

Training border policing experts¹ in English for specific purposes² (esp): uniform trends in EU member states

Judit Borszéki, PhD

English teacher at the Foreign Languages Centre of the Faculty of Law Enforcement,
National University of Public Service (NUPS), Hungary

Abstract

The strong emphasis given to the international dimension of (border) policing cooperation and training makes it reasonable to examine the state of training in Police English and English for Border Policing in the institutions of EU member states, being the most frequently used working language in the European Union. The paper summarises the results of a survey conducted to investigate the concept, levels, courses and content of English language teaching in the framework of border policing training in EU member states.

Key words: border policing, survey, English for Specific Purposes, EU member states

-
- 1 In this paper we will use the term *border policing* to indicate the activities of the officials responsible for border management in the various organisations of the member states (police, border police, border guard, coast guard etc.), sometimes referred to as border guarding and the term *border policing experts* as a comprehensive term for these officials.
 - 2 In this paper we will use this term, widely used by teachers of English as a Foreign Language, to indicate teaching English (to persons whose first language is not English) for professional purposes.

Introduction

The internal security strategy of the EU and its European Security Model (European Union. General Secretariat of the Council, 2010) is based on the cooperation of member states as well as national and international organisations, similarly to its 8th strategic guideline: *A commitment to innovation and training*. This, too, indicates that ensuring the appropriate standards for law enforcement training in EU member states is a significant and topical issue, and it is as important as other problems related to internal security in Europe. Considering just the last few years, it manifests in documents like the Stockholm Programme and the European Union's Internal Security Strategy (European Union. European Parliament, 2012). When European law enforcement / police education is discussed, in most cases the training of border guards / border police officers is also mentioned. The strong emphasis given to the international dimension of (border) policing cooperation and training makes it reasonable to examine the state of training in Police English and English for Border Policing³ (hereinafter PE and EBP) in the institutions of member states, this being the most frequently used working language in the EU. This paper summarises the results of a questionnaire-based survey aimed at investigating the concept, levels and content of English language courses conducted in the institutions where border policing experts are trained in EU member states.

1. Relevant documents, preliminaries

To the knowledge of the author of the present study, no research has been conducted on this particular subject. At the request of the European Commission, CEPOL (the European Police College) mapped national and international law enforcement training courses conducted in member states in 2011 and 2012, and summarised the results of the survey. (European Union. CEPOL, 2012) Following this report, in accordance with the strategic guidelines for developing internal security, the communication from the Commission (European Union. European Commission, 2013) was published in March 2013 to outline the factors making the establishment of the Law Enforcement Training Scheme (LETS) necessary, the main areas of its operation and strategy along with ways to assure quality standards and

3 Hereinafter we will use the term Police English for ESP courses designed mainly for police staff but sometimes also involving other law enforcement officers, whereas by English for Border Policing we mean courses specifically for border policing experts.

organisational frameworks. Almost all of the four training strands identified in this document are related to international border policing cooperation, which require knowledge of English for Border Policing. In section 2.3 of the same document (titled *Training gaps*) it is mentioned that “language skills, including English, which is increasingly used in cross-border cooperation, are a crucial competence for all law enforcement officials involved in cross-border cooperation. However, there are still too few officials available with language skills of a sufficiently high standard in many Member States.”

Apart from overall concepts, comparative studies of law enforcement training conducted in the particular member states are also of key importance, although the number of such recent publications is fairly small. Andrea Szabó’s works (Szabó, 2013a, 2013b) certainly fill a gap in this respect. They come to the conclusion that law enforcement training in EU member states – depending on the particular country – is conducted either according to the Bologna system or within a closed, professional structure. However, as it has also been recognised by civilian (i.e. not law enforcement) institutions of higher education in Europe, there is an obvious need for harmonisation and internationalisation in this particular area, to ensure closer international cooperation between the various law enforcement organisations. The need for common standards in border policing training has been on the agenda since the Convention Implementing the Schengen Agreement came into force (Kiss, 2013). Coordinated by FRONTEX (The European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union), from the initial project-based cooperation to today’s training programmes, harmonised with the EU Sectoral Qualifications Framework, this unification process was marked by milestones, such as the introduction of the first and then of the revised version of the Common Core Curriculum, the mid and high-level training projects and the establishment of the network of partnership academies. The latest achievement of this development is the first Joint Master’s in Strategic Border Management programme, launched in September 2015.

FRONTEX has also had its *Language Training Project* in operation for several years, with the aim of developing language competences of the EU Member States’ and Schengen Associated Countries’ border guards working at airports to enable them to conduct communication in English when performing daily tasks and during joint operations (European Union. FRONTEX, 2011). The project for the development of the Basic English Language Training Tool was launched in 2010. Led by the FRONTEX

Training Unit, it involved experts from 24 EU and Schengen member states and 6 third countries. It was followed by the mid-level tool and the one for air and maritime crews in 2013. The advanced tool for border guards at airports is currently being implemented, and the preparations for the development of an on-line English training tool, also considering the needs of the staff working at land and sea borders, are being made. (European Union. FRONTEX, 2014).

Efficient communication conducted in one common language, English is a key element necessary for harmonised training. Therefore, obvious questions arise: Despite the differences between the training systems, are there common trends in the teaching of English for Specific Purposes at the member states' institutions for training border policing officials? Do uniform content elements exist to facilitate border policing cooperation and standardised training? Is there a connection between the profile of these training institutions and the nature and content of the English language training conducted at them? What is the order of magnitude of EU border policing experts being trained in Police English and/or English for Border Policing? After all, these students are the potential subjects of the new European Law Enforcement Training Scheme, who, in the near or more distant future, will implement international border policing cooperation.

2. The questionnaire-based research

The survey was aimed at verifying the 5 hypotheses as follows:

1. In EU member states the institutions training border policing experts mainly run courses in General English and in PE, but training in EBP – on a smaller scale – also exists.
2. The majority of these PE and EBP courses have less than 100 lessons. They usually last for 1-2 academic terms (3 to 6 months).
3. The proficiency level of these ESP courses is usually B1⁴ (preparation for communication with travellers and foreigners at the service

4 For about a decade, experts of foreign language teaching and examination have been using the terms of the Common European Framework of Reference for Languages (CEFR) to define levels of language proficiency. Levels B1, B2 and C1 of the CEFR approximately correspond to what the public call the Basic, Intermediate and Advanced levels. A2 (to be mentioned later in this paper) indicates a level lower than Basic and C2 means near-native proficiency. In the ESP context, however, B1 is usually identified as Lower Intermediate, B2 as Intermediate and C1 as Lower Advanced.

location) and B2 (preparation for communication needed during international border policing cooperation activities).

4. In the responding member states there is a connection between the profile of the training institution (involved in vocational or higher education) and the content and proficiency level of English language training.
5. The material used at the professional English courses in most cases is compiled by the institution or the teacher of each particular course. Yet, to a smaller extent, common material is also used: the e-learning English tools published by FRONTEX.

After it was pretested and revised, the questionnaire (Appendix 1) was sent to EU member states by the Hungarian National FRONTEX Point of Contact as an attachment (Word document) to an e-mail in April 2014. The request briefly summarised the aim of the survey, thus the targeted respondents were the staff who were aware of the figures related to and the content of the English language courses at the training institutions of basic, mid and high-level border policing education.

The target group of the survey were the institutions in EU countries where English as a foreign language is studied by (future) border policing experts. Thus the UK, Ireland and Malta were not considered as respondents. Altogether, we received responses from 22 institutions in 18 countries. (Figure 1, Appendix 2) Respondents from Portugal, Denmark and Greece did not fill in the questionnaire, saying that – for various reasons – they do not have English training for border policing experts in an institutional framework at present.



FIGURE 1. Responding countries

The map was created with the help of the website http://www.amcharts.com/visited_countries.

