The Definition of Specific-Purpose English Language Competences Needed in Border Control and their Development Potentials
I. The Issues of Defining Specific-Purpose Language Competences

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The aim of this series of papers is to present modern methods of linguistics and language pedagogy concerning specific-purpose language competences and, applying them to English for Border Guards, to describe the English competences to be developed at language courses for border guards in EU member states and to explore the prospects for their improvement. The first part of the series discusses the dilemmas and methodology related to the definition of specific-purpose language competences and to needs analyses, indispensable for language course design in general and their application in the context of English for Border Guards. In the form of a CEF Professional Profile, it also presents the findings of a series of interviews conducted with border guards involved in FRONTEX Joint Operations on how they use specific-purpose English.

Keywords: *English for Specific Purposes, border guards' training, needs analysis, thick description, qualitative research methods*

Steps taken in the last few years to strengthen the external borders of the EU and the redefinition of the organisation and role of FRONTEX confirm the opinion that international border policing cooperation is more and more needed.[2] Communication conducted in English, essential for this cooperation remains important and the training of the staff concerned in English for Border Guards is still on the agenda.

The first part of this series of papers discusses the dilemmas and methodology related to the definition of specific-purpose language competences and to needs analyses, indispensable for language course design in general and their application in the context of English for Border Guards.

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2   Kovács (2013) 257–273.

1. The Definition of Communicative Language Competences

The concept of communicative competence, published by Hymes in 1966 (as an answer to Chomsky's theory on linguistic competence) is usually considered to be the basis of the communicative approach to second language teaching. It was followed by extensive research and the development of competence-based models of communication (created by Swain, Celce-Muria, Dörnyei and Thurell, and Bachman and Palmer, etc.[3])

The Common European Framework of Reference for Languages (hereafter: CEFR), issued in 2001[4] can be seen as a synthesis of the models mentioned above. It was developed to provide a common basis for the description of objectives, content and methods and to enhance the transparency of courses, syllabuses and qualifications in the field of modern languages.

Although sometimes criticized for certain deficiencies, it is still the most widely acknowledged system of standards and objective criteria for describing language proficiency, a tool universally accepted by language examination centres, textbook publishers, language teaching institutions, language teachers, developers of foreign language teaching programmes and curricula in (and in many other countries outside) Europe. Thus, it is not surprising that the *Sectoral Qualifications Framework for Border Guarding* formulates that: *"All learning in relation to languages should be described in terms of the level of the CEFR."*[5] Also, the latest edition of the *FRONTEX Common Core Curriculum for Border and Coast Guard Basic Training in the EU* establishes that: *"Because the language learning and competence does not align to the levels of the SQF for BG in terms of complexity of learning, the assessment of the language related learning outcomes should be done according to the basis for the assessment from the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR)."*[6]

Adopting an action-oriented approach, the CEFR views language users and learners primarily as *social agents* who have to accomplish (not exclusively language-related) tasks in a given set of circumstances, in a specific environment and within a particular field of action. According to the definition provided by the CEFR *language use,* involving *language learning,* comprises the actions performed by persons who draw on the acquired range of *general* and *specific, communicative language competences* at their disposal in various *contexts* (educational, occupational, public and personal domains and within them, external situations described in terms of various locations, institutions, etc.) under various conditions and constraints to engage in language activities. While doing so, they activate the *strategies* that seem most appropriate for carrying out the tasks to be accomplished.

According to the CEFR, language activities are actions during which one or more texts (any sequence or discourse [spoken and/or written] related to a specific domain) are processed (receptively and/or productively). Competences are the sum of knowledge, skills

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3   For further details see Borszéki (2013) 111–112.
4   Council of Europe, Language Policy Division (2001).
5   Frontex (2015) 40.
6   Frontex (2017) 37.

and characteristics that allow a person to perform actions. Communicative language competences of language learners and users comprise linguistic, sociolinguistic and pragmatic competences.

