

## THE DESIGN AND DEVELOPMENT OF A LAW ENFORCEMENT ENGLISH COURSE: A CASE STUDY

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**ABSTRACT.** The paper aims at highlighting the challenge of a 13-year English language teaching experience in a vocational higher education environment, namely the Romanian Police Academy. More specifically, it offers an insight into an intricate process of designing and implementing an English language course for Romanian law enforcement students. The English for law enforcement course book has been the result of a thorough process, which consisted of several stages such as the identification of the students' learning needs, a subsequent step of assiduous documentation and careful selection of materials, ultimately followed by an elaborate materials development. The course has a practical focus and its goal is primarily to provide students with a wide range of police-related topics depicting authentic job-related situations and secondarily to integrate language learning activities tailored to the students' need to practice all English language skills.

**Keywords:** *English for law enforcement, course design, learners' needs, task-based learning, productive and receptive skills*

**ZUSAMMENFASSUNG.** Die Arbeit zielt auf die Hervorhebung der während eines 13 Jahre langen Englischunterrichts gesammelten Erfahrungen im Bereich der Hochschulausbildung, nämlich der rumänischen Polizei-Akademie. Insbesondere bietet die Arbeit einen Einblick in einen komplizierten Prozess der Gestaltung und der Implementierung eines Englischkurses für die rumänischen Studenten der Strafverfolgung-Studienganges. Englisch für das Strafverfolgungskursbuch ist das Ergebnis eines gründlichen Prozesses gewesen, der aus mehreren Stufen bestand: erstens die Ermittlung der Lernbedürfnisse der Studenten, anschließend die eifrige Dokumentation und sorgfältige Auswahl der Materialien, letztlich von einer aufwändigen Materialien gefolgte Entwicklung. Der Kurs hat eine praktische Ausrichtung und sein Ziel ist es in erster Linie den Studenten ein breites Spektrum von polizeirelevanten

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Themen bereitzustellen, indem er erstens authentische jobbezogene Situationen darstellt und zweitens die Sprachaktivitäten dem Studentenbedarf zugeschnitten integriert, so dass alle Englisch-Sprachkenntnisse geübt werden können.

**Schlüsselwörter:** *Englisch für die Strafverfolgung, Kursgestaltung, die Bedürfnisse der Lernenden, aufgabenbasiertes Lernen, produktive und rezeptive Fertigkeiten*

## 1. Literature review

In order to understand what English for Law Enforcement is, one should take a closer look at the concept of ESP. English for Specific Purposes (most commonly referred to by its acronym: ESP) is a branch of EFL/ESL (English as a Foreign Language/English as Second Language) system, which is an essential part of ELT (English Language Teaching). ESP can be further divided into two main sub-branches, which are EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). English for Law Enforcement is a variety of ESP encompassed by EOP.

Hutchinson and Waters (1987) argue that ESP is a more focused approach to language learning, whereby the content and method are based on the learner's particular needs to learn the language. Other theorists show that ESP course design is based on the assumption that if a group of learners' English language needs can be accurately specified, then this identification can be used to determine the content of a language program that will meet these needs (Munby, 1978).

The literature on ESP course design describes specific phases that a course developer has to take into consideration and follow through before and while designing a course for a specialized professional target group. Such steps include conducting needs analysis, deciding on the most appropriate teaching approach, developing proper materials and evaluating the general effectiveness of the course.

**Needs analysis** is the method to determine the content of an ESP course, being viewed as an extremely essential first step before designing an ESP course, if the course developers aim to design a course that will maximally benefit their learners (Wright, 2001). Various assertions on needs analysis display it as a process needed to determine the specific reasons for learning the language (Hutchinson and Waters, 1987) or as a process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (Richards & Platt, 1992: 242).

Moreover, needs analysis is considered as the means to specify exactly what learners need to achieve through English (Robinson, 1991), the techniques and procedures for collecting information to be used in syllabus design (Nunan, 1988: 13) or the first step in course design which provides validity and relevance for all subsequent course design phases (Johns, 1991).

Generally, needs analysis refers to all those activities designed for collecting information that will serve as the basis for developing an ESP syllabus that will meet the needs of a particular group of learners. This *collection of information* is usually conducted through one or a combination of the following methods if the course developer aims for a more reliable needs analysis: a) questionnaires, which allow the course designer to determine the learners' purpose for learning the language (Nunan, 1989); b) authentic data analysis that might be employed to determine the features of the genre of the text required for the ESP context; c) interviews; and d) observation.

