



ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH CAREER

TITLE:

PEDAGOGIC GUIDE FOR TEACHING ENGLISH LANGUAGE AND ENGLISH FOR SPECIFIC PURPOSES APPLIED TO POLICE PROCEDURES IN THE CURRICULUM OF THE POLICEMEN'S TRAINING COURSE IN THE HORSEMANSHIP AND REMOUNT SCHOOL AT TAMBILLO TOWN 2008.

AUTHOR:

Gonzalo Taco Villalta.

ADVISORS:

DIRECTOR: Dra. Maria Eugenia Arcos Msc.

CODIRECTOR: Dr. Oswaldo Villa

NOVEMBER 2008

QUITO –ECUADOR

CERTIFICATE

We MSc. Maria Eugenia Arcos Jimenez, Director and Dr. Oswaldo Villa, Co-Director, duly certify that the Thesis under the title: **PEDAGOGIC GUIDE FOR TEACHING ENGLISH LANGUAGE AND ENGLISH FOR SPECIFIC PURPOSES APPLIED TO POLICE PROCEDURES IN THE CURRICULUM OF THE POLICEMEN'S TRAINING COURSE IN THE HORSEMANSHIP AND REMOUNT SCHOOL AT TAMBILLO TOWN 2008** by Mr. Luis Gonzalo Taco Villalta, who has finished his studies in Linguistics to be applied in the English Language at distance modality in Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

Msc. M. Eugenia Arcos
DIRECTOR

Dr. Oswaldo Villa
CO-DIRECTOR

ACKNOWLEDGEMENT

My sincere thanks and gratitude to my Director Msc. Maria Eugenia Arcos and my Co-director Dr. Oswaldo Villa, for their patient, excellent advices, and help during this research.

I also owe my loving thanks to God, my parents and all my family, especially to my children Kevin and Danny. Finally I would like to express my deep and sincere gratitude to this entire people, because all of them have collaborated with me, and I wish to extend my thanks to all those who have helped me with this research at the Horsemanship and Remount School.

DEDICATION

I have dedicated this thesis, first to my Father in Heaven for his spiritual guidance, my director and co-director who have supported me during all this research, finally my parents who have helped me all the time, my wife for being patient, and of course my children Kevin and Danny , they are my source of inspiration.

Luis Gonzalo Taco Villalta

GENERAL INDEX OF CONTENTS

Title page	I
Certificate	II
Acknowledgement	III
Dedication	IV
General Index of contents	V
Summary	VIII
Introduction	IX

CHAPTER I

PROBLEMATIC SITUATION

1.1. Research theme	12
1.2. Problem identification.	12
1.3. Problem setting	14
1.3.1. Main problem	14
1.3.2. Secondary problems	14
1.4. Variables working out	15
1.5. Objectives	17
1.5.1. General	17
1.5.2. Specific	17
1.6. Justification	18

CHAPTER II

THEORETICAL FRAME

2.1. Theoretical and conceptual focus	21
2.2. Structure	26
2.3. Hypothesis system	52
2.3.1. Working hypothesis	52
2.3.2. Null hypothesis	52

CHAPTER III

METHODOLOGICAL DESIGN

3.1. Research type and design	54
3.2. Population and sample	56
3.3. Instruments for data collection	58

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Previous for the data collection	60
4.2. Survey to students	61
4.3. Survey to teachers	69

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions	87
5.2. Recommendations	88

CHAPTER VI
PROPOSAL

6.1. Proposal	90
6.2. Description	90
6.3. Justification	91
6.4. Objectives	92
6.5. Theoretical Foundation	93
6.6. Development of the English levels	100

BIBLIOGRAPHY	109
---------------------	-----

ANNEXES	111
----------------	-----

GLOSSARY	119
-----------------	-----

SUMMARY

The field of language teaching has undergone deep changes during the last 30 to 40 years, following this perception; I decided to do this research, following the direction and support of my tutors and based on my academic preparation in the Army Polytechnic School.

First of all, I selected the subject to be investigated, because I work as policeman in the Horsemanship and Remount School where I have had experience, so I would like to apply my English knowledge in this research.

I found that during the training course for policemen the English subject is not included in the curriculum, and with the suggestions of some policemen and even some applicants, I found the necessity to include this important subject in the curriculum of policemen's training course.

The main problem is that the Horsemanship and Remount School in the curriculum of the policemen's training course doesn't include the English language as subject, and in the daily activities the new police officers really needs to know English to make an efficient work for the society, but especially with the migration police services, tourism police services where they really need a good English level.

Once identified the main problem I started to work in the theoretical framework in which I will support my research.

Finally I collected the necessary information to carry out this project, and I am sure that this research will help the new applicants of the Horsemanship and Remount School to get a good English level.

INTRODUCTION

The training course for policemen is very important for the correct preparation of the applicants specially focus to people's services. It takes twelve months of constant preparation (police subjects and physical training).

Since this point of view and with the importance of English language around the world the learning of English language as Subject in the Horsemanship and Remount School must be essential, of course that the learning of a foreign language involves more than simply learning skills, or a systems of rules, or grammar.

It involves an interaction in self-image, the adoption of a new social and cultural behaviors and ways of being complete, and therefore has a significant impact on the social nature of the learner, giving the new policemen with English level to hold a conversation, to help people when they need it, and work in the service that they will be assigned after the graduation day.

This research is organized with following steps:

Chapter I describes the problem identification of the research: main problem, variables, objectives and justification, showing the necessity of having a good English level the applicants.

Chapter II includes the "Theoretical Frame" with relation to the researched subject, also some concepts involved in this research as: curriculum, paradigm, guide, techniques and principles in English language, which are part of dependent-independent variables and relation between both. Besides, hypothesis systems that will let establish real outcomes of this research.

Chapter III examines the “methodology” that was applied to develop the proposed investigation, it means its type and design, how was obtained data of the population sample, showing the procedure and the analysis.

Chapter IV begins with an explanation and interpretation of the data collection, through a descriptive statistics, by means of the respective percentages and their corresponding graphs in order to verify the hypothesis. .

Chapter V mentions conclusions and recommendations which were gotten at the end, as the result of whole research.

Chapter VI presents a pedagogical guide which looks for helping teachers up to date or refreshes their knowledge in one important methodology, which involved the teaching-learning process, to improve the students' abilities and capacities in the development of English skills which permit them use English language for communication for their daily activities.

Finally I presented the bibliography used for this research, some annexes and a glossary with the terms used in the whole project.

CHAPTER I

PROBLEMATIC SITUATION

1.1. RESEARCH THEME

Pedagogic Guide for Teaching English Language and English for Specific Purposes course in the Curriculum of the Policemen's training course in the Horsemanship and Remount School 2008.

1.2. PROBLEM IDENTIFICATION

In spite of the existence of other international languages, in nowadays English language constitutes the main way of international communication. It is important to say that around the world this language is the second language most studied on several countries, besides it is the main communication mean between speaking of different languages, being broadly used in the diplomacy, tourism, international conferences, and as informative mean.

After this brief introduction, it's important to include the pedagogic guide for teaching English in the Curriculum for the formation of applicants to policemen in the Horsemanship and Remount School, this important subject is not included, the average of English knowledge of the applicants for policemen is ignored, and several of the policemen that have already approved the course, have had the necessity to know English language, because in our work areas we need it, especially in the migration service, tourism and judicial police they have met with people that speak other languages and of course the policemen need be prepared to inform English language, take procedures, and help them, as National Police, in my own experience I can say the most part of the policemen don't have enough English knowledge to develop all these activities.

With these antecedents and being English Language one of the most important languages around the World, I would like to make the following question: Is it important and necessary to include in the curriculum the

English language as subject in the policemen's training course in the Horsemanship and Remount School?

If the answer is affirmative and with my professional preparation in the Army Polytechnic School, and like I have already approved the training course for policemen three years ago, I would like to elaborate a pedagogic guide for the English subject focus to develop the four important language skills listening, reading, writing and speaking for the new applicants in the policemen's training course in the Horsemanship and Remount School.

The inclusion of the English Language as Subject in the curriculum policemen's training course in the Horsemanship and Remount School, and why not in other Ecuador Schools will be useful for the coming generations that will pass to be part of the National Police of Ecuador.

1.3. PROBLEM SETTING

1.3.1. Main problem

Curriculum of the policemen's training course doesn't include a Pedagogic Guide for Teaching English and any kind of English material in the Horsemanship and Remount School during the period 2008-2009.

1.3.2. Secondary problem

- The curriculum of the policemen's training course in the Horsemanship and Remount School doesn't include the teaching of English Language as foreign language during the period 2008.
- The Horsemanship and Remount School, of course doesn't have any kind of English material to provide the students such as pedagogic guide.
- The Horsemanship and Remount School has only one year to prepare the students in the English language subject during the period 2008.

1.4. VARIABLES WORKING OUT

If the curriculum of the policemen's training course in the Horsemanship and Remount School will include the teaching of English language for the applicants, this will have a better academic preparation that will allow them to be unwrapped especially in a better way in their work place specially when they have to take police procedures with foreign people in the migration, tourism and judicial services.

The elaboration of a pedagogic guide applied specifically for the teaching English language to the applicants of the Horsemanship and Remount School will have good results and it will be more practical for the learning of this language.

There are two variables to take in consideration for the research:

- a. Independent Variable: Pedagogic guide of English language.
- b. Dependent Variable: Current curriculum of the policemen's training course in the Horsemanship and Remount School.

Independent Variable:

INDEPENDENT VARIABLE	DEFINITION	CATEGORIES	INDICATORS	INSTRUMENTS
PEDAGOGIC GUIDE ENGLISH LANGUAGE	PEOPLE THAT ALREADY HAS A BASIC ENGLISH KNOWLEDGE FOCUS ON THE WAYS IN WHICH LANGUAGE IS USED IN REAL COMMUNICATION	BASIC ENGLISH ENGLISH FOR SPECIFIC PURPOSES APPLY TO POLICE PROCEDURES	GRAMMAR REVIEW LISTENING READING SPEAKING WRITING ENGLISH FOR SPECIFIC PURPOSES	TESTS OBSERVATION DEBATES REAL SITUATIONS

Dependent Variable:

DEPENDENT VARIABLE	DEFINITION	CATEGORIES	INDICATORS	INSTRUMENTS
CURRICULUM OF THE POLICEMEN'S TRAINING COURSE IN THE HORMANSHIP AND REMOUNT SCHOOL	CURRICULAR PLANNING IS AN ACADEMIC PLANIFICATION ORIENTED TO DEVELOP A CORRECT PREPARATION TO THE STUDENTS	FIRST TRIMESTER SECOND TRIMESTER THIRD TRIMESTER FOURTH TRIMESTER	LEGAL SUBJECTS POLICE SUBJECTS COMPLEMENTARY SUBJECTS PHYSIC SUBJECTS	TESTS ORAL EVALUATIONS

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

- To include an English Pedagogic Guide and English for Specific Purposes applied to police procedures in the curriculum of the policemen's training course in the Horsemanship and Remount School, to let the new policemen to develop language skills (listening, reading, writing and speaking) to be ready for the different police services during the period 2008-2009.

1.5.2. SPECIFIC OBJECTIVES

- To develop language skills (listening, reading, writing, and speaking) in the applicants for policemen in the Horsemanship and Remount School to prepare them for the different police services.
- To teach English based on communicative European Framework used to describe achievements of learners of foreign languages.
- To present the material necessary (books, oral production, other materials), and equipment needed to stimulate the learners English for Specific Purposes.

1.6. JUSTIFICATION

The current way drives us toward a new millennium; we can find some processes for transformation on society. In the educational field this processes imply, we should be prepared to face the challenges that the globalization represents.

The roll that plays the knowledge of the English language as essential tool for a successful is very important in society, it makes necessary to foment and improve the learning of English language.

Therefore, it is necessary to include in the curriculum of the Horsemanship and Remount School the teaching of the English language for the applicants or students during the period 2008.

The police have to take care of the technological advance, and one of the most important ways to communicate and understand the global situation that we are living is to know English. It is necessary that in the educational systems directed for the applicants to policemen, must be include the English language as subject.

At the same time that it will allow us to offer a better preparation to our applicants to policemen who live exposed to a more and more sophisticated environment with the urgent training necessity in the use of the technological advances that are more and more necessary in the academic and work areas.

This urgency to link the learning from the English language to the curricular planning obeys to the last academic advances , with the purpose of preparing from a better way our applicants, preparation that goes with the scientific and technological advances, and that the lack of this preparation leads to obtain a consequent professional disqualification.

Therefore as Policemen have to be ready for all language changes those are coming up.

It appears then the necessity to incorporate in the curricular planning English language as subject with the purpose to allow the Police Institution to walk toward the modernization, having elements ready on the language necessities of our society.

Applying with student's new teaching methods and techniques to improve and develop their language skills.

CHAPTER II

THEORETICAL FRAME

2.1. THEORETICAL AND CONCEPTUAL FOCUS

2.1.1 GENERAL CONCEPTS

The term curriculum is used in a number of different ways by parents, educators, and businesses. Some see curriculum as the "academic stuff that is done to children in school."

Others view it as teacher directions and student activities that can be purchased from any number of curriculum publishers. Teachers themselves use the term in different ways depending on their views and needs.

Webster's concisely defines curriculum as, "A course of study offered by a school". Curriculum is also often referred to as learning content, activities, and structures as experienced by students. Ronald C. Doll, in his book, Curriculum Improvement: Decision Making and Process, goes further, stating that:

The curriculum of a school is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school.

It is this last definition that is perhaps the most useful to this research who wish to affect and improve student learning.

Partially this is because it lacks the vagueness that many definitions have, and partially it is because curriculum, as Doll has defined it, can have outcomes that may be measured, allowing for the curriculum to be acted upon and improved.

The Bases for Curriculum Planning:

When planning for curriculum improvement, two categories of bases should be understood, those that are institutional in nature and those that affect people directly.

The institutional bases for curriculum planning include planning domains, the context or characteristics of the school situation, the impact of current trends and issues, and the use of strategic planning.

Those bases of curriculum planning that affect people directly include student and teacher needs, local curriculum problems to be addressed, competencies of the planners, and pressures from inside and outside the school (Doll, 1996 p362-378).

All of these bases affect the curriculum planning process in various ways and to differing degrees. They can also vary with each situation over time.

As of this writing, a current educational issue in the United States is that of student performance and preparation for the workplace.

The trend is for state governments to create standards of competence that are tested at various points in students' educational careers and to make schools and students accountable for their performance on these tests.

Test scores are frequently reported in the local media and this may lead to pressure from the local population being brought to bear on the school to improve its curricula.

The context of the school may be that it is within a district that hasn't passed a school levy for a number of years and thus has not been able to budget money to work on improving the curricula during that time.

This not-uncommon scenario shows how a combination of factors can become the bases for, and can influence the curriculum planning process.

Criteria to Plan, Develop, and Implement Curricula

Ronald Doll lists eleven principles of decision making and process as it relates to the evaluation of curricula and projects. These principles form the criteria of a quality curriculum development process that includes the stages of planning, development, and implementation.

Curriculum decisions should be made:

1. For valid educational reasons.
2. On the basis of the best available evidence.
3. In a context of broadly conceived aims of education
4. within a context of previously made decisions and of needs for additional decision making so that balance and other important curriculum considerations may be safeguarded.
5. By achieving a resolution of forces originating in the nature and development of learners, the nature of learning processes, demands of the society at large, requirements of the local community, and the nature and structure of subject matter to be learned.
6. Cooperatively by persons who are legitimately involved in the effects of the decisions.
7. Taking into account new facts of human life such as the proliferation of knowledge and a need for a new sense of unity within our diversity.
8. Taking into account the many differences among learners.
9. With a realistic view of certain organizational or engineering matters that can affect the quality of the decisions themselves.
10. With some forethought about ways in which they may be communicated and shared.