Applying a system approach, the CEFR considers language knowledge as a succession of various levels flexibly built on each other (vertical axis) which can be analysed and assessed with the help of the criteria of the descriptive scheme. Apart from classifying the general and communicative competences of the language users, it gives details of the categories necessary for typifying language use, i.e. the domains and situations setting the context (horizontal axis).

In order to facilitate language teaching and learning, the CEFR provides a Global Scale of common reference levels to define what language learners are usually capable of doing at six specific levels of language proficiency (named A1, A2, B1, B2, C1 and C2, each letter corresponding to the earlier used concepts of basic, intermediate and advanced knowledge). For each level, the CEFR describes competences classified in depth according to the three areas of communication: understanding (listening and reading, i.e. aural, visual and audio-visual reception), speaking (spoken interaction and production mediating) and writing (written interaction and production).[7]

The CEFR has mainly been criticized for containing level descriptions whose validation was made not on an empirical basis but by combining the relevant elements of previous description scales. Besides, it does not have descriptions for mediation (e.g. translation and interpreting) or for proficiency in Languages for Specific Purposes (hereinafter: LSP).

Much of linguistic research has also approached the issue from the aspect of communicative competences. Douglas, for example, using elements of previous models, especially that of Bachman and Palmer, created the construct of specific-purpose language ability:

Figure 1. Components of specific-purpose language ability by Douglas.
(Source: Douglas [2000] 34–40. Graph edited by J. Borszéki.)

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[7] For the ways the CEFR concepts are manifested in an e-learning language tool for border guards, see Borszéki (2014) 106–122.

He emphasizes that "language use in specific-purpose contexts involves a complex interaction among the components of specific-purpose language ability – all the features of language knowledge, strategic competence, and background knowledge."[8] He also states that we should look upon strategic competence (having key importance in changing situational conditions) as a kind of mediator between the external situational context and the knowledge of the language supported by background knowledge.

Heltai states that communicating in LSP involves the communicators using language structures and elements available in a given language to fulfil the function of communication for professional purposes. The communicators' communicative competences include the language elements and the ability to use them in the right and efficient way when conducting communication for professional purposes.[9] As for communicative linguistic competences, LSP have rules and elements also present in standard languages, but in accordance with their function they show distributional differences as compared to general languages.[10] Thus, although their most conspicuous element is definitely specific vocabulary, including terminology, LSP is not merely the usage of terminology.[11] (This also applies to the specific-purpose English used by border guards, although it is obvious that, due to e.g. the technical and technological development in this area that takes place to ensure the security of the EU and the Schengen zone, even its everyday terminology is constantly changing.[12]) Distributional differences concerning LSP also apply to grammar and general scientific vocabulary, as well as discourse and strategic competences, rather than sociolinguistic and pragmatic competences.

2. Linguistic Research on the Peculiarities of Languages (English) for Specific Purposes

Since the late 1960s and early 1970s, investigations in LSP have also been conducted to identify its typical situational contexts and its discourse communities. For the latter, Swales provides *"six defining characteristics"*:

"1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.

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8   Ibid. 36.
9   Kovács (2012) 371–379.
10   Heltai (2006) 37–43.
11   Kovács (2009) 223–234.
12   Balla (2017) 222–238.

5. In addition to owning genres, a discourse community has acquired a specific lexis.

6. A discourse community has a threshold level of members with a suitable degree of relevant content and discoursal expertise."[13]

Adapting these characteristics and using further research as a basis,[14] we can suppose that border guards involved in various forms of international cooperation (especially those related to FRONTEX) do form a discourse community, whose means of communication is a sociolect of English.[15] It is called English for Border Guards (hereinafter: EBG) in FRONTEX projects, therefore it seems reasonable to use this name for this variety of English for Specific Purposes (ESP).

