A Computer-Based ESP Program to Develop police College Students' oral communication Skills

A research Submitted by

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Introduction

Language is a vital means for communication. It is used to exchange ideas, thoughts and opinions. It shapes the way people think, talk and write. Through language, people can convey their feelings, emotions and attitudes. Also, Language is used to spread knowledge and culture that produce fruitful communication.

Mathews (2008) confirmed that English can often serve as the global language between two people from a pair of different cultures, neither of whom speak English as his/her native tongue. It is therefore very important for university students to learn English and be able to communicate orally in it; this skill could help them greatly in securing and keep in job, especially with multinational companies……. Consequently ,if students would like to be a part of globalization, they must be able to communicate successfully in English.

One of the most important disciplines of the English language in human activity was English for specific purposes (ESP). ESP was a phenomenon grown out of a number of converging trends of which Bojovic (2014: 487) mentioned three most important: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the field of linguistics (attention shifted from defining formal language features of discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning).

ESP course is one of the components in a leaning target situation. Gatehouse (2001) states that the teaching of English for Specific Purposes has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of research

or work situation. Kırkgoz and Dikilitaş (2018:95) stated that the theory of ESP could be outlined based on the specific nature of the texts that learners need knowledge of or need-related nature of teaching.

ESP can be interpreted as the education of English language with the aim of employing it at a specific domain (Celce-Murcia, 2001; Richards and Schmidt, 2010; Hossain, 2013; Otilia, 2015). Clearly, the ESP course introduces the knowledge that learners should require. "ESP is a facet of applied linguistics which concentrates on relating the education process to learners' needs" (Masoumpanah and Tahririan, 2013). The first aim of an ESP course should introduce a course that gives a great interest to the language forms that the students need in their professional field. So, ESP course is more relevant to the learners' need in a real specific learning situation.

One of the most important fields of applied ESP is for the police work. Police officers being in the front line of public order situations, directing traffic, providing guidance or advice to citizens, tourists or simply visitors to their country need to be well prepared to react not only in their mother tongue, but in a foreign language as well. To be able to master a foreign language, continual possibilities to develop it are necessary. According to the Charter of Fundamental Rights of the EU "Everyone has the right to education and to have access to vocational and continuing training". Constant language training of officers in the field of their profession makes them more professional, raises the credit of the police force and the trust of the public (Alhuqbani, 2014) .

By reviewing previous studies of teaching and learning English for police work, there have been a number of studies that investigate the language needs of police officers. Abo Mosallem (1984) investigated the English language needs of 150 Egyptian police officers in ten police

departments. He used a questionnaire to collect data. The officers selected speaking and listening as the most important skills to their jobs.

Alqurashi (2011) conducted an exploratory research to identify the motives of 24 Saudi police officers to learn English and their attitudes toward their six-month English session. He used a five-question survey. The results showed that police officers had different motives for learning English, but in general they wanted to learn it for communication purposes.

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

Qaddomi (2013) identified the English language needs of 91 officers at Al Istiqlal University in Palestine. The findings indicated that the officers' English proficiency level was intermediate with apparent weakness in listening and speaking , which were identified by the officers as the most important skills to their police jobs. The results also revealed that the most difficult aspect of English uses facing the officers was following English conversations of natural speed.

Ulum (2014) conducted a study in which, 105 public order police officers in the national police forces were surveyed in order to assess their needs when using English on the job. The findings from the questionnaire

with open ended questions displayed that, (1) speaking and listening are the most important skills, (2) four language skills are moderately difficult, (3) there are motivational factors important to learn English, and (4) the functional use of English is important for the public order police officers.

Alhuqbani (2014), This study investigated the English language needs, motivations and attitudes of a random sample of 223 police officers studying at King Fahd Security College in Saudi Arabia. The analysis of the questionnaire results showed that only officers with degrees in humanities received English instructions. The officers selected speaking and listening as the most important skills and studying English for security purposes.

Thus, listeningskills : are required and needed for professional police officers. Moreover, Likaj (2015) stated that officers, should know and master well the military terminology used in their branch, specialty: land, air or naval force. She also highly recommended that officers should be trained well to improve their basic communicative skills as well as overcome the problems they face as users of English as a foreign language when they are engaged in different briefings, training, joint exercises and multinational missions.

