider range of materials, exercises, and activities than before. It is no longer simply a matter of picking up the textbook and teaching. A much broader training in pedagogy is now called for.

Furthermore, the teacher of English as a second language in Nigeria should have it at the back of his mind that the child he is dealing with in the class has acquired a first language. More than this, he

should know that whereas the child learned the first language in his environment without a teacher, now that he is learning a second language, he is confined to an artificial environment known as a classroom. The onus is on the teacher to create an environment as natural and stimulating as that in which he learned the first language.

The teacher should realized that he would work with a curriculum or syllabus which may not necessarily be designed by him nor of which he made any input in its preparation. The goals and objectives of the programme are already inserted in the syllabus. He should carefully study this and ensure that the texts he uses with his students have all or many of the objectives and are graded and sequenced to the level of his students. The methods used in the texts should also be those he is conversant with. The teacher should ensure further that the texts are arranged in the way children learn from the simple to the complex and from the known to the unknown. Also, the materials in the texts should not consist only grammar rules, structure and vocabulary. Teacher's and student's activities should be arranged in such a way that games, role plays, dialogues, conversations, social interaction activities, problem solving and all those other things that children are interested in should form the main focus. This will enhance the learner's ability in acquiring

communicative skills. Since the role of the teacher has changed, he should stimulate and guide the children and then step aside at strategic moments in order to allow the students to struggle with and hopefully speak in real though imperfect communication.

What is advocated is that the teacher could bring some integration and realism into the class. A resourceful teacher should be able to bring situations like a supermarket, a rail way station, and a football field into the classroom with the help of visual aids of all sorts. There could also be organized visits to important places in the community. A deliberate effort should be made to keep the motivation of the learners very high.

Error correction is important but it should not be done in a way to frighten off the learner who may develop a negative attitude to the subject and the teacher. This requires some sensitivity on the part of the teacher. Assignment and exercises, quizzes and short tests should be regularly given to the students and promptly graded to let the students know how they fare and the teacher on the other hand assesses his own effectiveness. Evaluation is a *sine qua non* in any language teaching–learning process. In fact, it is argued that apart from psychology, language is the second area or discipline that attracts a lot

of testing (Streven, 1985 and Hawatt, 1984).

2.3 GENERAL FACTORS AFFECTING PERFORMANCE IN SECOND LANGUAGE LEARNING

Since English language is regarded as a second language in Nigeria, there are general factors that affect its performance in learning it. It is important to state the distinction between teaching and learning. The relationship between teachers and learners is simply a matter of input and out put respectively. The difference stems from the fact that while teaching is causative in intention, learning is not. Most of the differences proceed from the fact that teaching is overt and visible, while learning is covert and hidden. We can talk about teaching with some precision, because we can watch teaching happening –but we cannot with exactitude watch learning happening. However, teaching is normally a deliberate and therefore self aware attempt on the part of someone to cause learning to take place in someone else. Thus while teaching is about making learning available, learning is about successfully changing one's own behaviour. Teaching takes place in real time and therefore in a linear fashion, it can thus be planned. It can be based on a syllabus and one can test whether the appropriate actions are being performed. But the converse is the case with learning.

Particularly language learning is very complex and very few understand the process.

What we should know is that people use language, rather than have language and it is important to emphasize that as they use it they create new things from it as the craft man does with clay. We respond to works of art, and not the substance from which they are made. In the same way, we respond to and adapt, destroy, and play with the language we have inherited, without insisting that it be viewed as some original un molded, uncreated substance. The implication of this is that there is an intimate relationship between what we need to express our feelings, philosophy, ideology, political and religious beliefs, as well as more mundane matters and the language we use. Since all these are major areas in which different cultures separate themselves from each other, it would sound imperialistic if teachers should be teaching students to adopt the philosophies and ideologies, of native speakers instead of enabling them to express their own purposes. This is what writers like Chinua Achebe, Wole Soyinka, Niyi Osundare, J.P. Clark, Gabriel Okara, Ola Rotimi, etcetera have been doing and thus this is what Nigerians do in their daily interaction with other users within and outside Nigeria. Strevens (1973) points out that success in second

language learning depends among other things on the make up of the learner. According to Strevens, average intelligent interest and aspirations especially towards a particular subject and to education in general prime factors in determining learner's success.

Carroll (1963) also mentions some other three elements that affect learning as:

1.   The learner's attitude

2.   The learner's general intelligence

3.   Quality of instruction.

While agreeing with the views expressed above, Spolky (1969), enumerates the following factors that affect language learning;

1.   The teaching method

2.   The age of the learner

3.   Aptitude

4.   Attitude.

Mackay (1965) also identifies the following as the determinant factors of the degree and type of the second language learning:

1.   Linguistic

2.   Social contacts

3.   Psychological factors

The teacher is not exclusive in learning. The teacher of English language is often regarded as a native foreigner, by his students. The attitude of the teacher to the subject and his students is of significance in a L2 learning situation.

Educationists believe that an active teacher makes an active class. As a result, an active teacher would be in a better position to arouse the students' interest and motivate them sufficiently to want to learn English language. As such, teacher training must of course, be related to objectives of the educational system reflected by the syllabus and to the method and teaching materials available.

In view of the factors affecting the second language acquisition especially for adults, Strevens (1965) suggests eight guiding principles to any programme development, viz:

1.   Concentrate on the spoken form, at least at the beginning.

2.   Produce specialized teaching materials for every different course.

3.   Apply the products of modern linguistic science to the preparation of the course.

4.   Teaching language intensively.

5.   Use all appropriate teaching ends especially audio-visual aids.

6.   Teaching language using situations at hand.

7.   Avoid unnecessary teaching about the language.

From the points mentioned above, one can confidently say that the factor affecting second language learning centres on the learner, the teacher, the method of instruction, the teaching materials as well as the environment in which the learning takes place.   There is the need therefore, for a re-orientation where by emphasis should be on the teaching of English for specific purposes in order to enhance effective learning in English language as well as to improve communication skills.

2.4   STANDARD OF ENGLISH LANGUAGE USE IN NIGERIA

The English language which was adopted by Nigerians as a result of colonialism was not only accepted but also learned by Nigerians, accorded purposeful, prestigious, integrative and instrumental recognition that enabled it to assume various linguistic roles in the society.   For this reason, English is now part and parcel of Nigerian socio-linguistic environment.

Despite this prestigious position and the privileged status of English language, its users in Nigeria still lack proficiency. The standard of performance by the Nigerian learners of English is not satisfactory, in spite of the availability of both integrative and instrumental motivation for

learning the language. Many people express concern over this unfortunate situation. In the words of Baldeh (1990),

> Many Nigerians, from the pinnacle of power to the garbage cleaner have, over the years, expressed concern and disquiet over the rapid decline of not only the standard of English spoken and written in Nigeria but also the whole educational system. So bad has the situation become that many academics, educationists, policy makers etcetera, have advocated a quick return to the good old days when the teaching of traditional grammar was all and all. (p.33)

The above assertion sometimes ago led to a loud cry in the education industry on the fallen standard of both spoken and written English and that of education in general. This therefore means that there is a general consensus that the standard of English has fallen and this is evident in the people's performance. In his own contribution, Wilmot (1979) asserts that, "Much of the English heard in the country is sub-standard, characterized by poor spelling, mis-used idioms, limited vocabulary and love of flowery language". (p.227)

What Wilmot seems to be saying here is that Nigerians have caused a lot of damage to English language. A language only exists in the competence of those who speak and regard themselves as speakers of the language. Nigerians may demonstrate that competence sufficiently when communicating in English language. This lack of competence cuts across all spheres of public life from academic, the

civil service, the force, the press, to the ordinary user of the language.

Baldeh (1990) regrets that many Nigerian users of English have a disappointingly inadequate level of communicative competence. He further stresses that it is a fact that at the grammatical and syntactic level any regular reader of the Nigerian press will be shocked at the many apparently incorrect uses of English. This is true to some extent in that hardly one takes any Nigerian daily newspaper or even weekly magazines without detecting some grammatical or spelling mistakes and even the misuse of idioms. The electronic media is not left behind in its share of sub-standard English usage. It seems the radio and television houses in this country have a special inclination for Pidgin English or anything that violates all the known rules of English language in the name of entertainment. Examples are the popular Pidgin English programme "we de trowe salute" a request programme on Plateau Radio on Saturday and 'waka about' in Nasarawa Broadcasting Service also on Saturdays. It is surprising how people, even English language teachers and university lecturers, look forward to these programmes. This type of situation destroys the correct usage of the language through either the print and electronic media either by reading, listening or imitating them.

Apart from the general public and the press, the greatest concern of academics and linguists, policy makers and professional bodies and associations, is to ensure that the standard English is used at all levels of our educational system. From the functional point of view, some linguists criticize Standard English usage as bookish, rigid and non-situational. On the other hand, the public and professional bodies have rated as poor the English language performance of our students at all level of the educational system, that is, the primary, post primary and the tertiary. It is this concern that motivated this study to look into the present state of the English language as a means of effective communication for the successful accomplishment of the assigned tasks and responsibilities of the Nigerian police officers.

2.5 COMMUNICATIVE LANGUAGE TEACHING IN ENGLISH FOR OCCUPATIONAL PURPOSES (EOP).

The "right" to "know" has prompted the search for a new information and communication order especially in developing countries. This makes a scientific study of communication and its processes inevitable. Consequently, communication studies have been the centre of focus or emphasis of many researchers, educators, administrators and government officials. Here, attention is focused on the strategies

and skills needed for effective communicative teaching in English for Occupational Purposes.

Communication, according to Nnogu (1994), touches every aspect of human engagement or activity. It is the axis on which man's action and desires to interact with his fellow man rotates. It is demonstrated in his ability to use symbolic vocal sounds, phonemes, morphemes, words, phrases, clauses, and sentences to put across his message to others. It is generally believed that effective communication within an organization or institution is based on its own specificity.

Communication, according to Little (1999), "is the process by which information is passed between individuals and/or organizations by means of previously agreed symbols". Chappel and Read (1984) define communication "as any means by which a thought is transferred from one person to another". Dabo (2002) states that communication as a process "involves all acts of transmitting messages to channels which link people to the languages and symbols/codes which are used to transmit messages, the means by which messages are received and stored, and the rules, customs and conventions which define and regulate human relationship and events".

From the above definitions, one thing that is very clear is that

communication touches every sphere of human endeavour. It serves as an instrument of social interaction and helps us to understand one another. Dabo (2002) further states that it is the medium by which relationships are established, extended and maintained. Communication serves as a means or avenue by which people in business, politics and other professions act, interact, exchange information and ideas, develop plans, propose policies, make decisions and coordinate them based on their fields of specialization.

According to Brown (1994), teaching approach does a lot to expand on the goal of creating "communicative competence", teaching students how to use the language for real – life communication in the classroom. EOP is regarded as the best example of communicative language teaching because it is geared towards learners needs to increase and develop in the learner his communicative competence to enable him function in his area of specialization. Communicative methodology therefore attempts to give the learners of English as a second language the natural settings for them to grapple with communication activities Maisamari, (1999) this will enable the learners to try from the very beginning not only to understand message produced by other speakers, but also to produce their own utterances in the

second language, expressing their own ideas and meaning, Marton (1988) in Maisamari (1999). A purposeful communicative methodology will, while emphasizing the need for the development of fluency, equally give some attention to the development of grammatical accuracy. Maisamari (1999) teachers should only draw the learner's attention to the serious linguistic problems that appears to inhibit communication. One essential teaching methodology in EOP is collaboration teaching most of the times the language is expected to work in close liaison with the specialist teachers.

2.5.1   Communicative Methods in English for Occupational Purposes Teaching.

The goal of communicative language teaching approaches in EOP is to create a realistic context for language acquisition in the classroom. Maisamari (1999) states that the focus is on functional language usage and the ability of learners to express their own ideas, feeling, attitudes, desires and ends. Open ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication. Students usually work with authentic materials (authentic realia) in small groups on communication activities during which they receive practice in

negotiating meaning. Example, learners are engaged in communication activities either in the form of role-play, pair or small group discussions, demonstration etc to further illustrate meaning.

2.5.2 Situational Context in English for Occupational Purposes Teaching

Nowadays, English is necessary to secure a job, get promoted and perform effectively in the world of work. This demand has generated the inclusion of a new linguistic branch in the fields of English for Specific Purposes (ESP), namely English for Occupational Purposes (EOP). Dudley-Evans (2004: p.15) state that the teaching process of any kind of language for occupational purposes should take as starting point the analysis of the four traditional skills within an appropriate context, that being, as far as possible, the conditions given in the workplace. Moreover, they subscribe to the idea that an effective syllabus must attempt to overcome the deficiencies of the educational system under which they operate.

English for Occupational Purposes (EOP) therefore encircles a reaction against the conventional humanistic approach whereby both teachers and students abide by the academic objective of knowing everything about the language being studied instead of concentrating attention on those skills most relevant within the workplace in the time

allotted in the educational environment. Nwoke (1987) in Maisamari

(1999:45)

> laments that the overall aims of language is to create in
> your learner a capacity to communicate in the target
> language. Regrettably, a number of language activities in
> our language textbooks carried out by English language
> learners and learners do not conform to the true nature of
> communication.

Communicative language teaching in EOP should place premium on the

learning/teaching of English that learners will obtain information they can

apply outside the academic world. Teachers should emphasize on the

use of authentic materials as this can make the connection between both

worlds possible (that is Academic and the professional).

Needs analysis in the work place, according to Dudley and Evans

(2004, p.60) entails some guidelines to be followed in order to cover the

under listed circumstances.

1.   Knowledge, on the part of employees, of the communicative

       functions of EOP.

2.   Understanding, on behalf of employers, of the expectations of

       those who need English in order to carry out a job.

3.   Knowledge, on the part of the employees, of the theory and

       practice of EOP. Furthermore, EOP envelops openness to the

       idea that cross- cultural differences do widely affect the

teaching/learning process. Sensitivity towards these differences should be developed to make communicative competence as effective as possible.

English for Occupational Purposes (EOP) teaching should be a major concern in professional institutions to cover the requirements of the present day societal demands in world of work. Future professionals must be prepared to use English in the work place adequately.

2.6 ENGLISH FOR OCCUPATIONAL PURPOSES (EOP)

English for Occupational Purposes (EOP) is the study of English language based on the specialized area of the learner to enhance the professional communicative needs in terms of his post-training experiences. Nwoke (1996) pointed out that English, like other disciplines is branching off into more and more specialized concerns. This is justifiable and understandable in view of the specific language needs of learners at various target situations in which the language shall be put to use.

According to Hutchinson & Waters (1984), the emergence of English for Specific Purposes (ESP) was not a planned and coherent movement as with most development in human activity, but rather a

phenomenon that grew out of a number of converging trends. Out of many trends that led to the development of English to suit a particular need only three are discussed here.

Hutchinson & Waters (1984), further state that the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces namely, technology and commerce. This situation soon generated a demand for an international language for various reasons, most notable is, the economic power of the United States in the post World, war /era. The effect was to create a whole mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Previously the reasons for learning English language or any foreign language was regarded as a sign of a well-rounded education. Hutchinson & Waters (1987), further state that as English language became the accepted international language of technology and commerce it created a new generation of learners who know specifically why they were learning the language – businessmen/women who wanted to sell their products to

keep up with the developments in their field and a whole range of students, whose course of study included textbooks and journals only realizable in English. All these and many others needed English and most importantly, they knew why they needed it.

Hutchinson and Waters (1987) further say that this development was accelerated by the oil boom of the early 1970s which resulted in a massive flow of funds and western expertise into the oil-rich countries. English suddenly became a big business and commercial pressures began to exert and influence. Time and money constraints created a need for cost – effective courses with clearly defined goals. The general effect of all this development is that English language became a language that everybody wanted to learn based on individual occupational needs.

In discussing EOP, Widdowson (1978) point out that development in the field of linguistics started as the demand was growing for English courses tailored to specific needs. Influential new ideas began to emerge in the study of language. Traditionally, the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However, the new studies shifted attention away from defining formal features of language usage to discovering the ways in

which language is actually used in real communication. As Widdowson, (1978) points out, one of the findings of this research is that the language we speak and write varies considerably in a number of different ways from one context to another. In English language teaching this gave rise to the view that there are important differences between, say, the English of commerce and that of Engineering. These ideas become married up naturally with the development of English courses for specific groups of learners. Nwoke (1996) asserts that if language varies from one situation of use to another, it is possible to determine the features of specific situations and then make these features the basis of the learners' course.

Research in English for Specific Purpose (ESP) has been on since 1962, but it was the late 1960s and early 1970s that saw the greatest expansion of research into the nature of particular varieties of English language. For example, description of written scientific and technical English by Ewer and Lattore (1969), Swales (1971), Selinker and Trimble (1976) emphasize that English should be learned based on the specific needs of the learner. Most of the work at this time was in the area of English for Science and Technology(EST) and for a time ESP and EST were regarded as almost synonymous. However, there

were studies in other fields too such as the analysis of doctor–patient communication by Candlin, Bruton, and Leather 1976. This view gained ground as Nwoke (1991) states that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialized area of work or study. This gave rise to the saying- 'Tell me what you need Hutchinson & Waters (1984) English for and I will tell you the English that you need'. This became a guiding principle of English for Specific Purposes (ESP). The result of researches in educational psychology also contributed to the rise of English for Specific Purposes (ESP), by emphasizing the central importance of the learners and their attitudes to learning. If learners were seen to have different needs and interests, as teachers we should train them in the ways that will help them develop in their areas of specialization. In planning the courses, it should be done through child centred approach. Maisamari (1999) opines that the standard way to achieve this is to take a text from the child's center of learning, for example text in geography, for geography students, biology for biology students, chemistry for chemistry students, etcetera. This means the idea behind language teaching is to train the learners in the ways that language is actually used in real communication. Our task as language

teachers is to help the learners turn his considerable dormant grammatical competence into a real practical mastering of the language being engaged in such real life communicative activities as buying stamps, going to cinema, asking the way, going shopping etcetera. Hymes (1972) puts it more precisely that the learner of English as a second language (ESL) be taught to acquire. "Competence as to when to speak, when not, and as to what to talk about with whom, when, where and in what manner" (p.51). That is teaching the learners the appropriate language to function efficiently in his speech community. This idea was also shared by Mountford (1988) who observed that a great deal of ESP thinking and practice develop in order to help learners communicate effectively in social, educational and occupational setting.