Paradigm:

Uses of the concept **paradigm** in the understanding of Kuhn and others, are mostly unclear and ambiguous analogies — *ignotum per ignotius* (the unknown explained by means of the more unknown), or *obscurum per*

obscurius (the unclear explained by means of the more unclear) — to other concepts like the model.

Kuhn defines a paradigm as: “an entire constellation of beliefs, values and techniques, and so on, shared by the members of a given community”.

This definition by Kuhn appears in the 1969 postscript to his original book, because originally the use of the term paradigm was not clearly defined. Besides this definition Kuhn mentioned another sense of use he had: a Paradigm also “denotes one sort of element in that constellation, the concrete puzzle-solutions which, employed as models or examples, can replace explicit rules as a basis for the solution of the remaining puzzles of normal science” [Ibid]. The term remains imprecise due to the different uses it is given.

Paradigms could be described from a structural perspective. Paradigms operate on different levels; the macro, meso and micro levels of the paradigm's structure.

The levels address the fundamental structure of the paradigms, rather than its chronological-historical categorization or the etymological use, as used by most disciplines.

The levels of paradigms are always present and not limited to these categories. They assist in an understanding of the functioning of a paradigm.

In the macro' level, a cognizance of the basic assumption to the question: ‘what can be understood’ is required.

The question is: "Can it in reality be assumed that the essences of ideal things could be known at all, as in Plato's and Aristotle's use of the theory of ideas? Besides the essentialistic approaches of these two philosophers, is it not possible that "the things themselves reveal themselves as they are", analyzed in Heidegger's fundamental ontology? The assumption we

make in answering these questions will predispose the perception that determines the way we ask the question about how we come to knowledge.

In the *meso* level, the question is how the macro level influences and forms the resulting theory of knowledge.

“Is only deductive-delimited knowledge of human perception available to man, or is man open to an inductive-comprehensive understanding of the world?”. If man is open to inductive knowledge, where does it originate?

The assumption on the macro level is the basis for this assumption. All philosophical efforts since the pre-socratics are essentialistic. An ontological approach seeks to evade the essences of things, requiring the things themselves to reveal them as they are.

In the *micro* level, the consequent perception of the two preceding levels, answering the questions of what is in the world and how the world is understood, is used in a practical way of doing.

Is the praxis built on multiple 'laws of conduct' (ethic), or is it a fundamental and constant encounter with the open world as a different way of perception? Such a different perception is an 'affective awareness'. Previous and current understanding of perception is limited to essentialist categories of limitation. 'Affective awareness' is by nature open and unlimited, inductive and not limited to 'sense perception'.

So a paradigm is a view of reality that is a '**Gestalt**' resulting from the three branches of philosophy; metaphysics, epistemology and ethics.

2.2. STRUCTURE

The present research is based on new proposal to include a Pedagogic Guide for Teaching English in the Curriculum for policemen's training course, establishing on the Common and European Framework using methods and techniques according with the new necessities of the learners.

Common European Framework :

The **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**, or CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe.

It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship.

Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe. In nowadays a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability.

The six reference levels (see below) are becoming widely accepted as the standard for grading an individual's language proficiency.

Nonetheless, existing examination boards have retained their own naming conventions, e.g. "Intermediate", which are, arguably, easier for them, and their students, to remember.

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

LEVELS:

A Basic User

A1 Breakthrough

A2 Way stage

B Independent User

B1 Threshold

B2 Vantage

C Proficient User

C1 Effective Operational Proficiency

C2 Mastery

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level, in details:

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate

	environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

2.2.1. INDEPENDENT VARIABLE

TECHNIQUES AND PRINCIPLES IN LANGUAGE TEACHING

THE GRAMMAR TRANSLATION METHOD:

The Grammar Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At none time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek.

Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature.

It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.

Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

Principles:

- A fundamental purpose of learning language is to be able to read literature written in it.
- If students can translate from one language into another, they are considered successful language learners.
- The ability to communicate in the target language is not a goal of foreign language instruction.
- The primary skills to be developed are **reading and writing**.

- Little attention is given to speaking and listening, and almost none to pronunciation.
- It is possible to find native language equivalents for all target language words.
- Deductive application of an explicit grammar rule is a useful pedagogical technique.

THE DIRECT METHOD:

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of construction became learning how to use a foreign language to communicate.

Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule: **No translation is allowed.** In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

Principles:

- The native language should not be used in the classroom.
- It is desirable that students make direct association between the target language and meaning.
- Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.
- The purpose of language learning is communication (therefore students need to learn how to ask questions as well answer them).

- Pronunciation should be worked on right from the beginning of language instruction
- Self correction facilitates language learning.
- Learning another language also involves learning how speakers of that language live.

THE AUDIO-LINGUAL METHOD

The Audio Lingual Method, like the Direct Method we have just examined, is also an oral based approach.

However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio Lingual Method drills students in the use of grammatical sentence patterns.

It also, unlike the Direct Method, has a strong theoretical base in linguistics and psychology.

Charles Fries of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the “Michigan Method”.

Later in its development, principles from behavioural psychology were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement.

Learners could overcome the habits of their native language and form the new habits required to be target language speakers.

Principles:

- Language forms do not occur by themselves; they occur most naturally within a context.

- The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
- By listening to how it is supposed to sound, students should be able to mimic the model.
- It is important to prevent learners from making errors.
- The purpose of language learning is to learn how to use the language to communicate,
- Students should learn to respond to both verbal and nonverbal stimuli.

THE SILENT WAY

Although people did learn through the Audio-Lingual Method (and indeed it is still practiced today), one problem with it was students' inability to readily transfer the habits they had mastered in the classroom to communicative use outside it.

Furthermore, the idea that learning a language meant forming a set of habits was seriously challenged in the early 1960s.

Linguist Noam Chomsky argued that language acquisition could not be possibly take place through habit formation since people create and understand utterances they have never heard before.

Chomsky proposed instead that speakers have knowledge of underlying abstract rules, which allow them to understand and create novel utterances. Thus Chomsky reasoned, language must not be considered a product of habit formation, but rather of rule formation.

Accordingly, language acquisition must be a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language they are acquiring.

Principles:

- The teachers should start with something the students already know and build from that to the unknown. Languages share a number of features, sounds being the most basic.
- Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary.
- Language is not learned by repeating after a model. Students need to develop their own inner criteria for correctness to trust and to be responsible for their own production in the target language.
- Students' actions can tell the teacher whether or not they have learned.
- Students should learn to rely on each other and themselves.
- The teacher works with the students while the students work on the language

DESUGGESTOPEDIA

The method call an affective-humanistic approach, an approach in which there is respect for students' feelings.

The origination of this method, Gerogi Lozanov, believes as does Silent Way's Caleb Gattegno, that language learning can occur at a much faster rate than ordinarily transpires.

The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning, we fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have.

According to Lozanov and others, we may be using only five to ten percent of our mental capacity. In order to make better use of our reserved capacity, the limitations we think we have need to be desuggested.

Desuggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning.

Principles:

- Learning is facilitated in a cheerful environment.
- Students can learn from what is present in the environment, even if their attention is not directed to it.
- If the students trust and respect the teacher's authority, they will accept and retain information better.
- The teacher should recognize that learners bring certain psychological barriers with them to the learning situation.
- Assuming a new identity enhances students' feelings of security and allows them to be more open.
- The dialog that the students learn contains language they can use immediately.
- Songs are useful for freeing the speech muscles and evoking positive emotions.

COMMUNITY LANGUAGE LEARNING

The method we will examine advises teachers to consider their students as whole persons.

Whole-person learning means that teachers consider not only their students intellect, but also have some understanding of the relationship among students feelings, physical reactions, instinctive reactions, and desire to learn.

The Community Language Learning Method takes its principles from the more general Counseling-Learning Approach developed by Charles A. Curran studied adult learning for many years.

Adults often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fears of students is for teachers become language counselors.

A language counselor does not mean someone trained in psychology, it means someone who is a skilful under stander of the struggle students face as they attempt to internalize another language.

The teacher who can understand can indicate his acceptance of the student. By understanding student's fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning.

Principles:

- Building a relationship with and among students is very important
- Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn non-defensively when they feel secure.
- Language is for communication.
- The teacher should be sensitive to students' level of confidence and give them just what they need to be successful.
- Students feel more secure when they know the limits of an activity.

TOTAL PHYSICAL RESPONSE

This method developed by Dr. James J. Asher, a professor of psychology at San José State University, to aid learning second languages.

The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production.

Students respond to commands that require physical movement. TPR is primarily intended for ESL/EAL teacher ^[1] ^[2], although the method is used in teaching other languages as well.

Blaine Ray, a Spanish language teacher, added stories to Asher's methods to help students acquire non-physical language creating the foundation of the method known as Teaching Proficiency through Reading and Storytelling (TPRS) built on Stephen Krashen's theories of language acquisition.

The method became popular in the 1970's and attracted the attention or allegiance of some teachers, but it has not received generalized support from mainstream educators.

Principles:

- Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
- The students' understanding of the target language should be developed before speaking.
- Students can initially learn more one part of the language rapidly by moving their bodies.
- The imperative is a powerful linguistic device through which the teacher can direct student behavior.
- Students can learn through observing actions as well as by performing the actions themselves.
- Students should not be made to memorize fixed routines.
- Correction should not be carried out in an unobtrusive manner.

COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

What this looks like in the classroom may depend on how our usual way of understanding the theory and associated practices by visiting a class in which a form of Communicative Language Teaching is being practiced.

Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “Communicative Approach”.

Principles:

- Whenever possible “authentic language” language as it is used in a real context should be introduced.
- Being able to figure out the speaker’s or writer’s intentions is part of being communicatively competent.
- The target language is a vehicle for classroom communication, not just the object of study.
- One of the teacher’s major responsibilities is to establish situations likely to promote communication.
- Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.

ENGLISH FOR SPECIFIC PURPOSES

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today.

Its development is reflected in the increasing number of universities offering an MA in English for Specific Purposes (e.g. The University of Birmingham, and Aston University in the UK) and in the number of English for Specific Purposes courses offered to overseas students in English speaking countries.

There is now a well-established international journal dedicated to English for Specific Purposes discussion, "English for Specific Purposes: An international journal", and the English for Specific Purposes SIG groups of the IATEFL and TESOL are always active at their national conferences.

In Japan too, the English for Specific Purposes movement has shown a slow but definite growth over the past few years. In particular, increased interest has been spurred as a result of the Mombusho's decision in 1994 to largely hand over control of university curriculums to the universities themselves.

This has led to a rapid growth in English courses aimed at specific disciplines, e.g. English for Chemists, in place of the more traditional 'General English' courses.

The English for Specific Purposes community in Japan has also become more defined, with the JACET ESP SIG set up in 1996 (currently with 28 members) and the JALT N-SIG to be formed shortly.

Finally, on November 8th this year the English for Specific Purposes community came together as a whole at the first Japan Conference on English for Specific Purposes, held on the campus of Aizu University, Fukushima Prefecture.

As described above, English for Specific Purposes has had a relatively long time to mature and so we would expect the English for Specific Purposes community to have a clear idea about what English for Specific Purposes means. Strangely, however, this does not seem to be the case.

In October this year, for example, a very heated debate took place on the TESP-L e-mail discussion list about whether or not English for Academic Purposes (EAP) could be considered part of English for Specific Purposes in general.

At the Japan Conference on English for Specific Purposes also, clear differences in how people interpreted the meaning of English for Specific Purposes could be seen.

Some people described English for Specific Purposes as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

At the conference, guests were honored to have as the main speaker, Tony Dudley-Evans, co-editor of the English for Specific Purposes Journal mentioned above.

Very aware of the current confusion amongst the English for Specific Purposes community in Japan, Dudley-Evans set out in his one hour speech to clarify the meaning of English for Specific Purposes, giving an extended definition of English for Specific Purposes in terms of 'absolute' and 'variable' characteristics.

Absolute Characteristics

English for Specific Purposes is defined to meet specific needs of the learners.

English for Specific Purposes makes use of underlying methodology and activities of the discipline it serves.

English for Specific Purposes is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

English for Specific Purposes may be related to or designed for specific disciplines.

English for Specific Purposes may use, in specific teaching situations, a different methodology from that of General English.

English for Specific Purposes is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

English for Specific Purposes is generally designed for intermediate or advanced students.

Most English for Specific Purposes courses assume some basic knowledge of the language systems.

The definition Dudley-Evans offers is clearly influenced by that of Stevens (1988), although he has improved it substantially by removing the absolute characteristic that English for Specific Purposes is "in contrast with 'General English'" (Johns et al., 1991: 298), and has included more variable characteristics.

The division of English for Specific Purposes into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not English for Specific Purposes.

From the definition, we can see that English for Specific Purposes can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range.

English for Specific Purposes should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson et al. (1987:19) who state, "English for Specific Purposes is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

If we agree with this definition,, we begin to see how broad English for Specific Purposes really is. In fact, one may ask 'What is the difference between the English for Specific Purposes and General English approach?' Hutchinson et al. (1987:53) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true.

At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it.

Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production.

Perhaps this demonstrates the influence that the English for Specific Purposes approach has had on English teaching in general. Clearly the line between where General English courses stop and English for Specific Purposes courses start has become very vague indeed.

Rather ironically, while many General English teachers can be described as using an English for Specific Purposes approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication, it is the majority of so-called ESP teachers that are using an approach furthest from that described above.

Instead of conducting interviews with specialists in the field, analyzing the language that is required in the profession, or even conducting students' needs analysis, many English for Specific Purposes teachers have become slaves of the published textbooks available, unable to evaluate their suitability based on personal experience, and unwilling to do the necessary analysis of difficult specialist texts to verify their contents.

If the English for Specific Purposes community hopes to grow and flourish in the future, it is vital that the community as a whole understands what English for Specific Purposes actually represents. Only then, can new members join with confidence, and existing members carry on the practices which have brought English for Specific Purposes to the position it has in EFL teaching today.

In Japan in particular, English for Specific Purposes is still in its infancy and so now is the ideal time to form such a consensus. Perhaps this can stem from the Dudley-Evans' definition given in this article but I suspect a more rigorous version will be coming soon, in his book on English for Specific Purposes to be published in 1998.

Of course, interested parties are also strongly urged to attend the next Japan Conference on English for Specific Purposes which is certain to focus again on this topic.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language.

The second key reason cited as having a tremendous impact on the emergence of English for Specific Purposes was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication.

Hutchinson and Waters point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters cite as having influenced the emergence of English for Specific Purposes has less to do with linguistics and everything to do psychology.

Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired.

Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests.

Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge.

Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.

COMMON EUROPEAN FRAMEWORK

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment Common European Framework has had a wide-ranging impact on the teaching and learning of languages around the world. Many ministries of education, local education authorities, educational institutions, teachers' associations, and publishers use the Common European Framework, and it will continue to have an impact for many years to come.

In its own words, the Common European Framework “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.”

For many teachers and learners, though, there is some misunderstanding as to what the context, aims, and benefit of the Common European Framework are.

The purpose of this guide is to give teachers and learners insight into the Common European Framework and to show how it can have a positive impact on learning, teaching, and assessment.

Common reference for describing language learning, teaching, and assessment.

People have been learning, teaching, and assessing language for centuries. In this long history, there have been as many different ways of teaching as there have been ways of describing levels of language learning and assessment.

Even today, schools, universities, and language academies use many different methodologies and many ways to describe proficiency levels. What may be an intermediate level in one country may be an upper-intermediate level in another.

Levels may vary even among institutions in the same area.

Reflecting this, the Council of Europe developed the Common European Framework of References for Languages to establish international standards for learning, teaching, and assessment for all.

The Common European Framework describes what a learner can do at six specific levels:

A1, A2, B1, B2, C1 and C2.

- **Basic User** (A1 and A2)
- **Independent User** (B1 and B2)
- **Proficient User** (C1 and C2)

These levels match general concepts of basic, intermediate, and advanced and are often referred to as the Global Scale. For each level, the full CEF document complements this by describing in depth:

- Competencies necessary for effective communication.
- Skills and knowledge related to language learning and competencies.
- Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place.