More specifically, recent studies (Tansrisawat, 1991;Promrat, 1998;Meemark, 2002;K-Romya, 2006) on the ability of police officers in communicating through English have shown that there is a requirement for English courses to support them with the essential active listening skills which are very important skills for achieving effective communication.

Reviewing previous studies, it is rare to find studies about developing active listening skills of police officers , despite their importance for their professional international achievement. So , the

researcher resorted to conduct this study suggesting the computer–based ESP program on developing police collegestudents' active listening skills.

Under this perspective, the emergence of computer assisted language learning over the past twenty years holds notable implications for ESP learning and teaching. Computer-based learning has the capacity to deliver contextualized fragments of specific language to the ESP learning environment by juxtaposing and integrating the traditional media of language learning, such as video, pictures, sound, and text (Brett, 2000). ESP learners are exposed in this way to the target situations they will come across in their future academic or occupational lives.

The computer, on one hand, is a basic requirement for language courses nowadays, due to its novel and innovative features: (Augustynczyk, 2000) the flexibility in handling information quickly and directly (i.e. it enables multiple scannings through on-links to the software and outlinks with the Internet), the ability to carry out interactive tasks at a faster speed, (Lee, 2000) the catering for experiential learning (i.e. Learn by doing) and enhanced language and computer literacy, the provision of learning facilities (e.g. Record keeping, automatic scoring, email feedback, percent to pass, information databases, glossaries, transcripts). The digitised video, on the other, also makes a substantial contribution to language learning: Koren, (2001) stated " it adds a moving visual element to sound and presents both the verbal and non-verbal aspects of language in a more lively and meaningful way than other media; it presents the target language in action by bringing the outside world into the classroom; it captivates attention and does not allow hearing and sight to rest due to the power of screen; it creates feelings of entertainment which keep learners contented whether they are leaning or not.

Most recent studies (Watts, 1997; Rico &Vinagre, 2000; Al-Seghayer, 2001; Fernández, 2001) have shown that some basic premises

for effective foreign language (FL) learning -and ESP learning in consequence- such as authenticity of materials, appropriateness and relevance to the learners' needs and objectives, increased motivational power, multi-skill practice, subject-based interactive activities, opportunities for self-instruction and learner-centred learning, and non-linear access to a vast amount of subject-specific information can be fully satisfied within the innovative computer- and video-based multimedia settings. The same studies also indicate more effective language comprehension and recall while using the computer, which holds important implications for ESP learning.

El-Ghonaimy(2015) conducted a study to explore the effectiveness of Computer Assisted Language Learning (CALL) on the development of some English writing sub-skills (paragraph, grammar, spelling, punctuations) of ESP University students of Engineering. Participants of the current study were 38 students, divided into two groups (experimental and control), with 19 each. The findings revealed that the experimental group in post-tests outperformed the control group in 3 CALL writing sub-skills (paragraph grammar and punctuation), whereas in the spelling skill, no considerable difference existed between the two groups.

AhmadiandMeihami's study aimed to investigate the development of CAF in the ESP learners' writing quality while they wrote essays requiring their topical knowledge and the ones requiring their general knowledge. The study benefited from a dynamic systems theory to investigate the development trends of four ESP learners' writing quality.Four students of different majors participated in this study. They had enrolled in a writing course held at Shiraz University, Iran. The results revealed that the complexity index of both topical and general essays written by the ESP learners went through the same trends of development. However, this was not the case for the ESP learners' writing fluency and

accuracy. Furthermore, the findings revealed that the ESP learners had a higher index of complexity, accuracy, and fluency in topical essays.

Medlin, 2009, Alfehaid, 2011, Atia&Asdi, 2013, Nour El Imane, 2013 , Moazzen, 2014 , UmmiKulsum and Arsadani, 2014, Onour& Ali,2015 and Khairy , 2017 are studies about ESP for nursing , health science , railway engineering , computer science, banking, law, hotel & tourism and police traffic officers in turn.

Consequently, It is rare to find studies draw focus on improving active listening skills of police officers and implementing the use of computer in learning ESP in the police work field. So, the researcher resorted to conduct this study suggesting the computer–based ESP program on developing active listening skills of police college students.