2.6.1 The Need for EOP Courses

Broadly defined, ESP is a course in which the aims and the contents are determined principally or wholly not by the criteria of general education, but by the functional and practical English requirements of the learners. For example, English for businessmen, English for medical doctors, English for lawyers etcetera (Nwoke, 1990). From the above, it would be seen, that the English which is imparted to the learners through the general education did not meet certain needs.

These needs are occupational or educational as seen in the case of doctors, businessmen and students who need English for some specific purposes occupations, trades and specialized training in some fields like engineering or technology. It is based on these facts that Kennedy and Bolitho (1981) point out that: The demand for EOP often come from groups of learners with no need for general English provided by a typical secondary school English course. Some learners …have already completed a general English course and wish to learn English for particular reasons connected with their studies on the job. (p.1)

The reason for this specificity, according to Mackley (1972) and Alaezi (1987), is that there have been great demands for relevance in education. They go on to explain that one way to provide this relevance is through the provision of vocational and technical training opportunities for young people and adults and all that need English to make such training a success. This is why the teaching/learning of English language in police colleges should be geared towards the learners area of specialization, using communicative language teaching in EOP

2.6.2 The Development of English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is a branch of English for Specific Purpose (ESP). The EOP course is justifiable because of its

nature. According to Nwoke (1988), EOP is a course in which the aims and content are determined principally or wholly not by the criteria of general education but by the practical and functional English requirements of the learners which are varied.

It is important to note that EOP is not a monolithic universal phenomenon. It has been developed in different speed levels and in different countries of which Nigeria is not left out in the development. Hutchison and Waters (1987) and Maisamari (1999).

Though at the early stage, that is, in the 60s and 70s, majority of the work was in the area of English for Science and Technology (EST) and sometime both ESP and EOP were regarded as almost synonymous but there were studies in other fields too. Swales (1985) illustrates the development of EOP as: "With one or two exceptions, English for Science and Technology has always set and continues to set the trend in theoretical discussion in ways of analyzing language, and in the variety of actual teaching materials". (p.9)

The focus here will be on the five phases of EOP namely:

1.   The concept of special language: register analysis

2.   Beyond the sentence: rhetorical or discourse

3.   Target situation analysis

4.   Skills and strategies

5.   A learning – centred approach.

2.6.3 The Concept of Special Language: Register Analysis

The concept of ESP in the 1960s and 70s was realized in the area of register analysis, Maisamari (1999). The early practitioners of ESP operated on the basic principle that English of, say, electrical engineering constituted a specific register different from that of say, biology or General English. The aim of this analysis therefore was to unveil the grammatical and lexical features of these target situations. Teaching materials therefore took these linguistic features as their syllabus (Hutchinson & Waters, 1987). The main motive behind register analysis such as shared by Ewer and Lattore, (1969) was pedagogic, that is making the ESP course more relevant to the learners' needs. In other words, the aim was to design a syllabus which will give high priority to forms they are likely to meet. Ewer and Hughes – Davis (1971), for example compared the language of English texts and found out that the school textbooks neglected some of the language forms commonly found in science texts. For example, compound nouns, passive, conditional anomalous finites (that is modal verbs). Their conclusion was that the EOP course should therefore, give precedence

to these forms.

2.6.4 Beyond the Sentence: Discourse Analysis

Discourse Analysis emerged as a result of serious flaws in the register analysis – based syllabus. Register analysis deals with language at sentence level, hence, there was need to shift attention to discourse analysis, (Hutchinson and Waters 1987).

Many linguists are in favour of the shift from register to discourse level. Notable amongst the practitioners are Widdowson, Trimble (1977). The basic hypothesis of this stage is succinctly expressed by Allen and Widdowson (1986) thus:

> We take the view that, the difficulties which the students encounter arise not so much from a defective knowledge of the system, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts. (p.1)

This analysis brings about the notion of looking at how meaning is generated between sentences – this means there is more to meaning than the words in the sentences. The major contribution of this view of language description as basis for ESP teaching and learning is that meaning of same sentences change with different context and the

change is brought about by two factors namely:

The sociolinguistic context: Who is speaking to whom and why–meaning is established according to the relationship between the participants in a dialogue and according to their reason for speaking;

The relative position of the utterances within the discourse, an utterance acquires meaning by virtue of what utterances it preceeds or follows - This is the discourse meaning. For example:

1.	Can I go out to play?

	It's raining

2.	Have you cut the grass yet?

	It's raining

3.	I think I will go out for a walk

	It's raining

4.	It's raining

	I think I will go out for a walk

	(Hutchinson and Waters, 1987:33). This dialogue demonstrates the two factors that influence meaning. In each dialogue, the reply "it's raining conveys a different meaning based on the context and participants in the context.

2.6.5 Needs Analysis (Target Situation)

This third stage established procedures for relating language analysis more closely to learners' reasons for learning. Giving the purpose of an EOP course, Hutchinson and Waters (1987), explain that it enables learners to function adequately in a target situation-the situation in which the learners will use the language they learn. It is the awareness of need that forms the central core of the ESP/EOP course. According to Hutchinson and Waters (1987), the characteristics of target situational analysis has to do with asking questions about why the language is needed, how the language will be used, what the content areas will be used, who the bearer will use the language with, where the language will be used and when the language will be used. If the learners, sponsors and teachers know why the learners need English that awareness will have an influence on what will be acceptable as content in the language course.

Hutchinson and Waters (1984), explanation of the term target situation analysis that the teacher designs the course content is based on the needs of the learners after identifying the targets group, is a more accurate description of the process concerned. The most thorough explanation of target situation analysis is the system set out by Munby

(1978) in communicative syllabus design. The Munby model produces a detailed profile of the learners' needs in terms of communication purposes, communicative setting, the means of communication, language skills, functions; structure etcetera.

The target situation analysis stage is marked by a certain coming of age in the development of EOP/ESP. What had hitherto been done very much in a piecemeal way was now systematized and the learner's need was apparently placed at the center of the course design process. EOP courses are determined essentially by the prior analysis of the communication needs of the learner and definitely not by such consideration as the schools or teachers (Maisamari, 1999).

2.6.6 Skills and Strategies

According to Hutchison and Waters (1987), Skill and strategies development was set up to cope up with study situation where the medium of instruction is the mother tongue. However, students need to read a number of specialized texts, which are available only in English. The fourth stage of ESP has seen an attempt to look below the surface and to consider not the language itself but thinking processes that underlie language use. The studies of Grewllet (1981), Nuttall (1982), Alderson and Urguahat (1984), deserve mentioning having made

significant contributions to the work on reading skills.

The principal idea behind the skill center approach is that underlying all language use, there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse. There is, therefore, no need to focus closely on the surface forms of the language. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface. For example, guessing the meaning of words from text, using visual layout to determine the type of text, exploiting cognates (that is words which are similar in mother tongue and the target language) etcetera. A similar view is expressed by Hutchinson and Waters (1987) that the language learners are treated as thinking beings who can be asked to observe and verbalize the interpretive processes they employ in language use.

2.6.7 Learning Centered Approach

Three forces identified in outlining the emergence of ESP might be characterized, as need, new ideas about language and new ideas about learning (Hutchison and Waters, 1987). The four earlier approaches are all based on description of language use. The concern in ESP is not with language use but language learning. Though

language use will help in defining course objectives. The key objectives of ESP have to be based on the understanding of the process or method of language learning. In other words, learning a language is not the ability to teach the language, but the major concern is to teach the students the ability on how to learn the language. Hutchinson and Waters (1987) on their part assert that "We cannot simply assume that describing and exemplifying what people do with language will enable some one to learn it. If that were so, we would need to do no more than read a dictionary in order to learn a language". (p.14)

An important approach to EOP therefore must be based on understanding of processes, strategies and more importantly of language learning. EOP as posited by Hutchinson and Waters has need analysis as the most characteristic feature, though it is related to target situation analysis. All EOP students are motivated, instrumentally towards learning the language.

The rational understanding that English is a medium of communication in their studies and job related activities may not be accompanied by an equally positive emotional attitude. Therefore, all activities must include some features that attract students by demonstrating relevance to local conditions and communicative needs.

2.6.8 EOP as Communicative Language Teaching

Communicative competence can be defined as the ability to function in a truly communicative setting, that is in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic of one or more interlocutors (Savignon, 1972). In another definition, Savignon (1983) outlines communicative competence as dynamic rather than a static concept that depends on the negotiation of meaning between two or more persons who share some knowledge of the language.

Communicative language teaching makes use of real – life situations that necessitate communication. According to Nwoke (1987) the overall aim of language teaching is to create in the learner a capacity to communicate in the target language. Regrettably, a number of language activities in our language textbooks used by English language teachers and students do not conform to the true nature of communication. In communicative language teaching, the teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their

reactions and responses as the real life situation changes from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Communicative methodology therefore attempts to give the learners of English as a second language the natural setting for them to grapple with communication activities (Eliss, 1984). This will enable the learner to try from the very beginning not only to understand messages produced by other speakers but also to produce their own utterances in the second language expressing their own ideas and meaning (Marton, 1988).

Commenting on the contextual nature of English language, Berns, (1984) asserts that language is interaction, it is interpersonal activity and it has a clear relationship with society. In this light, language study has to look at the use of functions of language in context, both utterances before and after a given piece of discourse and its social, or situational, context (who is speaking? what their social roles are? why they have come together to speak).

Hutchinson and Waters (1984), view the term communicative as "General to the competence and expectations of those participating in the learning process". It implies that a communicative approach is based on negotiation between all the parties concerned.

Communicative language teaching is based on a real analysis of learners' needs and expectations or on real negotiation with the learners. It is only in this way that EOP can be learning centred and truly communicative.

Hawey (1984), like Hutchinson and Waters (1984) says that ESP/EOP courses through out the world have focused attention on students' communicative needs. It is also the starting point for course design and have shed a new light on the traditional concepts of approach, method and strategies in language teaching. EOP is often regarded as the best example of communicative language teaching because it is geared towards learners' needs.

The purpose of EOP is to increase and develop in a short period of time the linguistic potentialities of adults who need the language to function well in their job related activities (Nwoke, 1996). This means that, the transmission of such language has to be practical and operational, and that could be achieved only through EOP as communicative language teaching.

Since ESP is another approach to language teaching, teachers' methods for ESP are not different from those of ELT. The major difference is the use of need analysis to identify the specific need of

learners. The teacher needs to be flexible and adaptive, especially regarding books and materials.

2.6.9 Needs Analysis

Needs analysis procedures entail a systematic gathering of information on the target situation and the learning needs (Maisamari, 1999). The ESP course is seen as a course which begins with the question: "What do the learners need English for or in other words – What do the learners need the language for". The answer to this question becomes the signpost to the kind of course content, teaching materials and methodology to be used or adopted.

In ESP, the course content and teaching materials are not drawn up without due consideration of the target situation in which the learners will use the language and their existing language proficiency or performance. According to Hutchinson and Waters (1987) "If teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and on the positive side what potentials can be exploited". (p.53)

Needs analysis is therefore very central to ESP. Brindley (1989) talks about need being the gap between what is and what is to be.

Needs analysis is carried out through a diagnostic test to determine which of those target languages has been acquired and which ones are lacking.

2.6.10 Target Needs

The analysis of target needs involves asking questions about the attitude of learners towards the situation of the participants in the learning process. Hutchinson and Waters (1987) put it thus: "Target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lack and wants". (p.55)

2.6.11   Necessities

According to Hutchison and Waters (1987),this is determined by the demands of the target situation, that is what the learner has to know in order to function effectively in the target situation. For example, a businessman or woman may need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues, etcetera. A policeman may need to understand the language of criminals to enable him communicate effectively with criminals or suspects.

2.6.12   Lacks

Hutchison et al (1979) further observes that it is important to find out what the learner lacks after discovering what he already knows. This will help the teacher decide which of the necessities the learner lacks that is important for him to know. One target situation may necessitate reading texts in a particular subject area. Whether or not the learners need instruction in doing this depends on how well they can do it already. The target proficiency in other words needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lack.

2.6.13   Wants

Learners too have a view as to what their needs are. It is based on this that Richterich (1984) opines that: A need does not exist independently of a person. It is people who build the image of their needs on the basis of data relating to themselves and their environment.

With the above factors, one can see that the learner too has a role to play in determining the target needs. It is an awareness of the needs stressed above that characterizes the ESP situation. However, awareness is a matter of perception, and perception may vary according to one's standpoint.

2.6.14 Learning Needs

While analyzing learning needs, Smith (1984) states that they are directed towards acquiring the type of competence expected during the target situation analysis. It involves determining the teaching materials and methods that will be used to achieve the set objectives and determining what the expert communicator needs to know in order to function effectively in that situation, these may be recorded in terms of language items, skills, strategies, subject, knowledge, etcetera.

2.6.15   Course Design in EOP/ESP

According to Hutchinson and Waters (1987), course design is the process by which raw data about a learning need is interpreted in order to produce an integrative series of teaching. Learning experiences, whose ultimate aim is to lead the learner(s) to a particular state of knowledge. In practical terms, this involves the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards specific goals will be measured (Maisamari, 1999).

Designing a course for EOP class will no doubt pose problems to the teacher. To solve these problems the teacher should make an effort to determine the features of the specific situations under which the learners learn the EOP for example, for status, money, occupation or promotion. The teacher now uses these features as basis for teaching.

Hutchinson and Waters (1984) further points out that course design include:

> General theory of how people learn, example (the teacher, visual aids available, time etcetera). Expectations and experience of teaching and learning in general, the relationship between the ESP teaching situation and the wider educational context to which it belongs.

In ESP course design, approaches such as language-centred, skills – centred approach and learning – centred approach may be used. Hutchinson and Waters (1987, p.66) presented a language centre approach to course design as thus: -

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┌─────────────────────────┐         ┌─────────────────────────┐
│   IDENTIFY LEARNERS      │         │  SELECT THEORETICAL VIEWS│
│   TARGET SITUATION       │         │      OF LANGUAGE         │
└─────────────────────────┘         └─────────────────────────┘
              │                                   │
┌───────────────────────────────────────────────────────────┐
│      IDENTIFY LINGUISTIC FEATURES OF TARGET SITUATION      │
└───────────────────────────────────────────────────────────┘
                            │
            ┌───────────────────────────────┐
            │      CREATIVE SYLLABUS         │
            └───────────────────────────────┘
                            │
┌───────────────────────────────────────────────────────────┐
│      DESIGN MATERIAL TO EXEMPLIFY SYLLABUS ITEMS           │
└───────────────────────────────────────────────────────────┘
                            │
┌───────────────────────────────────────────────────────────┐
│  ESTABLISH EVALUATION PROCEDURES TO TEST ACQUISITION       │
│              OF SYLLABUS ITEM                              │
└───────────────────────────────────────────────────────────┘
```
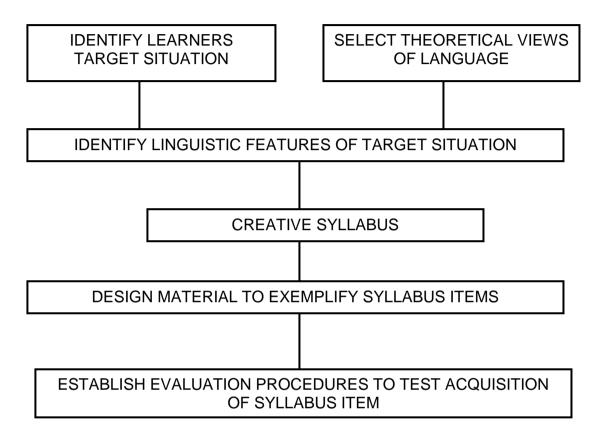
Figure 1:   Language – Centred Approach to Course Design

Adopted from Hutchinson and Waters (1987, p.66)

1) **Language – Centred Course Design**

Hutchison and Waters (1987) consider this to be the simplest and particularly most prevalent in ESP course design. It aims at drawing a direct connection between the analysis of a target situation and the content of the ESP course. It simply maintains that the nature of the target situation determines the ESP course.

2) **Skill – Centred Course Design**

This is an approach to course design set up with the specific aim of developing the learners' ability to read texts in English (Maciel et al 1983). It is a reaction both to the idea of specific registers of English as basis for ESP and to the practical constraints on learning imposed by limited time and resources. In essence it sees the EOP/ESP course as helping learners to develop skills and strategies which will continue to develop after the ESP course itself. It simply points out the need to look behind the target situation data to discover what processes enable the learner to perform. Those processes will determine the ESP course (Holmes, 1982).

3) **Learning – Centred Course Design**

The learning centred approach is based on the principle that learning is totally determined by the learner. "As teachers, we can influence what we teach, but what learners learn is determined by the learners alone" (Hutchinson & Waters 1987). This approach sees learning as an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.

The learning centre approach is a more practical approach to course design that befits developing nations like ours. Also, the approach means that there is no single factor that has an outright determining influence on the content of the course. The ESP learning situation and the target situation will both influence the nature of the syllabus, the materials, methodology and evaluation procedures. It is important to note that, course design does not proceeds in a linear fashion as needs and resources vary with time. It is therefore needs to have an in- built feedback to enable the course to respond to new developments. It is the duty of the EOP teacher to bear in mind that what he will teach is determined by the needs of the learner and the target situation

they need English for. Hutchinson and Waters (1984, p.110)

illustrates the point in a diagram thus:-