However, one cannot expect that the outcomes of the needs analysis will be absolute, but relative, as there are a number of factors that could affect its results such as the people asked; the questions employed and the interpretation of their responses (Dudley-Evans & St. John, 1998).

The next step in the ESP course design is the selection of the **teaching approach**. Among theorists it has been argued that "task" represents the basis of syllabus design in second language acquisition (Richards, 2001: 161) and tasks function as a vehicle of presenting suitable target language models (Long & Crookes, 1991: 43). For this reason, when it comes to designing a task-based ESP course it is essential that the concept of "task" be clarified. In the literature there are two meanings attached to this concept: there are pedagogical and real-world tasks. According to Richards (2001: 162) *pedagogical tasks* are specially designed classroom tasks that are intended to require the use of specific interactional strategies and may also require the use of specific types of language (skills, grammar, vocabulary), whereas *real-world tasks* are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks.

An ESP syllabus is inherently organized on certain criteria which allow the amount of knowledge to be learnt to be arranged into manageable units. Thus, Hutchinson and Waters (1987: 85-89) show that there is an array of syllabi an ESP course could follow such as: topic, structural/situational, functional/notional, skills or task-based syllabus. However, any teaching materials may be designed according to several of the above syllabi, one of them operating as the main organizing criterion, while the others may function simultaneously. All course books contain texts, which are about particular topics, that is why an ESP course will automatically have a general topic syllabus, but the need to make students practice the language imposes also the use of tasks based on language processing skills.

When the previous step has been finished, the ESP course designer moves on to the next, which is **materials development**. The proper way to design an ESP material is to start by looking for appropriate input, examining the language and content in it, and then developing tasks in which the language aspects and content will be used (Hutchinson and Waters, 1987: 109). Therefore, when it comes to designing ESP teaching materials, after the steps of needs analysis and syllabus outline have been completed, there are three possible alternatives an ESP teacher or developer may choose from: *materials evaluation*, which means to select from existing materials; *materials development*, which refers to the teacher's option of writing his/her own materials and *materials adaptation*, whereby the existing materials are subject to alteration or adjustment (Hutchinson & Waters, 1987: 96).

When developing materials, there are certain guidelines that can orient an ESP course developer: materials have to give students a stimulus to learning by suggesting interesting texts and enjoyable activities; materials organize the teaching and learning process by a clear and coherent unit structure and, last but not least, materials should provide models of correct and appropriate language (Hutchinson and Waters, 1987: 107-108).

The last but not the least important step in the ESP course design process is **course evaluation**.

Course evaluation usually reveals how well the course objectives are met (Hutchinson & Waters, 1987: 152). In other words, it gives an indication of how much the course meets the educational needs it was designed for or whether it is justified in its present form. It may also give ESP teachers an idea about those course objectives that have not been fulfilled so as further necessary adjustments to the course syllabus could be made in terms of revisions or clarifications.

ESP practitioner can use several methods to evaluate an ESP course such as: test results, questionnaires, discussions; interviews or informal methods, for instance conversations or comments (Hutchinson & Waters, 1987: 153-154).

Evaluation is usually conducted at the end of the course and those involved in the course evaluation process are the parties closely concerned with the ESP course, namely the ESP teachers, the learners and the sponsors or the beneficiaries. All these individuals could provide useful information about what needs to be improved or altered in the ESP course so that its aims be met or how well the ESP course prepared the learners for certain target situations.

## **2. Description of the course design process**

### **The context**

To begin with, a brief description of the institution in charge with the training of prospective police officers (which is the focus of our case study) should be made. In our country this is the responsibility of the Police Academy, which is a state budgeted higher education institution, part of the national academic system and subordinated to The Ministry of Home Affairs, as sole beneficiary of the graduates trained here. Although it has undergone various reorganization processes, the police academy still prepares its students for several strands of law enforcement such as police, border police, penitentiaries, gendarmerie, firefighters and archives, which correspond to as many faculties (Police Faculty, Firefighters Faculty, Border Police Faculty, Gendarmes Faculty and Archives Faculty).