The Global Scale is not language-specific. In other words, it can be used with virtually any language and can be used to compare achievement and learning across languages. For example, an A2 in Spanish is the same as an A2 in Japanese or English.

The Global Scale also helps teachers, academic coordinators, and course book writers to decide on curriculum and syllabus content and to choose appropriate course books, etc.

The Global Scale is based on a set of statements that describe what a learner can do. The “can do” statements are always positive: they describe what a learner is able to do, not what a learner cannot do or does wrong. This helps all learners, even those at the lowest levels; see that learning has value and that they can attain language goals.

Because no two learners develop their language skills in the same way or at the same pace, it is difficult to define the exact amount of time needed to reach each level.

The *Association of Language Testers of Europe (ALTE)*, whose members have aligned their language examinations with the CEF, provides guidance on the number of guided teaching hours needed to fulfill the aims of each CEF level:

- Approximately 90 - 100 hours
- Approximately 180 - 200 hours
- Approximately 350 - 400 hours
- Approximately 500 - 600 hours
- Approximately 700 - 800 hours
- Approximately 1,000 - 1,200 hours

Guided teaching hours are the hours during which the learner is in a formal learning context such as the classroom. The number of hours needed for different learners varies greatly, depending on a range of factors such as:

- Age and motivation
- Background
- Amount of prior study and extent of exposure to the language outside the classroom
- Amount of time spent in individual study

Learners from some countries and cultures may take longer to acquire a new language, especially if they have to learn to read and write with a Latin script.

The Common European Framework describes the levels as follows:

LISTENING:

BASIC USER A1: I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

BASIC USER A2: I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

INDEPENDENT USER B1: I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

INDEPENDENT USER B2: I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

PROFICIENT USER C1: I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programmes and films without too much effort.

PROFICIENT USER C2: I have no difficulty in understanding any kind or spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

READING:

BASIC USER A1: I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

BASIC USER A2: I can read very short, simple texts, I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short, simple personal letters.

INDEPENDENT USER B1: I can understand texts that consist mainly of high frequency everyday or job related language. I can understand the description of events, feelings and wishes in personal letters.

INDEPENDENT USER B2: I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

PROFICIENT USER C1: I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.

PROFICIENT USER C2: I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.

SPOKEN INTERACTION:

BASIC USER A1: I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

BASIC USER A2: I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

INDEPENDENT USER B1: I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

INDEPENDENT USER B2: I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

PROFICIENT USER C1: I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

PROFICIENT USER C2: I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of

meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

SPOKEN PRODUCTION:

BASIC USER A1: I can use simple phrases and sentences to describe where I live and people I know.

BASIC USER A2: I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

INDEPENDENT USER B1: I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

INDEPENDENT USER B2: I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

PROFICIENT USER C1: I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

PROFICIENT USER C2: I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

WRITING:

BASIC USER A1: I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

BASIC USER A2: I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

INDEPENDENT USER B1: I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

INDEPENDENT USER B2: I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

PROFICIENT USER C1: I can express myself in clear well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

PROFICIENT USER C2: I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

2.2.2 DEPENDENT VARIABLE

CURRICULAR PLANIFICATION OF THE SUBJECTS.

FIRST TRIMESTER		
SUBJECTS	HOURS	
LEGAL SUBJECTS	WEEK	TRIMESTER
INSTITUCIONAL LAWS	6	72
POLICE SUBJECTS		
FORMAL INSTRUCTION	3	36
ETHIC POLICE	6	72
INTRODUCTION TO SECURITY	6	72
NATIONAL POLICE HISTORY	3	36
COMPLEMENTARY SUBJECTS		
HUMAN AND PUBLIC RELATIONSHIPS	3	36
SOCIOLOGY	4	48
PSYCHOLOGY	4	48
COMPUTATIONAL PACKAGES	4	48
COMMUNICATION	4	48
PHYSIC SUBJECTS		
PHYSIC PREPARATION AND SPORTS	4	48
PERSONAL DEFENSE	3	36
TOTAL	50	600

SECOND TRIMESTER		
SUBJECTS	HOURS	
LEGAL SUBJECTS	WEEK	TRIMESTER
LEGAL NORMATIVE	6	72
POLICE SUBJECTS		
POLICE INSTRUCTION	6	72
MIGRATION SERVICE	5	60
AMBIENT SECURITY	7	84
HUMAN RIGHTS	4	48
GUN'S KNOWLEDGE	3	36
REPORTS REDACTION	2	24
COMPLEMENTARY SUBJECTS		
PSYCHOLOGY II	4	48
SOCIOLOGY II	4	48
PSYCHOLOGY	4	48
PHYSIC SUBJECTS		
PHYSIC PREPARATION AND SPORTS	4	48
PERSONAL DEFENSE	3	36
TOTAL	50	600

THIRD TRIMESTER		
SUBJECTS	HOURS	
LEGAL SUBJECTS	WEEK	TRIMESTER
LEGAL NORMATIVE	6	72
POLICE SUBJECTS		
ORDER AND PUBLIC SECURITY	4	48
TOURISM SERVICE	8	96
PLANNING SECURITY	4	48
COMMUNITARIAN POLICE	6	72
SHOOT PRACTICES	3	36
EVENTS MANAGEMENT	3	36
COMPLEMENTARY SUBJECTS		
NEGOTIATION AND MEDIATION	3	36
LEADERSHIP	3	36
FIRST AIDS	4	48
PHYSIC SUBJECTS		
PHYSIC PREPARATION AND SPORTS	4	48
PERSONAL DEFENSE	3	36
TOTAL	50	600

FOURTH TRIMESTER		
SUBJECTS	HOURS	
	WEEKS	TRIMESTER
PEDAGOGIC RECUPERATION	FIRST WEEK	54 HOURS
	SECOND WEEK	54 HOURS
SEMINARIES AND CONFERENCES	THIRD WEEK	54 HOURS
URBAN AND RURAL SERVICE	FOURTH WEEK	FULL TIME
	FIFTH WEEK	FULL TIME
	SIXTH WEEK	FULL TIME
KNOWLEDGE ACTUALIZATION	SEVENTH WEEK	54 HOURS
URBAN AND RURAL SERVICE	EIGHTH WEEK	FULL TIME
	NINTH WEEK	FULL TIME
	TENTH WEEK	FULL TIME
KNOWLEDGE ACTUALIZATION	ELEVENTH WEEK	50 HOURS
GRADUATION PRACTICES	TWELFTH WEEK	50 HOURS
TOTAL CLASSES HOURS	300 HOURS	
FULL TIME PRACTICES	6 WEEKS FULL TIME	

2.2.3 RELATION BETWEEN INDEPENDENT AND DEPENDENT VARIABLE

English language has been, is and will be an important subject to be studied everywhere, everyplace and any moment.

But all over the world - wherever English is not the native language - attitudes are different.

English is the most important language of the world: it has over 300 million native speakers, and there are about 300 million more who speak it regularly as a second language.

Add to these the hundreds of millions of the world's population who learned English in school, or are learning it today, as a foreign language, and you can see how important English is for the world. It is the major international language of science, commerce and international politics.

It is also the most studied language: because of its value in international communication, English is generally the first foreign language to be studied in countries as far apart as France, Russia, China, Egypt, Ecuador, Peru, etc

We see how important is English in nowadays, so is very important that the new policemen have enough English knowledge to develop better their daily activities, it means that in the curriculum for the policemen's training course in the Horsemanship and Remount Scholl should be included the English language as Subject.

2.3. HYPOTHESES SYSTEM

2.3.1. Alternate Hypothesis H1:

Including English language as subject in the curriculum of the Policemen's training course in the Horsemanship and Remount School will improve the professional profile of the police.

2.3.2. Null Hypothesis H0:

Including English Language as subject in the curriculum of the Policemen's training course in the Horsemanship and Remount School won't improve the professional profile of the police.

CHAPTER III

METHODOLOGY

3.1. RESEARCH TYPE AND DESIGN

3.1.1 METHODOLOGY FOR THE RESEARCH

The type of research which is going to be used in this research is “Quasi-experiment” which is a category of “Causal experiment”. Experimental research designs are founded on the assumption that the world works according to causal laws. These laws are essentially linear, though complicated and interactive. The goal of experimental research is to establish these cause-and-effect laws by isolating causal variables.

The Quasi-Experiment is an important research tool in language study, and it has added significantly to knowledge of language learning, teaching and use. Experiments are designed to collect data in such way that threats to the reliability and validity of the research are minimized. Experimental research is particularly

Experimental research can be roughly divided into five phases:

- Identifying a research problem
- Planning an experimental research study
- Conducting the experiment
- Analyzing the data
- Writing the paper/presentation describing the findings

3.1.2. MODALITY OF THE RESEARCH

Quantitative research is the systematic scientific research of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the

fundamental connection between empirical observation and mathematical expression of quantitative relationships.

Quantitative research is widely used in both the natural sciences and social sciences, from physics and biology to sociology and journalism. It is also used as a way to research different aspects of education. The term quantitative research is most often used in the social sciences in contrast to qualitative research.

3.1.3. TYPE OF THE RESEARCH

This is a field **research because it** was applied and in academic setting. Field research involves the collection of primary data or information that is new. This is collected through surveys that are made out specifically for a purpose. Presenting two groups a control group parallel A with 20 students and Experimental Group parallel B with 30 students.

3.2. POPULATION AND SAMPLE

3.2.1. POPULATION

This research was made at “Horsemanship and Remount School”; it is located at South Panamericana kilometer 26th, in the Mejía canton of Pichincha province.

POPULATION

	MALES	FEMALES	TOTAL
STUDENTS	30	00	30
TEACHERS	11	1	12
TOTAL	41	1	42

3.2.2. SAMPLE CALCULATION

$$n = \frac{(Z^2 * N * p * (1-p))}{(e^2 * N) + (Z^2 * p * (1-p))}$$

n = Simple size

N = Population size = 30

p = Proportion of success in the population = 0.5

q = Proportion of refigure in the population = 0.5

Z = Value of Z is the confidence level = 1.96

e = Error in the proportion of the sample = 0.05

n = Simple size

N = Population size = 12

p = Proportion of success in the population = 0.5

q = Proportion of refigure in the population = 0.5

Z = Value of Z is the confidence level = 1.96

e = Error in the proportion of the sample = 0.05

$$n = \frac{(1.96^2 * 30 * 0.5 * 0.5)}{(0.05^2 * 29) + (1.96^2 * 0.5 * 0.5)}$$

$$n = \frac{(3.84 * 30 * 0.5 * 0.5)}{(0.0025 * 29) + (3.84 * 0.5 * 0.5)}$$

$$n = \frac{28.80}{0.0725 + 0.96}$$

$$n = \frac{28.80}{1.0325} =$$

$$n = 27.89$$

$$n = 28 \text{ surveys.}$$

$$n = \frac{(1.96^2 * 12 * 0.5 * 0.5)}{(0.05^2 * 11) + (1.96^2 * 0.5 * 0.5)}$$

$$n = \frac{(3.84 * 12 * 0.5 * 0.5)}{(0.0025 * 11) + (3.84 * 0.5 * 0.5)}$$

$$n = \frac{11.52}{0.0275 + 0.96}$$

$$n = \frac{11.52}{0.9875} =$$

$$n = 11.67$$

$$n = 12 \text{ surveys.}$$

3.3. INSTRUMENTS FOR DATA COLLECTION

Survey

The survey technique involves the collection of primary data about subjects, usually by selecting a representative sample of the population or universe under study, through the use of a questionnaire. It is a very popular since many different types of information can be collected, including attitudinal, motivational, behavioral and perceptive aspects. It allows for standardization and uniformity both in the questions asked and in the method of approaching subjects, making it far easier to compare and contrast answers by respondent group. It also ensures higher reliability than some other techniques.

Survey aspects:

- To be clear with respect to the problem, objectives and hypothesis.
- To know the characteristics of the population study object.
- To inquire about the existence of previous questionnaires about of studying subject.

Pre-Test

A pre-test is a test or measurement taken before services or activities begin. It is compared with the results of a posttest to show evidence of the effects of the services or activities being evaluated. A pretest can be used to obtain base line data. It is a preliminary test administered to determine a student's base line knowledge or preparedness for an educational experience or course of study.

Post-Test

A post-test is a test given after a lesson or a period of instruction to determine what the students have learned. To analyze the knowledge acquired by the students in a period of time.

CHAPTER IV

**ANALYSIS AND
INTERPRETATION OF
RESULTS**

4.1. PREVIOUS FOR THE DATA COLLECTION

The surveys were carried out with teachers and students at “Horsemanship and Remount School”. It permitted us to have a different point of view and compared the opinion between teachers-students and thoughts of include English classes in the curricular planning for the training course for policemen and verify the established hypothesis stated here in this research.

The purpose is to include de the English language as subject in the curricular planning for the training course for policemen in at the Horsemanship and Remount School learning for the based on the real necessities that the new police officers have in real contact with the Ecuadorian society and tourists.

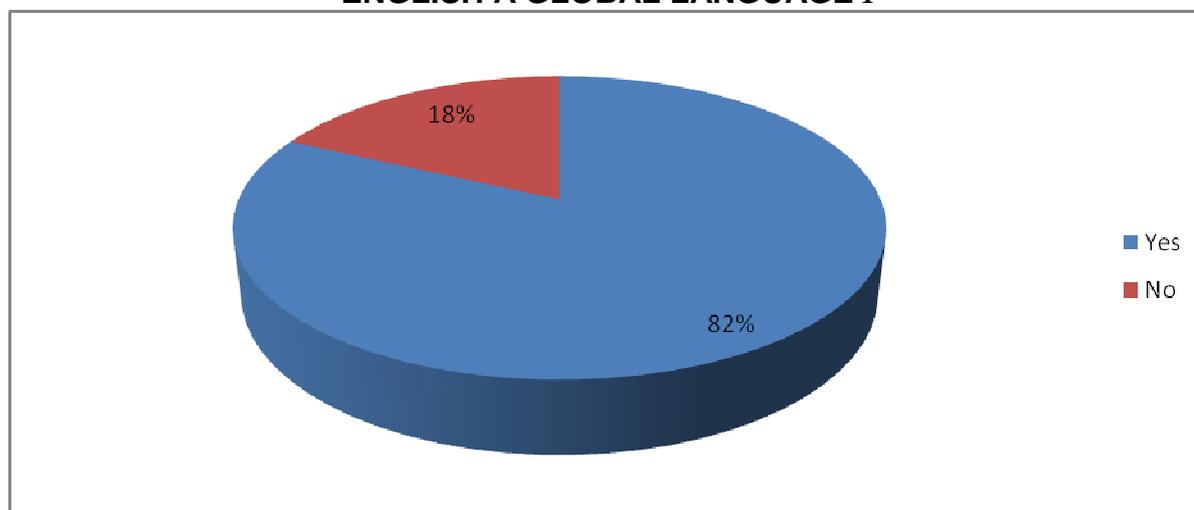
The variables, object of this research were identified from the hypothesis, and then the gotten data were classified according to each variable and changed in questions.