The growing specialisation of human activities resulted in an increased differentiation in LSP as well. From the 1980s there have been efforts in linguistics to classify them and define their place in a system. Horizontally, LSP are usually classified in terms of areas of human knowledge and fields of human activities. Dudley-Evans and St John, for example, divided ESP as follows:
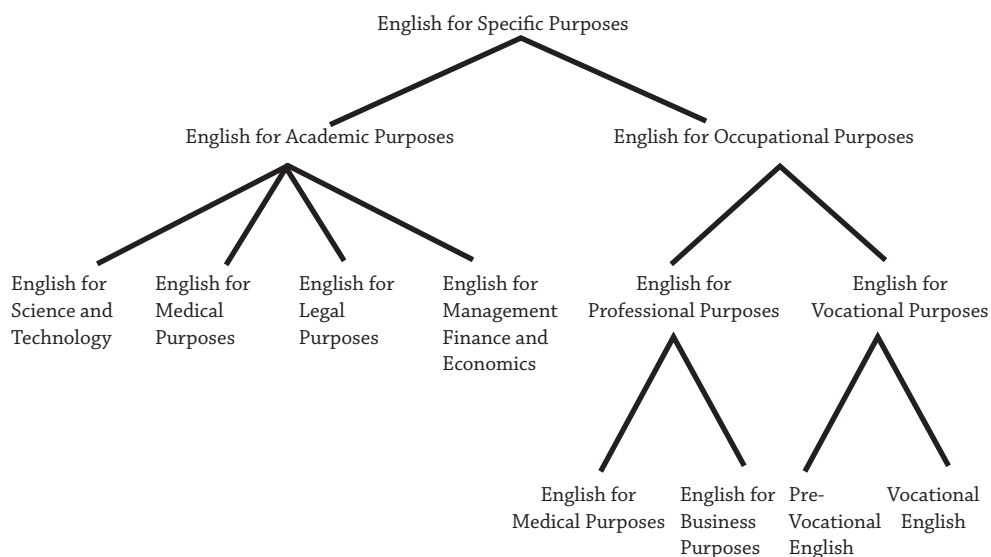
English for Specific Purposes

English for Academic Purposes

English for Occupational Purposes

English for Science and Technology

English for Medical Purposes

English for Legal Purposes

English for Management Finance and Economics

English for Professional Purposes

English for Vocational Purposes

English for Medical Purposes

English for Business Purposes

Pre-Vocational English

Vocational English

Figure 2. ESP classification by professional area by Dudley-Evans and St John. (Source: Dudley-Evans–St John [1998] 6.)

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

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[13] Swales (1990) 24–27.
[14] Borszéki (2016a) 152–170.
[15] Varga (2014) 10.

by Nuopponen[16] and Hoffmann,[17] for example, whose model is considered to be the starting point for this. 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 subjects, through experimental sciences, applied sciences and technology and material production/social activity to consumption, used in the communication among representatives of manufacturing, trade and consumers, this latter representing the lowest level of abstraction. Although Hoffmann did not establish definite criteria for the various levels, his model can serve as a basis for classifying LSP texts and thus defining the various vertical layers of various LSP, too.[18] Using empirical knowledge of typical texts produced in a particular field, several Hungarian experts have set up similar classifications for certain LSP.[19]

Another model (Möhn and Pelka[20]) defines central and peripheral levels of professional communication. Similarly, Heltai[21] differentiates between the prototypical and peripheral usage of LSP, where the extent of specialisation depends 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 in English with passengers crossing the border can be considered peripheral usage of EBG.[22] In this speech act (oral) communication is conducted between a professional and a non-professional. This layer of EBG could be characterised as having a low degree of abstraction, using standard language with few professional terms. According to Heltai's model, the prototypical variant of EBG would be the communication involving two or more professionals, i.e. border policing/border guard experts, an example of which – involving the highest level of abstraction – would be, for example, a scholarly paper published in a law enforcement periodical. To represent the differences between the various language activities conducted in EBG, using the research described in details in my PhD dissertation,[23] I made an attempt to synthesise the two models as shown in Appendix 1.