```
┌─────────────────────┐     ┌─────────────────────┐
│   NEED ANALYSIS     │─────│  DERIVE COMPETENCE  │
│                     │     │                     │
└─────────────────────┘     └─────────────────────┘
                                               │
                                               ▼
                                    ┌─────────────────────┐
                                    │   DESIGN COURSE     │
                                    │   AND MATERIAL      │
                                    └─────────────────────┘
                                               ▲
┌─────────────────────┐     ┌─────────────────────┐
│  ANALYSIS OF THE    │─────│ DETERMINE PEDAGOGIC │
│ LEARNING SITUATION  │     │     APPROACH        │
└─────────────────────┘     └─────────────────────┘
```
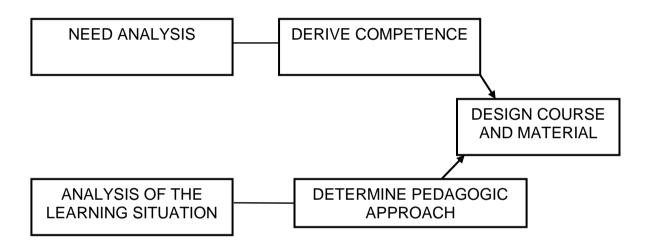
Figure 2:   Learning – Centre Approach

Adopted from Hutchinson and Waters (1984, p.110)

2.6.16 Materials Design in EOP

After analyzing the needs and drawing up the syllabus, there is the need to decide on the material to be designed for teaching purposes. Hutchinson and Waters (1987) and Maisamari, (1999) categorize these materials into four, thus:

Genuine materials

Adapted materials

Synthesized materials

Created materials

1)   **Genuine Materials:** Here materials are taken directly from print sources to the students (learners). The teacher does not need to change anything so as not to change the form of the materials taken. This gives the students a taste of real language in use and provides them with valid linguistic data for their unconscious acquisition process to work (Maisamari, 1999, p.40). The materials should not be above the level of the learners. To make use of genuine materials in the classroom required learners with fairly good background in English language so that texts can be chosen over a wide range of subject matter.

There are materials for absolute beginners as well as for

experts in the various fields. The problem with the use of genuine materials is that the teacher may not have complete control because the materials chosen cannot be altered for his and the learners clear understanding. However, it is not tasking to the teacher and can provide learners with real language to be used.

2) **Adapted – Materials:** Maisamari (1999) observes that adapted materials allow the teacher to pick the materials he will use and make minimal changes to suit the situation. Here the teacher participates in the materials production process. He is therefore aware of any problems he may encounter. The students' needs are considered and changes are made in areas of difficulty.

3) **Synthesized Materials:** This involves extracting genuine materials from two or more sources by deleting or removing the unwanted items. In other words getting the good aspects in all the different areas and putting them together to form a new material. In this way, the EOP teacher develops teaching materials for use with learners base on their needs.

4. **Created Materials:** This is similar to synthesizing except that here all words used are the teachers property. This method gives the teacher complete control in building the units of discourse as

he wants, or stressing those grammatical elements we wishes to have practiced and in providing lexis that is useful for any given group.

2.7 THE ROLE OF THE EOP TEACHER

EOP course, according to Hutchison and Water (1987) aims at satisfying a particular need. The EOP teacher has a very important role to play in order to satisfy the needs of the learners and by extension, to enhance their productivity. Indeed it has to be admitted that the success of any EOP course depends to a large extent on the competence and commitment of the teacher. This is true of all courses but the EOP teacher is a special instance. EOP teaching differs from the General English taught in our schools. While the General English teacher is mostly needed to master his subject matter and recall it well in the presence of his learners, he does not concern himself with curriculum planning or course development. The syllabus are usually drawn up and handed to teachers for implementation. EOP teaching on the other hand does not encourage the use of such descriptive and uniform syllabus. Rather, the EOP teacher will have to deal with needs analysis, syllabus design, material writing or adaption and evaluation. He is expected to draw up the syllabus for specific clients after a detailed analysis of their

needs and is also expected to design and produce relevant materials taking into cognizance the need of his clients and the language skills he plans to practice. After doing all these, the EOP teacher's work is far from being finished. His greatest challenge is found in the classroom. As Osasona (1997) in Maisamari (1999) aptly observes, "the EOP/ESP teacher is not the all-knowing figure that students think teachers are. He may or may not, have specialist knowledge of the content area or occupation of the learners. The teacher may be threatened in an ESP/EOP situation". This is because most often, he is called upon to use content material whose conceptualization he knows little or nothing about. He is a language instructor who is required to help his students out of the linguistic and the communicative webs in which the facts of the content knowledge have been clothed.

The EOP teacher will first accept his role as a language teacher and give due credence to content teachers as partners in progress. One way of doing this is to collaborate with specialist subject teachers through team teaching (Maisamari and Nwoke, 1996). By collaborative teaching, the language teacher may deliberately plan to use certain materials and teach specific topics in due consultation with specialist teachers. For example, in EOP, the teacher may plan to teach narrative

writing after a visit to the zoo or teach a language activity after watching a court session. The learners are expected to narrate their experiences logically during their visit to the zoo, and to also follow arguments and evidences delivered in the court.

Certainly for the successful accomplishment of his task, the EOP teacher needs the cooperation of the specialist teacher in both the planning and setting of the activity. This calls for the EOP teacher's cordial relationship with his colleagues as well as his readiness to be a participant-observer and a student in specialized classes. Though these may not sometimes be too smooth on the part of the EOP teacher, as some content teachers may see him as an agent for college authority or some may repulse the attempt because the EOP teacher may detect their inadequacies. The teacher's role in the classroom should depend to a large extent on the function he performs in different activities (Nwoke, 1987). Consequently the EOP teacher may sometimes be a controller, an assessor, an organizer, a prompter, a participant, a resource fellow etcetera. These expected roles of the EOP teacher generally place him above the average language teacher.

2.8   LANGUAGE TESTING

Testing is a necessary activity in teaching (Maisamari 1999). Testing will help the teacher determine how he has succeeded and how well the learners have learned. It could be done to primarily assess students' performance in language or as a device for reinforcing learning and motivating students (Heaton, 1988; and William, 1990).

A language test which seeks to find out what students can do with a language, provides a focus for purposeful, everyday communication activities. In a service English course in the tertiary institutions either as ESP/EAP or the General use of English course, the objective and the focus of such a test should be to ascertain what exactly the students can do with the language particularly as it affects their daily scholarly life. Note that the focus is on what they can do with the language and not what they know about the language. This will be proper in the Nigeria Police Colleges where English language is supposed to be given serious attention because, of all the force formation in Nigeria and since the Nigeria Police seems to be the only group of people (force) that interact with the general public (civilians) at all times. In fact they are trained to maintain law and order in the society after leaving the college. In addition to maintaining law and order, they are required to be perfect in

their roles as force officers. By the nature of their duty which brings them into constant contact with the people, there is the need for them to be proficient in English language. With the English Language as the country's official medium of communication, police colleges need to know the English language levels of their learners, with a view to improving on it in a way that will enhance their communicative competence and make them effective in their places of official duty after leaving the college.

For the proper implementation of the EOP programme in the Nigeria Police Colleges, a test should be administered before the course (pre-test), this will be with the aim of finding out what the students can do with the language and what they cannot do. From this, the examiner or evaluator will be able to plan his learning experiences to meet those of the learners Maisamari, (1999). If on the other hand, the test is administered at the end of the course (post-test), the aim and focus will be determining the effectiveness of the programme. It will also be used to determine how well the teacher was able to achieve that which he set out to achieve.

Based on the prevailing language teaching approaches, language testing can generally be classified into four. These are the essay

translation approach, the structuralist approach, the integrative approach and communicative approach, (Maisamari, 1999). These approaches will suit the teaching of English in the Police Colleges if EOP programme is introduced. It will make the learners more proficient in his/her communicative ability. Maisamari (1999) explains the above four language approaches as follows:

2.8.1 Essay Translation Approach

This approach is regarded as the pre – scientific stage of language testing. This type of test usually consists of essay writing, translations and grammatical analysis with heavy literary and cultural bias. There is no special skill needed for the administration and assessment of the essay translation test as judgment of the teacher is considered to be of immense importance in assessing performances.

2.8.2 The Structural Approach

The structuralist approach to language testing stems from structural linguistics. This approach views language learning as a systematic acquisition of sets of habits. A lot of emphasis is placed on the need to identify and measure the learners' mastery of the separate elements of the target language. Consequently, in this approach, there are separate tests for phonology, vocabulary and grammar (Nwoke,

1996). Student's competence is tested using words and sentences divorced from any context on the grounds that a large sample of language forms can be covered in the test in a comparatively short time. For the same reason as above, the four language skills are not only separately taught, but separately tested. Therefore, the discrete test is criticized by the structuralist for being unnatural and therefore inadequate (Maisamari, 1999).

2.8.3 The Integrative Approach

Maisamari (1999) observes that the integrative test approach is advocated as a solution to the criticism labeled against the structural approach. It is concerned with testing the language in context. It is primarily concerned with meaning and the total communicative effect of discourse. It does not therefore seek to separate language skills into neat divisions in order to improve reliability. Instead a language test is designed to assess the learners' ability to use two or more skills simultaneously. It is concerned with the global view of proficiency. Integrative testing involves the use of functional language rather than language usage.

2.8.4 Communicative Approach

Similar to the integrative test is the communicative test. The notion of communicative test stems from the fact that if language is taught as communication, then language testing should also follow suit. According to William (1990), in Maisamari (1999), if communicative competence can be taught, it is also possible to test it. Like integrative language test, communicative language testing is concerned with the importance of the meaning of utterances rather than their form and structure.

A communicative test sets tasks which approximate as closely as possible those facing the students in real life. Students are therefore judged in terms of the effectiveness of the communication, which takes place rather than the linguistic accuracy. Indeed language use is emphasized instead of usage. Communication skill sees language as a form of social behaviour and the aim of language teaching is for the learners to communicate fluently, appropriately and spontaneously in the cultural context of the target language, (here, is in the cultural context of English language). Maisamari (1999).

The aim of communication is to see that learners have oral fluency in speaking. Oral communication is a two way process between

the speaker and the listener involving the productive skill of speaking and the receptive skill of listening with understanding. The speaker has to encode (send) the message to be conveyed in appropriate language, while the listener has to decode (interpret) the message.

In English language, all the processes of speaking and writing fall under the aspect called tenses. This is marked by English verbs to show the time an action is performed. We have three tenses in English language namely: present tense, past tense and future tense, and they are sub-divided into simple, continuous (progressive) and perfect condition. They are further grouped into eight parts of speech namely; Noun, verb, adverb, adjective, pronoun, preposition, conjunction and interjection.

There is a need for the EOP teacher to regard language testing as an important aspect of in EOP teaching because it checks the entry standard of the learners that is, pre-test and achievement after treatment which is post-test. The teacher through testing assesses his learners and himself whether he has taught well or his learners understood what has been taught.

2.9 HISTORY OF THE NIGERIA POLICE

The Nigeria Police Force has its origin from Lagos in 1861. Ibeziako (1963) observes that the Nigeria Police system, unlike the British police system, was not a National growth or national consequence of the indigenous efforts. It was imposed on Nigeria by the imperial Government. He went on to say that the first statutory step towards establishing a police force in Nigeria was taken in 1863 under ordinance 18 of 1863 of the settlement of Lagos. Provision was made for the training of six hundred additional Hausa Armed police for the settlement of Lagos. The Hausa police was further enlarged with the recruitment of the Hausa constabulary. It then consisted of one thousand, two hundred officers and men commanded by an Inspector General of police. Although their duty was mainly military in nature, the men were expected to perform some civil duties. In 1896, the Lagos police force was established, like the Hausa constabulary. It consisted of a commissioner, a superintendent, a pay and quarter master, master tailor and two hundred and fifty other ranks.

While this development took place in Lagos and part of Western Nigeria, the Niger coast constabulary was formed in 1894 modeled on the "Hausa constabulary" but with greater emphasis on the military role.

The Southern Nigeria police was also formed in 1906 when the colony and protectorate of Southern Nigeria was proclaimed in 1950. Majority of the men of the Niger Coast constabulary joined the Southern Nigeria Regiment (Army). The remainder of this force and the Lagos police force were absorbed into Southern Nigeria police. The Northern Nigeria Police was formed in 1903 when the Northern Nigeria protectorate was proclaimed following the transfer of the administration from Royal Niger Company to Government. Some ranks joined the Army, while others formed the police.

The Nigeria police force was amalgamated in 1930 forming the Nigeria police force with its headquarters in Lagos, commanded by an Inspector General. With the creation of new states and federal capital territory in 1967, police commands headed by commissioners of police were established. In addition, there were twelve zonal commands commanded by Assistant Inspector General of police (AIG). The force Headquarters was also moved from Lagos to Abuja, in 2001 but still maintained Annexes in Lagos.

2.9.1 The Origin and Constitutional Evolution of the Nigeria Police Force

Ibeziako (1963) observes that the origin and development of the Nigeria police force was rooted from the British Police system. He further stated that it took many years to develop the British police service into the system that exists now. He said that History of the police service runs through three main stages; for example, the earliest period that people were themselves responsible for law and order. The second phase saw the justice of peace with the assistance of constables in charge of the country and the final stage emerged with paid professional police force. According to him all through the stages, the dominating factor has been the principle that local authorities were responsible for the policing of the respective localities.

2.10   THE ROLE OF THE POLICE COLLEGES

The police colleges were established in the country for the purpose of training and meeting the manpower needs of the force. Manpower, in the view of Owoseni (1999), is the aggregate totality of the staff of an organization. The above definition when applied to the Nigerian police, translates to the total strength of the force. It is a widely held view that, even with the revolution in Information Technology, no

organization can maintain its existence or achieve its objectives or develop to meet future challenges without a programme of manpower development. This in essence, is to say that the human element is a "Sinequanon" to the existence of any organization. The main means for ensuring manpower development is widely accepted to be through training.

The Nigeria Police College started in 1922 in Kaduna as police school and extended its training to native authority, non commissioned police officers (NCPO) in 1929. Other Police Colleges were established as a part of Nigeria's initiative to combat organized crime, provide experienced police officers with specialized training in both management and operational techniques.

The core values of Nigeria police can be seen as:-

1. To treat each other and the general public with respect and dignity.

2. To continuously strive for excellence in service and delivery.

3. To encourage open communication among all segments of the college.

4. To value the professionalism of the employees through empowerment.

The Colleges offer educational training position for the Nigeria Police community. The courses offered by the Nigeria Police Colleges are for Police officers currently recruited and employed by Police service. Since the Colleges continue to play their role in the training of manpower needs of the force, the schools run courses like:-

1)   Training of recruits

2)   Cadet Inspector course

3)   Cadet Assistant Superintendent of police course.

4)   Promotion courses for junior ranks.

5)   Development/refresher courses.

6)   Conversion courses.

Seminars, symposium and workshops are often organized for course participants. In addition to the core police subjects taught in the colleges, courses like geography, sociology, French, etcetera are also taught to broaden the learners knowledge. (Eke, 1976).

2.10.1 Training

Ibeziako (1963) observes as follows:,

> I submit that the Nigeria police force requires to be established, trained and organized along the lines of an Armed Civil police force as has been accomplished in Kenya and elsewhere in East Africa colonies.   The

foundation of the force must be laid to ensure a high standard of training in the primary duties of a police officer, viz. The prevention, detection, investigation and prosecution of crime together with the maintenance of a high standard of discipline in the force and handling of arms, precision necessary for the suppression of disturbances of the peace.

Tamuno (1969) also opines that through its various training programmes, the Nigeria police force improved both the efficiency of its services and imparted valuable general educational skills necessary to able and resourceful policemen and women. Not only are these persons encouraged to specialize in such branches as criminal investigation department (CID), Drill, Dog handling and Fingerprints, they are also free to choose careers in photography, radio technology, teleprinter services, signals operation, driving and motor vehicles which after retirement they would be able to benefit from the skill acquired during their police careers as security advisers to private firms or as workers in various fields of their specialization.

2.10.2 Community Policing

The idea of introducing community policing recently in Nigeria is to further improve the security of lives and properties of people in the country. Times without number security institutions have demonstrated

their inability to adequately cope with the rising crime rate in the country. On many occasions, ugly incidences occur which could have been prevented had the nation's police personnel been adequately trained and equipped to handle them.

Salihu (2004) states that people's policing is aimed at creating a symbiotic relationship between the police and the community. It's a policing system that is community friendly. It makes the Nigeria Police a people's police committed to efficient service. He contended that he cannot under-estimate the role of education in this grand design. He pointed out that, it is regretful to note that the intellectual poverty of some policemen has sometimes made them to act repressively, unjustly and to grossly violate human rights norms.

The implication of all these is that an earnest intellectual programme aimed at educating the police should be embarked upon. Salihu emphasizes that the systematic operationalization and workability of this initiative will largely depend on how well the Nigeria policemen/women are educated. Again effort must be made to create a symbiotic relationship between the police and the civil populace. This relationship however, must emanate out of a conscious effort on the part

of the police to pursue the culture of transparency, respect for the sanctity of life and human rights norms and of course submissiveness to serve the people. Under this grand design, the practice of brutality and harassment should be discouraged.

2.11 CURRICULUM OF ENGLISH IN THE POLICE COLLEGE

The ultimate goal of any educational system is to realize its purposeful set target. One of the persistent problems of police colleges is that of developing programmes and curricula which accurately reflect their underlying purposes and philosophies, (Eke, 1976).

The general studies curricula at the police colleges in Nigeria was formulated to train police officers who pass through the colleges to acquire some basic training and skills that will enable them perform well in their respective places of work. The programme was designed to provide a general knowledge of the force which would produce well rounded and deeply informed police officers. Apart from the core training of the force, other subjects were offered to broaden knowledge in other fields. All these borders on the good knowledge of English language as all training and courses are taught in English language. As a result, there is the need to look at the curriculum of English language in the police colleges with a view to improving on it so that it will enhance

their overall competence and ability to study other subject in the college.

Curriculum is seen as an inevitable aspect of education from which the teacher draws what he teaches and in fact may be regarded as the oxygen that gives life to the entire educational system. Ali (1990) also asserts that curriculum is a framework or guide consisting essentially of topics, concepts, ideas, etcetera which learners are expected to be taught using specific methods, materials and activities at specific class levels. In the end it is expected that the students would have attained the objectives or goals for which the teaching was done in the first place. The Use of English course currently taught at the police college is based on teaching the subject generally. The aim of the curriculum is for the learners to know the approaches to English and how to speak the language and read things that will ginger understanding of the language. The Use of English course is aim at given learners the background knowledge to the language. At the moment, it appears that teachers in the police colleges teach without specific purposes in mind. They teach with no specific syllabus or scheme of work to follow. The materials selected are for a general understanding of the subject and based on the teachers choice.

It is observed that there is yet to be an English language

programme that has been specially designed to meet the occupational needs of police officers in Nigeria. A curriculum for English language in the Police Colleges therefore needs to be designed to suit the specific needs of the learners as this will enhance their communicative competence make them proficient in the world of work.

2.12 EMPIRICAL STUDIES ON ENGLISH FOR OCCUPATIONAL PURPOSES.

Muodumogu (2002) had a practical study at the University of Jos using 10 males and 10 females students who were in 300 level. The purpose of the study was to improve competence in effective communication. He used purposive sampling technique to identify samples for the study which took him six weeks. The instrument was structured oral questions. Although the six weeks exercise was not adequate, it served the purpose for which the study was embarked upon. The environment too was not conducive. The findings and relevance to the study is the relationship between the study and the present work on English for Occupational Purposes.