2.1. The methods and structure of the questionnaire

The research was conducted using an electronic questionnaire to be filled in individually, mostly including closed questions (matrix question, single and multiple choice) and a few open questions requiring short answers. The data received was summarised in numeric and later in a graphic format using Microsoft Excel worksheets.

We intended to gain information about the annual average number of border policing students and the levels of training at the responding institutions, the various types of English courses, their data and levels, as well as the courses in English for Border Policing specifically, their content, language proficiency level and teaching materials used. The questionnaire being concise and its completion not requiring too much time was also a key aspect. That is why we could not examine e.g. the efficiency of the language courses.

We defined what we meant by the various names for the ESP courses, as, according to our previous experience, they may focus on policing or law enforcement issues, 'purely' on border policing or this subject could be a combination of both. This depends on whether the training institution is a border policing one and on the extent to which border policing training is embedded in to general police or law enforcement training. Therefore the questions referred to General English, Police English, English for Border Policing and Mixed (Police English + English for Border Policing) courses. We indicated the levels of language proficiency in accordance with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). We did not define them, because we supposed the respondents to be specialists in foreign language teaching.

2.2. Responding institutions, levels of training

Appendix 2 illustrates the diversity of the systems and levels of border policing training conducted by the responding institutions (10 out of 19 have several types of training) and the average annual number of trainees of the various programmes. It is difficult to precisely define this data; several respondents indicated that student numbers vary according to the current requirements of their customers (the law enforcement organisations concerned). They often submitted figures between certain limits, therefore we sorted the institutions into four categories, according to the number of trainees. Figure 2 summarises the number of institutions conducting tuition at various levels (basic/vocational, mid-level/Bachelor, high-level/

Master and ‘Other’) and the number of border policing students involved in them. As we can see, most students pursue vocational (basic level) studies (12 institutions provided data on the average number of students), followed by Bachelor (mid-level) training (8 institutions). 5 institutions have Master (high-level) programmes and 5 also conduct other training (this usually means further training courses) but this probably involves more students, as two further institutions indicated such courses, without being able to provide numbers.

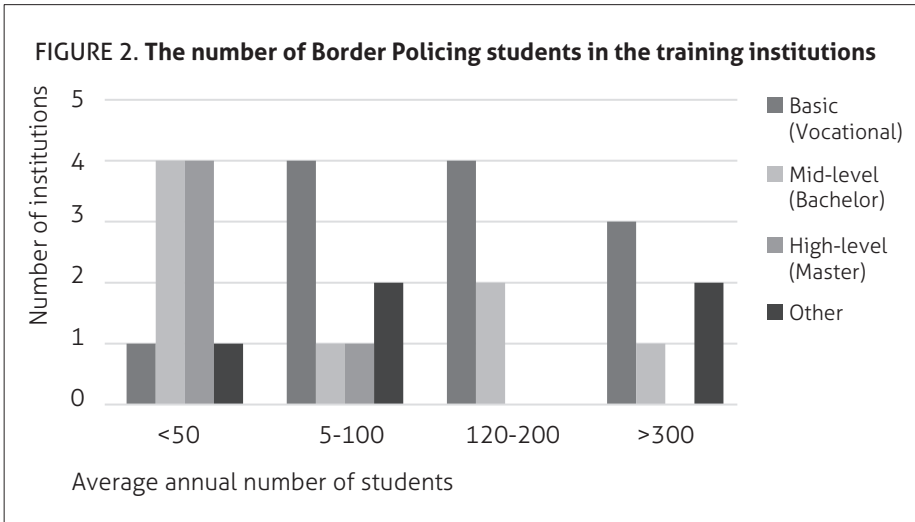
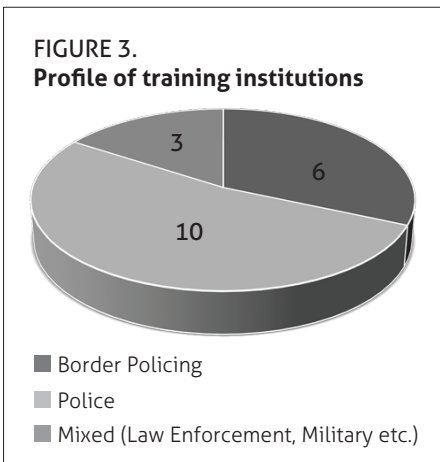


Figure 3 summarises the profiles of the institutions that filled in the questionnaire, i.e. the ratio of those conducting only border policing and those also involved in other types of training:

The above data also illustrates the well-known fact that the organisations responsible for border policing hold a different place in the structure of law enforcement in the various countries involved. They operate in diverse circumstances and this is also reflected in the training systems, which makes it very difficult to gain a comprehensive picture of the problem investigated with the help of a short, questionnaire-based survey.



3. Evaluation of the answers to the questions

We will summarise the results of the research according to the hypotheses set up at the beginning of this paper.

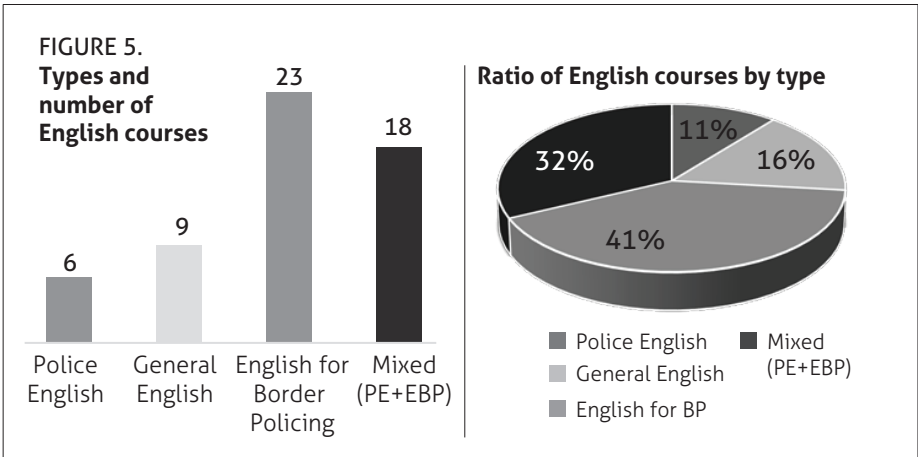
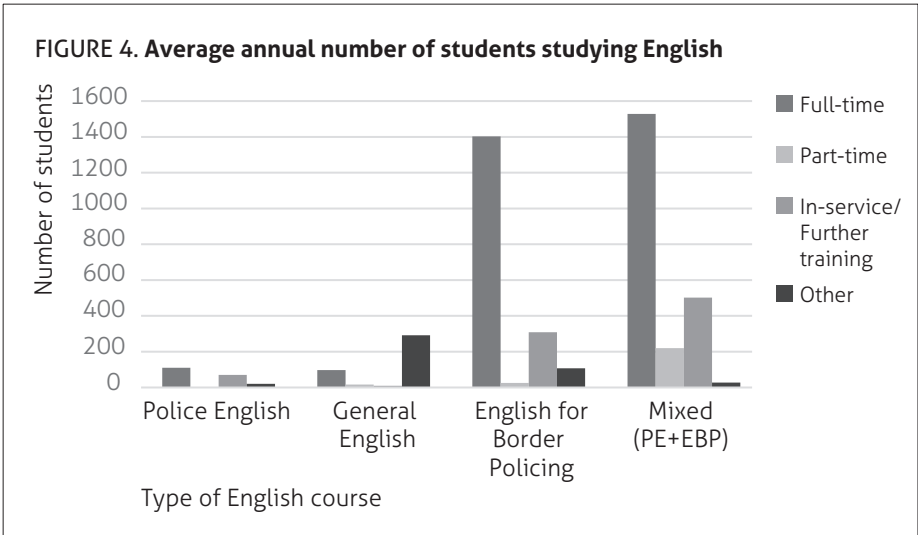
3.1. Features of the English courses for border policing trainees

We were faced with several difficulties when processing the data. Even the detailed classification in the questionnaire could not cover all the systems of English training. The main reason for this is the versatile profile of the training institutions and the diversity of the courses that are often not organised on a regular basis and do not follow academic terms. Because of the Bologna requirements, most features of the Bachelor's and Master's programmes are unified, but the length and intensity of foreign language training within them is not regulated. Vocational border policing training is often closely embedded in the law enforcement structure of each country, which explains the existence of large differences between language courses, in terms of duration, the number of lessons and intensity. The provision of data is also made fairly difficult if this structure is undergoing change, as in Slovenia, for example. In many responding countries, courses for part-time and full-time students are different, and there are specialised in-service training programmes in English for border policing experts from Bulgaria, Estonia, Germany, Poland and Slovakia. There are also English courses tailored to the various special needs of the border guard/police, outsourced to civil institutions.