Context of the problem

Based on the necessity of continuing language training, the researcher as a police officer in the tourism field, observed that the learning of English as a foreign language was insufficient to prepare students at the Police College to use language effectively for communicative purposes in their work field.To state the difficulties and problems that face police college students while learning ESP, the researcher conducted a semi structured interview, which was presented to thirty male students of police college followed by a diagnostic test to assess their level of active listening. Based upon the results of the interview and the diagnostic test, the researcher estimated the following notes:

Police college students complain about the lack of possibilities to develop their active listening skills in foreign languages.

There is a decline in English listening skills.

The number of hours were very little and were not sufficient to help the students learn and practice ESP. as English instructions should begin from the first semester the officers join the college, so that they cannot adequately learn and practice English for security purposes.

ESP course doesn't meet the requirements of their future security sectors. Therefore, the course content wasn't based on the officers' perceived English needs and the activities should be developed to help the officers practice English for security purposes.

The main focus of ESP course was vocabulary acquisition and practice reading activities. No activities for practicing oral communication skills.

The most needed skills for police college students are listening skills. Those skills need more focus in class activities.

Thus, based on the results of the previous studies and those of the investigative study conducted by the researcher, it is obvious that police college students are in serious need to develop their active listening skills. Consequently, the present research is an attempt to improve police college students' active listening skills through the use of computer based ESP program.

Study question

The study answered the following question:

To what extent the using of a computer-based ESP program is effective in developing police college students' English listening skills?

Hypothesis of the study

This study suggested the following hypothesis:

There is a statistically significant difference between the means of scores obtained by the experimental group on the pre and posttests of some active listening skills (in favor of the posttest).

Objectives of the Research

The main objective of the present research is

Identifying the effectiveness of using a computer-based ESP program in developing police college students' active listening skills.

Significance of the Research

The significance of the research shows from the fact that it is the first research, according to the researcher's knowledge, to be led in the field of the ESP active listening skills for police officers. The researchis expected to be significant for:

Police college students:

They are expected to benefit a great deal from their study of the ESP program in developing their active listening skills needed to police work field.

ESP teaching staff

- The ESP teachers for police collegestudents are expected to use a computer-based program to develop students' active listening skill
- They are expected to get training courses related to police work field.

Course designers

The ESP course designers are expected to implement a computer-based ESP material in the police collegecourses to develop the students' active listening skill.

• **The Instruments and Material of the Research**

The following instruments were used in the research:

A- A pre-post ESP active listening skills test

B. a computer based ESP program

The Delimitations of the Research

The research delimited to:

- Second year students of police college.
- Some ESP active listening skills

Variables of the Research

The Independent Variable is:

A Computer-Based ESP Program.

The Dependent Variable is:

Police college students' active listening skills.

The Research Design

To achieve the research objectives, the researcher adopted the quasi experimental approach of one experimental group and prepost application of the instruments of the research.

Definitions of Terms

English for Specific Purposes (ESP)

In ESP, "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (Basturkmen ,2006).

For the present research, ESP is defined as using English language functionally, in the sense that is to build up student's knowledge in police officers' work field that could help them in acquire a suitable level of English for professional success.

Computer-Based program

Computer-based program can be defined as computer-based support that helps students engage in and gain skill at tasks that are beyond their unassisted abilities. " (Belland, et al ,2014). The researcher adopts the previous definition.

Active Listening

The present study adopts the following definition "Active listening is a multistep process, including making empathetic comments, asking appropriate questions, and paraphrasing and reflecting for the purposes of verification.   The goal in active listening is to develop a clear

understanding of the speaker's concern and also to clearly communicate the listener's interest in the speaker's message" Gordon, (2003).

Method of the research
Design of the Study

This study is a quasi-experimental design. One experimental group was exposed to pre post means of getting data. The participants of the experimental group were instructed through a computer based ESP program developed by the researcher with an objective to promote their active listening skills.

Participants of the study

Twenty- five students from second year were chosen voluntarily from a larger population of police academy, as the sample of the present study. They have got ICDL certificates and so, they had the ability to deal with the internet. The researcher exposed them to two initial training sessions on the E- learning tools used in the program before starting the present program

Materials and instruments of The Study
1- The Needs Analysis Questionnaire

The aim of the needs analysis questionnaire was to determine the learners' needs of English language active listening skills.

In order to state the items of the questionnaire, the researcher held a semi structured interview with the staff of ESP and EFL at police academy.