With these antecedents, I analyzed the information collected through surveys and interpreted as it is shown below

4.2. SURVEY TO STUDENTS

Question : 1. Do you think that English language is a global language ?		
Alternatives	Frequency	Percentage
Yes	23	82%
No	5	18%
TOTAL	28	100%

ENGLISH A GLOBAL LANGUAGE 1

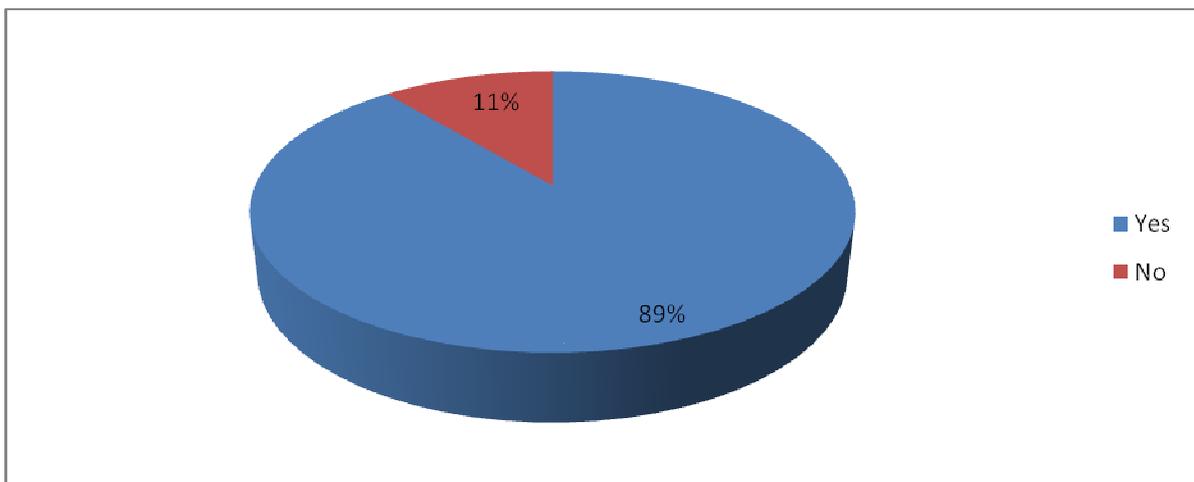


Analysis and Interpretation

According to the results in this question, which is about if the students think that English language is considered a global language the students or applicants answered in 82% Yes, and 18% No, showing that English language is important in nowadays.

Question : 2. Do you like English language?		
Alternatives	Frequency	Percentage
Yes	25	89%
No	3	11%
TOTAL	28	100%

DO YOU LIKE ENGLISH LANGUAGE?

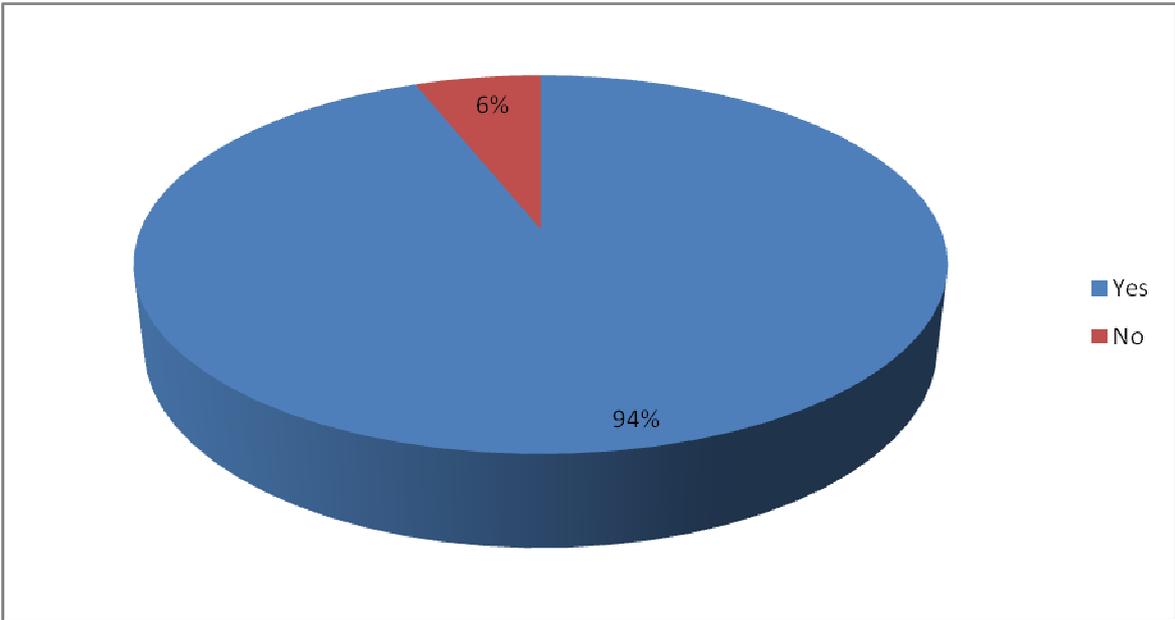


Analysis and Interpretation

The second question which is about, if the students or applicants like English language the students or applicants answered in 89% Yes and 11% No, showing that most of them like English language, and they will be interesting on learning English during their training.

Question 3: Do you think that, it is important to receive English classes during the training course for policemen?		
Alternatives	Frequency	Percentage
Yes	27	94%
No	1	6%
TOTAL	28	100%

THE IMPORTANCE OF ENGLISH CLASSES

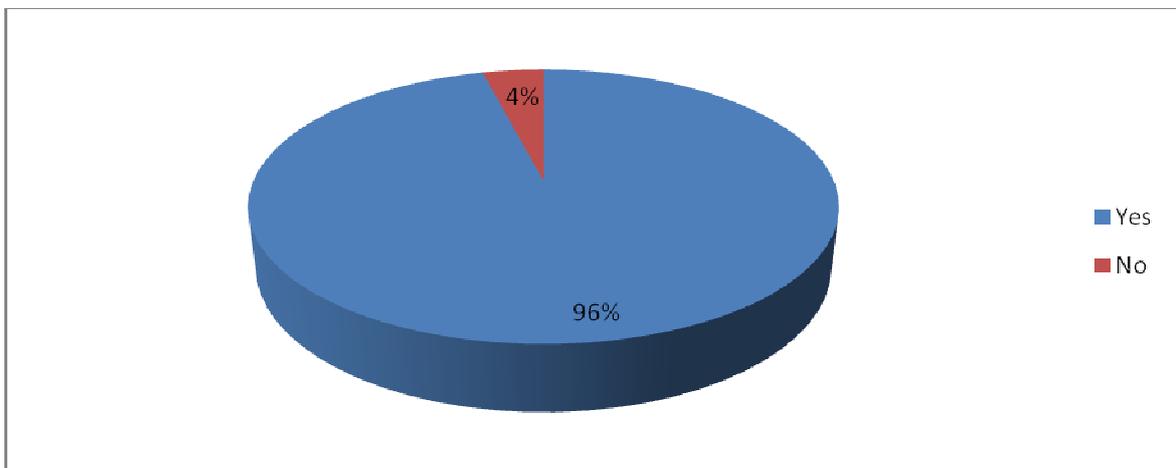


Analysis and Interpretation

The third question which is about, if the students or applicants think that they need to receive English during the training course they answered in 94% Yes and 6% No, showing that most of them would like to receive English classes during the training course for policemen .

Question 4: Do you like the tourism service of the National Police?		
Alternatives	Frequency	Percentage
Yes	27	96%
No	1	4%
TOTAL	28	100%

DO YOU LIKE TOURISM SERVICE?

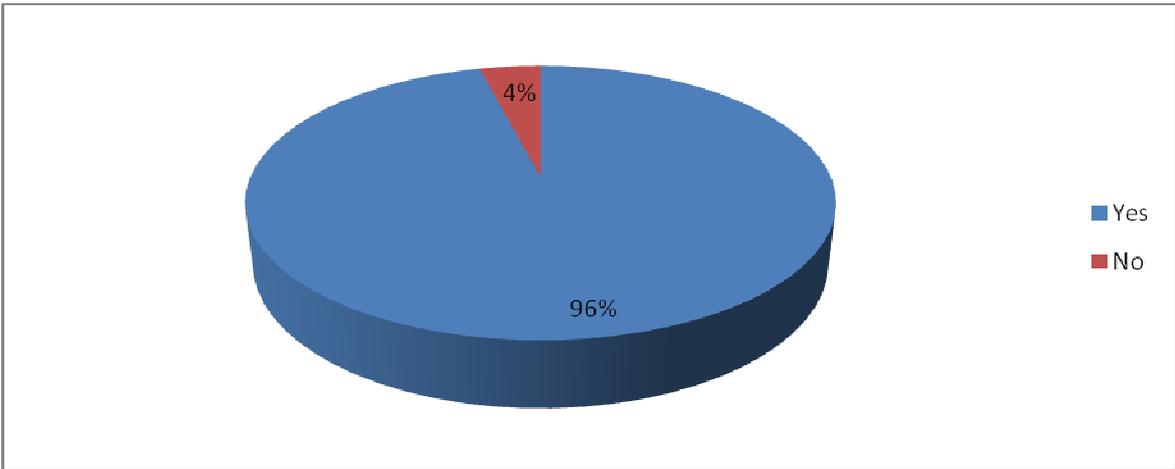


Analysis and Interpretation

The fourth question which is about, if the students or applicants like the tourism service of the National Police, the students or applicants answered in 96% Yes and 4% No, showing that the majority would like to work in that specific service of the National Police where is so important to have a good English knowledge.

Question 5: Do you like migration service of the National Police?		
Alternatives	Frequency	Percentage
Yes	27	96%
No	1	4%
TOTAL	28	100%

DO YOU LIKE MIGRATION SERVICE?



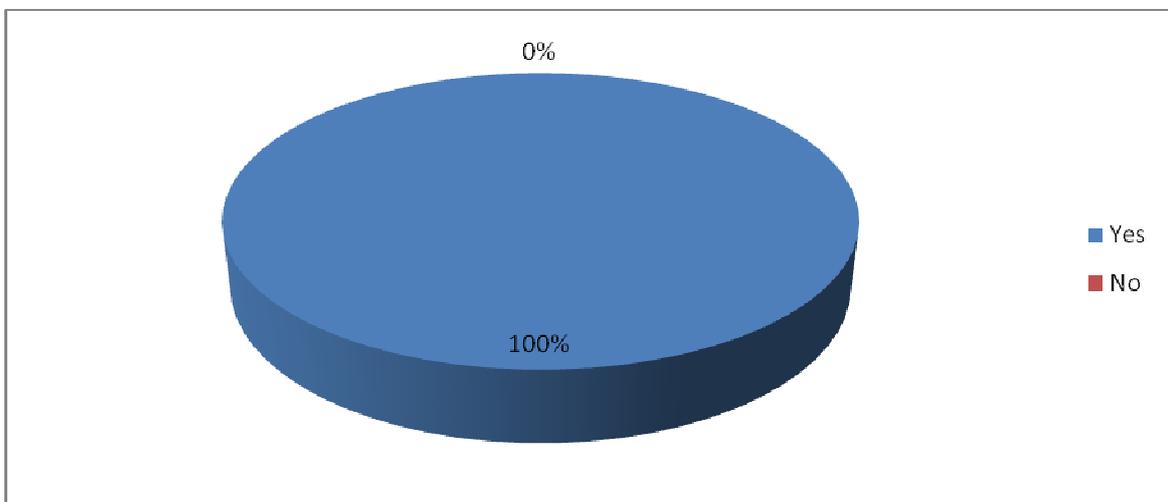
Analysis and Interpretation

The fifth question which is about, if the students or applicants like the migration service of the National Police, the students or applicants answered in 97% Yes and 3% No, showing that most of them would like to work in that specific service of the National Police, this service take place principally in the airport where the new policemen have to hold conversation with tourists.

Question 6: Do you believe that English language is important for tourism and migration services?

Alternative	Frequency	Percentage
Yes	28	100%
No	0	0%
Sometimes	0	0%
TOTAL	28	100%

THE IMPORTANCE OF ENGLISH LANGUAGE



TOURISM AND MIGRATION SERVICES

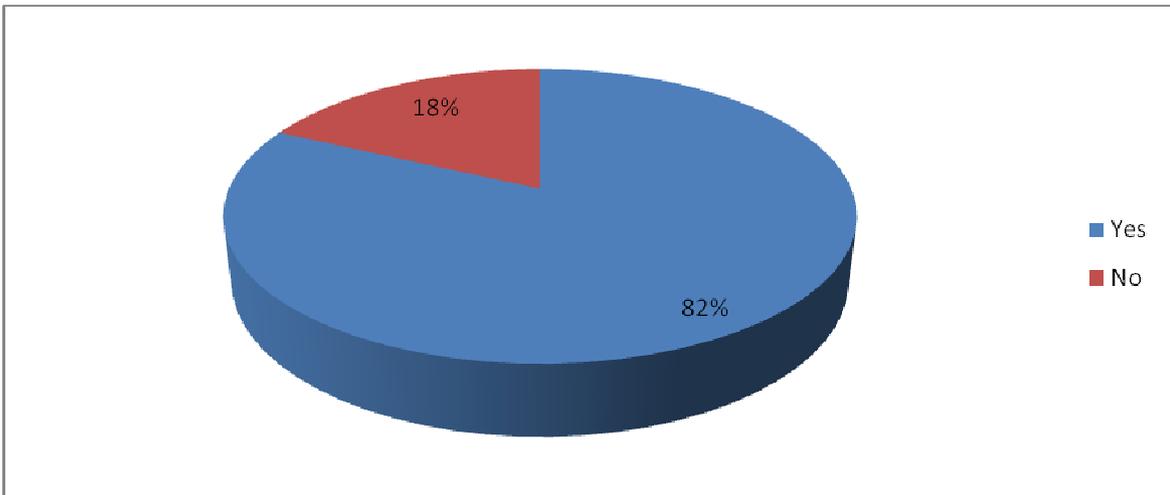
Analysis and Interpretation

The sixth question which is about, if the students or applicants think that it is important English language in the tourism and migration services of the National Police, the students or applicants answered in 100% Yes and 0% No, so I can realize that for every service of the National Police the English language is very important but specially for these specific services.

Question 7: Would you like to receive English classes applied to the police services?

Alternatives	Frequency	Percentage
Yes	23	82%
No	5	18%
TOTAL	28	100%

ENGLISH APPLIED TO POLICE SERVICES



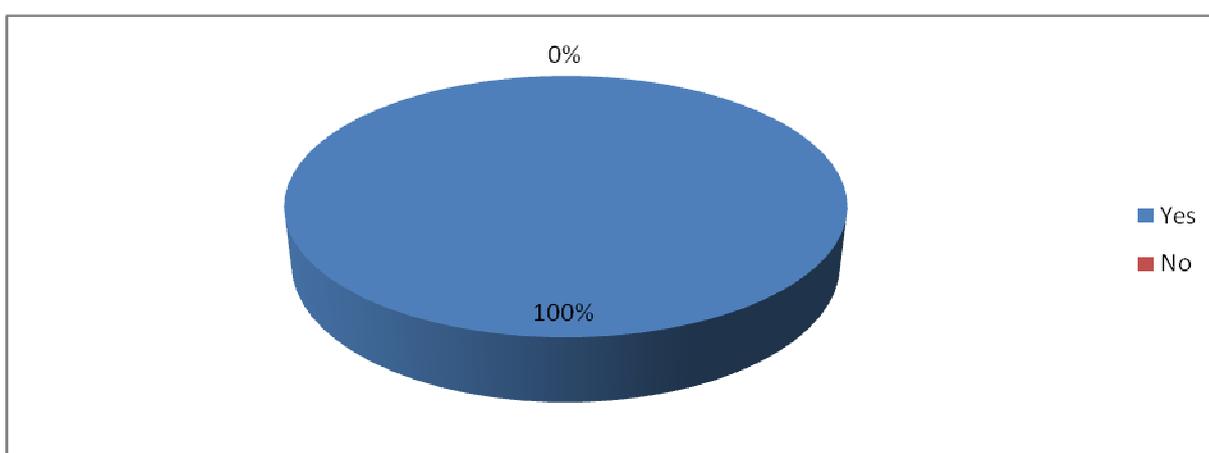
Analysis and Interpretation

The seventh question which is about, if the students or applicants would like to receive English classes apply to police procedures the students or applicants answered in 82% Yes and 18% No, showing that the majority would like to receive English classes apply to police procedures. Showing a great interest on English classes apply in police services.