As mentioned earlier, the average annual figures of the courses are also difficult to establish as they may depend on the needs of the customer organisations. Several respondents gave a range of numbers instead of exact figures regarding the number of both students and lessons. For our purposes we always considered the highest number, thus the picture we gained shows the state where all courses “work at full capacity”. Following on from the above, this data can by no means be considered as exact or exhaustive. Still, it shows certain ratios and trends.

Figure 4 shows the annual average number of border policing students involved in studying English in the responding countries (approximately 4700 altogether) according to the type of English course or training. It is clear that the majority of students (3138) are in full-time education. Interestingly, many more people are involved in in-service (further) and other training (891 and 446) than in part-time education (261). Contrary to our 1st hypothesis, most students study an ESP subject that we labelled as

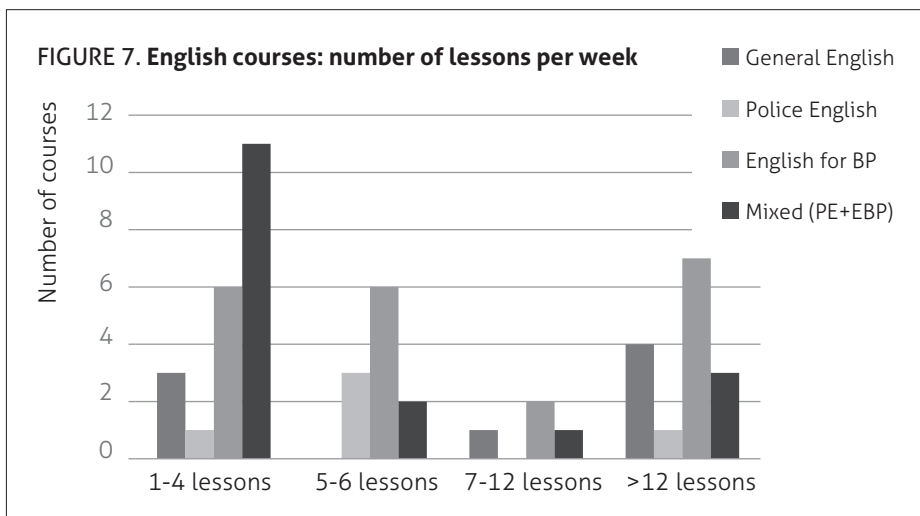
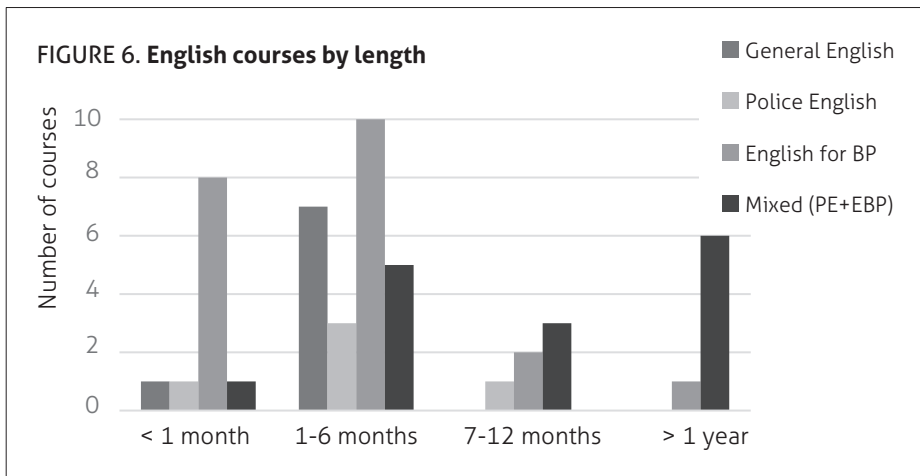
‘Mixed’ (Police English + English for Border Policing) (2277 students). It is favourable that the language course category with the next highest number of students (1844) is English for Border Policing, whereas it is surprising that the number of those learning Police English is about half compared to those involved in studying General English (200 vs. 415). Similar tendencies are shown if we look at the various categories the 56 language courses fall into. (Figure 5) More than one third of them teach EBP and another third are of the Mixed type (PE+EBP). Another important detail is that in each of the responding institutions that run General English courses there are also either PE or EBP courses and there was only one institution where specialist PE courses were conducted.

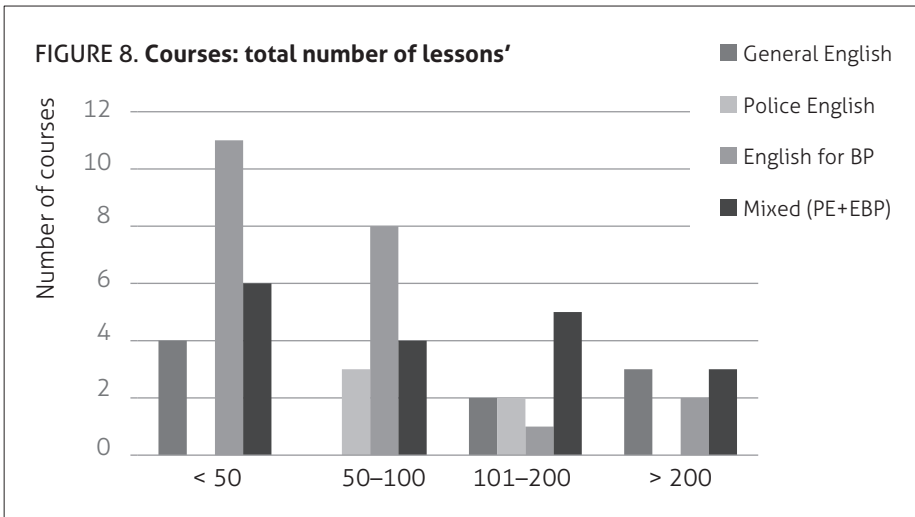


3.2. Numbers of lessons, duration and intensity of courses

For the sake of comparability we sorted the courses into manageable categories, also indicating their type (Figures 6, 7 and 8). Some respondents did not provide answers to certain questions, therefore the number of courses is smaller than in the previous graphs.