The students enrolled in the Police Faculty (which is the focus of our study), who are trained in the “Public order and national security” Bachelor’s degree field, usually undertake further specialization in various areas of policing such as criminal investigations, fraud and financial crime investigation, countering organized crime, forensics, traffic police, public order, transport police etc. as specified in the curriculum. Therefore, due to the students’ specialized police training within the academy, a language teacher has to adjust the foreign language syllabus, the English language one in particular, so as to both facilitate the acquisition of specialized law enforcement vocabulary and to practice and develop the students’ language skills.

On the other hand, most of the police academy students who attend English classes have an advanced language competence, as they have to pass a rather high-level English language test when taking the admission examination to the academy. For this reason, attention should be paid both to the level of difficulty of the course unit tasks and the content of the law enforcement English language course.

Therefore, when designing the course for law enforcement students we have taken into consideration their English language proficiency, their language learning styles, focusing on the language learning skills they need to improve or practice more so as to help them in the language acquisition process, the most important topic areas of their concern, the police-related contexts they will be using English in.

## Conducting needs analysis

As far as our initiative of designing and developing an English language course for law enforcement students is concerned, the needs analysis stage was conducted based on the use of a combination of procedures such as: a) *interviews* with both police academy students and representatives of The General Police Inspectorate, which is the main beneficiary of the Police Academy graduates, the future police officers, who will be employed in the units of The Romanian Ministry of Home Affairs. As a result of these interviews we have jointly decided what the most relevant topic areas that the police academy students need to become familiar with in terms of police-related specific terminology are. Moreover, this method associated with the *questionnaires* administered to students shed more light upon their needs in terms of the development or improvement of the language learning skills, functional language, lexis, or grammatical structures; and b) *observation*: Having taught English at the Police Academy for a considerable number of years, I had the opportunity of becoming familiar with the culture of a police organization, which further allowed me to draw some conclusions about what can constitute the English language needs of my students as concerns police vocabulary or topics of interest. In addition, observation contributed with more information about the students' learning styles, the methodological approaches, the types of tasks or activities they prefer.

Apart from these procedures, as it is a common fact in the ESP course design literature that one of the most important steps is to determine the students' language level, we administered placement tests to the students at the beginning of the first year of study at the academy. Nevertheless, the students' general English language proficiency is established prior to their enrolment as police academy students by means of a foreign language test at the entrance examination. The language test is usually an advanced level grammar test and its results provide relevant information as to what the candidates' language level is. However, the drawbacks of this test are that, on the one hand, it does not give any hint of the candidates' communicative competence and, on the other hand, the groups of students are not homogeneous as language level is concerned. Notwithstanding these aspects, the test gives sufficient input about the students' language level, which is more often than not upper intermediate to advanced, and this can be retested by means of a subsequent placement test.

Mainly, the needs analysis revealed that there is an imperative need for police academy students to acquire specific vocabulary related to the various strands of policing, to develop and improve their both productive and receptive skills, as well as be able to use English in real-life job-related scenarios.

## Formulating course objectives

In the light of the findings revealed by the needs analysis and the consideration of the police academy context, a set of general objectives was formulated for the English language course addressed to the law enforcement students.

At the end of the course, the learners will be able to:

- use appropriate vocabulary and grammatical structures in given situations
- identify and use task-related vocabulary
- skim relevant texts for content and meaning, and scan them for specific information
- use appropriate language and skills while interpreting role-plays
- make critical judgements about police-related situations according to their own experiences
- write different police-related types of reports
- describe various police equipment components, organizations or situations
- express a variety of language functions in both speaking and writing
- use discourse markers to produce cohesive communications etc.

## Selecting course content

As a result of the needs analysis, we were able to decide together with the beneficiaries upon the most relevant broad topic areas the future police officers should be taught in a course addressed to law enforcement professionals. These broad topic areas were converted into 14 units, which were further organized in main sub-topics, as in the table below. The units were arranged in an easy-to-follow sequence, from general to more specific topics such as: *police organisation and ranks, police career sand training, police uniform and equipment, law enforcement weapons and vehicles, police ethics, police powers and procedures, police duties and responsibilities, types of crimes and criminals, punishments and the prison system, police investigations, international police cooperation, police force and the media etc.* The table below shows a sample of how the unit topics and sub-topics were organised.