Question 8: Do you consider that in the futures courses for policemen, in the curricular planning must be included the English subject?

Alternative	Frequency	Percentage
Yes	28	100%
No	0	0%
TOTAL	28	100%

ENGLISH CLASSES



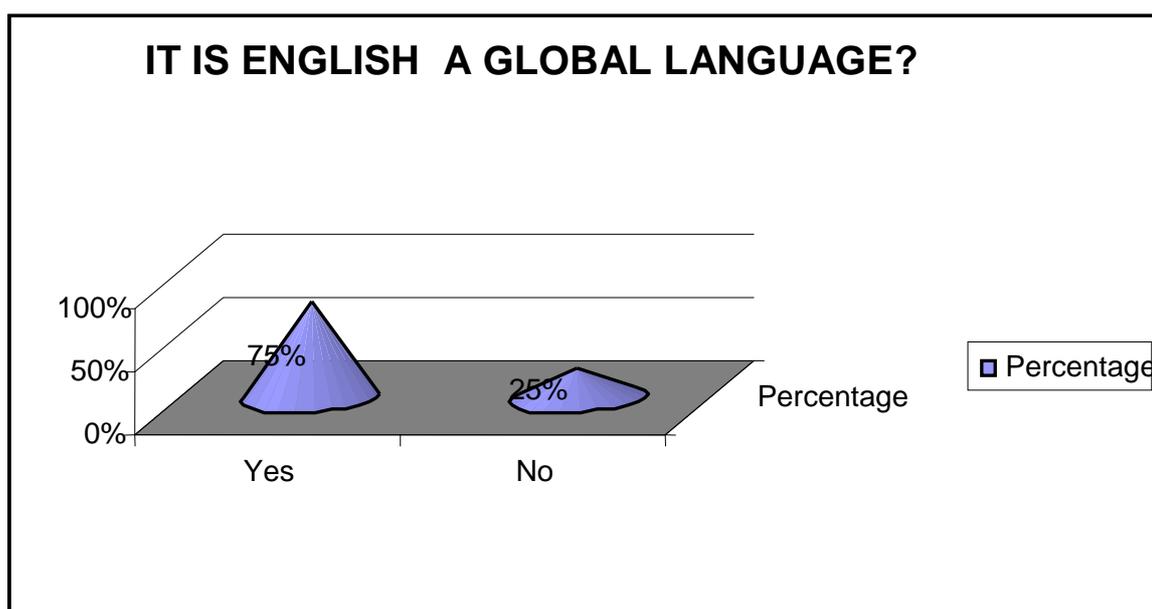
FOR FUTURE COURSES FOR POLICEMEN

Analysis and Interpretation

The final question which is about, if the students or applicants think that in future courses for policemen, the English language as subject must be included in the curricular planning, the students or applicants answered in 100% Yes and 0% No, showing that in English must be included in the curricular planning in the Horsemanship and Remount School and why not in the all Schools in Ecuador.

4.3. SURVEY TO TEACHERS

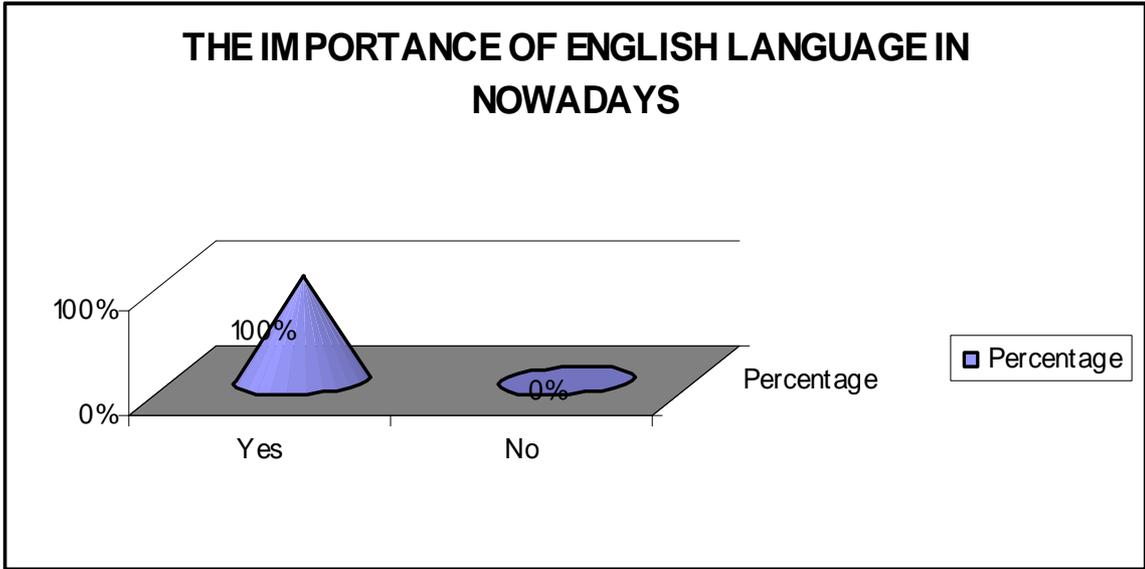
Question 1: Do you think that English language is a global language?		
Alternatives	Frequency	Percentage
Yes	9	75%
No	3	25%
TOTAL	12	100%



Analysis and Interpretation

The first question which is about if the teachers think that English language is considered a global language the teachers answered in 75% Yes, and 25% No, showing that English language is important our global world and the new policemen need to have enough English knowledge for develop their activities.

Question 2 Do you think that English language is important in nowadays?		
Alternatives	Frequency	Percentage
Yes	12	100%
No	0	0%
TOTAL	12	100%

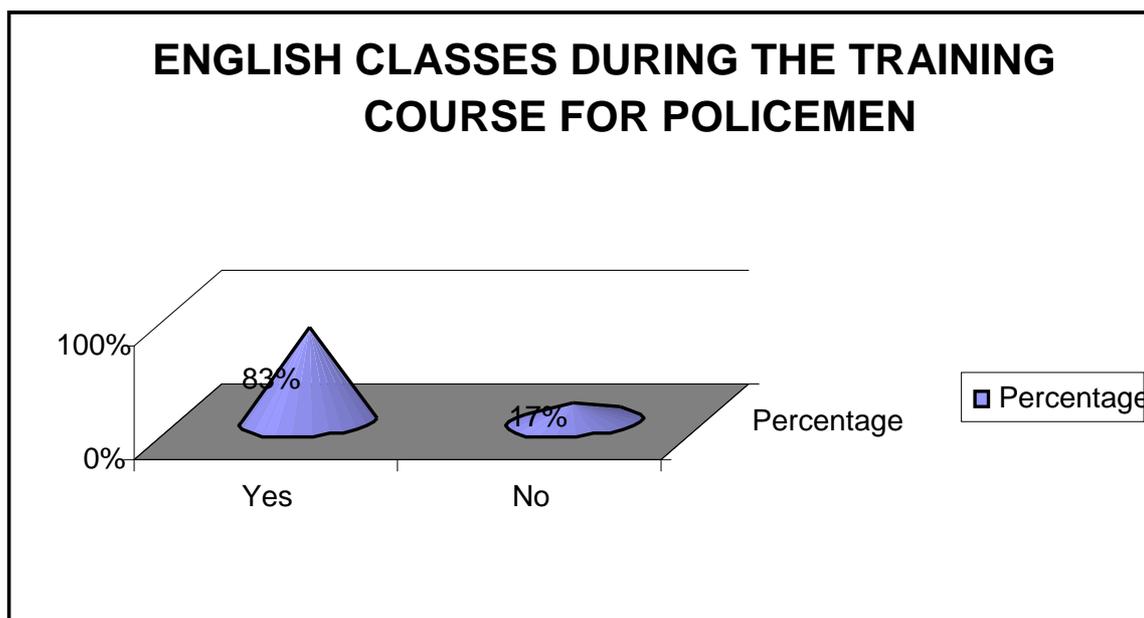


Analysis and Interpretation

The second question which is about, if the teachers think that English language is important in nowadays, the teachers answered in 100% Yes, and 0% No, showing that English language is important in nowadays.

Question 3: Do you think that it is important to receive English classes during the training course for policemen?

Alternatives	Frequency	Percentage
Yes	10	83%
No	2	17%
TOTAL	12	100%

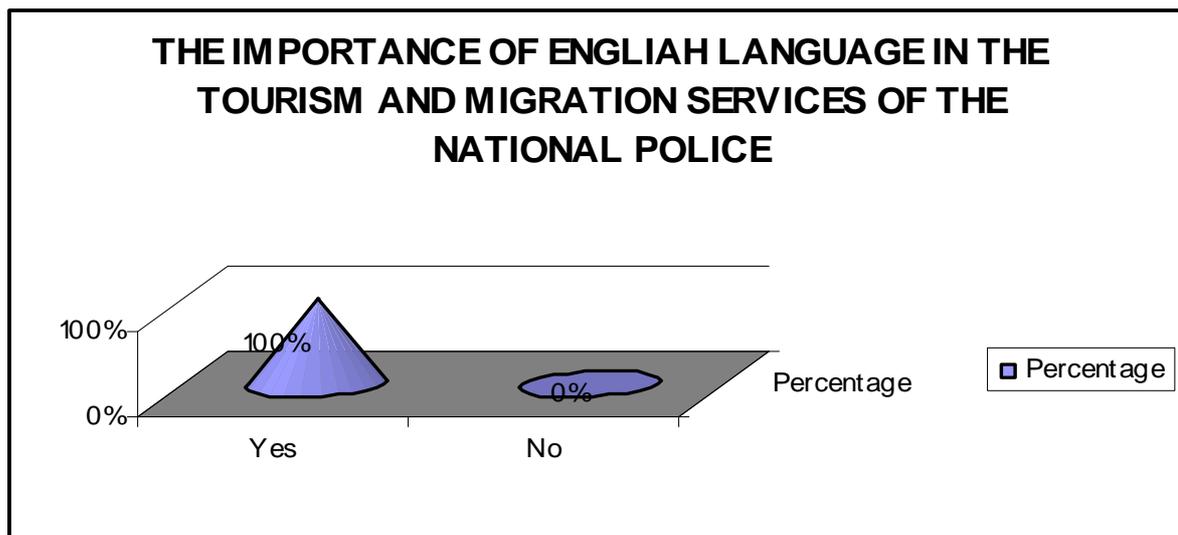


Analysis and Interpretation

The third question which is about, if the teachers think that the students need to receive English during the training course they answered in 83% Yes and 0% No, showing that the students need to receive English classes during the training course for policemen.

Question 4: Do you believe that English language is important in the tourism and migration services of the National Police?

Alternatives	Frequency	Percentage
Yes	12	100%
No	0	0%
TOTAL	12	100%

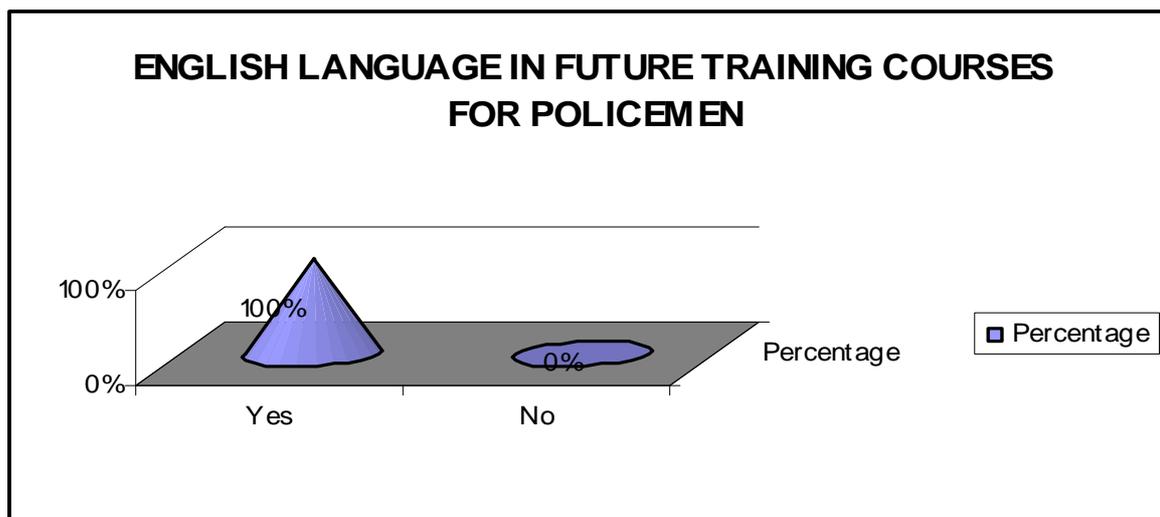


Analysis and Interpretation

The fourth question which is about, if teachers think that it is important English language in the tourism and migration services of the National Police, the teachers answered in 100% Yes and 0% No, showing that English language is important for these services.

Question 5: Do you consider that in the future courses for policemen, in the curriculum planning must be included the English subject?

Alternatives	Frequency	Percentage
Yes	12	100%
No	0	0%
TOTAL	12	100%



Analysis and Interpretation

The final question which is about, if teachers think that in future courses for policemen, the English language as subject must be included in the curricular planning, the teachers answered in 100% Yes and 0% No, showing that in English must be included in the curricular planning in the Horsemanship and Remount School and why not in the all the Schools in Ecuador.

ANALYSIS OF RESULTS

THE IMPORTANCE OF INCLUDING ENGLISH LANGUAGE IN THE CURRICULUM OF THE POLICEMEN'S TRAINING COURSE IN THE HORSEMANSHIP AND REMOUNT SCHOOL (STUDENTS)

Nº	QUESTION	YES	NO
1	Do you think that English language is a global language ?	23	5
2	Do you like English language?	25	3
3	Do you think that , is important to receive English classes during the training course for policemen?	27	1
4	Do you like the tourism service of the National Police?	27	1
5	Do you like migration service of the National Police?	27	1
6	Do you believe that English language is important for tourism and migration services?	28	0
7	Would you like to receive English classes apply to the police services?	23	5
8	Do you consider that in the futures courses for policemen, in the curriculum planning must be included the English subject?	28	0
TOTAL		208	16
AVERAGE		26	2

ANALYSIS OF RESULTS

THE IMPORTANCE OF INCLUDING ENGLISH LANGUAGE IN THE CURRICULUM OF THE POLICEMEN'S TRAINING COURSE IN THE HORSEMANSHIP AND REMOUNT SCHOOL (TEACHERS)

Nº	QUESTION	YES	NO
1	Do you think that English language is a global language?	9	3
2	Do you think that English language is important in nowadays?	12	0
3	Do you think that it is important to receive English classes during the training course for policemen?	10	2
4	Do you believe that English language is important in the tourism and migration services of the National Police?	12	0
5	Do you consider that in the future courses for policemen, in the curriculum planning must be included the English subject?	12	0
TOTAL		55	5
AVERAGE		11	1

4.4. PRE-TEST EXPERIMENTAL GROUP

The following table shows the scores of the students of the Horsemanship and Remount School. With this information it is possible to obtain the mean, variance and standard deviation.