Our 2nd hypothesis did not consider that the majority of courses were not divided into academic years or terms. Yet, it coincides with our expectations that 36 of the 49 courses are not longer than 6 months, the length of 25 courses is between 1 and 6 months and the rest are shorter than 1 month. (Figure 6)



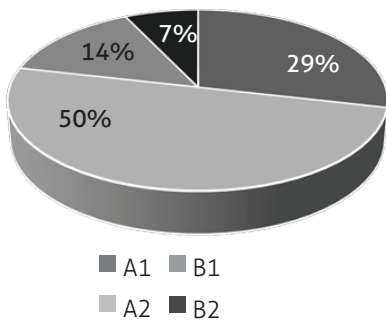


Most courses in English for Specific Purposes, i.e. Police English (PE), English for Border Policing (EBP) and the mixed courses (PE+EBP) are not intensive; 6 or fewer lessons per week. (Figure 7) It should also be noted that almost half of the mixed courses last longer than a year and almost two thirds of them conduct 4 or fewer lessons per week. Figure 8 shows that the number of lessons for 36 courses did not exceed 100 (among them, 21 courses did not even have 50), but 18 language courses have more than 100 (8 of them more than 200) lessons. The mixed (PE+EBP) courses are distributed almost evenly among the four categories for total lesson numbers, but the number of lessons for the majority of EBP courses (29 out of 32) is less than 100 (11 out of 19 even less than 50).

3.3. Proficiency levels of the English courses concerned

While processing the received data, we were faced with the well-known fact that language groups are never homogenous. As a rule, students can be sorted into at least two categories in terms of proficiency, sometimes even more. Also, judging from the number of students, the courses indicated in the answers are run for several groups, probably each being at a different level. Thus, for most courses two or more language levels were indicated, therefore we can see a larger number of courses in Figure 10, than in previous charts. On the whole, we can establish that, while the dominant level of General English courses is A2, the prevailing levels for ESP courses are B1 and B2 and even C1 is present. (Figure 9) This is in accordance with our 3rd hypothesis.

FIGURE 9. Proficiency levels indicated for General English courses



for courses in English for Specific Purposes

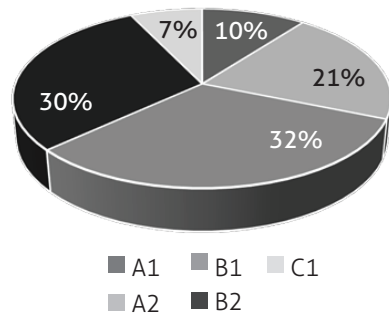
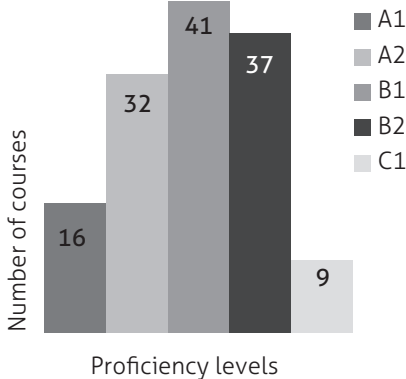


FIGURE 10. Proficiency levels indicated for English courses



3.4. End-of-course language exams

Such tests may be a very important external motivation factor in language learning. Therefore we asked respondents in section 2.2 of the questionnaire to name the courses that ended with a language exam, i.e. official assessment, with a certificate issued by the institution or language examination centre and to indicate their level(s).

Only three institutions have such examinations (at A1, A2, B1 and B2 levels), but several respondents told us that completing this ESP subject at a specified standard is either a key element of the final examination or a condition of graduation. Many institutions, however, do not apply the classification of levels recommended by the CEFR, but use their own national systems. (Only 3 respondents indicated that for certain training courses specific English proficiency levels are required, which confirmed our previous experience that institutions conducting border policing training usually have no such entry requirements.)

3.5. The content and levels of courses in English for Specific Purposes

In section 3.1 of the questionnaire we listed 9 linguistic activities, situations that may occur while carrying out border policing duties and require the use of English (Figures 11 and 12). We asked respondents to mark all the communicative domains in which English language skills are developed in their courses and to indicate the language proficiency level(s) needed for these skills.

The order of the language activities was deliberately set up starting with the easier tasks and those requiring lower skill levels and finishing with more complex, higher level competences; from border policing activities occurring more frequently, involving larger numbers of staff, to less frequent ones, concerning fewer border policing experts. This also appears in the answers. The decreasing number in which these activities are indicated (activities 5, 6, 8, 9) signifies that these situations occur less frequently in the work of an average border policing expert, and thus require communication of a more formal style and a higher level of language proficiency.

In the most common situations encountered during border policing work (Activities 1 to 3) the dominant level is clearly B1. Also, in these categories A2 level has the same or slightly higher frequency than B2 level.

Looking at the interaction between border policing experts (Activities 4 to 8 in Figures 11 and 12), we can see a slight shift of ratios towards higher proficiency levels (the ratios of B1, B2 and C1 and the appearance of C2 in activities 6, 7 and 8).

To elaborate on this, we need to touch upon the issue of classification in the various Languages for Specific Purposes (LSP). The growing specialisation of human activities resulted in an increased differentiation in the LSP as well and the traditional models of communication (Jacobson, 1960; Hymes, 1974; Halliday, 1978; Biber, 1988; etc.) were not sufficient to categorise them.

FIGURE 11. Professional domains and language activities 1

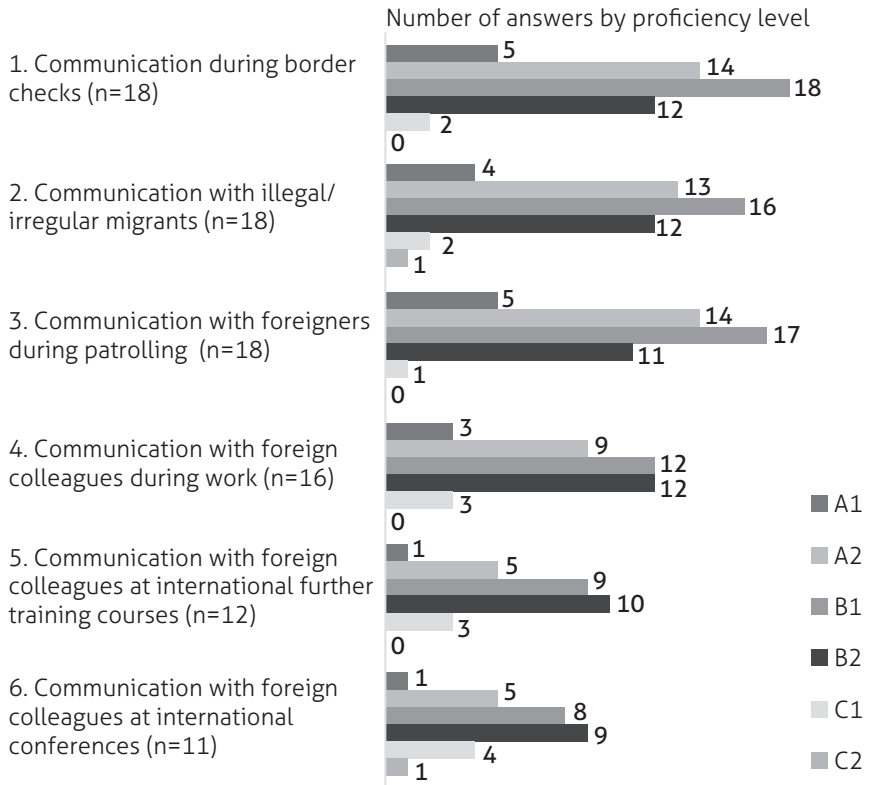
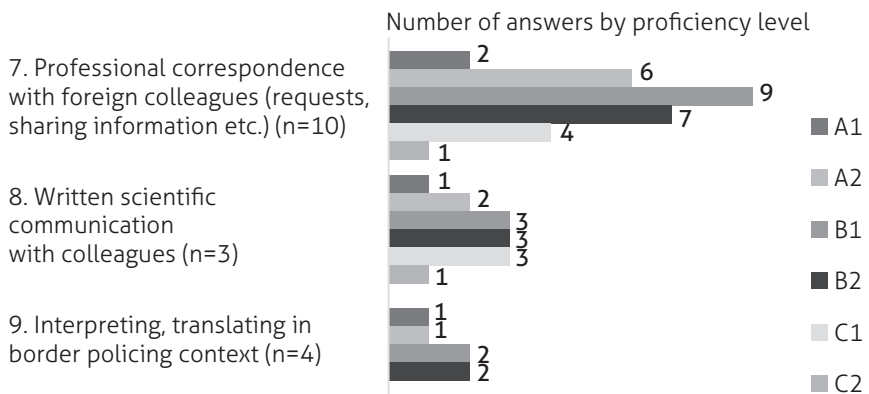
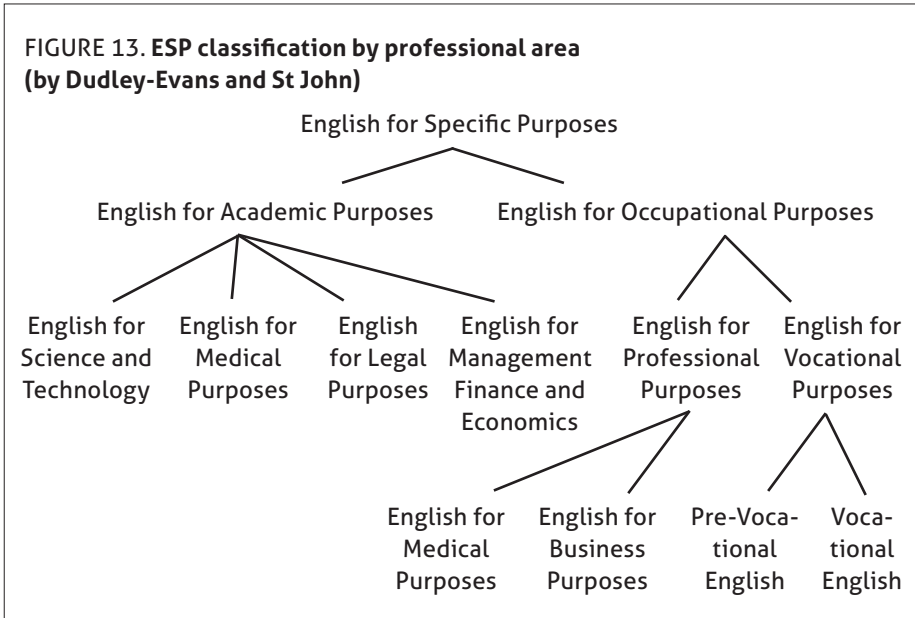


