

## Introduction

These materials are the product of the Police Materials and Professional Development Course which was held in Haapsalu and Tallinn, Estonia in June 2003. The course was part of the Peacekeeping English Project which is funded by the British government and managed by the British Council.

The course was aimed at training the teachers in materials development by engaging them in a constructive and reflective dialogue during the actual professional practice of materials development.

## The Writing Team

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**Žanna Hansone** studied English language & literature at the state University of Latvia. She works for the Ministry of the Interior of Latvia and teaches civil servants, minister, state secretary, lawyers, accountants, journalists and secretaries.

## Course Consultants

**Robert Buckmaster** is the PEP JHA Consultant in Tallinn, Estonia and has taught and trained in Poland, the UK, Uzbekistan, Latvia, Romania and Estonia.

**Roma Valiukiene** is the PEP JHA Consultant in Lithuania and has taught and trained in too many countries to mention.

### **Professional English for International Co-operation (Police)**

Professional English for International Co-operation (Police) can be characterised as the English and skills that serving Police Officers and Police Department personnel need in order to engage with counterparts and counterpart institutions in other countries. The topic areas and language focus is on policework and the criminal justice system but similar registers could be devised for other Ministry of Internal Affairs personnel eg Border Guards and civil servants engaged in EU accession and co-operation.

#### **Target Audience:**

- Serving police officers (including specialists involved in Forensics) involved in co-operation with counterpart institutions from other countries and multinational institutions like Interpol.
- They will be engaged in formal and informal communication with these counterparts.

#### **These police officers are likely to have to:**

- communicate by telephone, fax, e-mail and formal letter on a routine basis
- attend and actively participate in conferences on general law enforcement matters
- attend and actively participate in conferences on their areas of specialisation
- present at above conferences
- attend and actively participate in training session in their own country given by outside agencies
- attend and actively participate in training sessions held outside their country by outside agencies
- attend and participate in meetings with counterparts
- participate in social events and maintain relationships with contacts using English
- make and respond to queries for specific information and help
- respond to questionnaires
- read and understand complex reports and academic articles in their field in English
- negotiate on a variety of issues
- explain complex procedures and legal requirements
- give and support their opinion and express their personal and professional attitude towards issues of interest

#### **They will need to talk about**

- themselves and their family
- their interests etc
- their work
- their country

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## Professional English for International Communication (Police)

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- their institution in general and their department in particular
- the criminal justice system in their own country
- regional security issues such as cross-border crime, drug-smuggling, people trafficking, illegal migration, international co-operation in the region
- human rights
- past events and the current situation
- arrangements and future meetings and co-operation

### **They will need to:**

- expand their knowledge of criminal justice system vocabulary
- expand their knowledge of the criminal justice systems in other countries
- develop their general grammatical and vocabulary knowledge (on top of their already existing General English knowledge)
- develop their speaking and listening skills for a variety of domains (as suggested above)
- develop their reading and writing skills

Students for this type of course should be of at least intermediate level (Council of Europe Level B1) because in their work they will need a sound basis of General English in addition to this specialised English. Their General English is best developed by an outside agency, eg a private language school, if such general courses are not already available in-house.

### **The Approach of the Materials**

The basic approach of the materials is to provide an interesting text on a relevant topic on which to base language and skills work. One noticeable feature of the worksheets is that there are no grammar exercises. This was not a deliberate policy and the writing team decided this themselves. Obviously for a balanced course additional texts and topics and grammar work will need to be added.

The aim was to produce texts which could either act as a core of a course or be used to supplement other courses.

### **The Attitude of the Texts**

The texts were written from multiple sources to avoid copyright problems. Most of the texts try to present an unusual slant on a topic eg human rights, to avoid the situation of everyone agreeing with the text.

### **The Level**

Level is a difficult thing to define as so you, as teacher, should work through the material and decide if it is suitable for your students. As a rough guide upper-intermediate students should be able to cope with the materials.

### **Timing**

Timing is another issue which we have not addressed as it depends on the students and your context. Again, look through the material and decide how you want to use it.

### **'Copyright Free'**

The materials are 'Copyright Free' and may be freely copied and used in their original form, as long as the 'Copyright Free' label and credit to the Haapsalu Writing Team are clearly seen.

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