As far as the *vocabulary* is concerned, the course allows attendants to acquire general and semi-technical police vocabulary related to the most relevant policing matters (as mentioned above). Moreover, the lexical component of the course will focus on unknown vocabulary specific to police tasks/ activities, spelling, word formation, phrasal verbs, compound nouns etc.

**Table 1.** English for Law Enforcement. Course Content Sample.

Units/Broad topics	Sub-topics
<b>POLICE CAREER AND TRAINING</b>	<ul style="list-style-type: none"> <li>• What is a police officer?</li> <li>• A Police Officer’s Selection, Education and Training (Romania, UK and US compared)</li> <li>• Police Recruitment Application Form</li> <li>• Police Recruitment Interview</li> <li>• A Police Officer’s Oath of Allegiance</li> </ul>
<b>LAW ENFORCEMENT WEAPONS</b>	<ul style="list-style-type: none"> <li>• Handgun Components - Components of a Glock Pistol</li> <li>• Handgun Shooting Tips</li> <li>• Types of Police Weapons: Firearms, Less Lethal Weapons, Specialised Weapons, Body Armour</li> <li>• Handgun Shooting Positions and Techniques</li> <li>• Police Use of Firearms</li> </ul>
<b>TYPES OF CRIMES AND CRIMINALS</b>	<ul style="list-style-type: none"> <li>• Categories of Crimes</li> <li>• Types of Homicide</li> <li>• Types of Criminals</li> <li>• Causes of Crime</li> <li>• Types of Theft</li> <li>• Crime Incident Report and Victim/Witness Statement Writing</li> </ul>

The course aims to familiarize law enforcement students with *language functions* by giving them the opportunity to practice: expressing opinions, arguing/bringing arguments, agreeing or disagreeing, explaining situations, contrasting and comparing situations, describing people/situations/equipment, summarizing, giving detailed information, making suggestions, speculating, justifying, giving instructions/orders etc. These functions can operate as course objectives and can be added to the above list of general objectives.

Moreover, the law enforcement students should be able to use all *grammatical structures* with a considerable degree of accuracy as they usually fit the upper-intermediate to advanced learner profile.

### **Choosing the teaching approach: Task-based learning**

Embracing the “task-based learning” postulate and the belief that an ESP course is a learning-centred approach, while bearing in mind the results of the needs analysis stage, we have designed a task-based English language course for law enforcement students and professionals, oriented primarily on



the development and improvement of the students' language learning skills with a closer focus on the communicative competence. Thus, the course tasks have been designed to serve as a means to practise all four skills: speaking, reading, listening and writing. In addition, the course included both types of tasks: *pedagogical* and *real-world*.

Among the first category of tasks the course includes: filling in the gaps, matching words with their definitions, pairing words into collocations, answering comprehension questions/multiple choice questions/true-false questions/short answer questions, expressing opinions, contrasting and comparing things/situations, translating words/sentences/short texts, brainstorming, word formation tasks, solving crossword-puzzles, finding synonyms/antonyms etc. The category of real-world tasks encompasses activities such as: interpreting role plays (police officer recruitment interview, enforcing police powers and procedures, executing an arrest warrant, carrying out an intimate/vehicle search or a crime scene examination etc.), writing a police job application form/ a police report (incident/crime scene report)/ an action plan/ a media release, designing a police recruitment campaign poster, problem-solving, filling in a suspect's description form etc.

### **Focusing on both productive and receptive skills**

When designing the English language course for law enforcement students and professionals we have broken down the topic-centred units into task-based activities, thus organizing the teaching materials around tasks focused also on the development of learning skills.

Therefore, the coursebook units usually fit the patterns described below. Moreover, we have also included some teaching samples we have developed and are integrated in the coursebook units, illustrating tasks focused on the practice of each learning skill.

**Speaking input:** At the beginning of the instructional sequence there are usually unit topic-related questions (asking for opinion, discussing topic-related concepts, contrast and compare facts/situations) or topic-related visual input or diagrams used as a starter for discussion or brainstorming new vocabulary. On the other hand, at the end of the instructional block, when specific vocabulary has already been introduced and practiced through various vocabulary tasks, then speaking practice can be carried out through *role-plays* (e.g. police recruitment interview, tasks performed by a police officer on a patrol job, carrying out police procedures such as asking for people's IDs, stop and search, arrest and detention, interviewing witnesses or interrogating suspects etc.). However, speaking tasks are included all through the unit, not only at the beginning or end of the

instructional block. Generally, speaking tasks can be inserted as a follow-up after a reading input, when students may – for instance - be asked to express their opinion, bring pros and cons, offer solutions or solve problems etc.