Another empirical research carried out by Utoh (2002) at the University of Jos clearly showed that research of this nature should be a continuous exercise as it has improved the competence in students'

communication skill. He used 5 males and 5 females and questionnaire was the instrument being an experimental study, however, he chose few samples using questionnaire as the instrument. The study lasted for four weeks. The study dwelt much more on concepts in English and the appropriate use of these concepts. However, time and finance were the constraints.

The work of Hassan (2002) clearly helped course participants on methodology. It was done in Command Secondary School, Jos. Fifteen instructors were chosen by using structured oral questions to select the sample. The study design was experimental and it lasted for six weeks.

The major thrust of the work was methodology. Instructors in Police College would need much knowledge about how to teach course participants who are professional policemen and women. The study was relevant and interesting but there was no enough time and material for the experiment.

Bala (2003) had an experimental study in Kano by using 20 females who were policewomen. The duration of the course was six weeks of intensive teaching on pronunciation. Few selected words common to the Police force were identified. The instrument used was oral but structured questions. The focus was teaching correct

pronunciation of certain words. The finding and relevance was therefore the enhancement of Police Officers communication skill development.

The empirical studies on English for Occupational Purposes assisted the researcher to improve on the limitations of past studies such as time, materials, focus, and to update information in order to enhance communication among Police Officers.

The Nigerian Police Colleges take care of course participants from various commands and most of these students need instructors who are refined, current and are relevant on current issues about the use of English language for occupational purposes.

If the instructors are groomed by experts it would affect positively the course participants. This study can be used to help instructors to be up to date and face challenges on their duty post. The researcher would make available this research task to college instructors in order to disseminate the information to course participants.

Empirical studies of this nature can become a platform to spur future researchers into breaking new grounds in order to enhance communication skills among Police Officers beyond the four areas it has covered namely:

i.   Improving competence in Effective Communication

ii.   Identification and use of concepts in English

iii.   Methodology and

iv.   Pronunciation

2.13 POLICE TRAINING IN CONTEMPORARY NIGERIA

Training is at the heart of effective and responsive policing. The Government proposals for new structures and arrangement for police training present an opportunity for a fresh start in police training.

Training, according to the Oxford English Dictionary, is defined as "discipline and instruction directed to the development of powers or formation of characters, education and exercise in some art, profession or occupation with a view to be proficient in it". Also the development of manpower and productivity of the United States of America describes training as "the systematic development of attitude, knowledge and skill-patterns required by an individual to perform adequately a given task or job". Stubbs (2005). Training is said to be an essential part or element of manpower development in any organization.

For training to be meaningful the need for it must be identified; therefore, training schemes must always aim at the multiple objectives of the organization. They should be related to task as well as to the quality of the individual.

2.13.1   Requirements for Police Training

Stubbs (2005), further states that for effective training of the police in Nigeria, to take place, their training modules should be geared towards the following:

1)   Equip and support all officers to perform their present and future jobs to a common high standard.

2)   Contribute to the delivery of force objectives

3)   Contribute to a more diverse and responsive service better geared to representing, serving and responding to the needs of diverse communities.

4)   Contribute to achieving government aims for the criminal justice system.

In order to achieve the above requirements, new arrangement must be made for police training so as to yield in the following outcomes:-

1)   produce high quality officers who can make an effective contribution to reducing crime and delivering justice.

2)   Provide greater confidence in the police through an increasingly professionally competent police service.

3)   Training for the individual must reflect the needs of organization

which in the police is combating of crime and maintaining law and

order in the country. For police to be communicatively competent

in their job, a well structured curriculum of English language must

be developed and teaching should be done using communicative

language teaching in EOP. This will improve their spoken English

and will make them proficient in their duty.

2.13.2   A National Training Organization for the Police Service

The primary function of National Training Organization (NTO) for

the police service is to promote skills within its sector in order to raise

effectiveness and competence in the police force. The Government

welcomes the creation of an effective N.T.O. as a vital part of the new

structures for police training. According to Stubbs (2005) this training

organization could play a vital role in:-

1)   setting national occupational standards for the service and

advising on a national qualification structure for the police.

identifying skill shortages, training needs and gaps in training

provision

2)   provide information on training and development opportunities.

3)   building links and partnership with further education, higher education and other relevant bodies, etc.

2.14   SUMMARY OF LITERATURE REVIEW

From the literature reviewed no information has been given on the effectiveness of use of English language in police training colleges and the status of communication in police job. However, the information obtained is in relation to use of English language to enhance communicative competence of the learners in police colleges. The review started with the examination of the English language as a medium of communication in Nigeria. Since English language in Nigeria covers all facets of life because it is the language of educational advancement, of job opportunity and participation in cultural life and other social interactions. Therefore, there is need for proficiency in the language. Obanya (1981) observes that understanding English language means comprehension of other subjects taught in schools.

Further information obtained includes the role of the teacher in promoting effective learning of English language. For the teacher to perform his/her duties well he/she needs to be a master of the subject in

all its ramifications and should consider the learners individual differences while discharging his duties. He also takes note of the learners' first language situation (mother tongue) which may interfere with the second language learning (English). The integration of language learning and teaching should be considered in bringing learning to real life situation. The review notes that despite the teacher's efforts to promote effective learning it does not go without some hindrance. Factors that affect performance in second language teaching and learning of English language were examined. The standard of English language use in Nigeria were also reviewed.

Furthermore, the review also covers issues on EOP as a course to be introduced in professional fields in order to enhanced learning in professional fields. The role of the EOP teacher as a collaborator between the learners and content (subject) teacher was also reviewed. The review emphasis the need for EOP teachers to identified learner's needs in order to plan a syllabus that will suit the target needs of learners. Communicative language teaching was also looked into. The principles and approaches to communicative language teaching were discussed Attention was also given to EOP course design with the view to making EOP teaching tailored towards specific or professional needs of the learners.

Related literatures were also reviewed on the history of the Nigeria police force right from inception to the establishment of Police Colleges in Nigeria. Their method of training and the importance of teaching English language in the Police Colleges were highlighted.

CHAPTER THREE

METHOD AND PROCEDURE

In this section, the procedures that were adopted for the collection and analysis of data are presented and discussed under the following sub-headings: - Design of the study, Population and sample of the study, Sampling technique, Instrument for data collection, Validation of the instrument, Reliability of the instrument, Administration of the instrument, and Method for data analysis.

3.1   RESEARCH DESIGN

The design of this study took both the survey and the experimental approach. A survey research is one in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire group or population. The researcher considered the survey design because, the study attempted to assess the teaching of English language in the Nigeria Police Colleges. Attempts were also made to evaluate the effectiveness or the impact of English language teaching in the Police Colleges for the purpose of generalizing the findings to the target population. This helped in determining whether the introduction of

English for Occupational Purposes (EOP) in the Nigeria Police Colleges will enhance their communicative competence better than the general Use of English programme.

The study set out to elicit the opinions of instructors of English language and the final class trainees in the Nigerian Police Colleges with regards to the introduction of Use of English for Occupational Purposes (EOP) to improve communicative skills among police officers. The choice of this design was informed by the position held by Osuala (2001) that: "A survey research is oriented toward the determination of the status of a given phenomenon rather than toward the isolation of causative factor" (p.253).

On the experimental aspect, the study used Solomon Four Group Design which is an experimental design involving the manipulation of the independent variable, chosen because it would do the best job at controlling all sources of invalidity. The researcher found the Solomon – Four Group Design necessary because it controlled all threats to validity or sources of bias.

The researcher used Solomon-Four Design, so that it will be able to measure the different achievements between the groups. Using Solomon-Four Design the researcher would measure achievements after

treatments between these groups:

Pre-test - treatment – Post-test

Pre-test - no treatment – Post-test

No Pre-test - treatment – Post-test

No Pre-test - no treatment – Post-test

In order to comment appropriately.

Figure 3: Solomon Four Group Design

$$
\begin{array}{llll}
R & O_1 & X & O_2 \\
R & O_3 & C & O_4 \\
R & - & X & O_5 \\
R & - & C & O_6 \\
\end{array}
$$

Key: -

R = Random Sampling

X = Treatment

C = Control

O_1 = Pre-test

O_2 = Post-test

O_3 = Pre-test

O_4 = Post-test

O_5 = Post-test

O_6 = Post-test

In the above diagram R is Random sampling, O_1 is pre-test, O_2 is post-test, O_3 is pre test, O_4 is post-test, O_5 is post-test, O_6 is post-test, X is experimental group and C is control group. The pre-test was used to check the entry standard of the groups. The post-test was used to measure the achievements of the sample and the difference between the various groups were observed to see if there was any significant difference between the pre-test and post-test scores. This approach was aimed at determining the effects of the new curriculum, (EOP) on its recipients with the view to establishing whether or not the training has had any positive effects on the trainees.

There were two experimental and two control groups. Samples were randomly assigned to groups and to treatments. The pre-testing effect was controlled by pre-testing only one experimental and one control group, while the four groups were post tested. This enabled the researcher to determine the effect of the pretest on the trainees before treatment commenced and to check the interaction effects of the pre-test and the treatment. This procedure has been developed (Akuezuilo 1993, Ndagi 1984, Gay 1978, Compbell and Stanly 1966), as the most appropriate for an experimental design, especially using the Solomon-Four Group type.

With the Solomon –Four Group research design, the findings of the experiment could be generalized beyond the groups that participated in the experiment. The choice of the instructors and the final class trainees as respondents was to find out whether EOP, if introduced would be of benefit to the Police in their place of work. This was because both the instructors and the final class trainees were in a better position to assess whether the "Use of English" taught in the colleges at the moment is sufficient to make the learners communicatively competent after leaving school.

3.2   POPULATION AND SAMPLE

3.2.1 Population

The population of this study comprised of all the final class trainees, all the intermediate class trainees and all instructors of English language in the four police colleges in Nigeria. The basic or fresh class trainees were deliberately left out because they have just been admitted into the College and as a result are trying to understand what benefit they may derive from the teaching of English in the Police College. In all, the population size was 269 made up of 120 final class trainees, 13 instructors of English language and 136 intermediate class trainees.

3.2.2 Sample

The sample of the study was the instructors of English language in all the Police Colleges in Nigeria, one hundred and twenty final class trainees (thirty from each Police College), and one hundred and thirty six intermediate class trainees bringing the total to two hundred and sixty nine in all the four Police colleges in Nigeria.

3.3 SAMPLING TECHNIQUES

With respect to Police College instructors of English language who were only thirteen in number, the purposive sampling technique was employed in selecting them. Therefore, all of them were used as sample for the study. For the final class trainees, a sample was obtained using the simple random technique through balloting. Pieces of papers on which were written 1 or 2 were wrapped and put in a basket and shuffled and the learners were asked to pick. All those that picked 1 were used for the study. Thirty trainees from each Police College were selected bringing the total including the police college English instructors to one hundred and thirty three.

For the experimental research, balloting technique was employed to select one Police College from among the four Colleges where the main experimental teaching took place. The College selected was

Police college, Kaduna where all the intermediate class trainees formed the population from which the sample size of One Hundred and Thirty Six trainees were drawn using simple random sampling. This was based on the fact that experimental research was carried out using the trainees based on the application of the EOP programme.

The sampling procedure which is random sampling was used to cancel out any possible bias in the experimental process create difficulties in the interpretation of research findings. All extraneous variables that could prevent attributing all the changes in the dependent variable to the independent variables such as natural flair for language, intelligence, interest, sex, age, personality and previous experience, were cancelled out by random sampling in line with Uzoagulu (1998), Best (1970), Fox (1969) and Ndagi (1984). In this regard the samples were randomly assigned to treatment and control groups. Other strategies used in controlling the variables included holding the experimenter as a constant factor throughout the period of the experiment and taking steps to ensure that the subjects remained intact in their isolated groups from the beginning to the end of the experiment.

Table 1:   Distribution of Samples across police colleges

Police college	Population size for final class trainees	Population size for instructors	Sample size for final class	Sample size for instructors	Total	Percentage of sample size Drawn
Kaduna	56	2	30	2	32	55.17
Maiduguri	57	3	30	3	33	55.00
Oji River	54	3	30	3	33	57.89
Ikeja	62	5	30	5	35	52.24
Total	**229**	**13**	**120**	**13**	**267**	**52.30**

3.4 INSTRUMENTS FOR DATA COLLECTION

For the survey research, a self structured needs analysis questionnaire was used to elicit responses from the samples for the study. The questionnaire was referred to in the study as Use of EOP in Police Colleges (U.E.O.P.P.C). The researcher collected the syllabus and scheme of work for training in the police college, studied it, identified areas of needs and drew up the questionnaire, based on trainees' areas of need. The questionnaire was developed by the researcher with emphasis on the communicative approach to language teaching and sub-divided into five Sections A-E (see appendix A). Section A dealt with the personal Bio-data of the respondents necessary for testing the null hypotheses, Section B had items designed to answer research question one, Sections C consisted of item C, item D and item E meant to answer research questions 2, 3, and 4 respectively while research question five was used to compare the scores of the four groups in post test using ANOVA.

In all, the questionnaire had 5 items. A five-point scale was used to guide the respondents in expressing their opinions on Sections B – E of the questionnaire. The scales were in descending order with the highest positive response receiving the highest value of five and the

lowest negative response receiving the lowest value of one.

For the experimental group, a self structured performance test was designed based on the EOP content. The test was administered at the beginning of the instructional period (pre-test) and the scores recorded. After treatment, a post- test was given to all the four groups. The result obtained from the post- test was correlated with the pre-test result to compare the performance of the groups.

3.4.1 Development of the Instruments

The research instruments were developed based on the research questions for the study.

3.4.2 Validation of the Instruments

A draft copy of the instrument was validated by five research experts who were drawn from the Departments of English at the University of Jos and Nasarawa State University, Keffi. Three Specialists in Test and Measurement, one at the University of Jos and two from Nasarawa State University, Keffi also validated the work. The experts carried out face validation of the instrument to establish whether the items were clear and relevant to the objectives of the study. Following the collection of the comments of the experts, their suggestions and

recommendations were incorporated when necessary in the production of the final instrument used in the study (see appendix C).

3.4.3 Reliability of the Instruments

In order to establish the reliability of the instrument, a pilot study was conducted at Police College Oji River. The pilot study lasted for eight weeks while the actual study lasted for one term (12 weeks) in Police College, Kaduna. The results obtained from the pilot study were used in computing the Pearson's Product Moment Correlation co-efficient. This test yielded the following results: Section B (r=.7230); Section C (r =.6694) Section D (r =.5862) and section E (r =.7917). The reliability coefficient of the entire instruments was (r=.6523). (See appendix B IV) the statistics was generated using the Statistical Package for the Social Sciences (SPSS) from computer software.

3.5 PROCEDURE FOR DATA COLLECTION

In order to gather the data for the survey aspect of this study, the researcher went round the police colleges for the period of four weeks and administered questionnaires to the respondents. The completed questionnaires were collected from the respondents on the spot. For the experimental design, the researcher personally taught the students. The

teaching took a period of three months using the English for Occupational Purposes (EOP) syllabus developed by the researcher using the police colleges syllabus on Use of English after a pre-test (See appendix A II) which lasted for one hour. Meanwhile the control group continued with their normal lessons in the use of English Language taught in the college by the instructor.

At the end of the treatment (teaching) period, a self structured post-test which also lasted for one hour (See appendix A V) was administered on the four groups (two experimental and two control groups) and the result was correlated to compare the performance of the four groups.

3.6   METHOD OF DATA ANALYSIS

The responses from four sections of the questionnaire (used of English for Occupational Purposes in Police Colleges [UEOPPC] sections B-E) which were meant to answer research questions 1 to 4 were analyzed by calculating the mean and standard deviation for each item that was obtained from responses on the five-point scale.   The maximum mean ($\overline{X}$) an item can assume on this five point scale is 5. If the mean calculated for an item fell from 2.5 to 5 which are maximum, the item is upheld as true and therefore accepted. If the mean fell from 0

to 2.4 the item is treated as not relevant and therefore rejected.

A t-test statistic was used in testing the null hypotheses in respect of questions 1, 3, and 4. One way analysis of variance (ANOVA) was used to test hypotheses 4 and 5 postulated for the study at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1   RESULTS

The responses from the two different groups of respondents (13 instructors of English language and 120 final class trainees) with respect for the survey conducted were analyzed as follows:

Research question 1:   What are the essential components that should be included in the teaching of English language for Occupational Purposes in the Nigeria police college?

With regards to research question one, nine items in the instrument were generated to invite responses from the respondents on the essential components of English language that should be included in the teaching of English for occupational purposes in the Nigeria police colleges. The data collected are presented in table 4.

Table 2: **Means and Standard Deviations on items on the Essential Components of English for Occupational Purposes (EOP)**

S/N	ITEMS ON ESSENTIAL COMPONENTS	$\overline{X}$	SD	DECISION
1.	Report writing	4:86	0.41	Essential
2.	Investigation technique	4:77	0.65	Essential
3.	Speech skill	4.46	1.26	Essential
4.	Sentences construction	4.41	1.46	Essential
5.	Letter writing	4.30	1.40	Essential
6.	Tenses	4.29	0.89	Essential
7.	Vocabulary development	4.19	1.26	Essential
8.	Interrogation technique	4.05	1.60	Essential
9.	Conversation drills	3.88	1.04	Essential

Key.

$\overline{X}$ = **mean, SD- Standard deviation**

Table 2 shows that the respondents rated all the proposed components positive for the teaching of EOP in police colleges in Nigeria. In other words, they viewed report writing, investigation techniques, interrogation techniques, vocabulary development, conversation drills, tenses, letter writing, sentence construction and speech skills as essential components which should be included in the programme of EOP for enhancing communication skills amongst police officers in Nigeria. The standard deviation for items 1, 2 and 6 fell below 1 meaning that the opinions of the respondents on report writing, investigation techniques, and tenses did not vary much with regards to their essence for inclusion in the EOP programme.

However, their opinions on items 3,4,5,7,8 and 9 fell above 1 meaning there was, a significant variation in their opinions as to how they viewed the essence of those components.

RESEARCH QUESTIONS 2: To what extent will the components in the programme of English for occupational purposes enhance communication skills amongst police officers in Nigeria?

In answering research question 2, nine items were also generated from the research question to invite responses from respondents on the extent to which the components can enhance communication skills amongst police officers in Nigeria.

Table 3: **Means and Standard Deviations on items on the Extent to which the Components can Enhance Communications Skill.**

S/N	ITEMS ON COMMUNICATION SKILLS NEEDED	$\overline{x}$	SD	DECISION
1.	Report writing will help the officers (learners) to write better field reports.	4.63	2.10	Agree
2.	Knowledge of correct tenses will improve communication skills of the learners.	4.52	0.87	Agree
3.	A good knowledge of letter writing will help the learner discharge information correctly	4.47	1.02	Agree
4.	Investigative techniques would prepare the learners with the art of investigation when performing his/her official duty.	4.45	1.40	Agree
5.	Interrogative techniques would broaden the learner's knowledge on how they can gather facts from suspects.	4.41	0.89	Agree
6.	Construction of correct sentences will help the learners have confidence in the use of language required for the discharge of their duties.	4.37	1.31	Agree
7.	Integration of the four language skills would	4.28	0.80	Agree

		Mean	SD	Decision
	enhance communication skills of the learners			
8.	Conversation drill would enhance effective communication skills of the learners.	4.13	0.93	Agree
9.	Vocabulary development will improve the learners choice of diction (words).	3.25	2.86	Agree