The questionnaire has a rating scale of 1 to 3; needed (3), moderately needed (2), and not needed (1).The students also can write their comments or notes next to their choice.

- The questionnaire was submitted to a jury of five EFL specialists in order to judge its relevance and suitability.
- The questionnaire was approved by the jury members with little modifications in the linguistic stating .

- The questionnaire was administered to a sample of (50) students to state their needs

2- List of The active listening Skills

- Based on the literature review, needs analysis questionnaire the researcher prepared a list of the active listening skills and sub skills. The list was submitted to a jury of thirteen TEFL specialists. who judged the relevance and suitability of those sub skills to the sample of the study.

- The list was approved by the jury members with little modifications in the linguistic stating of the skills and the appropriateness of the skills to the sample of the study.

- The list included the following active listening skills:
    1. Asking questions:
        - Asking questions to get more information
        - Asking questions for clarification
    2. Paraphrasing:
        - Restating the information just said with one's own words
        - Paraphrasing the speaker's main idea
    3. Clarifying
        - Clarifying what is said
        - Restating ambiguous or unclear statements
    4. Reflecting:
        - Identifying the speaker's basic feelings and emotions in words
        - Reflecting the speaker's basic feelings' and emotions in words
    5. Encouraging:
        - Using varying voice intonation to convey interest
        - Using follow up expressions to encourage the speaker to keep talking

The suggested computer based ESP program

(A) Aim of the suggested program

By the end of the suggested program, the students were expected to

- develop their active listening skills

(B) Designing the suggested computer based program

Having reviewed the relevant literature, the researcher was able to design the suggested program following four stages:

I- The analysis stage

1. Identifying the English language active listening skills that the second year police academy students lacked through reviewing literature and getting the recommendations of EFL professors and lecturers specialized in ESP instruction.

2. Stating the general and behavioral objectives of the suggested computer based program through analyzing the students' needs,

3. Assessing and analyzing the E-learning environment through determining the content provided,

4. The materials included in the course had been carefully collected from a wide array of authentic sources, both written and visual, in order to fit the topic areas relevant for the students' lexical needs as they had been identified by the needs analysis. Then the materials went through a thorough process of selection at the end of which only those texts that adequately met the course objectives were kept. Therefore, the course for law enforcement students and professionals is the result of an extensive process of documentation and selection of police specific resources followed by the development of English language learning activities. The course includes broad topics arranged in an easy-to-follow sequence, from general to more specific topics organized in study units

5. Determining the most appropriate teaching/learning activities and tasks according to the behavioral objectives, and the strategies selected in the E- program

II.   The design stage

1. Designing the framework, including general and behavioral objectives, content, methods of presentation, training techniques, activities and evaluation techniques.

2. Evaluating the framework, by submitting it to a jury of TEFL specialists.

3. Identifying the content of the synchronous and asynchronous lessons,

4. Constructing the website of the program at Emoodo and organizing Skype groups.
5. Building up the whole program: a teacher's guide, an e-learning site, and students' hand outs and interactive files.
6. Judging the content and the general form of the whole program in terms of:
   - Linguistic stating of the items.
   - Appropriateness of the objectives to the subjects of the study
   - Academic verification of the content
   - Appropriateness of the activities and tasks to the objectives.

The comments of the panel were taken into consideration when writing the last version of the program. For the final

                                           form of the program.

III- The development stage
1. Developing the suggested program units and lessons.
2. Uploading the asynchronous lessons to the websites.
3. Installing and setting up the required programs on the lab computers
4. Piloting the suggested program to make the last modifications.

(C) Content of the Suggested computer based program

The suggested computer based program included:
- Three units.
  o Unit one: interesting lives,
  o Unit two: personal stories,
  o Unit three: interpersonal relationships.
- The units were independent of each other with respect to the theme. Each unit included five lessons; each lesson is expected to be covered in three hours.
- Each unit deals with a general topic related to the students' everyday life and is divided into five lessons.
- Most of the activities of the program were practiced online using Skype Program for online communication and Edmodo for uploading and sharing the interactive files.