**Table 2.** Instances of speaking tasks

<p><b>1.</b> Speaking task as follow-up activity after a reading input on <b><i>Police Use of Firearms</i></b>.  <i>Discuss the following issues:</i>  <i>Is it a good idea for law enforcement personnel to be equipped with firearms? Why/Why not? Explain.</i>  <i>What do you think about alternative non-lethal weapons used by the police? Are these effective in dealing with perpetrators?</i>  <i>When can law enforcement officers use their firearms and/or a greater amount of force?</i></p> <p><b>2.</b> Speaking task as a round-up activity at the end of a broad unit on the topic of <b><i>police corruption</i></b>.  <i>Here is a list of methods of controlling police corruption. How effective do you think they are? Discuss.</i></p> <ul style="list-style-type: none"> <li>✓ Improved pay scales for officers</li> <li>✓ Teaching ethics to police officers</li> <li>✓ Routine transfers of police officers</li> <li>✓ Internal affairs departments</li> <li>✓ Integrity officers</li> <li>✓ Corruption investigations</li> </ul> <p><b>3.</b> Using diagrams/charts/visual aids as a starter for discussion.  For example, when discussing about the topic of <b><i>crime scene investigation</i></b>, students may be presented a photograph of a crime scene and asked to talk about the appropriate steps that should be followed in order to investigate the case.</p>
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**Reading input:** usually followed by tasks such as: discussion, answering comprehension/multiple choice or true-false questions, inferring meaning from context, finding the gist or specific information, organizing new vocabulary in categories/diagrams/charts, matching pictures with paragraphs, matching titles with paragraphs, answering close-ended questions etc.

**Table 3.** Examples of reading tasks

<p><b>1.</b> There are a few common <b><i>types of fingerprints</i></b> that can be found at a crime scene. Match the definitions with the names conventionally given to fingerprints.</p> <p>A Patent (visible) prints  B Plastic (molded) prints  C Latent prints  D Exemplar prints</p>
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### **Types of fingerprints**

..... 1. These are also called known prints and they name fingerprints deliberately collected from a subject, whether for purposes of enrolment in a system or when under arrest for a suspected criminal offence.

..... 2. Any chance or accidental impression made by the transfer of oils and/or perspiration present on the skin ridges onto a surface. Electronic, chemical and physical processing techniques allow visualization of these invisible print residues.

..... 3. They are chance friction ridge impressions which are obvious to the human eye and which have been caused by the transfer of foreign material such as ink, dirt, paint or blood from a finger onto a surface.

..... 4. Prints that are friction ridge impressions left in a material that retains the shape of the ridge detail, such as melted candle wax, putty, dust, soap or thick grease deposits.

*(Text adapted from <http://en.wikipedia.org/wiki/Fingerprint>)*

2. Read about the importance of DNA in today's police investigation. Then give short answers to the comprehension questions below.

### **DNA in police investigation**

Just as today's law enforcement officer has learned to look routinely for fingerprints to identify the perpetrator of a crime, that same officer needs to think routinely about evidence that contains DNA. Recent advancements in DNA technology are enabling law enforcement officers to solve cases previously thought to be unsolvable. Today, investigators with a fundamental knowledge of how to identify, preserve, and collect DNA evidence properly can solve cases in ways previously seen only on television. Evidence invisible to the naked eye can be the key to solving a residential burglary, sexual assault, or child's murder. It also can be the evidence that links different crime scenes to each other in a small town, within a single state, or even across the nation. For example, the saliva on the stamp of a stalker's threatening letter or the skin cells shed on a ligature of a strangled victim can be compared with a suspect's blood or saliva sample. Similarly, DNA collected from the perspiration on a baseball cap discarded by a rapist at one crime scene can be compared with DNA in the saliva swabbed from the bite mark on a different rape victim.