3. Defining Communicative Language Competences in ESP Contexts – New Trends in Needs Analysis

Needs analysis is essential for designing any language course but it has special significance in ESP courses, where, unlike the students, the English teacher does not work in

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16   Nuopponen (2002) 856–866.
17   Hoffmann (1987) 72.
18   Gnutzmann–Oldenburg (1991) 103–137.
19   Ablonczyné (2006) 38.
20   Möhn–Pelka (1984)
21   Heltai (2006) 37–43.
22   Kovács (2015) 69–84.
23   Borszéki (2016a) 56–76, 152–200.

the special professional field whose language she has to teach. As G. Havril[24] also states, in such cases the teachers collect objective and subjective data, most frequently by applying questionnaires, interviews and observation, in order to analyse the situations, the purpose and channels of communication (oral or written), typical of the given LSP and to define the level of language proficiency needed.

According to Hall,[25] in the early stages of teaching LSP, instead of rigorous investigation of what kind of communication the learners actually needed their language competences for, the courses were largely based on the teachers' intuitions. Also, needs analyses used to focus on the linguistic forms. From the 1970s emphasis was also given to specific contexts and purposes.

In his epoch-making work on syllabus design,[26] Munby took the learner as his starting point and outlined a comprehensive framework for analysing his communication needs in his targeted situations, called the Communication Needs Processor. He used eight headings to describe the features of communicative situations and broke them down into further sub-components and this way made it possible to use detailed analysis to define the individual needs profile of the language learner. Although this was a major step forward, its critics pointed out that it was time-consuming and it was an outsider's view of needs; it gathered data *about* the learner and not *from* the learner.[27] The needs analysis approach of our days tends to be more and more holistic, whereas developments in mainstream LSP are characterised by two parallel trends, such as:

a) focus on discourse, genres and communicative events;
b) a more collaborative, 'bottom-up', socially engaged approach to needs analysis and course design.[28]

Serafini et al.[29] outline the development of needs analysis methodology in the field of teaching LSP from the 1980s to this day. They establish that needs analysis in order to be reliable and valid, must be task-based. Data obtained from multiple sources, using a variety of methods including qualitative (e.g. unstructured interviews) and quantitative (e.g. questionnaires), inductive as well as deductive ones should be analysed by triangulation. The task-based syllabus should be designed based on the tasks identified this way, (which need to be carried out with the help of communicating in the given LSP) and the teaching tasks deriving from them. The authors underline that if the given course involves students who do not know their future profession well enough, it is advisable to rely on experts of the discourse domain, who know what is needed for successful performance in a specific job or occupation, to map the tasks required in the given field on a daily basis.

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[24] G. Havril (2008) 29–44.
[25] Hall (2013) 1–8.
[26] Munby (1978)
[27] Hall (2013) 3.
[28] Ibid. 4.
[29] Serafini (2015) 11–26.

Huhta et al. came to a similar conclusion. Unlike 'top-down', designer-centred models, their needs analysis model[30] is learner-centred. It is also based on the holistic approach to communication and needs analysis and focuses on cooperation and the process, carried out with the help of communication targeted by the language course and on sociological aspects rather than those of descriptive linguistics.

The model was created in the framework of the CEF Professional Profiles Project, whose basic aim was *"to describe the language and communication needs of professionals at a level of detail sufficient to create an effective ESP workplace training programme or vocationally oriented language course. The profiles show how the CEFR, which focuses on general language use, relates to professional language needs."*[31] They refer to their approach to needs analysis as holistic and second-generation,[32] which is task-based and considers not only the language user as an individual but also the professional discourse activities, i.e. the communication tasks that the language user fulfils through the application of language and discourse skills and the way he interacts in the contexts and situations of his field of action. As this type of needs analysis is evaluative, it uses both qualitative and quantitative research methods but favours the former. It uses a mixed methodology approach, referred to as triangulation of data. Advocating evidence-based needs analysis, the authors state that evidence should be provided by *"a thick description of the professional workplace or training institute"*.[33] The research conducted in the framework of the project was based on the aspects of the CEFR (domain, context, text, location, participants in the situation, etc.) but the authors considered the scales and descriptors too general to describe professional communication situations. Therefore, they experimented with a more practical structure for the Framework Model to the CEF Professional Profile, consisting of six parts:

a) background
b) profession/occupation
c) context
d) frequent situations
e) demanding situations
f) snapshot – zoom-in on detailed information