- In each lesson, the students were encouraged to practice the active listeningskills through the activities of the computer based ESP program previously determined.
- The training techniques used in the program were critical reflection, brainstorming, guided discussion, reading authentic texts, drawing dialogues, listening actively and constructing personal diaries
- Activities included individual work, group work, and note taking.
  - Summative evaluation included a test at the end of each unit to determine the extent to which the objectives were achieved and to assess the students' progress in the target language skills, in which, every pair of the students was asked to develop a dialogue with each other practicing the required oral tasks.
- **Teacher's Guide**

The teacher's guide included an introduction about the present program, types of online and in class activities, procedures of teaching and learning and evaluation procedures.

Students' Book

The Students' Book included the objectives of the program, oral activities and quizzes, handouts, evaluation unit and in class activities and quizzes. It also includes scripts of the audio texts.

(d) Validity of the suggested computer based program:

Thesuggested computer based program was submitted to the jury members. They were requested to give their opinions concerning the following:

1. The consistency of the content of the suggested program with the objectives.
2. The suitability of the techniques for teaching the program.
3. The suitability of the tools for evaluating the students' integrated language skills.

In the light of the stated criteria, the jury members reported the validity of the suggested computer based program. The judges stated that the computer based program was comprehensive. They asserted the creativity and variedness of the designed activities and tasks. They all approved its suitability for the subjects and the objectives of the study. They also asserted the variedness and

relatedness of the behavioral objectives to the general ones, to the content and to the evaluation techniques. They recommended modifying some objectives. The program was modified in the light of the jury's comments and suggestions.

(e) Piloting the program:

The first lesson of each unit of the suggested program was taught to a sample of second year students at police academy (thirty students) to ensure clarity of instructions, suitability of the linguistic level of the texts to the sample, and to determine the time limit needed for teaching the program. Results indicated clarity of the instructions and suitability of the linguistic level to the participants. Piloting the program revealed that teaching each lesson needed three hours. It also revealed that teaching the program needed modifying some instructions and adding others to facilitate understanding.

The active listening skills pre- post test
Objective of the test

The test was designed to:

- assess second year ESP students' performance in Active listening skills
- assess the effectiveness of the suggested computer based program on developing second year police academy studentsactive listening .

Construction of the test

Before constructing the test, a table of specifications was developed to specify the content and the number of items included to guarantee that the intended learning outcomes were measured, and assure that the number and type of items were suitable for assessing all the desired objectives. The test was in the form of oral interview between the examiner and every students. It consisted of reciprocal exchanges where both the examiner and the student had to adjust messages and take each others' contributions into account. Questions in each task were presented according to the degree of their difficulty, so that they ranged from easy to difficult (starting with controlled responses and moving to more open-ended questions

The students were not allowed to repeat again or record again when they made errors. The examiner adopted different techniques to

extract answers, especially from timid and shy students (calming down, speaking friendly, using probing questions and yes/no questions). The examiner should avoid:

- Correcting the students' errors;
- Interrupting the student unless necessary;
- Giving a specific feedback;
- Giving more explanation about the given questions.

Scoring the test

- Seven scores were given for each productive oral question; they were scored according to a rubric that consisted of seven major traits. Each trait has five levels of performance and a relative weight based on the jury responses (See Appendix D).
- The total test scores were (118).

Instructions of the test

The instructions of the test were written in English. They were brief, simple to understand and free from any possible ambiguities. They contain information about the objectives of the test, time allowed to complete the test and how to record the answers**.**

Piloting the test

Piloting the test was conducted prior to the real administration of the test. Thirty students were chosen from second year police academy students to participate in this application. Those students were excluded from participating in the real experiment.
The piloting aimed to:

1. Ensure the clarity of instructions,
2. Suitability of the linguistic level of the sample, and
3. Determine the validity, reliability and duration of the test.

In the light of the pilot study, it was found that period of 30 minutes would provide enough time to perform the oral part. In addition, the results of the pilot study of the test confirmed the clarity and the suitability of the test items to the students in terms of content and assessment task type.

- **Content Validity of the test**

The test was submitted to the jury members to report its validity according to the following criteria:

- The linguistic stating of the items
- Whether the items measure how far objectives have been achieved
- Suitability of the reading and audio passages for the subjects
- Its applicability and fitness.

There was a consensus that the test was comprehensive and covered the course content, the objectives and the intended learning outcomes.