The rating in table 3 confirms that the respondents agreed with all the items listed in table 3. That is, if report writing, investigative and interrogative techniques, vocabulary development, integration of the four language skills, conversation drill, correct tenses, a good knowledge of letter writing and construction of correct sentences were introduced EOP teaching approach when properly taught in the Nigeria Police Colleges, will enhance the officers communication skills. The standard deviations for items 3, 4, 6, 7 and 9 were above 1 meaning that the opinions of the respondents on interrogative technique, integration of four language skills conversation drill and knowledge of correct tenses did not vary much with regards to their importance in enhancing communication skills amongst Police Officers in Nigeria. However, their opinions on items 1, 2, 5 and 8 were below 1 (one) meaning there was a variation in their opinions as to how they viewed the essence of the above items.

RESEARCH QUESTIONS 3: How best could EOP be taught in the Nigeria Police Colleges?

To answer research question 3, ten items were generated from the research question to invite responses from respondents on how best EOP can be taught in the Nigeria Police Colleges. The data collected is presented as thus:

Table 4: **Means and Standard Deviations on items on Method and Techniques to be used for Teaching EOP.**

S/NO	ITEMS ON METHODS TECHNIQUES	$\overline{X}$	SD	DECISION
1.	Note taking should be used in teaching the learners how to write report.	4.67	0.87	Appropriate
2.	Dictation writing should be employed to make learners practice the art of writing correct spellings.	4.60	0.74	Appropriate
3.	Interactive session should be employed to provide free participation of learners in communicative language learning.	4.51	1.56	Appropriate
4.	Establishing good rapport between the teachers and learners should be employed to make learning conducive	4.50	0.73	Appropriate
5.	Group assignments should be given to learners regularly to enable them share ideas for better understanding.	4.49	0.87	Appropriate
6.	Class discussion should be employed to enable learner develop independent learning skills.	4.48	1.08	Appropriate
7.	Creating a good learning environment to make learners develop interest in learning	4.46	0.96	Appropriate
8.	Creative writing technique should be employed to make learners get used to writing at anytime.	4.42.	0.86	Appropriate
9.	Introspection technique should be employed to teach the art of investigation	4.39	0.47	Appropriate

| 10. | Question and answer method should be employed to teach the practice of interrogation. | 4.37 | 1.21 | Appropriate |

In table 4, the respondents rated notes- taking, creative writing, introspection technique, questions and answer method, dictation writing, good rapport, good learning environment, interactive session, group assignment and class discussion as appropriate methods and techniques in making EOP programme a success in the Nigeria police colleges. The standard deviation for items 1, 2, 3,5,6,7 and 9 fell below 1 meaning that the opinions of the respondents on the items, notes-taking, creative writing, introspection technique, dictation writing, good learning environment and group assignment have little variation with regards to how best EOP could be taught in Nigeria police colleges. However, their responses to items 4, 8 and 10 which fell above 1 showing a significant variation in their opinions.

RESEARCH QUESTION 4: What are the materials and equipment needed for the teaching of English for Occupational Purposes in the Nigeria Police Colleges?

Research question 4 has nine items generated from the research question on materials and equipment needed for the teaching of EOP in the Nigeria police colleges. The items are presented in the table as follows:

Table 5: **Means and Standard Deviations on items on Materials and Equipment Needed for Teaching EOP in Police Colleges**

S/N	ITEMS ON MATERIALS & EQUIPMENT NEEDED.	$\overline{X}$	SD	DECISION
1.	Use of textbooks for effective teaching of vocabulary development	4.69	0.56	Needed
2.	Use of chalk/blackboard for effective teaching of different types of writing.	4.62	0.78	Needed
3.	Use of textbooks to help learners improve on their reading skill.	4.59	1.21	Needed
4.	Use of computer sets to update the learners knowledge in the latest information technology.	4.40	0.71	Needed
5.	Use of field trips to Radio house to provide learners with the opportunity to see how communication takes place through the media.	4.27	0.89	Needed
6.	Use of group work to make learning real.	4.21	1.00	Needed
7.	Use of pre recorded video or Audio cassettes to teach the art of interrogation	4.08	1.08	Needed
8.	Use of English teaching programmes on foreign Radio programmes as a means of enhancing usage.	3.90	1.43	Needed

| 9. | Use of tape recorder/cassettes in the teaching of tenses through dialogue. | 3.74 | 1.55 | Needed |

The rating in table 5 shows that the respondents accept that chalk/blackboard, textbooks, English teaching programme on radio, tape record/cassette, computer sets, field trips, use of textbooks to improve reading skill pre-recorded video or audio cassettes and group work are materials and equipment needed for teaching EOP in police colleges. The standard deviation for items 1, 2, 5 and 6 fell below 1 meaning that the opinions of the respondents on items like use of chalk/blackboard, use of textbooks, use of computer set and field trips did not vary much with regards to materials and equipment needed for teaching EOP in Nigeria police colleges. However, their opinions on items 3,4,7,8 and 9 fell above 1 meaning there was somehow a significant variation in their opinions as to how they viewed the importance of the above items.

The t-test statistics used in testing the hypotheses are as follows.

HYPOTHESIS 1:

There is no significant difference in the mean responses of instructors of English language and the final class trainees with regards to the essential components that should be included in the teaching of EOP in the Nigeria police colleges.

The data that was used for testing Hypothesis 1 are presented in table 6.

Table 6: t-test for Mean Scores of Instructors and Trainees On the Essential Components of English for Occupational Purposes (EOP) (N_1=13, N_2=120)

S/N	Items on Essential Component	$\overline{X}_1$	$\overline{X}_2$	SD_1	SD_2	t-Calculated	Decision
1)	Report writing	4.77	4.86	0.42	0.41	-0.41	Not Significant
2)	Investigation	4.85	4.76	0.36	1.99	0.41	Not Significant
3)	Interrogation	4.76	4.05	0.73	2.88	2.37	Significant
4)	Vocabulary development	4.31	4.18	0.47	0.83	0.59	Not Significant
5)	Conversation drill	3.54	3.93	1.08	1.04	-1.26	Not Significant
6)	Tenses	4.46	4.28	0.84	0.97	0.65	Not Significant
7)	Letter writing	4.69	4.27	0.47	1.95	1.75	Not Significant
8)	Sentences	4.08	4.45	0.62	0.72	-1.55	Not Significant
9)	Speech skill	4.00	4.52	1.41	0.96	-1.53	Not Significant

Key

$\overline{X}_1$ =   Instructors' mean score

$\overline{X}_2$ =   Trainees' mean score

SD_1 =   Instructors' standard deviation

SD_2 =   Trainees' standard deviation

t-Critical =   1.96

From table 6, it was observed that the computed t-value for all the items except item 3 were between -0.41 and 1.75. Each of these values fell below the critical t-value of 1.96 (at .05 level of significance). By the decision rule which applies to t-test the hypothesis of no significant difference in the mean responses of the two groups (instructors and trainees) was therefore upheld for 8 out of the 9 items. However, the alternative hypothesis was accepted for item 3 because the calculated value of t (2.37) exceeded the critical t-value of 1.96.

HYPOTHESIS 2:

There is no significant difference in the mean responses of instructors of English language and the final class trainees with regards to the methods and techniques to be used for teaching English for Occupational Purposes in the Nigeria police colleges. The data that was used for testing hypothesis 2 are presented in table 7.

Table 7: t-test for Mean Scores of Instructors and Trainees on the Methods and Techniques Needed for Teaching English for Occupational Purposes (EOP) (N_1=13, N_2=120)

S/N	Items on methods and techniques	$\overline{X}_1$	$\overline{X}_2$	SD_1	SD_2	t – critical	Decision
1)	Notes- taking should be used in teaching learners how to write reports	4.77	4.67	0.42	0.64	0.46	Not significant
2)	Creative writing technique should be employed to make learners get used to writing at any time	4.47	4.42	0.74	0.92	0.20	Not significant
3)	Introspection technique should be employed to teach the art of investigation	3.77	4.47	0.24	1.43	-3.50	Not significant
4)	Question and answer method should be employed to teach the practice of interrogation	4.23	4.40	0.50	0.96	-0.78	Not significant

5)	Dictation writing should be employed to make learners practice the art of writing correct spellings	2.62	4.61	0.83	0.75	0.04	Not significant
6)	Establishing good rapport between the teachers and learners should be employed to make learning conducive	4.70	4.49	1.07	0.68	0.68	Not significant
7)	Creating a good learning environment makes learners develop interest in learning	4.39	4.48	0.62	0.88	-0.38	Not significant
8)	Interactive sessions should be employed to provide free participation of learners in communicative language learning.	4.62	4.51	0.48	0.76	0.50	Not significant

		$\overline{X}_1$	$\overline{X}_2$	SD$_1$	SD$_2$	t	
9)	Group assignment should be given to learners regularly to enable them share ideas for better understanding	4.16	4.53	1.02	0.72	-1.24	Not significant
10)	Class discussion should be employed to enable learners develop independent learning skills.	4.23	4.51	1.04	0.86	-0.94	Not significant

Key

$\overline{X}_1$=   Instructors' mean score

$\overline{X}_2$=   Trainees' mean score

SD$_1$=   Instructors' standard deviation

SD$_2$=Trainees' standard deviation

t-Critical = 1.96

The computed t-value on table 7 on methods and techniques for EOP shows that the t-values of all the items are lower than the critical value. They are between -3.50 and 0.68 as against critical value of 1.96. The hypothesis is hereby accepted for all the items on English for Occupational Purposes in the Nigeria Police Colleges.

HYPOTHESIS 3

There is no significant difference in the mean responses of instructors of English language and the final class trainees with regards to the materials and equipment needed for teaching English for Occupational Purposes in the Nigeria Police Colleges.

The data used for testing hypothesis 3 are presented in table 8.

Table 8: **t-test for Mean Scores of Instructors and Trainees on the Materials and Equipment Needed for Teaching EOP. N_1=13, N_2=120**

S/N	Items on Materials and Equipment	$\overline{X}_1$	$\overline{X}_2$	SD_1	SD_2	Critical t	Decision
1.	Use of chalk/blackboard for effective teaching of different types of writing	4.47	4.65	0.84	0.77	-0.65	Not significant
2.	use of textbooks for effective teaching of vocabulary development	4.70	4.70	0.46	0.72	0	
3.	Use of English teaching programmes on radio to enhancing usage.	3.93	3.91	0.83	1.22	0.08	Not significant
4.	Use of tape recorder/cassettes in teaching tenses through dialogue.	3.62	3.76	0.83	1.13	-0.50	Not significant
5.	Use of computer sets to update the learner's knowledge.	4.23	4.43	0.97	0.87	-0.67	Not significant
6.	Use of field trips to Radio houses to provide learners with the opportunity to see how communication takes place through the media.	3.54	4.36	1.00	1.43	-2.65	Not significant

7.	Use of textbooks to help learners improve on their reading skill.	4.54	4.60	0.64	0.68	-0.25	Not significant
8.	Use of prerecorded video or Audio cassettes to teach the art of interrogation.	4.23	4.07	0.97	0.88	0.54	Not significant
9.	Use of group work to make learning real.	4.31	4.21	1.06	0.99	0.33	Not significant

Key

$\overline{X}_1$ =   Instructors' mean score

$\overline{X}_2$ =   Trainees' mean score

SD_1 =   Instructors' standard deviation

SD_2 =Trainees' standard deviation

t-Critical = 1.96

Table 8 shows that the calculated values of the t-test are between -2.65 and 0.54 and are all below the critical value of 1.96. Hence the hypotheses is accepted for all the items to be included in the EOP programme in the police colleges in Nigeria.

Hypothesis 4

There is no significance difference in the mean scores of pre-test and post-test of the control and experimental groups at the end of the experiment. Table 9 presents data for testing hypothesis 4.

Table 9:   **Analysis of Variance (ANOVA) for post-test for Experimental and Control Groups (A_1, B_1, A_2, B_2).**

Sources of Variance	Sum of squares	Degree of Freedom	Mean sum of squares	F-cal	F.critical
Between Groups	12936.77	3	43122.55	23.422	7.02
Within Groups	24303	132	184.114		
Total	37239.77	135	43306.664		

Table 9: is the analysis of variance (ANOVA) of the post-test for experimental and control groups. The value of F- calculated is 23.42 as against the F-table of 7.02. The variance ratio test F-calculated which is more than the F-critical, means the difference is significant.

Hypothesis 5

There is no significant difference in the mean scores of post-test of the four groups at the end of the experiment. Table 10 is analysis of data to test hypothesis 5.

Table 10:-   Analysis   of   Variance   (ANOVA)   of   post-test   for

Experimental and Control Groups (A$_2$, B$_2$, C, D).

Sources of Significant Variance	DF	sum of squares	mean squares	F-cal	F.critical	level
BSSS	3-1=2	68923.4	63815.6			
				1.24	1.24	
WSS	(34-1) -2	6557.9	51558.1			

The difference between sample of squares (BSSS) in the table above is 68923.4 and the degree of freedom is 3-1=2. The within sum of square (WSS) is 6557.9 with the degree of freedom (34-1) - 2=31. The F-calculated is 1.24 as against the F-critical =3.32. This means that the statistical achievement is significant.

4.2   DISCUSSION

The findings of this study are presented based on the research questions and hypotheses formulated to guide the study. In this presentation, research questions and hypothesis that addressed the same objective were presented together while the hypothesis that addressed the experimental study were treated separately.

4.2.1   Essential Components in the Teaching of English for Occupational Purpose

Research Question1 / Hypothesis 1

What are the essential components that should be included in the teaching of English for Occupational Purpose in the Nigeria police College? Tables 4 and 8 shows that there is no significant difference in the mean responses of instructors of English language and the final class trainees with regards to the essential components that should be

included in the teaching of EOP that will enhance communication skills in the Nigeria Police Colleges.

In table 4 and 8, which discuss research question 1 and hypothesis 1, the components that were accepted as essential are report writing; investigation techniques, interrogation techniques; vocabulary development, conversation drill, tenses, letter writing, sentences, and speech skill. In all the items (essential components) listed above, the mean responses of instructors and trainees did not differ significantly.

4.2.2 The Extent to which the Programme of English for Occupational Purposes will enhance Communication Skills

Research Question 2:

In table 5, to what extent will the components in the programme of English for Occupational Purposes enhance communication skills amongst police officers in Nigeria?

Amongst others, it was found that Report writing can help officers, (learners) to write better field reports, investigative technique can prepare learners to acquire the art of investigation when performing their official duties, interrogative technique can be employed to broaden the learners knowledge on how they can gather facts from suspects. Furthermore, vocabulary development will improve the learners choice

of diction that enables them to use the correct words at the correct time. Integration of the four language skills and conversation drill will enhance communication skills of the learners. Knowledge of writing and construction of correct sentences will help learners improve their communication skills, disseminate information correctly and learners will have confidence in the discharge of their duties. There was no significance differences on the responses of trainees on research question 2.

4.2.3 Methods and Techniques for Teaching English for Occupational Purposes

Research Question 3 / Hypothesis 2

How best can EOP be taught in the Nigeria police colleges? There is no significant difference in the mean responses of the instructors of English language and the final class trainees with regards to the methods and techniques to be used for teaching English for Occupational Purposes in the Nigeria Police Colleges.

In table 6 and 9 which discuss research question 3 and hypothesis 2, the following methods and techniques were accepted as those that can be used to teach English for Occupation Purposes Notes-taking, creative writing, introspection technique, question and answer

method, dictation writing, establishing good rapport between teachers and learners, creating good learning environment and interactive session for free participation of learners, group assignment and classroom discussion. Not much difference was found between the mean responses of the instructors and those of the trainees on how best EOP can be taught in the police college.

4.2.4 Materials and Equipment for the Teaching of English for Occupational Purposes

Research Question 4 / Hypothesis 3

What are the materials and equipment needed for the teaching of English for Occupational Purposes in the Nigeria Police Colleges? There is no significant difference in the mean responses of instructors of English language and the mean responses of final class trainees with regards to the materials and equipment needed for teaching of English for Occupational Purposes in the Nigeria Police Colleges. In table 7 and 10 which discuss research question 4 and hypothesis 3, the materials and equipment accepted as those needed for the teaching of English for occupational purposes in the Nigeria Police Colleges as follows:- chalk/blackboard, textbooks, English teaching programme on Radio, tape recorder/cassettes, use of computers, field trips to media houses and group work. All these are needed to update the learners knowledge

and enhancing usage.

Hypothesis 4:-

There is no significant difference in the mean scores of pre-test and post-test of the control and experimental groups at the end of the experiment. The findings in the pre-test of the two groups that is the experimental and control groups were homogenous.

Hypothesis 5:-

There is no significant difference of the post-test of the four groups. Thus, it was discovered that the treatment (teaching) had an effect on the experimental group due to the fact that their results were different from those of the control group.

The discussion of major findings will be carried out in order of the research questions and the hypothesis formulated for the study. The first research question sought to identify the essential components that should be included in the teaching of English for Occupational Purposes in the Nigeria Police Colleges.

Data from table 2 revealed that report writing, investigation techniques, interrogation techniques, vocabulary development, conversational drills, tenses, letter writing, sentences and speech skills should be included in the teaching of EOP in the Nigeria Police

Colleges. The findings show that out of the nine items generated, the respondents rated all the items as essential. The standard deviation for items 1, 2 and 6 fell below 1 meaning that the opinions of the respondents on report writing, investigation and tenses did not vary much with regards to their essence for inclusion in the EOP programme. Their opinions on items 3, 4, 5, 7, 8 and 9 fell above1. This shows a significant variation in their opinions as to how they viewed the essence of those components. With regards to report writing, vocabulary development, good knowledge of tenses, it is believed by many authors that if properly taught in the Police Colleges, learners will perform better in English language. Although the mean(X) of all the items are above 3.0 this is acceptance for inclusion of the items. However, the Standard Deviations (SD) of some item shows slight difference in the opinion of trainees and staff of police colleges on these items. In particular, it will boost communicative competence among the officers and enhance their professional image. This is in agreement with the assertions by Hutchinson and Waters (1987) and Maisamari (1999) who state that… English language became a language that everybody wants to learn based on individual occupational needs. If the items listed above can be effectively taught, using EOP communicative language teaching

approach learners will perform better in English language.

The hypothesis which was formulated and tested in relation to this research question showed that there is no significant difference in the mean responses of instructors of English language and the final class trainees with regards to the essential components that should be included in the teaching of English for Occupational Purposes that will enhance communicative skills in the Nigeria Police Colleges. The testing of the hypothesis shows that the computed t- values for all the items, except one were between -0.41 and 1.75. Each of these values fell below the critical t- value of 1.96. This means that the null hypothesis was upheld. Figure 8 shows that the hypothesis was accepted, that is all the items listed were accepted as components that should be included in the teaching of EOP that will enhance the communicative skills of trainees.

The above explanation is in line with the observation made by Maisamari (1999) to the effect that a school certificate with credit in English language does not necessarily mean that a student has the linguistic equipment required for work at the higher level. Hence there is the need for proper teaching that uses EOP approach.

The second research question sought to determine the extent to

which components in the programme of English for Occupational Purposes can enhance communication skills amongst Police Officers in Nigeria.

The findings of the study in table 3 amongst others revealed that components like report writing, investigative technique, interrogative technique, vocabulary development, integration of the four language skills, conversation drills, knowledge of tenses and construction of correct sentences are essential and will improve communicative competence if properly taught in professional institutions like the Police Colleges. This is so because the opinions of the respondents on item 1, 2, 4, 8 and 9 fell above 1, and only items 3, 5, 6 and 7 were below 1. This shows that there was an insignificant variation in their opinions as to how they viewed the essence of the items.

This finding appears to be a solution to the problem raised by Baldeh (1990) who states that many Nigerians from the pinnacle of power to the garbage cleaner have over the years expressed concern over the rapid decline in the standard of English language use in Nigeria. Furthermore, Obanya (1980) states that the Nigeria's use of English do not only affect his proficiency in the language, but also affect his comprehension of other subjects taught in the language. The inclusion of

these items therefore, will enhance the officer's communication skills in both written and spoken English.

Research question three sought to determine how best EOP could be taught in the Nigeria Police Colleges. With respect to this question, it was found that EOP can be taught effectively in the Police Colleges by using communicative language teaching approaches find on notes- taking, creative writing, introspection technique, question and answer method, dictation writing, good rapport between teachers and students, good learning environment, interaction with students, group work and classroom discussion. This will enhance the communicative ability of the trainees.

The findings in table 4 shows little variation with regards to how best EOP could be taught in the Nigeria Police Colleges with items 1, 2, 3, 5, 6, 7 and 9 falling below 1. However, the opinions of the respondents on items 4, 8 and 10 which fell above 1 show a significant variation in their opinions.

Since English language is the official medium of communication in Nigeria, English teachers need to develop good methods that will aid faster comprehension by integrating the four language skills, creative writing, notes- taking etc. as methods that involve the learners in the

teaching process. These findings agree with the assertion of Finacchiaro (1988) who observes thus "let us make no mistakes about it, the heart of any successful learning programme is the informed classroom teacher". In a similar vein, Maurice (1999) asserts that without enthusiasm in the classroom, learning becomes a chore. Breen and Candlin (1980) also view the role of the teacher in English language classroom as that of facilitating communication and acting as independent participant. Teachers should therefore, device a means of teaching using communicative language approach in a way that will enhance communicative competence.

The hypothesis which was tested in relation to the question a above showed that there is no significant difference in the mean responses of instructors of English language and the final class trainees with regards to how best EOP could be taught in the Nigeria Police Colleges. The finding of the study shows that the hypothesis was accepted. This is seen in the computed t- value of all the items in table 8 which are lower than the critical value. They are between -3.50 and 0.68 as against the critical value of 1.96. The similarity of opinions among instructors and trainees in relation to the best way to teach EOP, point to the fact that teaching methods such as those which involve the students

in class activities will greatly help in improving communicative competence of the trainees. Trainees should not just sit down to listen but rather be actively involved while the teacher only serves as a facilitator.

These findings agree with the statement of Maurice (1988) who posits that the goal of teaching among others should be to improve the language skills of the learners so that they can function better in their studies, work and interaction with people from other cultures. In line with this, the EOP teacher should be one who involves the learners in processes which enable them to acquire language competence which they need not only to function better in their studies, but also in their interaction with people in the society.