*(Text adapted from [http://www.cyberbesttech.com/DNA\\_Tracker.aspx](http://www.cyberbesttech.com/DNA_Tracker.aspx))*

- (1) What sort of knowledge has an officer gained?
- (2) What is the aim of the officer's job?
- (3) What else should the officer consider?
- (4) What supports officers in their investigations?
- (5) What abilities do officers need today?
- (6) What is the main feature of DNA evidence?
- (7) How can the police solve a case spread in various areas?
- (8) Where can the DNA of a stalker be obtained from?
- (9) What other 3 samples, except saliva, can provide DNA evidence?
- (10) Where is the rapist's saliva taken from?

Most often the reading input is a very suitable lead for subsequent **vocabulary practice tasks** such as: finding synonyms or antonyms for specific vocabulary items, filling in vocabulary diagrams, translation of specific words or phrases, word-formation or gap-fill exercises, finding collocations with key-words, filling in word puzzles, matching word with definition, matching words to make up collocations etc.

**Table 4.** Vocabulary practice tasks

1. Skim-read the text again to find word associations containing the word “rank” as in the examples given.



2. The text below relates what the next steps are *after the crime scene examination*. Fill in the gaps with the words from the box. There is one extra word you do not need to use.

autopsy.....statements.....detained investigation.....  
 warrants..... technicians..... restrained.....evidence.....  
 detectives.....coroner.....criminalists

**Follow-up Investigation**

In major crimes like a bombing or homicide, (1)..... are called in. Their job is to take over the (2)..... Witnesses are (3)..... and interviewed. Some are transported to headquarters to make formal written (4)..... The detectives then prepare to obtain whatever search (5)..... they may need. If there’s a body, the (6)..... or medical examiner checks it to be sure it’s human (some are in bad condition), and decides whether there is reason for an (7)..... While that’s going on, the (8)..... – also called crime scene, evidence or identification (9)..... – are hard at work searching for (10)..... and collecting whatever they find.

(Text adapted from <http://www.teacherweb.com>)

3. Read the following extract and complete the gaps with the appropriate forms of the words given in brackets.

**DNA in police investigative work**

Police officers will be able to fingerprint and take a DNA sample from anyone they arrest under (0)....**proposal**.... (*propose*) announced yesterday by the Home Office. At the moment, police are only allowed to record these details when a suspect has been charged. But an (1).....(*amend*) to the criminal justice bill will extend the power.

The Home Office minister Lord Falconer said this would help to verify a suspect's identity and prevent (2)..... (crime) "evading (3)..... (detect) by giving the police a false name and address". He added: "Taking fingerprints means the police can be 100% certain about the identity of the person in their custody".

The fingerprints and DNA samples will not be destroyed if the suspect is released without charge. They will be added to the (4)..... (nation) DNA and fingerprint databases.

Ian Blair, the deputy commissioner of the Metropolitan Police, welcomed yesterday's (5)..... (announce). He said it would "allow violent people to be identified more quickly".

John Wadham, the director of Liberty, said the new power showed the (6)..... (govern) wanted to treat people as suspects not citizens. "If there is any (7)..... (sign) evidence that someone is involved in a crime, these very personal (8) ..... (mark) can already be taken. This simply treats everyone who has ever been (9)..... (wrong) arrested as guilty by (10) .....(imply).

(Text adapted from *The Guardian*, 27/03/2003)

**Writing tasks:** e.g. filling in a suspect's description form, a police recruitment application form or a police report, a crime scene investigation report, writing a police media release, filling in a victim/witness statement etc. Some other writing tasks included in the coursebook involved carrying out project-works, focused, for instance, on designing a poster for a police officer recruitment campaign, for combating drug abuse among teenagers or fighting corruption in police force etc.

**Table 5.** Samples of writing tasks

**Victim/Witness statement**

You are a police officer on duty. An individual comes to the police station and claims they have been *victims/witnesses of a crime* (e.g. robbery, rape etc.). You ask these persons to write down *a statement* detailing the crime they have been victims/witnesses of. You may use the sample form below.

**STATEMENT**

I, \_\_\_\_\_,  
 (name and surname of the declarant) (address)  
 \_\_\_\_\_, \_\_\_\_\_, state the following:  
 (location) (occupation)

\_\_\_\_\_  
 (details of the incident or event)

I believe that the facts stated in this witness statement are true.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(Adapted from [http:// www.ipa.gov.uk](http://www.ipa.gov.uk))

**Listening input:** usually followed by one or more of the following tasks: comprehension/multiple choice/true-false questions, discussion, fill-in exercises etc.