STUDENT'S SCORES

No.	APPLICANT'S NAME	SCORE	TOTAL
1	ARGUELLO RAFAEL	6	6
2	CAIZA FREDDY	8	8
3	PEREZ CARLOS	9,2	9,2
4	PESANTES LUIS	6	6
5	PILLAJA OLGER	7,2	7,2
6	PORTILLA BYRON	10	10
7	PRADO JUAN	5,2	5,2
8	QUINAUCHO ANCHELO	16	16
9	QUISHPE PABLO	13,6	13,6
10	QUISHPI FERNANDO	12,8	12,8
11	REINO EDWIN	18	18
12	ROCHE CRISTIAN	14	14
13	ROCHINA WILLIAM	13,2	13,2
14	ROMERO ANGEL	9,2	9,2
15	SALAZAR MARCO	4,8	4,8
16	SAMANIEGO PAREDES	4	4
17	SANCHEZ EDER	7,2	7,2
18	SANMARTIN ANGEL	8	8
19	SIMBAÑA FRANKLIN	11,6	11,6
20	SUNTASIG CRISTIAN	19,2	19,2
21	VALLE RODRIGO	6,8	6,8
22	VELASCO NELSON	8,8	8,8
23	VELASQUEZ ANGEL	10	10
24	VELASTEGUI WLADIMIR	9,2	9,2
25	VILLA HENRY	13,2	13,2
26	VILLACIS JULIO	4,4	4,4
27	VILLAGOMEZ WILLIAM	4	4
28	YUNGAN GONZALO	6,4	6,4
29	ZAPATA JHON	9,2	9,2
30	ZAPATA RICARDO	19,6	19,6
TOTAL			294,8

MEAN= 9.82

VARIANCE= 19.73

STANDARD DEVIATION= 4.44

4.4.1 PRE-TEST CONTROL GROUP

STUDENT'S SCORES

No.	APPLICANT'S NAME	SCORE	TOTAL
1	ALULEMA RODRIGO	4,8	4,8
2	BASANTES ERNESTO	4	4
3	CUEVA MARCO	6	6
4	CAIZA EDGAR	6	6
5	DELGADO JUAN	5,2	5,2
6	DIAZ MANUEL	6,4	6,4
7	FARINANGO DIEGO	5,6	5,6
8	FLORES RONY	10	10
9	GALARZA ALEX	7,6	7,6
10	GUTIERREZ BERNARDO	7,2	7,2
11	HERNANDEZ LEONARDO	12	12
12	HIDALGO ARMANDO	8,8	8,8
13	LARA LUIS	8	8
14	MIRANDA ANGEL	8,4	8,4
15	MULLO CARLOS	3,2	3,2
16	NARVAEZ EDWIN	15,2	15,2
17	ORTEGA GONZALO	4	4
18	RAMIREZ JUAN	6,8	6,8
19	SARANGO PABLO	9,2	9,2
20	TIPAN EDWIN	13,6	13,6
TOTAL			152

MEAN= 7.60

VARIANCE= 10.21

STANDARD DEVIATION= 3.20

4.5. POST-TEST TO EXPERIMENTAL GROUP

After three months of have been working with a complete grammar review applied to develop the language skills, with all applicants, I took a new test and the following table shows the new scores of the students of the Horsemanship and Remount School.

STUDENT'S SCORES

No.	APPLICANT'S NAME	SCORE	TOTAL
1	ARGUELLO RAFAEL	9,2	9,2
2	CAIZA FREDDY	10	10
3	PEREZ CARLOS	11,2	11,2
4	PESANTES LUIS	12	12
5	PILLAJO OLGER	9,6	9,6
6	PORTILLA BYRON	12	12
7	PRADO JUAN	8	8
8	QUINAUCHO ANCHELO	19,2	19,2
9	QUISHPE PABLO	16	16
10	QUISHPI FERNANDO	15,2	15,2
11	REINO EDWIN	19,6	19,6
12	ROCHE CRISTIAN	16,4	16,4
13	ROCHINA WILLIAM	15,2	15,2
14	ROMERO ANGEL	11,2	11,2
15	SALAZAR MARCO	8	8
16	SAMANIEGO PAREDES	8	8
17	SANCHEZ EDER	10	10
18	SANMARTIN ANGEL	11,6	11,6
19	SIMBAÑA FRANKLIN	14	14
20	SUNTASIG CRISTIAN	19,6	19,6
21	VALLE RODRIGO	8,8	8,8
22	VELASCO NELSON	10,8	10,8
23	VELASQUEZ ANGEL	12,8	12,8
24	VELASTEGUI WLADIMIR	11,2	11,2
25	VILLA HENRY	15,2	15,2
26	VILLACIS JULIO	8,8	8,8
27	VILLAGOMEZ WILLIAM	7,2	7,2
28	YUNGAN GONZALO	8,8	8,8
29	ZAPATA JHON	10,8	10,8
30	ZAPATA RICARDO	19,6	19,6
TOTAL			370

MEAN= 12.33

VARIANCE= 14.51

STANDARD DEVIATION= 3.81

4.5.1 POST-TEST CONTROL GROUP

STUDENT'S SCORES

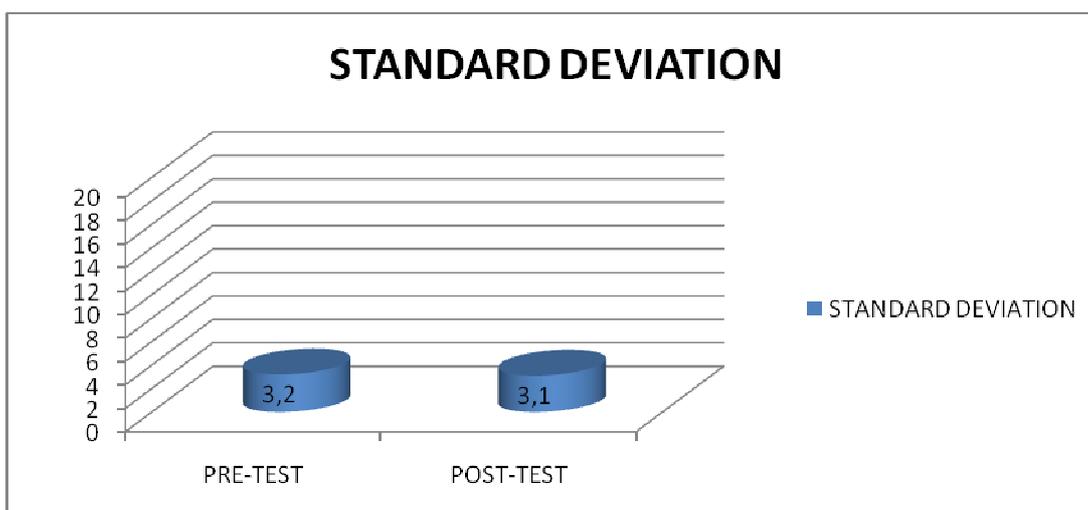
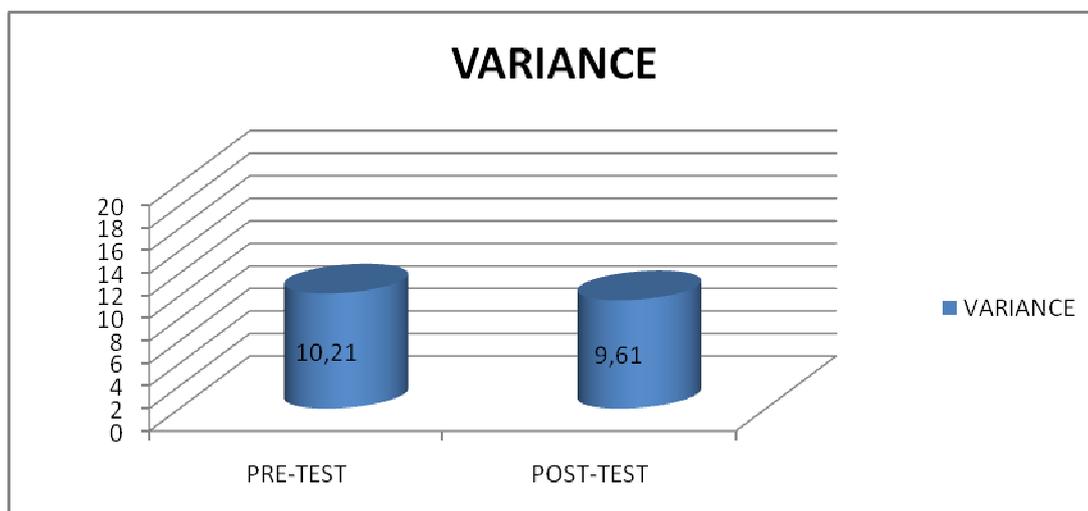
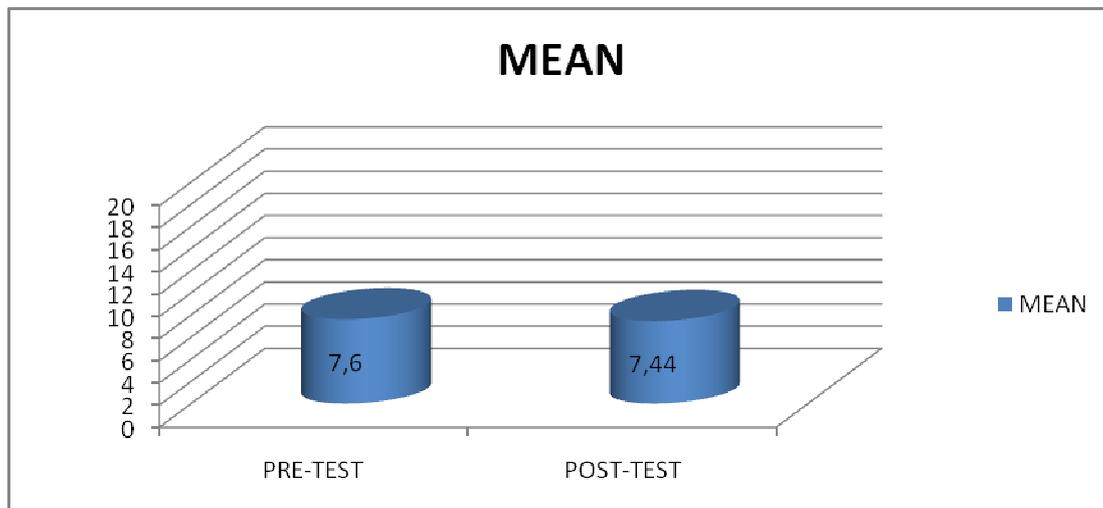
No.	APPLICANT'S NAME	SCORE	TOTAL
1	ALULEMA RODRIGO	4,4	4,4
2	BASANTES ERNESTO	4	4
3	CUEVA MARCO	6	6
4	CAIZA EDGAR	6	6
5	DELGADO JUAN	4,8	4,8
6	DIAZ MANUEL	6,8	6,8
7	FARINANGO DIEGO	5,2	5,2
8	FLORES RONY	9,2	9,2
9	GALARZA ALEX	7,2	7,2
10	GUTIERREZ BERNARDO	7,2	7,2
11	HERNANDEZ LEONARDO	12,4	12,4
12	HIDALGO ARMANDO	8	8
13	LARA LUIS	7,6	7,6
14	MIRANDA ANGEL	8,4	8,4
15	MULLO CARLOS	3,6	3,6
16	NARVAEZ EDWIN	14,8	14,8
17	ORTEGA GONZALO	4	4
18	RAMIREZ JUAN	7,2	7,2
19	SARANGO PABLO	8,8	8,8
20	TIPAN EDWIN	13,2	13,2
TOTAL			148,8

MEAN= 7.44

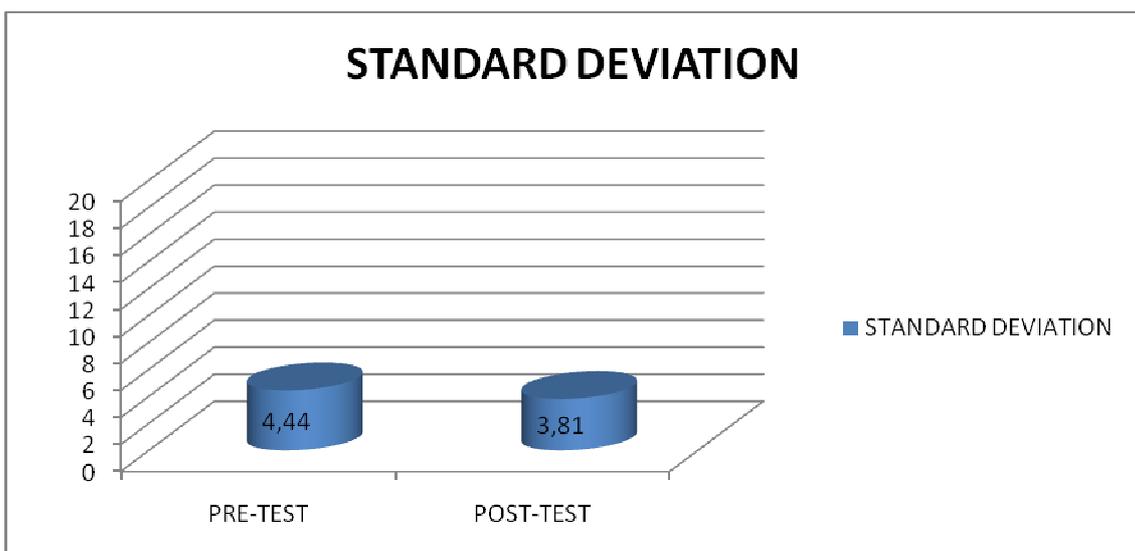
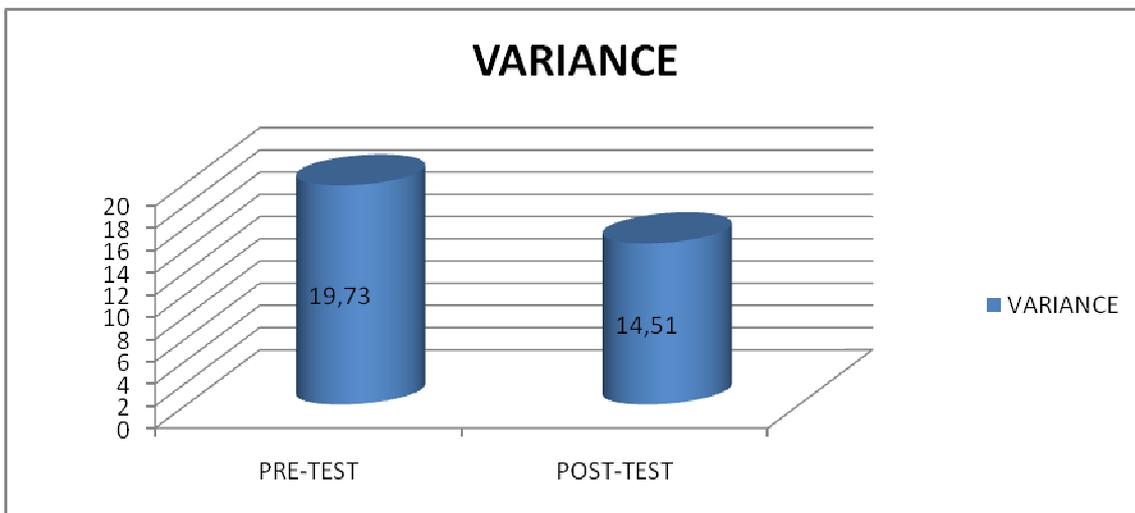
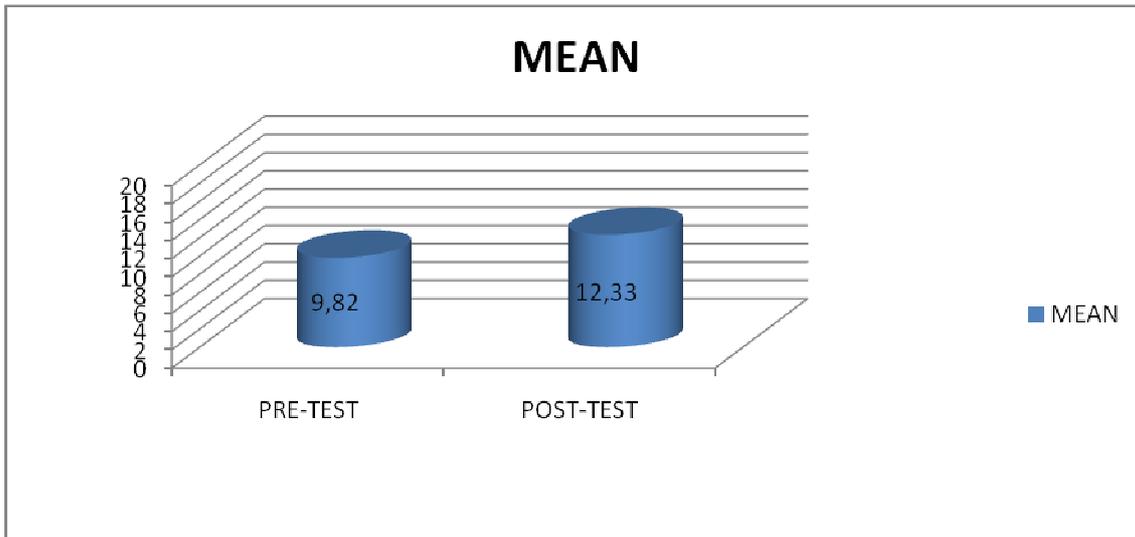
VARIANCE= 9.61