The reliability of the test

The test is divided into two parts to test its reliability:

The test consisted of the non objective items (ten oral productive items). It is better to estimate the consistency across an inter - rater reliability of scores (Bechman& Palmer 1996). In order to avoid the subjectivity of the researcher, two raters from the department of English were asked to score the oral productive items according to the criteria given in the rubrics. The inter-rater reliability co-efficient of the test is (r= 0.792^{**}) and it is significant at 0.01 level which is acceptable according to Allam (2000).

Procedures of the experiment

To execute the experiment, the following procedures were done:

Pre testing

The pre test was handled in the academy lab, which lasts for five days, five hours a day.

Teaching: the researcher taught the suggested program.

- **Procedures of Teaching**

Participants of the group had received training a session to use the Skype program and to upload files, communicate with the group and with the instructor, open an audio call, sign in Skype and Edmodo, open interactive files, share files and send comments. Every participant got an ID and Password for using both programs. Teaching the program lasted for ten weeks. At the end of Each unit, the students were evaluated in an independent session.

- The students communicated synchronously using Skype and Edmodo.

- The program began with a training session on the tools of the computer based program and how to use them. The teaching procedures in each lesson were as follows:
  1. Listening and speaking activity
- The students were involved in an audio call with the instructor to practice the lesson's tasks and activities.
- They listened to an online audio text or video tube discussing the topic of the lesson that served as a stimulus to their followed speaking outline.
- The instructor used to attract the students' attention to the spoken functions used in the audio text.
- The students were divided into five groups and each group included five students.
- The students were invited to evaluate the presentation of their peers according oral assessment rubrics.
- The best performance was encouraged by the instructor.
  o Reading and reflecting activities:
- The students signed in Google Docs and opened the interactive files provided
- The instructor activated the prior knowledge of students using stimulated questions
- The students were invited to
  o read the selected text, and answer the given comprehension questions.
  o write a scenario about the text
  o role play it orally. making use of the text and the speaking outline.

Post testing:

After teaching the program, the post test was re-administered to the participants of the study in order to measure the effectiveness of the suggested computer based program on their oral active listening skills.

Results and Findings

a) There is a statistically significant difference between the means of scores obtained by the experimental group on the pre and

posttests of some **activelistening skills** (in favor of the posttest).

Table (4)

Analysis of Scores of the sample in the Pre and the Post-Testing of

The Active Listening Skills

Administration	No of Students	Means	Degree of Freedom	SD	"t" value	Significance
Pre	25	13.2800	24	2.32325	17.22	0.01
Post		23.9400		1.86704		

Table (4) shows that the mean scores gained by the students of the experimental group are higher on the post-testing of active listening skills (23.9400) than those obtained on the pretesting (13.2800). "T" value is (17.22) which is significant at (0.01) level. These high gains of the students in the post-testing of active listening skills could be due to the training they had on the suggested computer based program. The results of this hypothesis provided an answer to the first question of the study as the results revealed that the suggested program was effective in improving the active listening skills of the experimental group according to Blake's modified gain ratio (0.94) and Etta's square value (0.925).

Discussion of the results

The present study investigated the effectiveness of using a computer based ESP program in improving second year police academy students' active listening skills The researcher used a pre post test of active listening skills to assess the sample's performance before and after the implementation of the program.

The results obtained on the pre post test indicated that the participants of the experimental group achieved significant improvements in the post test after being instructed through the

suggested computer based program. That could be due to many reasons. One of these reasons was that the suggested program was based on three major theories. Firstly, The use of E- learning environment. The E- learning is often promoted as an exciting new educational medium that attract the students' interest to involve and participate in the tasks of the lesson. In the present study, there were many evidences that proved the students' increasing involvement such as their presence in all the online lessons, their achievements of all the required oral and written tasks and their participation in the evaluation and reflections.

Secondly, scaffolding the target skills, Scaffolding is an example of a strategy that can be used to integrate various types of learning activities. Scaffolds are instructional procedures used to aid a learner in working through problems or tasks to attain a higher level than would have been possible without assistance. The use of scaffolds emulates a constructivist approach to instructional design. The use of scaffolds also helped the students to move smoothly and gradually from teacher-dependent to self-dependent speakers which is the main goal of the suggested program. Scaffolding is an instructional strategy whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. The researcher presented many types of scaffolding such as breaking a large task into smaller parts, verbalizing cognitive processes, working in peer groups, or prompting. In addition, being derived from authentic and interesting materials and being directed towards the students' real needs, the suggested program succeeded in motivating the students to interact positively with its content.