**Table 6.** Listening tasks

*Listen to the tape about **police officers' professional risks** and fill in the sentences below with the appropriate information you have heard on the tape.*

1. Deaths of police officers that take place while they are performing their duties are called \_\_\_\_\_.
2. Increasingly, the police officers run the risk of being victims of \_\_\_\_\_, but their deaths are mostly due to \_\_\_\_\_.
3. The police officers' involvement in traffic accidents may be occur while \_\_\_\_\_ or \_\_\_\_\_ or when working on \_\_\_\_\_ or in \_\_\_\_\_.
4. Officers' deaths caused by suspects' killings represent a smaller \_\_\_\_\_.
5. A 2005 statistics in U.S. shows that the percentage of police officers killed in \_\_\_\_\_ is larger than the percentage of \_\_\_\_\_ officers' deaths.
6. Families of officers fallen on duty may receive \_\_\_\_\_.
7. \_\_\_\_\_ are a form of remembrance of the police officers who have been killed in the line of duty.
8. Between 2000 and 2010 in U.K. the largest proportion of officers killed on duty was due to \_\_\_\_\_, while they were travelling to and from duty.

**Transcript: Police officers' Professional Risks**

Line of duty deaths are deaths which occur while an officer is conducting his or her appointed duties. Despite the increased risk of being a victim of a homicide, automobile accidents are the most common cause of officer deaths. Officers are more likely to be involved in traffic accidents because of their large amount of time spent conducting vehicle patrols, or directing traffic, as well as their work outside their vehicles alongside or on the roadway, or in dangerous pursuits. Officers killed by suspects make up a smaller proportion of deaths. In the U.S. in 2005, 156 line of duty deaths were recorded of which 44% were from assaults on officers, 35% vehicle related (only 3% during vehicular pursuits) and the rest from other causes: heart attacks during arrests/foot pursuits, diseases contracted either from suspects' body fluids or, more rarely, emergency blood transfusions after being shot or stabbed, accidental gun discharges, falls and drowning.

Police officers who die in the line of duty, especially those who die from the actions of suspects, are often given elaborate funerals, attended by large numbers of fellow officers. Their families may also be entitled to special pensions. Fallen officers are often remembered in public memorials, such as the National Law Enforcement Officers Memorial in the U.S., the National Police Memorial in the U.K. and the Scottish Police Memorial, at the Scottish Police College.

In the United Kingdom, over a period of 10 years starting with 2000 there were 143 line of duty deaths: 54 in road accidents travelling to or from duty, 46 in road accidents on duty, 23 from natural causes on duty, 15 from criminal acts, and 5 in other accidents.

*(Text adapted from [http://en.wikipedia.org/wiki/Police\\_officer](http://en.wikipedia.org/wiki/Police_officer))*

## **Materials development**

As for the process of designing our English language course for law enforcement, we resorted primarily to materials development and secondly to materials adaptation. But, since the materials adaptation implies actually the prior two processes, that means we eventually made use of all the options available to turn the ESP syllabus into teaching materials. Nevertheless, the materials development was the main option that covered an extensive amount of the final law enforcement teaching materials and this was due to the lack of prior English teaching materials designed for the field of law enforcement.

For this reason, at the time the coursebook was being developed, the materials included in the course had been carefully collected from a wide array of authentic sources, both written and visual, in order to fit the topic areas relevant for the students' lexical needs as they had been identified by the needs analysis. Then the materials went through a thorough process of selection at the end of which only those texts that adequately met the course objectives were kept. Therefore, the course for law enforcement students and professionals is the result of an extensive process of documentation and selection of police-specific resources followed by the development of English language learning activities.

As a matter of fact, the most widely used documentation source was the Internet, which provided a large range of authentic policing-related texts, and the second source consisted of courses and teaching materials developed by our colleagues teaching various law enforcement specializations to police academy students. The texts selected have been altered and converted into Law Enforcement English teaching materials in order to serve as suitable tasks for practicing both productive and receptive skills and for facilitating the students' acquisition of English law enforcement specific vocabulary. For each task developed based on either of the two sources mentioned above, the original

source of the text or whether it has been adapted or not has been indicated between brackets and in the reference list at the end of the course. However, the original sources represented only the starting point that allowed us to put to use our creativity in the task development process.