FIGURE 12. Professional domains and language activities 2



From as early as the 1980's there have been efforts in linguistics to classify and define their place in a system of horizontal and vertical strata. Horizontally, LSP is usually classified in terms of areas of human knowledge and fields of human activities. Dudley-Evans and St John (1998), for example, divided ESP as shown in Figure 13:



Research into the vertical layering of LSP, i.e. the stratification within a discipline based on its internal division, involving sociological aspects has mainly been done by German philologists. (Nuopponen, 2005) The starting point for this is considered to be the model created by Hoffmann (1987). Based on the degree of abstraction, the environment of language use (“milieu”), the linguistic form and those participating in the communication, he defined a typology which divides LSP texts into five main layers, ranging from theoretical, pure research subjects, through experimental sciences, applied sciences and technology, from material production/social activity to consumption, the communication between representatives of manufacturing, trade and consumers, the latter representing the lowest level of abstraction. Hoffmann did not establish definite criteria for the various levels, still, using intuition and empirical knowledge of typical texts produced in the field of a particular LSP, his model can serve as a basis for classifying LSP texts and thus defining the various vertical layers of a particular LSP. (Gnutzmann – Oldenburg, 1991)

Another model (Möhn and Pelka, 1984) defines central and peripheral levels of professional communication. Similarly, Heltai (2006) differentiates between the prototypical and peripheral usage of Languages for Specific Purposes, the extent of specialisation depending on who communicates with whom, for what specific purposes, on the amount of common knowledge they have and the degree of professionalism they want to achieve.

Thus, the language activity of a border guard communicating with passengers crossing the border can be considered as peripheral usage of English for Border Policing. In this speech act (oral) communication is conducted between a professional and a non-professional. This layer of EBP could be characterised as having a low degree of abstraction, using standard language with few professional terms. This is also supported by the fact that an average speaker does not frequently use these terms in spoken production at A1, A2 or B1 levels of language proficiency. In the situations referred to above, it is usually the border guard who says them, whereas the passenger does not have to use the specific terminology.

According to Heltai's model, the prototypical variant of EBP would be communication between two or more professionals, i.e. border policing experts, one type of which – the one that needs the highest level of abstraction – would be a scholarly paper published in a law enforcement periodical.

To represent the differences between the various language activities shown in Figures 11 and 12 we made an attempt to synthesise the two models as shown in Appendix 3.

The above ideas could explain the different language levels linked to the various types of activities and they also highlight the importance of identifying the communicative situations in which the learners need to use EBP when planning a language course.

One could ask how realistic it is for border policing experts to communicate with each other (activities 5 to 7, Figures 11 and 12) at A2 level. (The number of answers marking an A1 level is so low that we think they can be ignored.) This could (again) be explained by the fact that communication in the same situation and with the same basic aim may be conducted with various levels of abstraction and at various levels of language proficiency, ranging from simple (perhaps even grammatically not correct) transfer of information to expressing subtleties, using excellent rhetoric skills. The great variety of levels chosen for the answers signify the diversity of activity 7 (professional correspondence), as it includes both longer letters, perhaps concerning international law and e.g. filling in tables, writing short reports that use the same, recurrent terminology, etc.

We should also discuss the data provided for activity 9 (interpreting, translating). We intended this to be the form of communication requiring the highest level of EBP knowledge and special training. The answers showed that the respondent institutions do not run courses at this level. Two respondents commented on the questions saying that for this task they employ professional interpreters and translators. (This is known to be the practice in most countries.) The four respondents who marked lower levels for this activity probably thought of written and oral translation as one of the techniques employed in foreign language teaching, by all means present in teaching ESP, even at A2 to B2 levels.

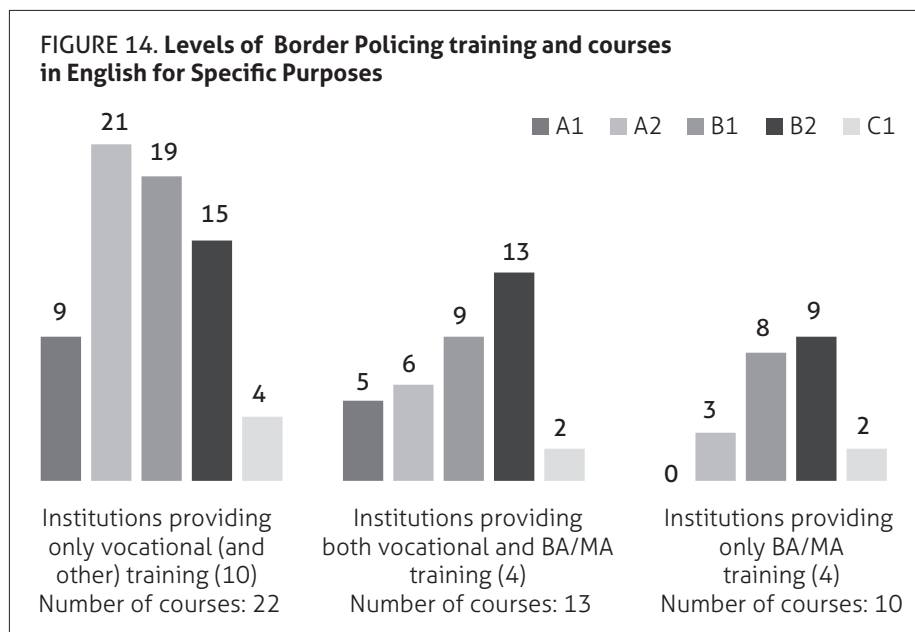
If we consider the overall picture, we should note that the development of skills needed for the activities enlisted here are present in the majority of ESP courses at the 18 institutions that provided answers to this section of the questionnaire; The first three activities were marked by all of the respondents, the first five by 12 and the first seven activities by at least half of them. This shows that there are common tendencies in the content of ESP courses for border policing experts in the responding institutions. It should be noted that the latest, revised version of the Common Core Curriculum (CCC), recommended for the basic Training of Border Guards (European Union. Frontex, 2012), we can establish that all the competences and activities listed in its Section 1.8 on Professional English Language Training are covered by the above mentioned first four communicative situations. (The CCC recommends that English language proficiency is aimed at CEFR level B1. Also, B1 in English is named as the entry level for the Joint Master's programme in Strategic Border Management.)

