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Teaching English for Law Enforcement to Police Officers

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ABSTRACT

*True happiness is not simply attained through self-gratification,
but through fidelity to a worthy purpose
(Helen Keller)*

Teaching English for Law Enforcement to Police Officers is a project which stems from a long period of professional experience and personal commitment to educational training. The author and developer of this proposal is an in-service police officer who is about to finish the Degree on English Studies at the University of Jaén and aims to implement his professional experience, together with his recently acquired qualification to teach English, to his law enforcement work colleagues. This teaching project is framed within the branch of Applied Linguistics, more specifically within English for Specific Purposes. It sets forth a teaching programme grounded on the valuable theoretical framework of Applied Linguistics in order to guarantee a success-prone implementation of teaching English to law enforcement professionals.

After framing the topic against the backdrop of educational conventions and institutional directives, this BA dissertation presents an originally designed curriculum for teaching English to police officers. It departs from a specific needs analysis and goes on to outline the contents and methodology, which are attuned to the target learners' needs. Evaluation then constitutes the last part of the curricular proposal. Taking the level of concretion a step further, the following two sections present a concrete teaching guide proposal and the specific lesson plan which has been applied at the grassroots level in order to provide a detailed description of the learning proposal herein envisaged. The dissertation will draw to a close by outlining the most outstanding conclusions and also underscoring the need for further research in this field. The ultimate aim is to make an original contribution to the pedagogical design of teaching English courses for law enforcement professionals, a project that comes to fill a much-needed niche in the field of teaching specialized English for job-related purposes.

Keywords: ESP, curriculum design, police officers, teaching programme

RESUMEN

Inglés para la Actuación Policial es un proyecto incipiente que ve la luz después de un largo tiempo de carrera profesional y de compromiso con el aprendizaje y la enseñanza del inglés. El autor y desarrollador de este proyecto es un Oficial de la Policía Local que está a punto de terminar el Grado de Estudios Ingleses en la Universidad de Jaén y tiene el propósito de aplicar la experiencia adquirida en el campo profesional, junto con los conocimientos obtenidos de la lengua inglesa y su enseñanza, a sus compañeros de profesión. Este proyecto de enseñanza se encuadra dentro de la Lingüística Aplicada, concretamente dentro del Inglés para Fines Específicos. La propuesta formativa fundamenta en ella todo el marco teórico y centra su aplicación en las orientaciones de base empírica de esta disciplina con el fin de garantizar una implementación que garantice el éxito en la enseñanza de inglés para profesionales del cumplimiento la ley.

Después de enmarcar el tema en el contexto de los convenios educativos y directivas institucionales, este trabajo presenta un currículum original para la enseñanza del inglés a los agentes de policía. Se parte de un análisis de necesidades específicas y se describen sus principales resultados en relación con los contenidos y la metodología que satisfagan mejor las necesidades de los alumnos. Después de esto, la evaluación constituirá la parte última dentro de la propuesta curricular. Aumentando el nivel de concreción, las dos secciones posteriores presentan un modelo de propuesta de guía docente y de planificación de clase que se ha aplicado con el fin de aportar una descripción detallada de la trayectoria del aprendizaje. El presente Trabajo de Fin de Grado concluye destacando los aspectos más relevantes y también subraya la necesidad de una mayor investigación en este campo. El objetivo final es realizar una contribución original al diseño pedagógico de la enseñanza de cursos de inglés para profesionales del cumplimiento de la ley, un proyecto que viene a satisfacer una demanda muy solicitada en el campo de la enseñanza de inglés especializado con fines profesionales.

LIST OF ACRONYMS

- **AMERIPOL:** American Police Community
- **BOJA:** Spanish Boletín Oficial de la Junta de Andalucía
- **CEFR:** Common European Framework of Reference for Languages
- **CEPOL:** European Police College (from French Collège Européen de Police)
- **CLT:** Communicative Language Teaching
- **CLIL:** Content and Language Integrated Learning
- **CLL:** Community Language Learning
- **CNP:** Communication Need Processor
- **ESA:** Engage, Study and Activate
- **ESPA:** School of Public Security in Andalusia (from Spanish Escuela de Seguridad Pública de Andalucía)
- **ESP:** English for Specific Purposes
- **EFL:** English as a Foreign Language
- **ESL:** English as a Second Language
- **EUROMED:** European Mediterranean
- **EUROPOL:** European Police Office
- **FAMP:** Andalusian Federation of Municipalities and Provinces (from Spanish Federación Andaluza de Municipios y Provincias)
- **FRONTEX:** European External Border Agency (from French Frontières extérieures)
- **LOE:** Spanish Organic Law of Education (from Spanish Ley Orgánica de Educación)
- **LOMCE:** Spanish Organic Law for the improvement of Educational Quality (from Spanish Ley Orgánica para la Mejora de la Calidad Educativa)
- **OHE:** Observe, Hypothesize and Experiment
- **PPP:** Presentation, Practice, and Production

I.- INTRODUCTION

The title of the present dissertation, *Teaching English for Law Enforcement to Police Officers*, encapsulates the overarching goal of the present BA dissertation. More specifically, it endeavours to combine the output of research and the existing theoretical framework of Applied Linguistics –in relation to teaching English for Specific Purposes (hereafter ESP)– with the law enforcement context of police work. This dissertation attempts to conflate three core pillars of the author’s educational and professional career (extensive experience as a police officer, educational training in English Studies, and six years of study at the Official School of Languages) in order to fill a much-needed niche in the ESP field: the design of a specific teaching proposal of English for Law Enforcement which will be implemented in the author’s immediate context with fellow police officers.