Research question four sought to identify the materials and equipment needed for the teaching of English for Occupational Purposes in the Nigeria Police Colleges. The data generated by this question as shown in table 7 revealed that the chalk/black board, text books, English teaching programmes on the radio, tape recorder/cassettes, computer, field trips, text books, pre-recorded video tapes/ Audio cassettes and group work are some of the methods that could be employed to improve learners' knowledge and communicative competence through an

effective EOP programme in the Police Colleges. The respondents accepted that all the items listed in the Figure are important for the teaching of EOP in the Nigeria Police Colleges. The standard deviation for items 1, 2, 5 and 6 fell below 1 meaning that the opinions of the respondents did not vary much with regards to equipment needed for teaching EOP in Nigeria Police Colleges. However, items 3, 4, 7, 8 and 9 fell above 1 meaning that there were slight differences in the way they viewed the importance of the items, though there views were generally positive.

This is in agreement with the assertion of Nwoke (1987) who states that the overall aim of language teaching is to develop in the learners a capacity to communicate in the target language.

The finding in table 6 shows that the statistics calculated between the responses of instructors and trainees on essential components of English for occupational purposes were accepted and upheld.

The comparison between the mean and standard deviation of instructors and trainees on the items, report writing, investigation, vocabulary, conversation drill, tenses, letter writing, sentences and speech skills shows that there is no significant difference in the opinion of both the instructors and trainees in the inclusion of these as essential

components of EOP. The item, interrogation techniques however has a slight difference in the opinion of the instructors and the trainees. The opinions of both instructors and trainees are positive towards its inclusion as an essential component of EOP. This is in line with the assertion of Hutchison & Waters, (1987) which says that the concern in EOP is not with language use but with language learning, though language use will help in defining course objectives.

Table 7 shows the analysis of the opinion of instructors and trainees on the methods and techniques needed for teaching EOP. The means and standard deviation of all the items (1-10) do not indicate significant difference between the opinion of the instructors and the trainees on the methods and techniques needed for teaching EOP. They all indicate positive opinion towards the methods and techniques of teaching EOP proposed in the study.

This also agrees with the statement by Hutchinson & Waters (1987) that an important approach to EOP must be based on understanding of processes, strategies and on language learning.

The hypothesis tested in relation to research question four showed that there is no significant difference in the mean responses of instructors of English language and the final class trainees with regards

to the materials and equipment needed for teaching English for Occupational Purposes in the Nigeria Police Colleges.

The findings reveal that all the items listed in table 8 were good materials and equipment needed in the teaching of EOP. This can be seen in the value of the t- calculated which is between -2.65 and 0.54. Which are all below the critical value of 1.96. The finding shows that both teachers and final class trainees hold the same view with regards to effective use of the black board, text books, English teaching programme on radio/television and the computer to improve communication skills of learners. This stresses the need for authorities of Police Colleges to ensure that adequate facilities such as the ones listed above are provided to enhance the teaching and learning of EOP in Police Colleges in Nigeria. A learner too has a role to play in determining the materials and equipment he/she will need to improve his/her communicative competence.

The Analysis of variance (ANOVA) on table 9 shows that there is a significant variation in the performance of the two groups. The findings reveal that the post- test for experimental and the control group has a value of F- calculated 23.42 as against the F- table of 7.02. With the variance ratio test F- calculate more than the F- critical, it means that the

difference is significant. This is an indication that the programme of EOP

has a positive effect on its recipients.

Similarly, the Analysis of variance (ANOVA) in table 10 shows

that there is a significant statistical difference. This is seen in table 10

with the four groups having the difference between samples of squares

as 68923.9 with the degree of freedom 3-1=2. The within sum of squares

is 6557.9 with the degree of freedom (34- 1) -2 = 31. The F-critical is

1.24 as against the F- critical = 3.32.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, conclusion curriculum implications, suggestion for further studies and recommendations.

5.1 SUMMARY OF FINDINGS

The major findings include the following:

The essential components accepted to be included in the programme of the Nigeria Police colleges are report writing, investigation techniques, interrogation techniques, vocabulary development, conversation drills, tenses, letter writing, sentences and speech skills. With the following teaching strategies were accepted as suitable for the teaching of EOP; note - taking, creative writing, introspection, questions and answer, dictation writing, good rapport between teachers and learners, good learning environment, interactive session, group assignment and classroom discussion. Materials and equipment needed for the effective teaching of EOP included chalk/blackboard, text books, English programmes on radio/TV, tape recorder/cassettes, computers, field trips, video or Audiotapes and group work. Communicative language teaching

techniques significantly improved the performance of the experimental group.

The summary of findings revealed based on the research questions and hypotheses are presented as follows:

On the essential component that should be included in the teaching of EOP in Nigeria Police Colleges. The mean ($\bar{x}$) responses of the instructors and the final class trainees did not differ significantly. This shows that all the items listed will help greatly in enhancing communication skills of the officers in their place of work.

As to the extent to which the component will enhance communication skills of the trainees the responses of the respondents' reveal that the items listed will improve the learners' communication skills. This is accepted because the mean responses of the instructors and the trainees do not differ significantly. To achieve the above methods and techniques to be used in the teaching of EOP in Nigeria Police, Colleges, there are no differences between the mean of the instructors and that of the final class trainees; hence the hypothesis is accepted for all items of EOP teaching in the Nigeria Police Colleges.

Regarding the materials and equipment needed for teaching of EOP in the Nigeria Police Colleges, the hypothesis accepted for the

items listed to be included in the programme of EOP in the Nigeria Police Colleges as items needed to update the learners' knowledge and enhanced usage. The pre-test had little or no effects in improving the performance of the experimental and control groups as the findings were homogenous. The treatment (teaching) using the communicative language teaching approach had significant effect. This is shown by the improvement in the mean scores of the post-test of the treatment group. Treatment was a strong factor of improved performance as shown in the performance of the experimental group. Those who got no treatment in EOP communicative language teaching did not perform well in the post-test.

5.2   CONCLUSION

Communicative competence amongst members of the Nigeria police in the study is poor and this affects their ability to communicate competently after graduating from the Police College. This fact underscores the need to introduce English for Occupational Purposes where the teaching will be tailored towards the learners specific needs or based on the learners profession.

5.3   RECOMMENDATIONS

The findings of this study have shown that communicative language teaching in EOP can be effectively taught in Police Colleges to enhance communicative competence and consequently improve the learners' communicative performance. As a result, the following recommendations are made:

1.   Curriculum planners for Police Colleges should recommend the recruitment of well trained English teachers to handle the teaching of English in the Colleges.

2.   The focus of language teaching should be on achieving the needs of the learners in time and space.

3.   Professional area learners require a need – based language service course in order to be motivated to study the language based on their needs.

4.   A well stocked library should be provided in every Police training institution in Nigeria.

5.   EOP teachers should adopt some activities in the classroom that will be challenging to the trainees in their area of specialization which will make them talk and exchange ideas etc.

This implies that though the use of English can enhance the learners' communicative performance at least to some manageable level, the introduction of EOP will do a great job in improving the learners' communicative performance even after graduation. As a result, the focus of English language teaching should be to communicate fluently, accurately and spontaneously. To achieve this, the teacher should always act as a guide and a facilitator and allow students to work in groups and pairs for effective communicative competence. This is so because group work makes students feel at ease and motivated. Curriculum planners for Police Colleges should integrate the four language skills in language teaching / learning activities. Finally, teachers skills should be improved through in-service training, seminars, workshops and conferences that embrace these approaches to functional literacy. Materials should be redesigned to fit the specific needs of the learner as teaching moves away from the traditional, direct or audio-visual methods to embrace the communicative approaches to language teaching.

5.4   LIMITATIONS OF THE STUDY

In the course of this research and during the process of data collection, the researcher was not allowed access to some documents which were considered security documents. An example is the detailed syllabus of courses taught in the Police Colleges and their training modules.

5.5   SUGGESTIONS FOR FUTHER STUDY

This study focused on the trainees at the Nigeria Police Colleges. There is also the need to look at how English is taught in Army, Navy and Air force training schools. Also the study focused on the teaching of English for occupational purposes. Research in other areas such as English for Accounting, English for animal science, English for medical sciences (medicine & Nursing), English for judiciary (legal purposes), English for engineering purposes etc. need to be carried out along parameters used in the study, to enrich pedagogy and career practice among target learners especially in multilinguals environment.

5.6   CONTRIBUTION TO KNOWLEDGE

The study has demonstrated the effectiveness of communicative language teaching approach in an EOP environment. It has shown that

introducing EOP in the Police Colleges will greatly improve communicative performance of the learners and give them more confidence in discharging their official duties. To this end, the study has:

1.   provided insights into communicative language teaching.

2.   broadened the definition of need analysis.

3.   provided insights into action research for the improvement of pedagogy in Nigerian police force training institutions.

4.   provided a practicable model for language teachers to analyze their learners' communicative needs based on a socio-psycholinguistic framework for EOP course design and teaching.

5.   highlighted the curriculum implications of using communicative language teaching approach to achieve communicative competence.

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APPENDIX A I

QUESTIONNAIRE ON THE USE OF ENGLISH FOR OCCUPATIONAL

PURPOSES (QUEOP)

SECTION A: PERSONAL BIODATA

Place a check **(√)**

1. Which of the following status best describes your position in the college?

    A.   Trainee   (-)

    B.   Instructor of English (-)

SECTION B: **ESSENTIAL COMPONENTS THAT SHOULD BE INCLUDED IN THE TEACHING OF EOP.**

INSTRUCTION

Please indicate by placing a check **(√)** in the appropriate column the extent to which you consider the following components essential in enhancing the communicative skills of police officers.

Components of EOP	Very Essential	Essential	Undecided	Not Essential	Not very Essential
	5	4	3	2	1
1. Report writing					
2. Investigation.					
3. Interrogation.					
4. Vocabulary development.					
5. Conversation drill					
6. Tenses					

7. Letter Writing					
8. Sentences					
9. Speech skills					

SECTION C: HOW THE COMPONENTS IN THE PROGRAMME OF EOP WILL ENHANCE COMMUNICATION SKILL AMONGST POLICE OFFICERS IN NIGERIA.

INSTRUCTION

Indicate by placing a check **(√)** in the appropriate column, the extent to which you agree that the following statements express how the EOP programme will enhance communication skill amongst police officer in Nigeria.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
1. Report writing will help the officers (learners) to write better field reports.					
2. Investigative technique should be employed to prepare the learners with the					

art of investigation when performing his/her official duty..					
3. Interrogative technique should be employed to broaden the learners knowledge on how they can gather facts from suspects.					
4. Vocabulary development will improve the learners choice of diction (words).					
5. Integration of the four language skills should be used to enhance communication skill					

of the learners.				
6. Conversation drill should be employed to enhance effective communication skills of the learners.				
7. Knowledge of correct tenses will improve communication skills of the learners.				
8. A good knowledge of letter writing will help the learner discharge information correctly.				
9. Construction of				

correct sentences will help the learners have confidence in the discharge of their duties				

SECTION D: HOW BEST COULD EOP BE THOUGHT IN NIGERIA POLICE COLLEGES?

INSTRUCTION

Indicate by placing a check **(√)** in the appropriate column the extent to which you consider best for the teaching of EOP in Nigeria Police Colleges.

	Highly Needed	Needed	Undecided	Not Needed	Not Highly Needed
	5	4	3	2	1
1. Notes taking should be used in teaching the learners how to write reports					
2. Creative writing technique should be employed to make learners get use to writing at any time.					
3. Introspection techniques should be employed to teach the art of investigation.					

4.	Question and answer method should be employed to teach the practice of interrogation.				
5.	Dictation writing should be employed to make learners practice the art of writing correct spellings.				
6.	Establishing good rapport between the teachers and learners should be employed to make learning conducive.				
7.	Creative a good learning environment to make learners develop interest in learning.				
8.	Interactive sessions should be employed to provide free participation of learners in communicative language learning amongst the police officers.				
9.	Group assignments should be given to learners regularly to				

enable them share ideas for better understanding.					
10. Class discussion should be employed to enable learners develop independent learning skills.					

SECTION E: MATERIAL AND EQUIPMENT NEEDED FOR TEACHING EOP IN NIGERIA POLICE COLLEGES.

INSTRUCTION

Indicate by placing a check **($\sqrt{}$)** in the appropriate column the extent to which material and equipment will be needed for the teaching of EOP in Police Colleges in Nigeria.

		Very adequate	Adequate	Undecided	Not adequate	Not very adequate
		5	4	3	2	1
1.	Use of chalk/blackboard for effective teaching of different types of writing.					
2.	Use of textbooks for effective teaching of vocabulary development.					

3.	Use of English teaching programmes in foreign Radio programme as a way of enhancing usage.				
4.	Use of tape recorder/cassettes in teaching tenses through dialogue.				
5.	Use of computer sets to update the learners knowledge in the latest information technology.				
6.	Use of field trips to Radio house to provide learners with the opportunity to see how communication takes place through the media.				

7.	Use of textbooks to help learners improve on their reading skills.				
8.	Use of pre-recorded video or Audio cassettes to teach the art of interrogation.				
9.	Use of group work to make learning real.				

APPENDIX A II

EXPERIMENTAL QUESTIONS

PRE-TEST

Title: Answer Questions 1-7 of the following.

1. What do you understand by the term present continuous tense?

2. When do we use the past tense?

3. Present simple tense is used when the action is

done…………………………………………………………………

4. Make two sentences using the future tense.

5. When words are put together to express a complete thought is

called………………………………………………………………..

6. What is the importance of letter writing?

7. Mention two types of letters you know.

ESSAY

Write one paragraph on the topic: My first day in the Police College.

MARKING SCHEME

1. Action(s) performed at the time of talking.

2. Action(s) that have already taken place.

3. Action(s) that are done always.

4a. I will ………………………………………………………………

  b. We shall……………………………………………………………

5. A sentence.

6. To communicate ideas, information etc.

7. Formal and informal Letters.

ESSAY

Content – 5 marks

Organization/Presentation – 10marks

Spellings – 10marks

Mechanical accuracy – 5marks.

APPENDIX A III

SYLLABUS AND SCHEME OF WORK

THE NIGERIA POLICE COLLEGE KADUNA SYLLABUS OF ENGLISH

LANGUAGE - INTERMEDIATE CLASS

1. **Tenses**

    i. **Present Tense**

        a. Present Simple tense

        b. Present Continuous tense.

        c. Present Perfect tense

    ii. **Past Tense**

        a. Simple past tense

        b. Past Continuous tense.

        c. Past perfect tense

    iii. **Future Tense**

        a. Simple future tense

        b. Future Continuous tense.

        c. Future perfect tense

2. i. **Sentences**

        a. Subject and predicate

        b. Declarative sentence

        c. Interrogative sentence

        d. Negative sentence

        e. Imperative sentence.

    ii. **Types of Sentences**

        a. Simple sentence

        b. Complex sentence

        c. Compound sentence

        d. Compound complex sentence

        e. Imperative sentence.

3   i.   **Essay Writing**

        a.   Narrative

        b.   Descriptive

        c.   Argumentative

        d.   Expository

        e.   Memoranda

        f.   Notices

        g.   Minutes.

    ii.   **Letter Writing**

        a.   Formal letter

        b.   Semi formal letter

        c.   Informal letter.

    iii.   **Letter Format**

        a.   Block

        b.   Semi block

        c.   Regular

4.   **Parts of Speech**

SCHEME OF WORK (TREATMENT SCHEDULLE)

INSTITUTION   THE NIGERIA POLICE COLLEGE KADUNA

SUBJECT (COURSE)   ENGLISH FOR OCCUPATIONAL PURPOSES (EOP)

LEVEL (CLASS)   INTERMEDIATE CLASS

DURATION THREE MONTHS (12 WEEKS)

WEEKS	LESSON	TOPIC	AIMS (OBJECTIVES)	METHODS	T.AIDS	ASSIGNM-ENT
1	1	Present tense	To write good sentences using present tense. To be able to tell a story in present tense. To be able to describe a situation in present tense. To write a report in present tense.	The teacher provides a reading passage involving the use of present time relations. The teacher draws attention to these time relations in the passage. Students dramatize appropriate situations and make sentences expressing present time relations.	Reading passage sentences written on cardboard paper, using present tense.	Write a two-paragraph essay on the topic "My Daily Programme in the Police college.
2	2	Past tense	To express past events correcting. To be able to write a report using past tense correctly. To describe a past incidence verbally and	Students narrate what they did in the past. Teacher notes the verbs they use. Teacher discusses the correct use of	Reading passage word list of the verbs with regular past tense and these with irregular past tense.	As a police officer narrate a situation you witness in court last week. Write a report on

			correctly. To be able to convert an observed situation into writing using past tense.	these verbs in the past tense. Class to read passages where these verbs are used. Students use the verbs listed in sentences of their own.		how a robbery gang were nabbed by a patrol team you belong to. Group work using dialogue.
3.	3	Future tense	Express correctly events that will take place in the future using shall, will going to and progressive forms of verbs.	Students to tell what they plan to do after leaving college. Teacher to note the verb used. Teacher and students read and discuss passages where future events are expressed using appropriate expression. Student's use listed verbs in sentence of their own.	**Reading passage word list.**	
4.	4	More about tense	To evaluate what has been learnt using present, past and future tenses. To be able to write, narrate or explain any situation using	Writing sentences provided by the students on the board. Narrating stories or incidence by the students.		

			any of the tenses mentioned above. To be able to use the progressive form of the above tenses correctly.			
5.	5	Sentences	Express correct simple and complex sentences. To be able to write correct and complete sentences. To be able to construct good and correct sentences using declarative, interrogative, Negative and Imperative. To be able to identify sentences in their correct form.	Students are asked to make sentences using Declarative, Interrogative, Negative and Imperative. The Teacher writes these sentences on the board. Teacher and students discuss the different components mentioned above. The teacher brings in the use of progressive form using the above components.		
6	6	Types of sentences	To be able to list the different types of sentences we have.	Teacher ask students to make sentences individually		Students to construct two sentences using each

			To be able to use them correctly. To be able to identify them correctly.	while she writes them on the board. Teacher and students discuss these sentences based on the different types of sentences. Teacher and students discussed the components of simple, complex, compound and compound complex sentences and when to identify any of the above.		type of sentences mentioned above.
7	7	Essay Writing	To be able to list the different types of essay writing. To list the different approaches to essay writing. To be able to write good essay based on their different approaches. To be able to organized main idea correctly into paragraphs.	Teacher introduces topics of narrative, descriptive, argumentative etc nature and students discuss these orally first important point are jotted down in complete sentences as they occur. Later the sentences are		Group work will be given to students to write on different types of essays to be presented in class.

| | | | | re-arranged in the appropriate order to make coherent reading. Teacher presents a piece of continuous writing containing some blank spaces. Students fill in the blanks with appropriate words. Teacher introduces more topics for general discussion and assists students to differentiates ideas. Teacher gives students key words or key sentences on a specific topic to develop into paragraphs progress should be from guided composition to free composition. Emphasis to be on clear | | |

				expression logical presentation, and mechanical accuracy (punctuation) etc.		
8	8	Letter writing	To be able to list the different types of letters writing. To write the format correctly. To write different types of letters in the appropriate situations. To choose the correct diction that will suit the different types of letters. To be able to conclude each based on its approach.	Teachers and students discuss letters to friends, parents, members of the family, relative orally first. Students follow up the oral discussion with written letters and teacher guides them to address the envelopes correctly. Teacher to draw pupils attention to the conventional forms of the letters and explain the differences between informal and semi formal letters. Attention will be paid to sentence structure,	Sample letters written to either the teacher or the students. Sample of official letters etc.	

				vocabulary, punctuation, paragraph etc.		
9	9	Letter Writing Continu ous		Class activities Group work.		
10	10	Part of speech	To list the eight parts of speech To use them correctly. To identify them in a sentence. To use them when appropriate.			
11		Revision				
12		Examin ation				

APPENDIX A IV

LESSON PLAN

MODEL LESSON 1

Objectives: At the end of the lesson, the students should be able to use correctly the simple and present continuous tenses. Explain in their own words the term simple present, and present continuous tenses, list some words that indicate present simple and present continuous tenses, Example: always, everyday, weekly, monthly, singing, dancing, praying, eating ecetera.

Introduction: The teacher asks the following questions:-

Teacher – what two things do you do in the morning before coming to class?

Students – I bath every morning before coming to class -We go for parade every morning before coming to class.

Teacher – What does your commandant do when the IG visits your college?

Students– The commandant always assembles the student for an address.

- The commandants always inspect the students and staff.

Teacher – What is a present simple tense?

Students – Present simple tense expresses actions we do everyday, always or from time to time.

Presentation 1: The teacher explains the term simple present tense to the students as tenses generally used for an action that is done regularly or periodically. She will later ask the

students to make sentences using present simple tense while she writes them on the blackboard, for example –

7   I go to school everyday

8   We go for beat every month