The outcome of the project was the publication of profiles representing four fields: Technology, Business, Health Care and Law, which may serve as examples for profiles in other professional areas. I adapted the template and the samples of the CEF Professional Profile for my own research conducted in July 2015 at the Szeged Border Policing Office and at the Röszke Border Crossing Point on the English communication

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[30]   Huhta (2013) 9–32, 14–16.
[31]   Ibid. 14.
[32]   "First-generation" approaches are language-centred, focusing mainly on functions, notions and the four skills (speaking, listening, reading and writing).
[33]   Huhta (2013) 16.

of border guards[34] during FRONTEX joint operations. The findings of this research can be found in Appendix 2.

4. Summary

The outline of modern methodology applied to define general and specific-purpose communication competences and the needs analysis used in ESP course design presented in this paper clearly show that a holistic approach involving a variety of research methods is vital if we want to define the complex system of competences essential for border guards when conducting professional communication in English. Owing to the nature of border guarding, it is difficult (in certain service locations impossible) for a language teacher who is not a police officer/border guard to conduct thorough and authentic research as proposed, for example, by the CEF Professional Profile model.

As a result of earlier investigations, certain data needed for the design of courses in English for Border Guards are available about the content and similarities of such courses in certain EU states[35] and about the specific needs of the branch of the Hungarian police service carrying out border policing activities,[36] too.

The second article of the series will present how recent FRONTEX projects related to learning/teaching English for Border Guards provide significant help and data needed for the definition of ESP competences used in international border policing cooperation.

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[34] In Hungary the staff carrying out border control tasks are police officers, but according to the definitions of the Schengen Borders Code they are also *border guards*.

[35] Borszéki (2016b) 64–65.

[36] Borszéki (2015) 163–196.

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Appendix 1. Vertical Stratification of the Most Frequent Border Policing (BP) Activities Conducted in English – A Proposal (Compiled by Judit Borszéki, based on Hoffmann's and Heltai's models. Earlier published in Borszéki Judit [2016b]: op. cit. 64–65.)

Degree of abstraction	Border policing activity conducted in English	Language environment	Linguistic form	Participants in the communicative act (sender – receiver)	Topic of message	Function of message	Mode/ Channel and style of message
high	comm. in scholarly periodicals	scientific communication	• Grammar: significant distributional (e.g. syntactic) differences as compared to standard language • Vocabulary: specific border policing, possibly legal and general academic terminology • Phraseology: typical, stereotypical academic expressions	BP professional – BP professional	professional: a problem related to border policing	referential (cognition)	written, formal
high	comm. at international conferences	scientific communication	• Grammar: significant distributional (e.g. syntactic) differences as compared to standard language • Vocabulary: specific border policing, possibly legal and general academic terminology • Phraseology: typical, stereotypical academic expressions	BP professional – BP professional	professional: a problem related to border policing	referential (cognition)	oral, formal
low	comm. with foreign colleagues during work, at training courses	professional communication	• Grammar: standard language with a few distributional differences • Vocabulary: specifically defined border policing terminology • Phraseology: bound collocations	BP professional – BP professional	professional: issues related to border policing operations, etc.	referential (cognition) or directive (conative)	oral, formal, informal
low	professional correspondence with foreign colleagues	professional communication	• Grammar: some distributional (e.g. syntactic) differences as compared to standard language • Vocabulary: specifically defined border policing, possibly legal terminology • Phraseology: bound collocations	BP professional – BP professional	professional: issues related to border policing operations etc.	referential (cognition) or directive (conative)	written, formal

Degree of ab-strac-tion	Border policing activity conducted in English	Language environ-ment	Linguistic form	Participants in the com-municative act (sender – re-ceiver)	Topic of message	Func-tion of message	Mode/ Channel and style of mes-sage
very low	comm. • during border checks, • with mig-rants • with fo-reigners during patrolling	profes-sionalcom-munica-tion	• Grammar: standard language with a few distributional diffe-rences • Vocabulary: partly EBG, only a few items of terminology • Phraseology: bound collocations	BP profes-sional – lay person	profes-sional: entry/exit check, personal identifica-tion, etc.	directive (cona-tive) with refer-ential elements	oral, formal