3.6. The relationship between the training profile of the institutions and the content and proficiency level of English courses

Because of the diversity of the training palette of the majority of the responding institutions, it is difficult to decide whether there is a connection between the profile of the training institution (vocational vs. higher education) and the content of English language training. Among the 18 respondents to this section, 10 institutions provide vocational (3 of these also have 'other') and 4 schools both vocational and BA (MA) training. 4 institutions conduct BA / MA training (two of these also have 'other' training programmes) and only one 'other' training. At the same time, we should note that out of the 6 institutions that marked only the first three or four communicative activities (Figure 11), 4 have solely basic-level training, one runs both vocational, BA and MA programmes and only one 'other' train-

ing courses. Also, out of the 11 institutions whose courses include 6 or more out of the first 8 activities, only 2 have solely vocational training, 3 have vocational and ‘other’, and 6 have BA (MA) training. Thus, we can say that English courses within higher level and special training programmes tend to aim to develop skills needed for a wider range of professional linguistic activities.

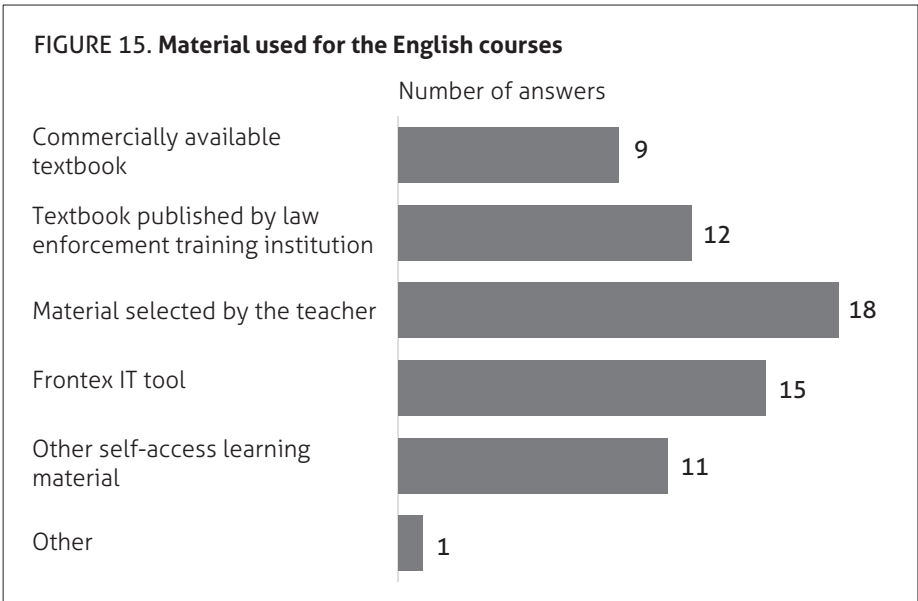
We also examined whether there are typically different language levels at which ESP courses are conducted corresponding to the various levels of Border Policing training (Vocational or BA- and MA-level). Looking at the graphs in Figure 14, we can detect the tendency of diminishing A1 and A2 values as the training levels grow. The dominance of B1 and B2 levels is obvious in institutions that only provide BA and MA training, consequently they also do not offer A1 courses.. However, we can see the dominance of lower language levels in institutions not providing BA or MA training.



3.7. English teaching material

The answers to section 3.2 of the questionnaire confirmed our 5th hypothesis about teaching material used during EBP courses. (Figure 15). As we can see, the smallest number of respondents marked commercially available textbooks. One reason for this is that trainees studying PE or EBP have

very special needs. Because of the previously mentioned diverse structure of national law enforcement organisations and legal systems, a major publisher on the international market would face serious difficulties trying to compile a English textbook applicable in all European countries. For national publishers, however, it may not be profitable to issue such a textbook, because of the relatively small target group. The widespread teaching of PE and EBP does not have a history dating back as long as Business English, for example. A few PE textbooks by UK and US publishers have been available for several years, but we do not know of one for Border Policing issued for the international market, significant in EFL industry. This also explains why the courses mainly rely on the four other categories of learning material. The basic and mid-level electronic English language tool developed by FRONTEX, intended for staff working at airports is also fairly adaptable to the needs of border officials working in other service locations, which is a welcome fact and can contribute to the unification of EBP training.



4. Summary and conclusions

Summing up, we need to emphasize again how (due to the training being closely connected to national specialties) difficult it is to analyse the various systems in the education of border policing experts and the teaching of English within different countries. Not all EU member states concerned were involved in this research, therefore we cannot make statements about the European Union as a whole. Still, the responses of 22 institutions from 18 countries allow us to see clear tendencies probably true of the other institutions and states, too.

On the one hand, it is clear that, apart from the national traditions of the member states, current economic conditions, changes in the law enforcement and training structures also have an impact on law enforcement training, including languages courses. On the other hand, the answer to the question set at the beginning of this paper (i.e. whether there are common trends in the teaching of English for Specific Purposes at EU member states' institutions for training border guard officials) is affirmative. Dissimilarities stemming from the difference in educational and legal systems, and traditions do not prevent courses in ESP for border policing experts from being similar in terms of content and the related language proficiency levels, despite being different in length and/or in intensity. This is also demanded by the character of teaching Languages for Specific Purposes, where a student's needs play an even more important role than in teaching General English. The courses in the survey are conducted among various circumstances; in about 70% of the responding institutions (future) border policing officials are trained as or together with police or other law enforcement officers. In spite of this, border policing needs are definitely manifested in the content and character of the English courses examined; more than one third of them are labelled by respondents as EBP, one third as mixed (PE and EBP) and only 11% as 'purely' PE and this is also shown in the number of students involved. In other words, even in English courses run in the framework of police or law enforcement training, the same aim is considered: the development of English language competences needed for border policing officials.

Proposals

There seems to be a clear need for improving the intensity of the examined courses in general. It is well known that successful language learning requires a minimum of 8 lessons a week. It is difficult to even maintain

proficiency levels in courses of a lower intensity. Unfortunately many law enforcement training institutions do not consider this, although the efficiency of foreign language training could be greatly improved by regrouping lessons, reducing the intervals between them or increasing their number in certain courses. While we are aware of the fact that the language proficiency levels aimed at and reached in public education i.e. primary and secondary schools of a particular country will always define the level of English knowledge of those entering law enforcement education, more intensive courses with an increased number of lessons in all training institutions could, in the long term, result in a rise in the average level of English proficiency, and B1 and B2 levels could prevail.

The further, purposeful standardisation of EBP teaching should be enhanced. The research started by this survey could be widened and extended to obtain more precise data and include countries and institutions that did not respond on this occasion. It would be important to conduct applied linguistics research in order to explore the layers of English for Border Policing, its written and oral genres and main characteristic features. In possession of more detailed information about this Language for Specific Purposes, a proposal for a standardised curriculum in EBP training, similar to the Common Core Curriculum could be developed to define the details of the competences mentioned earlier (Figures 11 and 12) needed at basic and mid-level border policing training to conduct the linguistic activities already present in the curricula of the responding institutions. This could be the basis of common learning material and e-learning study aids. These could also enhance the widespread use of the unified EU border policing terminology, the lack of which, according to our knowledge, often causes problems during joint FRONTEX operations.