9   She reads her books every evening

10   I wash my uniforms on Saturdays.

The teacher tells the students that in present simple tense the verb does not change its form and there is a use of everyday, always ecetera.

Step II: Now we are going to discuss another tense though still in present but to show how we can indicate certain activities. I want you to pay attention; I will ask you at the appropriate time to say what these activities are. The teacher now performs a number of actions accompanied with the use of the present continuous tense in sentences.

Teacher -   Match about in the class room.

Teacher -   What am I doing?

Students -   You are matching.

Teacher -   Salute the class. What am I doing?

Students -   You are saluting the class.

Teacher -   calls a student to write something on the blackboard

Teacher -   What is he doing?

Students -   He is writing on the blackboard.

Teacher -   Calls some few students to sing – class what are they doing?

Students -   They are singing.

Step III: The teacher tells some students to perform a number of actions and tells the class what they are doing. example;

John stand up and dance. John danced and asks the class.

John	-	What am I doing?
Class	-	You are dancing
Mary sings	-	what am I doing?
Class	-	You are singing

Teacher - Class stand up. What are you doing?

Students - We are standing up

The above practice continues with each student participating.

Consolidation: The teacher explains to the students that when we wish to say that something is happening now or at this moment we normally use the present continuous (progressive) tense. It shows that the action is going on at the time of talking. A continuous tense always take the ing form. Example, students bring sentences in the progressive form while the teacher writes them on the board.

1. I am investigating a criminal case.

2. The officer is writing an accident report

3. He is describing the criminal

4. They are demonstrating the incident that led to the death of an officer during a robbery operation.

Conclusion: The teacher asks the students the following questions (oral exercise)

Question: When do we use simple continuous tense?

Answer: We use simple continuous tense when the action is still going on.

Question: Give five sentences to indicate activities that are taking place at the moment.

1. You are talking

2. We are listening to our teacher

3. The students are sitting in the class.

4. We are writing our home work

5. Some students are matching on the parade ground.

MODEL LESSON 2

Objectives: By the end of the lesson, students should be able to use past tense and present simple tense correctly.

11 Identify the simple past tense when used in a sentence

12 Identify the present perfect tense in a sentence.

13 Differentiate between the simple past and present perfect tense in sentences.

14 Make five sentences orally and correctly with both tenses.

15 Supply missing aspects of both tenses in sentences to be provided.

Introduction: The teacher introduces the lesson with the following questions.

1. Teacher - What did we learn in the last lesson?

   Students - We learnt simple, present and present continuous tenses.

2. Teacher   - Can you make a sentence in the present

Continuous tense?

Student   - We are going to school.

- She is talking

- He is coming to the class

- They are taking salute.

Presentation Step I: The teacher writes the following sentences on the board and asks the students to tell her when the actions took place.

1. I went for patrol yesterday

2. We ran round the field in the morning.

3. Some criminals were arrested last night.

4. The parade was excellent.

The teacher explains to the class that these actions took place in the past. They have no direct link with the time of speaking; therefore they are called simple past tenses. Past tense only tells us of actions we have already done.

Step II: The teacher now asks the students to listen to these groups of sentences and say the differences in the time the action in the sentences took place (she writes them on the board).

1. I am eating, do you care to join me?

2. No thanks, I ate this morning

3. You can have some of the meat, it's not filling.

4. I have also eaten some, I am satisfied, thank you. The teacher

explains that the first sentence is taking place at the time the two people were talking.

Teacher - Mary, tell the class the time of action in sentence two.

Mary - The action in sentence two is in the past showing that the action has already taken place.

Hassan - The action in sentence three is in the present perfect tense.

Joseph - The action in sentence four is in the present perfect tense.

The teacher explains that when an action took place in the past, but has some effect on what is happening now, it is called the present perfect tense, example are sentences three and four above.

Step III: The teacher introduces a new set of sentences where rules and further explanations on the present perfect and simple past tenses are given. Flash cards with already prepared sentences are shown.

	Simple past	Present perfect with 1st and 2nd person pronoun. I, He, She, They, We and You	Present perfect with 3rd person pronoun she, he, it.
1	I played the football	I have played the football	Ladi has played the football
2	He ate the food	He has eaten the food	He has eaten
3	He danced all day	She has danced all day	She had danced all day
4	They spoke to each other	They have spoken to each other	Rakiya has swept the classroom
5	We swept the classroom	We have swept the classroom	Bumi has broken the cup.

The teacher discusses the differences between and among the three sets of sentences, particularly in terms of their contexts of usage and the verb forms.

Conclusion: The teacher highlights the fact that the simple past tense is an action that took place in the past with no direct relevance to the time of speaking; the present perfect is an action in the immediate past that has direct relevance to the time of speaking. She also adds that the third person singular pronoun in the present perfect takes the auxiliary verb 'has' while the other pronouns take the auxiliary verb 'have'.

The teacher writes the following sentences on the board and asks students individually to provide the answers while the whole class participates in correcting wrong answers.

1.   Hello! I haven't <u>seen</u> you for ages, where <u>have</u> you been?

2.   I <u>went</u> to Kano for the break.

3.   John has no job. In fact he <u>has</u> not <u>been</u> employed for three years.

4.   I <u>heard</u> that music somewhere

5.   She <u>wore</u> that dress <u>for</u> three days

6.   They <u>got</u> the letters, but up till now, they <u>have</u> not <u>sent</u> a reply.

MODEL LESSON 3

Objectives: At the end of the lesson, students should be able to:

16   Explain the terms, past perfect and past continuous tenses in their own way.

17   Identify the tenses in sentences.

18   Make sentences with past continuous tense and past perfect.

19   Change sentences from either past perfect tense to past continuous or vice-versa.

Introduction: What is present perfect tense?

Students -   It is the action that takes place in the immediate   past.

Teacher -   Make three sentences using present perfect tense.

Student -   I have done the work

- They have gone for parade

- Ladi has swept the room

    Make three sentences using simple past tense

Students   - He ate the food

- She danced well

- We swept the classroom

Presentation step I: The teacher presents the lesson by explaining the terms past continuous and past perfect using the sentences.

1.   The parade was going on fine when the IG arrived

2.   As I was coming to the college this morning, I saw a car run into a bus killing two people.

3.   The farmer was ploughing the field.

4.   The officer was interrogating the criminal when the commandant asked him to stop.

5.   The boys had eaten some of the cake before the party began

6.   The officer has saluted the commandant.

7.   Have they interrogated the criminal?

Step II: The teacher explains to the students that past continuous tense is very often used to show that an action was going on or continuing at a time when something else happened. He ask the students to give three sentences using past continuous tense.

 20 I was sweeping the classroom when the teacher asked me to stop.

 21 The students were dancing when the light went off.

 22 The students were making noise when their teacher entered the class.

Step III: The teacher explains to the students that past perfect tense is used with an auxiliary verbs have, had and has to show relationship between the action that has already taken place and the time of speaking.

  He asks the students to give three sentences using past perfect tense.

23 They have done the work

24 She has eaten

25 He had worked so hard to pass the exams.

Conclusion: The teacher asks the students the following questions, to see whether the objectives have been achieved.

Teacher - change the following sentences to past continuous tense and from past continuous tense to past perfect tense.

1. I swept the floor

2. The cat slept

3. The boys wrote a letter

4.   We sang a song.

Students (individually).

I was sweeping the floor when my father came in.

26   The cat was sleeping when the rat ran to the hole.

27   The boys were writing the letter when the teacher asked them to stop.

28   We were singing a new song when the drumming stopped.

Past Perfect

29   I had swept the floor when my father came in

30   The cat had slept when the rat ran into the hole

31   The boys had written the letter when the teacher asked them to stop.

32   We had sang a new song when the drumming stopped.

This practice continued with each student contributing in the class.

MODEL LESSON 4

Objectives: At the end of the lesson students will be able to use correctly the future:- simple, continuous and perfect tenses.

Introduction: The teacher introduces the lesson with the following sentences.

1.   I will receive my posting letter tomorrow.

2.   The cat will catch the mouse.

3.   We shall finish this course by April

4.   We shall be passing out next week Monday

5.   The parade will be going on during lessons.

6.   Our uniform will have been sown by next week.

7.   By next month, our results would have be out.

The teacher tells the students that we are going to discuss another tense in English to show how we can indicate certain activities that are yet to happen.

Presentation step I: The teacher presents the lessons by explaining to the students that future tenses are used when something is yet to happen. Words that often indicate future are will, shall, can ecetera. Example

33   I will go home next week.

34   I shall be going home next week

35   I can make it to the top with prayers

Step II: The teacher asks students to provide sentences using the future tenses while she writes them on the board.

1.   Students   - I will continue my education after graduating from the police college.

2.   I will do my best to be a commandant one day.

3.   I shall be happy living this college as a well trained police officer.

4.   We can make life better if we work hard.

This practice continues like this with each student participating.

Step III: The teacher presents a flash card showing the future simple, future continuous and future perfect tense to show how it can be used in different context.

Future simple	Future continuous	Future perfect tense
I will go home	I will be going home	I would have gone home
I shall eat the food	I shall be eating the food	I shall have eaten the food
We can leave if you want	We can be living if you want	We could have left if you had wanted.
They will arrive soon	They will be arriving soon	They would have arrived by now
We shall dance at the party	We shall be dancing at the party	We should have danced at the party.

The teacher draws the attention of the students to the verbs in all the sentences shown on the table above. The verb 'go' continued to change its form in all the tenses. 'I will go home', this is in an anticipation of something. 'I will be going home'. This action will be done at the time something is taking place.

'I would have gone home'. This shows that the action has taken place before the time of talking.

Conclusion: The teacher ask the students to write an essay on the topic "My plans for the Nigeria Police Force".

MODEL LESSON 5

Objectives: At the end of the lesson, students will be able to; write the simple sentence, complex sentence, compound sentence and compound complex sentence correctly.

36 Identify each type of sentence in a paragraph.

37 Make two sentences using each type of sentences mentioned above.

Introduction: The teacher introduces the lesson by telling the class that today we are going to discuss a different thing from tenses. We shall be looking at how we put words together to make meaning.

Presentation step I: The teacher tells the students that when words are put together in a meaningful expression, it is called a sentence. She asks the students to make some sentences while she writes them on the board. Example:

1. Celina kicked the ball

2. John danced well

3. I saw the officer who arrested the criminal

4. The prisoner who escaped yesterday has come back.

5. I changed my uniform because it was dirty

6. The officer in-charge of tailoring went to the market and bought some yards.

7.   John and Mary drove a car past our house and went into Usman's compound and they saw some policemen coming towards them.

The teacher rearranged the sentences provided by the students to show the type of sentences mentioned above.

Step II: The teacher tells the students that for a sentence to express a complete or meaningful thought, it must have a subject and a predicate. Sentences are also classified into four different types namely simple, complex, compound and compound complex sentences. The teacher refers the students back to the sentences written on the blackboard for discussion.

(1)   "Celina kicked the ball". She tells the class that 'Celina' is the subject in the sentence while 'kicked the ball' is the predicate. That is the action starts with the subject 'Celina' and completed with 'kicked the ball' to make the sentence complete and meaningful. Here the sentence makes only one single sense. Any sentence that makes one single sense is called a simple sentence. She asks the students to make sentences that express one single sense example, the man died, he sings. The boy is good etc.

Step III: The teacher uses the same method as used above to explain to the students that a complex sentence contains one main clause and one or more subordinate clauses. She refers the students to the sentences on the black board example ' I saw the officer who arrested the criminal'. The teacher explains the structure of the

complex sentence to the students and asks them to make similar sentences while they discuss in class. The same method is used to discuss compound sentence which has two sentences joined together by a conjunction and compound complex which contain two main clauses join together or has one main clause and two or more subordinate clauses.

Step iv: The teacher asks students to make sentences and they discuss the different types each sentence falls into.

Students - The girl is good

- I entered the shade because it was raining

- The man who killed they boy has been caught

- The officer entered the mess and saw some staff misbehaving.

A student is asked to identify one of the type of sentences written on the board. Example;

Mary - Sentence one on the board is a simple sentence

Teacher - Good, sentence one is a simple sentence because it expresses a single sense.

John - Sentence two is a compound sentence.

Teacher - Good, it is a compound sentence because it is joined by a conjunction to make a complete sense.

Mathew - Sentence three is a complex sentence.

Teacher - Very good, it is a complex sentence because it contains one main clause and a subordinate clause.

Hassan - Sentence four is a compound complex sentence.

Teacher - Good, it is a compound complex because the sentence contains one main clause and two subordinate clauses.

Conclusion: The teacher asks students to write two sentences using the four different types of sentences discussed above.

1. My friend died

2. I left school because I had nobody to sponsor me. etc.

MODEL LESSON 6

Objective: At the end of the lesson, students will be able to:

1. Identify subject and predicate in a sentence and use them correctly in a sentence.

2. Identify declarative, interrogative, negative and imperative sentences and use them correctly.

Introduction: The teacher introduces the lesson with the following questions.

What did we learn in the last lesson?

Student - We learnt about sentences and their different types.

Teacher - List the different types of sentences we have   discussed.

Student - In our last lesson, we discussed the simple sentence, complex sentence, compound sentence and compound complex sentence.

Presentation step I: The teacher writes the following sentences on t he blackboard.

1. My friend ---------------- lives in Jos.

2. The letter ---------------- contains exciting news.

3. Both men -------------- are experienced salesmen.

4. Birds – fly.

5. Babies – crawl.

The teacher and students discuss the sentences above by noting the subject and predicate in each sentence. Students are asked individually on the importance of subject and predicate in a sentence. Example;

Teacher - What is the phrase <u>my friend</u> doing in sentence one on the blackboard?

Student - The words <u>my friend</u> are the subjects in the sentence because they tell us about what the speaker is talking about.

Teacher - Now somebody should tell us about the words <u>lives in Jos</u> in the same sentence above.

Students - The words <u>lives in Jos</u> are the predicate because they complete what the sentence is talking about. The teacher also tells the students that there are complete sentences that are just two words, look at the example on the board <u>Birds fly</u>.

Teacher - Class who can classify these two words into subject and predicate?

Student - Yes John the bird is the subject while fly is the predicate. This practice continued like this in discussing the remaining sentences on the black board.

Teacher - Now students, the predicate is part of the sentence that makes a statement about the subject by telling us what the subject is doing or what is happening to the subject like the sentences written above.

Step II: The teacher tells the students that when a number of words are put together in such a way that they express a complete thought it is called a sentence. A sentence can be declarative, interrogative, negative and imperative. Class, lets look at the following sentences, she paste the cardboard paper on the board with the following sentences.

1. The man opened his mouth

2. Did he open his car?

3. He did not open his car, but his mouth.

4. Please give me your book.

5. Bring them here at once.

The teacher explains that, the first sentence makes a statement and such sentences are called declaratives. Sentences that ask questions are called interrogative sentences, negative sentences denotes negation while imperative sentences gives command or request.

Step III: The teacher asks students to make sentences while she writes them on the blackboard according to their classification.

S/N0	Declaration	Interrogation	Negative	Imperative
1.	He Writes	Did he write?	He did not write	Please write Write
2.	She entered the context	Did she enter the context?	She did not enter the context.	Enter the context
3.	They have gone for beat	Have they gone for beat?	They have not gone for beat	Go for beat. Please Go for beat
4.	Let go for match pass	Are we going for match pass?	We are not going for match pass	All of you go for match pass
5.	Clear the road	Has she cleared the road?	She has not cleared the road	Clear the road at once. Please clear the road.

Conclusion: The teacher asks the students to make sentences while she writes them on the blackboard and asks them to identify each according to its structure discussed above.

1. My friend is a business executive

   Teacher - class, can you identify the above sentence?

   Student - It is a declarative sentence.

2. Did you win a lottery?

   Student - The sentence is interrogative because it asked a question.

3.   Our country is not yet ripe for democratic governance.

        Student -   The sentence is negative because it denotes negation

4.   Please shut the door

Student -   The sentence is imperative because it makes request. Imperative sentence can also give command.

The teacher also tells students that we have the exclamatory statements like oh, Hi etc.

The above practice continues with each student participating and corrections made where necessary.

MODEL LESSON 7

Objectives: At the end of the lesson, students will be able to write a good and well constructed letter.

List the different types of letters that we have.

Identify the different types of letters and to write them according to their different format.

Introduction: The teacher asks the students to list the structure of sentence discussed in the last lesson. Example; declarative, negative, interrogative and imperative. The teacher tells students that since writing good sentence help us to put our ideas together in form of an essay, another way of communicating our ideas to people is through letter writing.

Presentation step I: The teacher tells students that letter writing is the process of communicating ideas from one person to the other. The type of letter writing that we shall discuss here are formal letter, semi formal letter, and informal letter.

i. Formal letters – these include such official letters as applications for employment, request for casual leave, business letters for products distributionship and orders for supply of goods, letters to directors of agencies etc

ii. Informal letters (private letters), they include letters written to close relatives, mother or father, child, friends etc.

iii. Semi formal letters are more serious letters in style. These are letters to uncles, superiors, familiar personalities with whom one cannot be casual.

Step III: The teacher tells students that formal letters are largely impersonal. They do not call for greetings rather you go straight to the point. Features of a formal letter are:-

38 It takes two addresses, that is, the address of the writer (top right) address of the receiver left (down) salutation (Dear Sir/Madam), title of the letter, subscription (yours faithfully) signature of the writer and names of the writer.

39 Semi formal letter – The features are:- greetings, example: dear sir, personal details, family matters and any enquiries you wish to make.

40 Informal letters – features – address of writer and date (top right) salutation (dear – plus first name of the receiver or any, subscription (yours sincerely), first name of the writer only.

Step III: The teacher and students discuss each type of letter by asking the students to suggest letters to be written chosen from either of the above, while they practice in class with the teacher asking one student to be writing on the board as the rest of the class mention what is to be written. Example, the address, title, salutation body of the letter and conclusion all depending on the different types. She now asks the students to write the format of the three types of letters discussed in their note books while she goes round the class supervising and checking what they are doing.

Conclusion/Assignment: write an application for employment to the Commandment Police College Orji River.

C/o Mr. Chuks Okoro
Anglican Church,
P.O. Box 59,
Nsukka, Enugu State.

The Commandant,
Police College Orji
River,Enugu state.

Sir,

APPLICATION FOR EMPLOYMENT

I wish to apply for employment in your institution as a chief security officer.

I am an ex-service man who retired from the Police Force as a staff sergeant in 1999 though not tired.

I wish to put in my best if given the opportunity. I will be grateful if my application is given due consideration.

Thank you.

Yours faithfully
Sgt. John Okafor rtd.

APPENDIX A V

POST-TEST

Title: Answer Questions 1-7 of the following.

8.   What do you understand by the term present continuous tense?

9.   When do we use the past tense?

10. Present simple tense is used when the action is

done…………………………………………………………………

11. Make two sentences using the future tense.

12. When words are put together to express a complete thought is

called……………………………………………………………..

13. What is the importance of letter writing?

14. Mention two types of letters you know.

ESSAY

Write one paragraph on the topic: My first day in the Police College.

MARKING SCHEME

4.   Action(s) performed at the time of talking.

5.   Action(s) that have already taken place.

6.   Action(s) that are done always.

4a.   I will ……………………………………………………………

  b.   We shall……………………………………………………………

5.   A sentence.

6.   To communicate ideas, information etc.

7.   Formal and informal Letters.

  ESSAY

  Content – 5 marks

  Organization/Presentation – 10marks

  Spellings – 10marks

  Mechanical accuracy – 5marks.

APPENDIX B VI

SCORES OF THE EXPERIMENTAL TEST CONDUCTED AT KADUNA POLICE COLLEGE.

	A¹ B¹ PRE- TEST			A² B² POST- TEST			C D POST- TEST		
	Group A¹ EXP	Group B¹ CONTROL	XY	EXP A	CONTROL B	XY	EXP C	CONTROL D	XY
1	28	18		53	31		31	02	
2	24	35		34	40		70	14	
3	31	12		43	30		27	02	
4	37	30		41	38		25	16	
5	18	06		25	25		28	18	
6	34	14		33	25		09	21	
7	35	20		51	25		45	03	
8	18	20		31	20		50	03	
9	51	20		43	21		42	20	
10	36	52		45	41		39	43	
11	47	20		66	21		43	12	
12	21	60		49	68		53	14	
13	23	40		39	58		49	25	
14	12	12		33	23		48	07	
15	43	19		45	37		23	15	
16	38	30		41	35		44	14	
17	14	20		15	23		46	14	
18	34	37		62	49		43	09	
19	40	10		62	23		59	36	
20	28	33		29	42		22	26	
21	38	50		40	58		70	54	
22	25	25		52	32		45	14	
23	29	10		30	10		37	45	
24	30	18		39	10		21	15	
25	39	18		58	15		47	41	
26	34	40		51	20		48	04	
27	42	24		45	38		23	16	
28	20	24		50	10		40	09	
29	38	15		69	20		14	02	
30	26	15		37	29		26	40	
31	51	25		32	35		45	22	
32	40	48		60	43		35	05	
33	10	20		39	20		37	16	
34	21	18		31	30		40	05	
	X=31.02 SD=10.65	X=32.04 SD=10.79		X=43.32 SD=12.44	X=30.73 SD=13.85		X=40.54 SD=12.02	X=17.70 SD=13.82	

APPENDIX B IV

Reliability Analysis for Section B