Appendix 2. CEF Professional Profile (Source: Adapted from the questionnaire used by PROFLANG – Association of Languages for Professional Communication. Available: www. proflang.org/in-english/cef-professional-website-handboo/. Downloaded: 07.10.2015. This is the English version of the questionnaire presented in Borszéki Judit [2016a] 309–313.)

a) Background Information

Field	International Border Policing Cooperation
Language	English
Date/ City, Country Organisation	20–24 July 2015 Szeged Border Policing Office
Methods used for collecting information	Written surveys and oral interviews with members of the staff of the Szeged Border Poli-cing Office and with guest officers involved in FRONTEX joint operations; Observation of ESP communication at the BCP in Röszke and at the Border Policing Of-fices in Szeged and Kiskunhalas.

b) Occupational Information

Typical job descriptions	1. The border guard working in the Local Coordination Centre (LCC) at the Szeged Border Policing Office. His tasks involve keeping in touch with and providing information for the guest officers before the actual phase of the joint operation in electronic correspondence in writing, and orally upon their arrival, at the first briefing and during the operation. 2. The border guard working in the Local Coordination Centre (LCC) at the Szeged Border Policing Office. His tasks involve attending coordination meetings twice a week to discuss topical issues, analyse and cross-check data, specify risk analyses, define future tasks, organise duty schedules, sending gathered statistical data (to be sent the FRONTEX Situational Centre) to the National Coordination Centre (NCC) for validation through JORA. Translating and interpreting as needed at the Border Policing Office (BPO) or the County Police Headquarters during Schengen evaluations, etc. 3. Field Coordinator at the Szeged Border Policing Office. Carries out his/her daily duty (passport control, patrolling) together with a guest officer during the joint operation. In cases of extraordinary situations (e.g. road accident involving a foreign guest officer) he/she assists with the official procedure by interpreting.
To what extent foreign language is needed	EBG is needed practically throughout the working day. 1. and 3. B2 of English or higher. 2. B2 of English or higher. For interpreting or translating: C1. The appropriate usage of the Schengen terminology and of formal and informal styles at both levels.

c), d) Context Information – The Most Frequent Routine Situations

Location	Persons, Communities, Companies, Institutions	Communication Situations	Text and Discourse Types (aim of communication, functions, the degree of terminologisation, style)
BCP	document expert, guest officer, border guard	The border guard acts as an interpreter between a guest officer and a Hungarian document expert, who got the passports of two third-country nationals from the passport controller officer. The passports contain expired visas originally issued in Germany. The guest officer checks the German database for alerts but finds none. He and the document expert discuss measures to be taken: the two travellers are allowed to leave Hungary after having paid a fine.	Conversation: asking for and acknowledgement of information, giving information; natural language with some terminology