STANDARD DEVIATION= 3.10

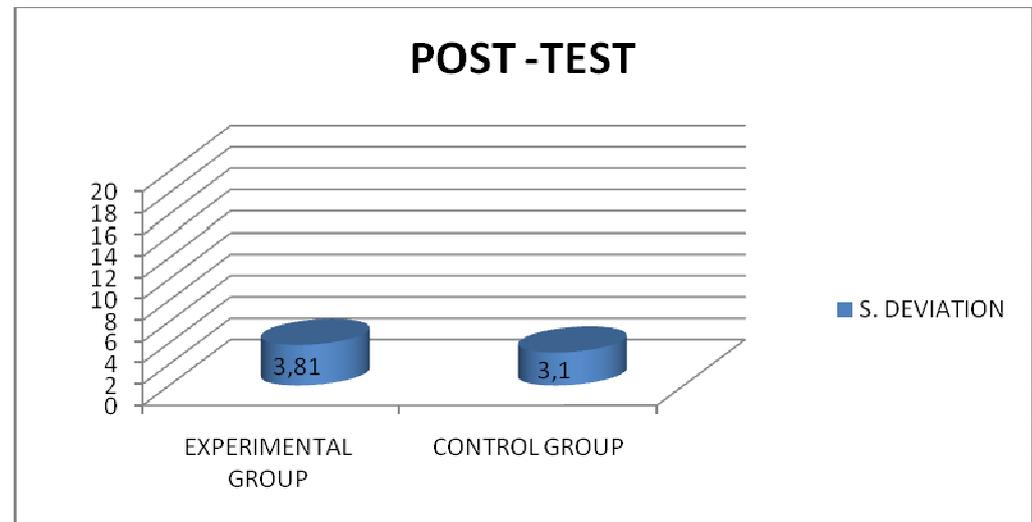
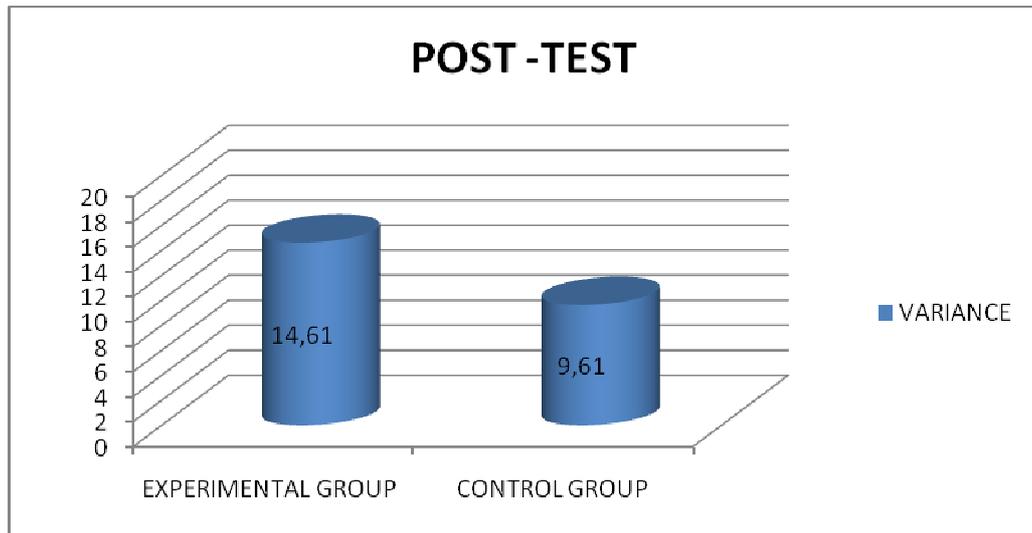
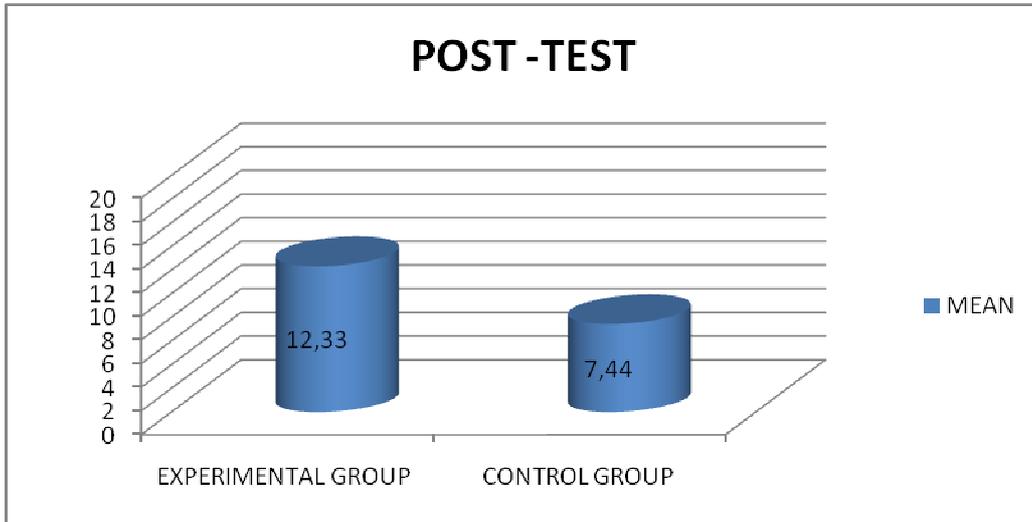
CONTROL GROUP



EXPERIMENTAL GROUP



EXPERIMENTAL GROUP AND CONTROL GROUP



CHAPTER V

CONCLUSIONS

AND

RECOMMENDATIONS

5.1. CONCLUSIONS

After analysis the information collected from the surveys applied to the students, the surveys of the teachers, the pres test, and the post test I, I have the following conclusions :

- The Horsemanship and Remount School does not include English language in the curriculum of the policemen's training course.
- The Complete English Grammar Review helped the students or applicants to remember all the English knowledge that they have learnt before
- The English for Specific Purposes applied to Police Procedures prepared the students or applicants with enough knowledge to hold English conversations with foreign people.
- All the students or applicants in the Horsemanship and Remount School showed a great interest in learning English Language.

5.2. RECOMMENDATIONS

After presented conclusions in this research project, I would like to give the following suggestions:

- The Horsemanship and Remount School must include English language in the curriculum of the policemen's training course.
- To continue spreading the complete English grammar review, because it is meaningful for policemen and students.
- To motivate the students with several English for Specific Purpose courses applied to Police Procedures.
- The Horsemanship and Remount School has a laboratory with TV, DVD, books, and tape recorders, the school needs to get English material to use this laboratory in the English classes for motivate the students in the learning process .

CHAPTER VI

PROPOSAL

6.1. PROPOSAL

PEDAGOGICAL GUIDE TO TEACH ENGLISH BASED ON COMMUNICATIVE LANGUAGE TEACHING, INCLUDING ENGLISH FOR SPECIFIC PURPOSES APPLY TO POLICE PROCEDURES AND FOCUSING COMPETENCES

6.2 DESCRIPTION

Once the research has been finished, and according to the gotten results in the analysis-interpretation of surveys done both teachers-students, it necessary to do a proposal which present a new method to teach English in the Horsemanship and Remount School.

The pedagogical guide has been planned and based in the necessity of students to learn English during the training course, because; it has been the main problem of this research.

This pedagogical guide looks for helping teachers up to date or refreshes their knowledge in one important methodology, which involved the teaching-learning process, to improve the students' abilities and capacities in the development of English skills which permit them use English language for communication for their daily activities.

This proposal consists of complete pedagogical guide using the communicative language teaching method with its respective techniques and activities; besides, English for Specific Purpose Course apply to Police Procedures which permit to wake up students' interest in the English language.

6.3 JUSTIFICATION

This pedagogical guide has been designed for the students of the Horsemanship and Remount School, using the Communicative Language Teaching Method; and English for Specific Purpose Course applied to Police Procedures based on the Common European Framework's levels.

Communicative language teaching makes use of real-life situations that necessitate communication. 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. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

This pedagogical guide is feasible to carry out because in the Horsemanship and Remount School hasn't had any kind of English classes, since long time ago, as consequence this guide will prepare students at all levels of foreign language.

Exposed the need for developing this pedagogical guide and considering its great importance to have good language skills, the police authorities of the Horsemanship and Remount School have given their approval, in sight they are conscious that the educative process of a foreign language must be in the training course for policeman, facing this reality they are ready to collaborate with all resources possible as time to develop this guide, money and equipment, in order to prepared better the students.

6.4. OBJECTIVES

- To present a pedagogic English guide developed for teachers and students at the Horsemanship and Remount Schools based on^{2º} the Communicative Language Teaching Method and English for Specific Purpose Course applied to Police Procedures.

- To encourage students improve their English knowledge and maintain their continuous preparation to get a good English level to hold a conversation helping people when they need it, and work in the service that they will be assigned after the graduation day.

6.5. THEORETICAL FOUNDATION.

COMMUNICATIVE LANGUAGE TEACHING

Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Relationship with other methods and approaches

Historically, Communicative Language Teaching has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of Communicative Language Teaching, has gained considerably in popularity.

The Audio-Lingual Method

The Audio-Lingual Method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of Audio-Lingual Method felt that this emphasis on repetition needed a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation.

In the classroom, lessons were often organized by grammatical structure and presented through short dialogs. Often, students listened repeatedly to recordings of conversations (for example, in the language lab) and focused on accurately mimicking the pronunciation and grammatical structures in these dialogs.

Critics of Audio-Lingual Method asserted that this over-emphasis on repetition and accuracy ultimately did not help students achieve communicative competence in the target language. Noam Chomsky argued "Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy".

They looked for new ways to present and organize language instruction, and advocated the notional functional syllabus, and eventually Communicative Language Teaching as the most effective way to teach second and foreign languages.

However, audio-lingual methodology is still prevalent in many text books and teaching materials.

Moreover, advocates of audio-lingual methods point to their success in improving aspects of language that are habit driven, most notably pronunciation.

The Notional Functional Syllabus

A notional-functional syllabus is more a way of organizing a language learning curriculum than a method or an approach to teaching. In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the Audio-Lingual Method, but in terms of “notions” and “functions.” In this model, a “notion” is a particular context in which people communicate, and a “function” is a specific purpose for a speaker in a given context.

As an example, the “notion” or context *shopping* requires numerous language functions including asking about prices or features of a product and bargaining. Similarly, the notion *party* would require numerous functions like introductions and greetings and discussing interests and hobbies. Proponents of the notional-functional syllabus claimed that it addressed the deficiencies they found in the ALM by helping students develop their ability to effectively communicate in a variety of real-life contexts.

Advantages of the Communicative Language Teaching Method

Focuses on **language as a medium of communication**. Recognises that all **communication has a social purpose - learner has something to say or find out**.

Communication embraces a **whole spectrum of functions** (e.g. seeking information/ apologising/ expressing likes and dislikes, etc) and **notions** (e.g. apologising for being late / asking where the nearest post office is).

New syllabuses based on communicative method offered some **communicative ability from early stage**.

Classroom activities maximise opportunities for learners to **use target language in a communicative way for meaningful activities**. Emphasis on meaning (messages they are creating or task they are

completing) rather than form (correctness of language and language structure) - as in first language acquisition.

Use of target language as **normal medium for classroom management and instruction** - reflects naturalistic language acquisition.

Communicative approach is much **more pupil-orientated**, because dictated by pupils' needs and interests. Accent is on **functional/ usable language**. Learners should be able to go to foreign country, prepared for reality they encounter there.

Need to be able to cope / survive in a variety of everyday situations. Classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ playlets - all produce spontaneity and improvisation - not just repetition and drills.

More emphasis on **active modes of learning, including pairwork and group-work** - often not exploited enough by teachers fearful of noisy class.

Primacy of oral work. Emphasis on oral and listening skills in the classroom. Contact time with language is all-important - paves way for more fluid command of the language / facility and ease of expression.

Not just hearing teacher, but having personal contact themselves with language, practising sounds themselves, permutating sentence patterns and getting chance to make mistakes and learn from doing so.

Errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

Correction should be discreet / noted by teacher - let them talk and express themselves - form of language becomes secondary.

Communicative approach is **not just limited to oral skills**. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. By using elements encountered in variety of ways (reading/ summarizing/ translating/ discussion/ debates) - makes language more fluid and pupils' manipulation of language more fluent.

Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches. Recognized that communication depends on grammar. Disregard of grammatical form will virtually guarantee breakdown in communication.

Language analysis and grammar explanation may help some learners, but extensive experience of target language helps everyone. **Pupils need to hear plenty said about the topic in the foreign language at regular and recurrent intervals**, so they are exposed to the topic and can assimilate it. (Not mere passive acquisition of certain lexical items).

Communicative approach seeks to **personalize and localize language and adapt it to interests of pupils**. Meaningful language is always more easily retained by learners.

Use of idiomatic/ everyday language (even slang words 'bof bof' / 'i'sais pas'). This is kind of language used in communication between people - not a 'medium'/ grammatical/ exam-orientated/ formal language!

Makes use of **topical items with which pupils are already familiar in their own language** - motivates pupils arouses their interest and leads to more active participation.

Avoid age-old texts - **materials must relate to pupils' own lives / must be fresh and real** (cf. Whitmarsh texts developing language but not communicative language!) Changing texts and materials regularly keeps teacher on toes and pupils interested.

Language need not be laboriously monotonous and '**medium**' orientated. **Can be structured but also spontaneous and incidental.** Language is never static. Life isn't like that - we are caught unawares, unprepared, 'pounced upon!' Pupils need to practise improvising/ ad-libbing/ talking off the cuff, in an unrehearsed but natural manner.

Spontaneous and improvised practice helps to make minds more flexible and inspire confidence in coping with unforeseen, unanticipated situations. Need to 'go off at tangents' / use different registers / develop alternative ways of saying things.

Communicative approach seeks to use **authentic resources**. More interesting and motivating. In Foreign language classroom authentic texts serve as partial substitute for community of native speaker. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news bulletins, discussion programmes - all can be exploited in variety of ways.

Important not to be restricted to textbook, Never feel that text-book must be used from cover to cover. Only a tool / starting-point.

With a little inspiration and imagination, text-book can be manipulated and rendered more communicative. **Teacher must free himself from it**, rely more on his own command of language and his professional expertise as to what linguistic items, idioms, phrases, words, need to be drilled / exploited/ extended.

Use of visual stimuli - OHP/ flashcards, etc - important to provoke practical communicative language. (3 stages presentation / assimilation/ reproducing language in creative and spontaneous way).

English for Specific Purposes:

English for Specific Purposes may be related to or designed for specific disciplines.

English for Specific Purposes may use, in specific teaching situations, a different methodology from that of General English. English for Specific Purposes is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

English for Specific Purposes is generally designed for intermediate or advanced students.

Most English for Specific Purposes courses assume some basic knowledge of the language systems.

The definition Dudley-Evans offers is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that English for Specific Purposes is "in contrast with 'General English'" (Johns et al., 1991: 298), and has included more variable characteristics.