Since its establishment, FRONTEX has been coordinating a number of training programmes that directly or indirectly facilitate the development and standardisation in English language knowledge of border policing experts. Their range could be expanded and made accessible for a wide circle of border guards, using good practices. CEPOL, the European Police College (whose working language is also English) has been running an Internet-based Learning Management System (LMS), suitable for self-access learning for several years as well as broadcasting webinars to convey up-to-date information and methodology in a number of areas of law enforcement. This solution is cost-effective as it does not require course participants' to travel and greatly facilitates the professional development of police officers. A similar system could be developed for FRONTEX⁵, partly based

5 More precisely, its successor, the European Border and Coast Guard Agency.

on the existing Virtual Aula, in cooperation with CEPOL, and this could be a high-priority area for both organisations.

Trainers involved in teaching English for Border Policing in the member states should be given the opportunity to meet annually and exchange ideas and good practices at further training courses, as well as keep in touch through the Forum page of the above mentioned LMS.

Standardising and unifying training in general and English teaching for Border Policing in particular provides more favourable conditions for students' and teachers' international mobility. Higher education institutions could thus use the opportunities offered by the Erasmus (Plus) Programme more efficiently. FRONTEX has similar exchange programmes, but it would be useful to increase the number of students and teachers involved. A mobility programme, available to the trainees and tutors of the EU basic, mid- and high-level border policing training institutions (not only the partner academies) would facilitate the development of skills in EBP, enhance student motivation and, eventually, more efficient international professional cooperation among border policing officials.

References and Sources

- Biber, D. (1988) *Variation across speech and writing*. Cambridge: Cambridge University Press. 28-46.
- Dudley-Evans, T - St John, M (1998) *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press. 6.
- European Union. CEPOL. (2012) *European Training Scheme: Mapping of Law Enforcement Training in the European Union – Management Summary* [Online] Available from: https://enet.cepol.europa.eu/fileadmin/documents/LETS/LETS_Management_Summary.pdf [Accessed: 3 October 2014]
- European Union. European Commission. (2013) *COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS: Establishing a European Law Enforcement Training Scheme (COM/2013/0172 final)* [Online] Available from: <http://old.eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0172:FIN:EN:HTML> [Accessed: 10 August 2014]
- European Union. European Parliament. (2012) *European Parliament resolution of 22 May 2012 on the European Union's Internal Security Strategy ((2010/2308 (INI))*. [Online] Available from: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012IP0207&from=EN> [Accessed: 10 July 2014]
- European Union. FRONTEX. (2011) *Basic English for Border Guards at Airports, Introduction*. [CD-ROM] Warsaw: FRONTEX Training Unit.
- European Union. FRONTEX. (2012) *COMMON CORE CURRICULUM: EU Border Guard Basic Training*. Warsaw: 73.
- European Union. FRONTEX. (2014) *Training in English communication for Border Guards*. [Online] Available from: <https://aula.frontex.europa.eu/project/6246/> [Accessed: 12 July 2014]
- European Union. General Secretariat of the Council. (2010) *Internal security strategy for the European Union Towards a European security model*. [Online] Available from: http://www.consilium.europa.eu/uedocs/cms_data/librairie/PDF/QC3010313ENC.pdf [Accessed: 20 June 2014]
- Gnutzmann, C., Oldenburg, H. (1991). Contrastive text linguistics in LSP-research: Theoretical considerations and some preliminary findings. Schröder, H. (ed.) *Subject-oriented Texts*. Berlin: Walter de Gruyter, 103-137.
- Halliday, M.A.K. (1978) *Language as social semiotics*. London: Edward Arnold

- Hoffmann, L. (1987) *Kommunikationsmittel Fachsprache*.
Berlin: Akademie-Verlag. 72.
- Heltai, P. (2006) Szakmai kommunikáció és szaknyelv. [Professional communication and Languages for Specific Purposes] Feketéné Sillye, M. (ed.) *PORTA LINGUA – Utak és perspektívák a hazai szaknyelvoktatásban és kutatásban [Ways and perspectives in LSP teaching and research in Hungary]* Debrecen: DE ATC 37–43.
- Hymes, D. (1974): Studying the interaction of language and social life.
In: Hymes, D. (ed.) *Foundations in Sociolinguistics*. Philadelphia. University of Pennsylvania Press. 29-66.
- Jakobson, R. (1960) *Closing statements: Linguistics and Poetics, Style in language*.
New York: T.A. Sebeok
- Kiss, L. (2013) Az egységes európai határrendészeti képzés megteremtésének első szakasza. [The first phase of establishing unified border policing training in Europe] *Határrendészeti tanulmányok 2*. [Online] Available from: http://rendeszet.hu/hatarrendeszetitagozat/documents/Tan_X_2.pdf [Accessed: 14 July 2014]
- Möhn, D., Hansen, L. (2009): *Fachsprachen: Eine Einführung*.
Tübingen: Max Niemeyer Verlag.
- Nuopponen, A. (2002). Vocabularies for specific purposes: An overview. Cruse, Hundsnurscher, Job and Luzier (eds.) *Lexicology. An international handbook on the nature and structure of words and vocabularies, Volume 1*, Berlin, New York: Walter de Gruyter. 856-866.
- Szabó, A. (2013a) *A bolognai folyamat és hatása a rendészeti felsőoktatásra az Európai Unióban. [The Bologna process and its impact on law enforcement higher education in the EU.]* A Thesis Submitted for the Degree of Doctor of Philosophy. Pécs: University of Pécs. [Online] Available from: http://ajk.pte.hu/files/file/doktori-iskola/szabo-andrea/szabo_andrea-vedes-ertekezes.pdf [Accessed: 8 October 2014]
- Szabó, A. (2013b) Egy rendészeti képzésre (felsőoktatásra) irányuló kutatás konklúziói. [Conclusions of a study on law enforcement (higher) education.] *Pécsi Határőr Tudományos Közlemények XIV*. [Online] Available from: <http://www.pecshor.hu/periodika/XIV/szaboa.pdf>. Accessed: 8 October 2014]

Appendix 1

Teaching English for border policing staff – questionnaire

The information gathered by this questionnaire is needed for a PhD thesis on the role of English language competences in enhancing international border policing cooperation. If you wish to be informed about the outcome and conclusions of this survey, we would be glad to send you the publication discussing it. When completed please send this to Judit Borszeki as an attachment (e-mail address: Karosi.Zoltanne@uni-nke.hu) by the 30th of April 2014.

The survey will take about 20 minutes to complete.

1. YOUR INSTITUTION

Name of institution (in your language)

..... (country) (city)

Name of institution in English

The total (average) annual number of border policing students at various levels of training programmes at your institution:

Vocational (Basic)	BA/ BSc (Mid-level)	MA/ MSc (High level)	Other, please specify:

Contact person for information:

E-mail address:

Do you wish to be informed about the outcome of the survey?

2. ENGLISH COURSES AT YOUR INSTITUTION

Please fill in the tables below about (future) border policing staff involved in your training programmes. Please note that by Policing English we mean an ESP course designed mainly for police staff but also involving other law enforcement officers, whereas English for Border Policing is a course meant specifically for border policing staff. In some institutions, however, there might be mixed English courses with a focus both on law enforcement and border policing.