BCP	passport controller, border guard	A Kosovar national arriving from Switzerland wants to exit Hungary but can only show an expired Slovenian address (residence) card instead of a visa or residence permit to the Hungarian passport controller. During the second-line check he says that he submitted an asylum claim in Switzerland but cannot show any documents to prove it. The German guest officer checks the data against the German database. He shares the information obtained with the Hungarian passport controller and they discuss what needs to be done. (The traveller can leave Hungary after paying a fine.)	Conversation: asking for and acknowledgement of information, giving information; natural language with some terminology
BCP	passport controller, border guard	Enhanced checks of rented and valuable vehicles on exit. The Hungarian and the German border guard take it in turns to check passports and vehicle documents. If there is a problem they consult each other and/or check the data against the national databases.	Conversation: asking for and acknowledgement of information, giving information; natural language with some terminology
BCP	passport controller, border guard (border guard as interpreter)	From a BCP at another section of the border they ask the German guest officer for help on the phone about suspicious vehicle documents. The Hungarian border guard interprets between the Hungarian colleague on the phone and the German guest officer.	Conversation: asking for and acknowledgement of information, giving information; natural language with some terminology
land border area	border guard, guest officer, apprehended foreign persons	Apprehension of illegal entrants in the territory of Hungary, near the green border.	Instructions, warning, apprehension, giving information, natural language with some terminology
land border area	border guard, guest officer	Before and while being on duty, the Hungarian border guard warns the guest officer about special local dangers.	Instructions, warning, giving information, natural language with some terminology.
land border area	border guard, guest officer	The guest officer got into a road accident while driving his vehicle. The Hungarian border guard interprets between him and the Hungarian police officers at the scene of the accident and helps with filling in Hungarian documents (accident report etc.).	Conversation: asking for and acknowledgement of information, giving information; natural language with some terminology
BCP	border guard, guest officer	"small talk": Discussing information related to work (road closure on the motorway leading to the BCP, therefore smaller traffic is expected on the exit side).	Friendly, cordial conversation at the beginning of duty, natural language with very little terminology

BPO	border guards (LCC), guest officers	Giving information to the foreign border guards about the upcoming phase of the joint operation, the local (Hungarian) conditions the week before and on their arrival in Hungary.	Written: electronic correspondence Oral: Conversation, giving and asking for information
BPO	border guards (LCC), guest officers (FSO, FOC)	Daily briefing on the events of the joint operation. Cross-checking data and tasks before the new phase of the joint operation. Deployment of guest officers to the various service locations.	Giving information with formal elements. Before and after it: informal, cordial conversation
BPO	border guards (LCC, Field Coordinators), guest officers (FSO, FOC, GO, SGO)	Debriefing after a phase of the joint operation.	Discussion, presentations, contributions to the discussion, evaluation
BPO	border guards (LCC, Field Coordinators), guest officers (FSO, FOC, GO, SGO)	Briefing before the new phase of the joint operation.	Presentations, giving important information

e) Demanding Situations

Describe demanding work-related situations in which you (would have) had to use foreign language skills.

Situation: Consecutive interpretation (from English into Hungarian and from Hungarian into English) at the official meeting of the foreign members of the Schengen evaluation group and the chief commanders of the Hungarian police; The presentation and evaluation of the border control activities at the Hungarian – Serbian section of the border.
  Location: Csongrád County Police Headquarters, Szeged.
  Persons: members of the Schengen evaluation group, the national and regional commanders of the Hungarian police, large audience, border guard as interpreter.
  Stages of communication situation: Interpreting during the stages of the meeting:
  • presentation of the Hungarian border control activities
  • contributions to the discussion
  • opinion of the members of the Schengen evaluation group
Challenge factors: Interpreting in front of a large audience, including the commanders of the interpreter-border guard, therefore her performance might affect their opinion of her as a border guard. Whether the foreign experts evaluate the work at the external borders as sufficient, may also depend on the appropriate mediation of information. The formal, official situation and the use of appropriate terminology

requires a high degree of attention. Much of the communication during the event is ad-hoc, and the interpreter cannot prepare for it.

Situation: Consecutive interpretation (from English into Hungarian and from Hungarian into English) for one of the chiefs of the Csongrád County Police Headquarters and foreign journalists.

  Location: Csongrád County Police Headquarters, Szeged

  Persons: police commander, two foreign journalists and the border guard as interpreter

  Stages of communication situation: Two journalists from neighbouring countries are having a three-hour interview with the police chief about the unprecedented migratory pressure on Hungary and especially the Hungarian – Serbian section of the border. The border guard-interpreter provides equivalent translation in the following stages of the interview:
  • introductions, greetings
  • police chief answers the journalists' questions, focusing on the fence to be soon erected along the border section, the management of the migrants, the related activities of the police, with special emphasis on observing human rights.