### **Learner assessment and course evaluation**

In order to assess the students who attended the course for law enforcement purposes, we usually used achievement and proficiency tests. As a rule, the achievement tests take the form of written and oral semester and yearly tests, which mainly assess the acquisition of police and legal vocabulary and the students' ability to communicate effectively on police-related topics or in police officer's job situations. Whereas the proficiency test at the Police Academy is a pass-fail, standardized written test administered at the end of the academic cycle. Its aim is to assess students' general competence in English for law enforcement. All these tests offer a very good insight on the overall effectiveness of the course.

As for the evaluation of the English language course for law enforcement students we have designed, we resorted to discussions with peers and feedback questionnaires administered to Police Academy students who attended the course in order to extract valuable information about the extent to which the course prepared them for real-life situations they would be facing as police officers. In addition, the results of both the achievement and proficiency tests have provided input on how well the students acquired the specialized terminology of the policing field and the degree to which they are able to cope with police-related communicative tasks (Table 7 displays a sample feedback questionnaire that can be used as a tool in the course evaluation process).

**Table 7.** Course evaluation – Sample feedback questionnaire

<p>1. Has the course met your learning needs?  1- not at all 2- somewhat 3- quite a lot 4 - very much</p> <p>2. Has the course helped you improve your English law enforcement vocabulary?  1- not at all 2- somewhat 3- quite a lot 4 - very much</p> <p>3. Has the course covered all four learning skills: reading, speaking, listening, writing?  1- not at all 2- somewhat 3- quite a lot 4 - very much</p> <p>4. Has the course offered opportunities for developing your communicative ability?  1- not at all 2- somewhat 3- quite a lot 4 - very much</p> <p>5. Has the course exposed you to tasks that mimic real-life job-related situations?  1- not at all 2- somewhat 3- quite a lot 4 - very much</p> <p>6. How effective do you think the organization of the course is?  1 - not at all effective 2 - quite effective 3- effective 4 - very effective 5 - extremely effective</p>
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7. How suitable do you think the topics covered by the course are?  
1 - not at all suitable 2 - quite suitable 3- suitable 4 - very suitable 5 - extremely suitable
8. How practical are the tasks included in the course?  
1 - not at all practical 2 - quite practical 3 - practical 4 - very practical 5 - extremely practical
9. How useful do you think the course is?  
1 - not at all useful 2 - quite useful 3 - useful 4 - very useful 5 - extremely useful
10. What would you recommend to the course manager in order to improve the course?  
.....

### 3. Conclusions

The process of planning and designing an appropriate Law Enforcement English course proved to be a rather challenging one due to the complexities of such an approach, which requires that extreme attention be paid to various facets of the language learning process so as to meet the specific English language needs of the target group and produce a learner-centred course. Moreover, the task of designing an English language course for a particular professional group requires an experienced teacher with considerable ESP teaching and materials development practice.

An ESP course designer should be able to adequately go through all the steps involved in the designing process. Thus, when designing the English language course for the Police Academy students, we have learned that it is of paramount importance to accurately identify learners' learning needs in order to develop proper teaching materials to meet them. This stage is usually followed by others such as drafting the course objectives, outlining the syllabus framework based on the teaching theory the ESP course developer embraces, then evaluating, adapting or developing course materials and ending with the learners' assessment and course evaluation.

An educational environment such as the one at the Police Academy, where the students are trained for the police officer profession, required a foreign language syllabus adjusted to the students' specializations in all policing branches. English language makes no exception. Thus the English language syllabus had to be tailored so as to meet the students' need to learn the specialized terminology in English and be able to use English in specific police contexts. When outlining the English language course for law enforcement professionals, attention has also been paid to structuring materials around tasks meant to develop all productive and receptive language skills such as speaking, listening, reading and writing.

To sum up, the experience of designing an English language course for law enforcement students revealed that it has to be a learner-oriented approach, as satisfying learners' needs has an important influence on their motivation and, subsequently, on their achievements. In addition, undertaking such an approach will allow the target group to participate in the syllabus design, as they are more aware of their own professional context, the tasks or activities they need to use English in.

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