2.1. Data of English courses for Border Guard / Border Policing students

	General English	Policing English	English for Border Policing	Mixed (Policing English + English for Border Policing)
Full-time courses				
(Annual) Number of students involved				
Length of English training (months)				
Total number of English lessons				
Average number of lessons per week				
Level of students according to CEFR (A1/A2/B1/B2/C1/C2)				
Part-time/ distance courses				
(Annual) Number of students involved				
Length of English training (months)				
Total number of English lessons				
Average number of lessons per week				
Level of students according to CEFR (A1/A2/B1/B2/C1/C2)				

General English	Policing English	English for Border Policing	Mixed (Policing English + English for Border Policing)
-----------------	------------------	-----------------------------	--

In-service/ further training

(Annual) Number of students involved				
Length of English training (months)				
Total number of English lessons				
Average number of lessons per week				
Level of students according to CEFR (A1/A2/B1/B2/C1/C2)				

Other course, namely: _____

(Annual) Number of students involved				
Length of English training (months)				
Total number of English lessons				
Average number of lessons per week				
Level of students according to CEFR (A1/A2/B1/B2/C1/C2)				

2.2.

Please indicate the level(s) of those from the above courses which end with a language exam, i.e. official assessment, the results of which are described in a certificate issued by the institution or a language examination centre.

	Level(s) according to CEFR (A1/A2/B1/B2/C1/C2)
Full-time training	
Part-time training	
In-service training	
Other, namely: -----	

3. COMMUNICATION TOPICS COVERED BY COURSES IN POLICING ENGLISH / ENGLISH FOR BORDER POLICING

3.1. If these ESP subjects are taught at your institution, please mark (by placing an ‘x’) all the communicative domains in which English language skills are developed. Please also indicate the language level(s) of the students involved.

COMMUNICATIVE DOMAIN		LANGUAGE LEVEL (A1/A2/B1/B2/C1/C2)
Communication during border checks (with passengers, carriers, aircraft crew members etc.)		
Communication with illegal / irregular migrants		
Communication with foreigners during patrolling (giving / getting information, taking measures etc.)		
Communication with foreign colleagues (border guards) during work, joint operations, study trips etc.		
Communication with foreign colleagues at international further training courses		
Communication with foreign colleagues at international conferences		
Professional correspondence with foreign colleagues (requests, sharing information etc.)		
Written scientific communication with colleagues (essays, studies)		
Interpreting and translating in a border policing context		
Other, please specify: ----- -----		

3.2. What does the learning material include?

Please indicate by placing an 'x'. (Several answers can be selected.)

Commercially available textbook	
Textbook published by your / another law enforcement training institution	
Material selected by the teacher	
Frontex IT tool (Basic/ Intermediate English for Border Guards)	
Other self-access learning material	
Other, please specify: ----- -----	

3.3 Do you have any further comments you would like to share with us?

3.4 To your knowledge, are there any courses in English for Border Policing conducted in your country, outside your institution?

No.

Yes.

Name of institution:

Thank you very much for your kind assistance.

Appendix 2: Respondents (countries and institutions)

Country	Respondent training institution		Form/level of training			
	Name	Name in English	Basic (Vocational)	Mid-level (BA)	High level (MA)	Other
Bulgaria	Академия на МВР, София, Център за специализация и професионална подготовка	Academy of the Ministry of Interior, Sofia, Centre for Specialisation and Professional Training				
Cyprus	Аστυνομική Ακαδημία Κύπρου	Cyprus Police Academy				
Czech Republic	Ředitelství služby cizinecké policie	Directorate of Alien Police Service				
Denmark	Direktionssekretariatet Polititorvet	Danish National Police	n/a			
Estonia	Sisekaitseakadeemia	Estonian Academy of Security Sciences				
Estonia	Politsei-ja Piirivalveamet	Estonian Police and Border Guard				
Finland	Raja- ja merivartiokoulu	The Border and Coast Guard Academy				
Germany	Bundespolizeiakademie	Federal Police Academy				
Greece	Ελληνική Αστυνομία	Training Division 3, Hellenic Police Headquarters	n/a			
Hungary	Nemzeti Közszolgálati Egyetem, Rendészettudományi Kar	Faculty of Law Enforcement, National University of Public Service				
Hungary	Miskolci Rendészeti Szakközépiskola	Law Enforcement School Miskolc				
Hungary	Szegedi Rendészeti Szakközépiskola	Law Enforcement School Szeged				
Italy	Centro Addestramento Polizia di Stato	State Police Training Centre				
Latvia	Valsts Robežsardzes Koledža	State Border Guard College				

Lithuania	Valstybės sienos apsaugos tarnybos prie Lietuvos Respublikos Vidaus Reikalų ministerijos Pasieniečių mokykla	Border Guard School of the State Border Guard Service under the Ministry of Interior of the Republic of Lithuania				
the Netherlands	Opleidings-, Trainings- en Kenniscentrum Koninklijke Marechaussee	Training and Expertise Centre Royal Netherlands Marechaussee				
Poland	Centrum Szkolenia Straży Granicznej im. Żołnierzy Korpusu Ochrony Pogranicza w Kętrzynie	Border Guard Training Centre. Soldiers of the Border Protection Corps in Kętrzyn				
Portugal	Serviço de Estrangeiros e Fronteiras	Immigration and Border Service	n/a			
Romania	Scoala de Formare Initiala si Continua a Personalului Politiei de Frontiera	School for Basic and Further Training of Border Police Personnel				
Romania	Academia de Poliție "Alexandru Ioan Cuza"	"Alexandru Ioan Cuza" Police Academy				
Slovakia	Akadémia Policajného zboru v Bratislave	Academy of the Police Force in Bratislava				
Slovenia	Policijska akademija, Center za izpopolnjevanje in usposabljanje	Police Academy, Training Centre				

The patterns indicate the total (average) annual number of border policing students involved in the particular form of training in the given institution:

n/a	
<50	
50-100	
120-200	
≥300	

Appendix 3:

Vertical stratification of the most frequent border policing (BP) activities conducted in English – a proposal⁶

Degree of abstraction	Border policing activity conducted in English	Language environment	Linguistic form	
high	comm. in scholarly periodicals	scientific communication	<p>Grammar: significant distributional (e.g. syntactic) differences as compared to standard language</p> <p>Vocabulary: specific border policing, possibly legal and general academic terminology</p> <p>Phraseology: typical, stereotypical academic expressions</p>	
high	comm. at international conferences	scientific communication	<p>Grammar: significant distributional (e.g. syntactic) differences as compared to standard language</p> <p>Vocabulary: specific border policing, possibly legal and general academic terminology</p> <p>Phraseology: typical, stereotypical academic expressions</p>	
low	comm. with foreign colleagues during work, at training courses	professional communication	<p>Grammar: standard language with a few distributional differences</p> <p>Vocabulary: specifically defined border policing terminology</p> <p>Phraseology: bound collocations</p>	
low	professional correspondence with foreign colleagues	professional communication	<p>Grammar: some distributional (e.g. syntactic) differences as compared to standard language</p> <p>Vocabulary: specifically defined border policing, possibly legal terminology</p> <p>Phraseology: bound collocations</p>	
very low	comm. during border checks, with foreigners during patrols	professional communication	<p>Grammar: standard language with a few distributional differences</p> <p>Vocabulary: partly EBP, only a few items of terminology</p> <p>Phraseology: bound collocations</p>	

⁶ Compiled by Judit Borszéli, based on Hoffmann's and Heltai's models.

Participants in the communicative act (sender – receiver)	Topic of message	Function of message	Mode/Channel and style of message
BP professional – BP professional	professional: a problem related to border policing	referential (cognition)	written, formal
BP professional – BP professional	professional: a problem related to border policing	referential (cognition)	oral, formal
BP professional – BP professional	professional: issues related to border policing operations, etc.	referential (cognition) or directive (conative)	oral, formal, informal
BP professional – BP professional	professional: issues related to border policing operations etc.	referential (cognition) or directive (conative)	written, formal
BP professional – lay person	professional: entry/exit check, personal identification, etc.	directive (conative) with referential elements	oral, formal