Another reason that contributed to the effectiveness of the suggested program was the use of the Skype program as a communication platform in the online lessons. The Skype Program let the students work in small groups and allowed them to work intensively on their communication skills, by engaging them in vital communication with each other under the supervision of the instructor while maintaining each group's attention on the spoken language. Most significantly, while taking part in the learning

activities, the students were active to practice language skills and less anxious with speaking English language.

The Skype program applied in the present study allowed positive learning exchanges between the instructor and the students. The student - student interactions and the student- teacher interactions through Skype were various. This facilitation of the Skype program enhanced communication significantly. When the students had problems in expressing or conveying certain messages, the chat board feature in Skype was used by the instructor to clarify their meaning through typewritten text, and this feature was also used to explain and correct grammatical errors. Furthermore,its text, audio and video comment-sharing function also made it possible for learners to actively interact with peers in an authentic and meaningful environment

The activities and tasks used in the suggested program contributed in improving the participants' target skills. The students involved in various activities in each lesson such as reflecting, asking questions, negotiating, discussing and role playing. Furthermore, the Participants were asked to work individually, in pairs and groups to achieve the stated objectives of each lesson. Additionally, The tasks included in the suggested program ranged from the receptive (listening) to the productive (speaking and negotiating). Questions or topics for the oral discussion were debating that evokes students to talk and practice the required tasks. The speaking and listening components emphasized students' active participation through interesting discussion topics and practicing communicative tasks.

The evaluation and feedback techniques used in the suggested program contributed to the improvement of the students' performance. After each oral task either individually or in groups, the participants were given an immediate feedback explaining the errors involved and correction. These directed feedback has a remarkable effectiveness in improving the participants' active listening skills. The suggested program gave every participant the opportunity to rectify his errors out of the eyes of their peers.

To conclude, using the suggested computer based program promoted second year police academic students' active listening

skills. The results of the present study added to the results of which revealed that active learning instruction and direct engagement of the learner in learning process have positive effect on learner's achievement, learning and success.

Furthermore, the present study agreed with the results of the studies of Ru-Si and Chin-Chung (2007), Ahmed and Abdulaziz (2006), Aytekin (2004), Hong et al, (2003), Hercik et al (2015) and Banditvilai (2016)which showed that online practice was directly beneficial to enhance the four language skills of EFL learners, changed the students' attitudes positively towards learning and increased their engagement and interaction.

the present study disagreed with the studies of Rautalinko and Lisper (2004) and McNaughton (2008) which revealed that training in active listening skills have not always resulted in a change that is perceptible to the communication partner. In the other side, the results of the present study disagreed with the results of Bauer &Figl (2008) and Saitakham (2012) which revealed that active listening skills could be improved when taught in an E- learning environment (either through online written communication or online role playing).

the present study added to the studies of Tawatchai et al (2015) and Delahunty et al. (2013) whoapplied Skype Program to convey part in speaking activities, and revealed the students' improvement in speaking English.

Conclusions:

The present study gave a useful evidence about the effectiveness of the ESP based program in online environment, as the participants of the experimental group was more likely to engage in the tasks and activities and they achieved a remarkable improvement in the oral communication skills.

Although the suggested computer based ESP program was effective in developing the participants' oral communication skills, but it could be more effective if the following points were taken into consideration:

- The students need more training for the active listening skills in isolation before implementing the suggested program.

- More focus and training needed for stress, intonation, and phonological aspects from the beginning of the program
- More time should be allotted to oral activities to give the students the opportunity to think and prepare their answers which may lead to increasing the time of teaching the lessons in the suggested ESP program.
- Supporting the program with collaborative learning tools to help them negotiate their ideas together and benefit from group collaboration in their learning process.

Recommendations

Based on the conclusion of the study, It is highly recommended to:

1. use computer based instruction in the Esp classroom, especially in university to improve students' various language skills and its domains,
2. Use E- learning environment to improve the four language skills and its domain,
3. Enrich the ESP textbooks with various exercises and activities to practice the four language skills based on students' needs,
4. supply police academy classrooms with necessary materials to encourage and attract students and instructors to use technology in learning ESP,
5. conduct training courses that help teachers and students enhance their competencies of implementing technology in their classes,

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