```
****** Method 1 (space saver) will be used for this analysis ******
_
R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

  1.    V1              Item 1
  2.    V2              Item 2
  3.    V3              Item 3
  4.    V4              Item 4
  5.    V5              Item 5
  6.    V6              Item 6
  7.    V7              Item 7
  8.    V8              Item 8
  9.    V9              Item 9


Reliability Coefficients

N of Cases =     33.0                    N of Items =  9

Alpha =     .7230
```

Reliability Analysis for section C

```
****** Method 1 (space saver) will be used for this analysis ******
_
  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H
A)

  1.    V1              Item 1
  2.    V2              Item 2
  3.    V3              Item 3
  4.    V4              Item 4
  5.    V5              Item 5
  6.    V6              Item 6
  7.    V7              Item 7
  8.    V8              Item 8
  9.    V9              Item 9


Reliability Coefficients

N of Cases =     32.0                    N of Items =  9

Alpha =     .6694
```

Reliability Analysis for Section D

```
****** Method 1 (space saver) will be used for this analysis ******
_
R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

   1.      V1                 Item 1
   2.      V2                 Item 2
   3.      V3                 Item 3
   4.      V4                 Item 4
   5.      V5                 Item 5
   6.      V6                 Item 6
   7.      V7                 Item 7
   8.      V8                 Item 8
   9.      V9                 Item 9
  10.      V10                Item 10


Reliability Coefficients

N of Cases =      33.0                    N of Items = 10

Alpha =      .5862
```

Reliability Analysis for section E

```
****** Method 1 (space saver) will be used for this analysis ******
_
  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H
A)

   1.      V1                 Item 1
   2.      V2                 Item 2
   3.      V3                 Item 3
   4.      V4                 Item 4
   5.      V5                 Item 5
   6.      V6                 Item 6
   7.      V7                 Item 7
   8.      V8                 Item 8
   9.      V9                 Item 9


Reliability Coefficients

N of Cases =      33.0                    N of Items =  9

Alpha =      .7917
```

Reliability Analysis for the Entire sections

```
****** Method 1 (space saver) will be used for this analysis ******
_


  R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H
A)

  1.     V1                Item 1
  2.     V2                Item 2
  3.     V3                Item 3
  4.     V4                Item 4
  5.     V5                Item 5
  6.     V6                Item 6
  7.     V7                Item 7
  8.     V8                Item 8
  9.     V9                Item 9


Reliability Coefficients

N of Cases =    130.0                       N of Items =  9

Alpha =     .6523
```