  Challenge factors: Chiefs of police often formulate their ideas in long and complex sentences, making them difficult to interpret. In this specific situation stakes are high; Hungary is under attack of the foreign press because of the anti-migrant propaganda of the Government. The media likes to present the police and border guards as organisations often violating the human dignity and rights of irregular migrants. Of course, the communicative purpose of the police chief is to refute such claims, which the interpreter must convey, too. The police chief often uses police/border guard terminology, which the journalists may not know, therefore the interpreter has to paraphrase certain concepts. The police chief is a high-level commander of the interpreter-border guard; therefore, her performance might affect his opinion of her as a border guard.

Situation: Interpretation for a guest officer and a Hungarian car mechanic.

  Location: a garage in Szeged.

  Persons: guest officer, Hungarian car mechanic and the border guard as interpreter.

  Stages of communication situation: The guest officer's car has broken down. As the car mechanic does not speak English, he needs his Hungarian colleague to interpret for him. The situation includes the usual stages of such a visit to the garage, such as the description of the car's behaviour, diagnosing the problem, discussion of what needs to be done, agreement on the deadline and price of servicing, etc.

  Challenge factors: The vocabulary needed to describe the operation of a car is difficult even in Hungarian and the border guard has no experience of such a communicative task in English.

Situation: Interpretation for an irregular migrant and the Hungarian worker of the health service.

Location: Border Policing Office, Szeged.

Persons: irregular migrant, the Hungarian worker of the health service and the border guard as interpreter.

Stages of communication situation: A large number of migrants carry various diseases. When arriving in Hungary, they must undergo a medical checkup and many of them need medical treatment. Apart from the few interpreters in Arabic languages, border guards help those who speak English. The situation includes the usual stages of a medical checkup, such as the doctor examining the migrants, asking if they have any problems and prescribing medicine if needed and explaining its application. The migrants describe their symptoms and answer the doctor's questions.

Challenge factors: Unusual context, the border guard needs to mediate in a situation belonging to people's private sphere.

f) Snapshot: Detailed Information about Work Processes – A Frontex Joint Operation

FRONTEX joint operations are carried out according to a detailed operational plan, agreed with the host country. Major issues are harmonised by the appointed staff of the International Coordination Centre (ICC) operating at the county police headquarters and the coordinator of operations taking place simultaneously in several countries, the FRONTEX Operational Coordinator (FOC). The operation is divided into 4-week phases, each starting with a briefing/kick-off meeting. This is an official discussion for the staff of the Local Coordination Centre (operating in Hungary at the Border Policing Office concerned), the FOC, the FRONTEX Support Officer (FSO), the foreign guest officers called Seconded Guest Officers (SGO) and the local border guards, called Field Coordinators (FC), who will work together with them to carry out border checks or surveillance. The purpose of this meeting is to inform the foreign officers about the state of affairs at the area of the operation, the local peculiarities concerning the host country and the given border section, the obligations related to accreditation (wearing an armband, producing an ID if requested), the conditions of using force or weapons and to give an overview of the operation. FSOs and the FOC informs the SGOs about the expectations of FRONTEX, e.g. about the Code of Conduct, actions to be taken in the event of emergencies and reporting duties.

During each phase of the operation, Local Coordinators and FSOs (sometimes the FOC, too) have coordination meetings twice a week to go through current events, analyse statistical data, finalise risk analyses, define the tasks to be carried out and to organise the working schedule and deployment of FCs and SGOs.[37] Also, all

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[37] See also Varga (2015)

participants have daily briefings, similar to those the Hungarian staff have every morning, concerning the previous day's duty, its outcomes, extraordinary events and ongoing procedures. SGOs carry out their duties together with the local staff and have access to EU and national databases as necessary. The local border control organisation gives instructions to SGOs according to the operational plan. Communication is conducted during all the activities concerning border control (patrolling, checks of travel documents and vehicles, apprehension, debriefing/second line interviews etc.) and at all the meetings in English, very rarely in some other common language.

The operation closes with another formal meeting, called debriefing for the participants of the first briefing. Its purpose is to summarise the outcomes of and the experience gained from the operation and to formulate proposals based on the lessons learnt.