The division of English for Specific Purposes into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not English for Specific Purposes.

From the definition, we can see that English for Specific Purposes can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range.

Based on the Common European Framework I would like to present six specific levels:

A1, A2, B1, B2, C1 and C2.

- **Basic User** (A1 and A2)
- **Independent User** (B1 and B2)
- **Proficient User** (C1 and C2)

6.6 DEVELOPMENT OF THE ENGLISH LEVELS

METHODOLOGY AND ACTIVITIES

BASIC USER A1

Objectives of this Level

Communicative Language Teaching

Audio-Lingual Method

Theory

Principles

Techniques and Activities

BASIC USER A2

Objectives of this Level

Communicative Language Teaching

Techniques and Activities

Grammar Review

INDEPENDENT USER B1

Objectives of this Level

Introduction of structure and vocabulary

Presentation of New material

Task Based Approach

Theory

Exercises

INDEPENDENT USER B2

Objectives of this Level

Controlled practices

English Activities

Teacher Roles

PROFICIENCY USER C1

Objectives of this Level

Introduction (English for Specific Purposes)

Theory

Principles

Techniques and Activities

PROFICIENCY USER C2

Objectives of this Level

English for Specific Purposes applied to Police Procedures

Vocabulary

Exercises

**Army Polytechnic School
Pedagogic Guide
Basic User
Breakthrough**

1. Subject's Name Basic English I
2. Subject Type (Legal / Police / Complementary) Complementary
3. Level (First Level / Second Level) First Level
4. Trimester / Annual Trimester
5. Teacher's name Gonzalo Taco Villalta
6. Requirements Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
7. A brief subject content INTRODUCTION, NEW TEACHING METHOD
8. Objectives 1. To review English grammar. 2. To learn English vocabulary. 3. To practice English dialogs
9. Contents: Objectives of this Level Communicative Language Teaching Audio-Lingual Method Theory Principles Techniques and Activities
10. Activities: Pre-task Task Planning Report
11. Evaluation Stimule-response Class performance in orally form

Army Polytechnic School
Pedagogic Guide
Basic User
Way stage

1. Subject's Name Basic English I
2. Subject Type (Legal / Police / Complementary) Complementary
3. Level (First Level / Second Level) Second Level
4. Trimester / Annual Trimester
5. Teacher's name Gonzalo Taco Villalta
6. Requirements Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
7. A brief subject content OBJECTIVES, TECHNIQUES AND ACTIVITIES
8. Objectives 4. To review English grammar. 5. To learn English vocabulary. 6. To practice English dialogs
9. Contents: Objectives of this Level Communicative Language Teaching Techniques and Activities Grammar Review
10. Activities: Language Games Picture Strip Story Role Play Authentic Materials
11. Evaluation Teachers will answer some question Individual Participation Group work

**Army Polytechnic School
Pedagogic Guide
Independent User
Threshold**

1. Subject's Name Threshold
2. Subject Type (Legal / Police / Complementary) Complementary
3. Level (Third Level / Fourth Level) First Level
4. Trimester / Annual Trimester
5. Teacher's name Gonzalo Taco Villalta
6. Requirements Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
7. A brief subject content GRAMMAR REVIEW
8. Objectives <ol style="list-style-type: none"> 1. To review English grammar. 2. To learn English vocabulary. 3. To practice English dialogs
9. Contents: <p>Objectives of this Level</p> <p>Communicative Language Teaching</p> <p>Techniques and Activities</p> <p>Grammar Review</p>
10. Activities: <p>Language Games</p> <p>Picture Strip Story</p> <p>Role Play</p> <p>Authentic Materials</p>
11. Evaluation <p>Group work</p> <p>Class performance in orally form</p> <p>Attitudinal</p> <p>Teachers will answer some questions</p>

**Army Polytechnic School
Pedagogic Guide
Independent User
Vandage**

1. Subject's Name Vandage
2. Subject Type (Legal / Police / Complementary) Complementary
3. Level (Third Level / Fourth Level) Fourth Level
4. Trimester / Annual Trimester
5. Teacher's name Gonzalo Taco Villalta
6. Requirements Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
7. A brief subject content DEVELOP OF LANGUAGE SKILLS
8. Objectives <ul style="list-style-type: none"> 4. To review English grammar. 5. To learn English vocabulary. 6. To practice English dialogs
9. Contents: <ul style="list-style-type: none"> Objectives of this Level Controlled practices English Activities Teacher Roles
10. Activities: <ul style="list-style-type: none"> Think pair share Three step interview Round Robin Brainstorm Partners
11. Evaluation <ul style="list-style-type: none"> Group work Class performance in orally form Attitudinal Test

**Army Polytechnic School
School of languages
English for Specific Purposes
Police Procedures
Proficient User**

1. Subject's Name Effective Operational Proficiency
2. Subject Type (Legal / Police / Complementary) Complementary
3. Level (First Level / Second Level) First Level
4. Trimester / Annual Trimester
5. Teacher's name Gonzalo Taco Villalta
6. Requirements Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions.
7. A brief subject content This ESP course will prepare the students on police vocabulary, police procedures and they will be able to hold English conversations with foreign people
8. Objectives <ul style="list-style-type: none"> 7. To review English grammar. 8. To learn English vocabulary. 9. To practice English dialogs
9. Contents: <ul style="list-style-type: none"> Objectives of this Level Introduction (English for Specific Purposes) Theory Principles Techniques and Activities
10. Activities: <ul style="list-style-type: none"> Classroom Set up Peripheral Learning Positive Suggestion Visualization Choose a new identity Role Play
11. Evaluation <ul style="list-style-type: none"> Observation Classroom Practices

**Army Polytechnic School
School of languages
English for Specific Purposes
Police Procedures
Proficient User**

1. Subject's Name Mastery
2. Subject Type (Legal / Police / Complementary) Complementary
3. Level (First Level / Second Level) Second Level
4. Trimester / Annual Trimester
5. Teacher's name Gonzalo Taco Villalta
Requirements Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
7. A brief subject content This ESP course will prepare the students on police vocabulary, police procedures and they will be able to hold English conversations with foreign people
8. Objectives 10. To review English grammar. 11. To learn English vocabulary. 12. To practice English dialogs
9. Contents: Objectives of this Level English for Specific Purposes applied to Police Procedures Vocabulary Exercises
10. Oral Activities: Police Vocabulary Asking for Identification Crime and Punishment Types of crime
11. Evaluation Group work Class performance in orally form Attitudinal

BIBLIOGRAPHY

BIBLIOGRAPHY

CECEL-MURCIA, Mariane, Teaching English as a second or foreign language, Newbury House, Rowley – Canada, 1999

DONOSO Vallejo, Irene: ESP Quito - Ecuador, 1995.

HUTCHINSON, Tom, WATERS, Alan: English for Specific Purposes, A learner-centered approach. Cambridge University Press, 1987.

VAUGHAN-REES, Michael: Test your pronunciation, Penguin English, Harlow, Gran Bretaña.

LAURENCE, Anthony, English for Specific Purposes: What does it mean? Why is it different?, Dept. of Information and Computer Engineering, Faculty of Engineering, Okayama University of Science, 1-1 Ridai-cho, Okayama 700, Japan anthony 'at' ice.ous.ac.jp:

<http://www.antlab.sci.waseda.ac.jp/abstracts/ESParticle.html>

FIORITO, Lorenzo: How is English for Specific Purposes (ESP) different from English as a Second Language (ESL), also known as general English?:

<http://www.usingenglish.com/articles/teaching-english-for-specific-purposes-esp.html>

Lage Delgado Graciela: Propuesta de diseño de curso de inglés con fines específicos para la carrera de Historia del Arte, Dpto. Prestación de Servicios en Idioma Inglés, Facultad de Lenguas Extranjeras:

<http://www.uh.cu/facultades/flex/lage.pdf>

ANNEXES

ANNEXES No. 2

ARMY POLYTECHNIC SCHOOL

SCHOOL OF LANGUAGES

TEACHER'S SURVEY

TRAINING COURSE FOR POLICEMEN

HORSEMANSHIP AND REMOUNT SCHOOL

TEACHER'S NAME:

I.D.:

SUBJECT:

DATE: JANUARY 2008

1 .Do you think that English language is a global language?

Yes No

1. Do you think that English language is important in nowadays?

Yes No

2. Do you think that it is important to receive English classes during the training course for policemen?

Yes No

3. Do you believe that English language is important in the tourism and migration services of the National Police?

Yes No

4. Do you consider that in the future courses for policemen, in the curriculum planning must be included the English subject?

Yes No

ANNEXES No. 3

ARMY POLYTECHNIC SCHOOL

SCHOOL OF LANGUAGES

STUDENT'S PRE-TEST

TRAINING COURSE FOR POLICEMEN HORSEMANSHIP AND REMOUNT SCHOOL

1. How many peoplein your family?

2. What time is it?

3. I get up at 8 o'clockmorning.

4. How muchwhere you live?

5. Where are you goingFriday?

6.come to my party next Saturday?

7. Whatin London last weekend?

8. Is your English improving?

9. I'm going to Sainsbury'ssome food.
10. Oxford is the most attractive city
11. Oxford isn'tBath.
12. He was mowing the lawn when Ihim yesterday.
13. Last Tuesday Io the Passport Office.
14. What were you doing at 7:30 on Wednesday evening? I
.....TV.
15. What timeto bed during the week?
16. Do you like Oxford? Yes,
17. I'm afraid I haven't got
18. This book is mine and that book is
19. Would you mindme that pencil?
20. I live in Oxford now. Ito France for a long time.

21. I don't understand. What language

22. She came to Britain

23. My mother never out in the evenings.

24. Oxford?

25. car is the red Ford?

26. I'm sorry. I haven't done my report

27. My friend doesn't speak Chinese. I don't

28. That's the house

29. If

30. She asked me how big

31. My friend let, his bike yesterday.

32., what would you spend it on?

33. I smoking last year, but I didn't.

34.I'mthe film on Wednesday.

35.I'm notgrammar.

36.The film was very good. It's

37.I have difficultyEnglish.

38.When I lived in France, Ia lot of wine.

39.I wishRussian.

40.What will you do whenstudying?

41.The Chancellorthe new wing yesterday, but it
still isn't finished.

42.I'd ratherEnglish than Swedish.

43.No soonerin through the door than the phone rang.

44.We're having the party at

45.If he hadn't known the boss, hethe job.

46.I'd soonera car than a motorbike.

47.I need to go totoilet.

48.It's timesome work.

49.It's now 9 o'clock and the trainarrive at 8:15.

50.We regretthat the course has been cancelled.

GLOSSARY

(in) custody noun	under police control
abduction/kidnapping	taking a person to a secret location using force
armed and dangerous adjective	is carrying a weapon and has a violent background
armed robbery	using a weapon to steal
arrest verb	take into police control
Arson	setting fire to a place on purpose
assailant noun	person who assaults or attacks
Assault	hurting another person physically
at large (on the loose) preposition + adjective	not caught, running free
attempted murder	trying to kill someone (but failing)
back-up noun	police that are called in to support or help
bail noun	large amount of money that someone pays as a promise to appear in court
bar code	a series of thick and thin black lines that holds computerized information
baton (night stick) noun	heavy stick that police use for controlling crowds or defending themselves
book someone verb	register someone as a criminal
break into verb	enter a residence, car, or business illegally
burglar noun	a person who breaks into a home or business and steals items
burglary, breaking and entering	going into another person's home or business with force
cell noun	individual room in a jail/prison
Child abuse	injuring a child on purpose
community service (a youth that steals a car for the first	do volunteer work such as teaching children about crime or cleaning up garbage

time)	
convict noun	a person who is doing (or supposed to be doing) jailtime
cop/copper noun	police officer (common slang)
Crime	Definition
crime scene noun	the place where a crime happened
criminal record noun	a file that lists all of the crimes a person has committed
cruiser (squad car) noun	police car
Date of birth (DOB)	date when the ID holder was born: day/month/year: 23/05/1970 (23rd May 1970) month/day/year: 05/23/1970 (23rd May 1970) year/month/day: 1970/05/23 (23rd May 1970)
Date of Issue	date when documentation was created
detective noun	police officer responsible for solving crime
do time verb + noun	receive punishment for a crime by spending time in jail
domestic dispute adjective + noun	argument/trouble in the home(often leads to violence)
domestic violence	physical assault that occur within the home
Drug trafficking	trading illegal drugs
drunk driving	driving after having too much alcohol
DUI/DWI	(Driving Under the Influence/Driving while Intoxicated). Driving after drinking too much alcohol
escape verb	get away from a holding place
Eye colour	blue, brown, green, black, grey
felony noun	a major crime (e.g. murder)
fine (hunting out of season)	pay money as punishment for minor/petty crime

fine noun	money that a person pays for breaking a law
Fingerprint	markings of a person's thumb or finger tip 
fingerprints noun	marks left by fingers that identify a person
firearms noun	weapons that shoot
fraud	lying or cheating for business or monetary purposes
gang noun	a group of people often associated with crime and drugs
guilty adjective	responsible for a crime, deserving of punishment
handcuffs noun	metal rings that attach to wrists to keep criminals (or the accused) from escaping
Height	how tall a person is in centimetres or feet and inches
hijacking	holding people in transit hostage (usually on a plane)
Hologram	a laser photograph which makes a picture or image look life-like
house arrest (a young offender who is waiting to go to court)	remain in one's home for a certain period of time
innocent adjective	not responsible for the crime
intruder noun	a person who enters a home or business illegally
jail (prison) noun	a place where criminals are confined
jail time (man who assaults his wife)	spend a certain amount of months or years locked away from society
license suspension (drunk driving)	driving rights are removed for a certain period of time
life in prison (a woman who commits homicide)	spend the rest of one's life in prison with no chance of going back into society

Magnetic stripe	a long black stripe found on the back of a card that can be swiped into a computer for information
Maiden name	a woman's surname before marriage
Marital status	single, married, divorced (no longer married), separated, common law wife, common law husband
misdemeanor noun	a minor crime (punishment is usually a fine or less than one year in jail)
murder/homicide	taking someone's life through violence
National status	citizenship (native citizen, immigrant, landed immigrant, permanent resident, refugee)
noise complaint noun	a call to the police to complain of disturbing noise (usually music or a party)
partner noun	another officer that a policeman drives and works with
patrol (on patrol) verb	observe and protect an area
perpetrator noun	person who committed the crime
Photograph	recent picture of ID holder
pickpocket noun	a thief who steals from people's pockets in transit or in crowds
pistol noun	a hand held firearm
Place of birth	city, country where ID holder was born
Profession	current job (doctor, teacher, retired)
Punishment (example offence)	Definition
pursuit noun	the act of searching for
radar noun/adjective	radio wave transmission that helps police track cars and map crime scenes
robbery noun	theft; taking something that does not belong to you, often with force
Serial number or PIN (Personal	number that can be entered into government

Identification Number)	systems to find information about a person
Sex	M (male), F (female)
shoplifting	stealing merchandise from a store
Signature	hand-written name of ID holder
smuggling	bringing products into a country secretly and illegally
speeding	driving beyond the speed limit
speeding ticket noun	a fine given to a driver who gets caught driving beyond the speed limit
steal verb	to take something that does not belong to you
street crime noun	crime such as drugs and prostitution
terrorism	acts of crime against a group (political/religious) or another country
Theft	stealing
thief noun	somebody who steals
torture	extremely cruel and unfair treatment (often towards prisoners)
traffic ticket (speeding, parking)	leaves marks on driving record/involves paying a fine
Valid until/expiry date	the last date when an ID document can be used
vandalism	damaging public or private property (for example with spray paint)
walkie-talkie noun	hand held radio each partner carries
wanted adjective	being searched for by police
white collar crime	breaking the law in business
witness verb	to see something happen
young offender (juvenile delinquent) noun	a minor who commits a crime (usually under age of 18)