This dissertation will be developed following a sieve-like structure, which proceeds from a broader theoretical framework to the more specific teaching proposal. Following this introduction, the topic will be anchored within the theoretical and institutional backdrop in the second main section of this dissertation. Within it, the teaching ESP will be examined, as a broader point of departure, to then proceed towards the specific implementation of English for Law Enforcement to police officers. The normative and directives which impinge on the development of the teaching project will then be broached, since it is aimed to be implemented within the domain of concrete political and educational conventions. In this sense, an institutional framework of directives outlines the implementation of the teaching programme. In addition to the state, regional and local directives of the Public Administration, the European Framework of Reference for Languages is discussed, as well as the educational policy followed in police academies and in the School of Public Security of Andalusia, although the former is better understood as a guideline or recommendation.

Once the theoretical and legislative backdrop has been established in Section II, the dissertation proceeds to focus on the actual teaching proposal in itself. An original curriculum is developed and presented in the next chief section to teach English for Law Enforcement to police officers. It departs from a concrete needs analysis, based on the target situation, and then establishes an attainable set of goals and objectives deriving from the diagnosed needs. This analysis serves to determine the appropriate body of contents and the methodology that better adapts to the learning needs, which are the next aspects to be included in this heading. Finally, evaluation will constitute the last part within the curricular proposal, as it is of paramount importance to establish clear-cut guidelines to assess the learners, not only to

certify students' global attainment, but also to measure the efficiency of this teaching project for subsequent implementation. All these aspects will be defined from a theoretical stance and then applied practically to the specific job-related context of police officers.

Taking the level of concretion a step further, Section IV then presents a model of the teaching guide proposal that has *de facto* been addressed to different departments of the Public Administration. Indeed, it has already been submitted in the real hope that it is going to be accepted by the School of Public Security and implemented in the very near future. In order to illustrate exactly how this teaching guide would be applied at the grassroots level, a lesson plan has been included in Section V, giving a detailed description of the learning trajectory followed during the lessons, foregrounding the shortcomings and problems that learners may encounter during the lessons and anticipating possible solutions.

The dissertation will draw to a close in Section VI by outlining the most outstanding conclusions at which the present proposal has allowed us to arrive. It will also underscore the need for further research in the field and foreground possible lines to address. In addition, the bibliography in the last section will report on the list of references consulted for this end of degree project.

To conclude this introduction, it is worth mentioning that the theory and methodology implemented in this dissertation have been based on the subjects that have been studied throughout the present degree of English Studies in relation to Applied Linguistics, especially on “*Programación y Evaluación del Inglés*”, but also “*Didácticas de las Destrezas en Inglés*”, “*Lingüística Aplicada a la Enseñanza del Inglés*” and “*Materiales y Recursos para la Enseñanza del Inglés*”. In this sense, the theoretical framework and research carried out in these subjects have been applied to the law enforcement context of police work, giving a well-grounded account of how theory and practice correlate in this specific field.

II.- THEORETICAL AND INSTITUTIONAL BACKDROP

II.1.- Teaching English for Specific Purposes

In the last few years, the influence of socioeconomic factors –technological progress, economic globalization, and the like– and linguistic aspects, such as the consolidation of Applied Linguistics, among others, has substantially contributed to the development of English for Specific Purposes (ESP), in which the teaching of English is related to or designed

for specific disciplines.

In fact, the term English for Specific Purposes can be understood under two different perspectives: as a broad approach in which the skills are considered generic and the forms of language do not change among different disciplines or purposes; or with a specific frame of reference, that is, English for particular communicative situations. This has given rise to different interpretations that have been analyzed in the last few years. For instance, Widdowson (1998: 3-4) excludes the adjective “specific” from the term, claiming that any use of the language can be specific since it is being employed for a specific purpose. On the other hand, Crystal argues that the term ESP makes reference to “a course whose content is determined by the professional needs of the learners” (1995: 108). In other words, it refers to those courses in which the absolute priority is based on the professional needs of the language that specific students have. And this is precisely the focus of the present dissertation: *English for Law Enforcement to Police Officers* is a prominently practical and instrumental course which requires a minimum knowledge of the English language. The learners, police officers in this case, will be able to acquire linguistic training and communicative skills, specific for the particular domains of English in their concrete professional environment. It involves the learning and use of the language in particular situations, terminology and specific expressions.

What makes English for Specific Purposes different from English as a Foreign Language (EFL) is that the former is designed to meet specific needs of the learners, while the latter is for a general learning of the English language. In our case, the learners are adults who have a basic or lower intermediate level of English and have an interest in learning it in order to acquire a set of skills for performing particular job-related functions. For this reason, an ESP course is built on the assessment of purposes and needs stemming from the specific students.

Instead of teaching grammar and language structures specifically, ESP courses concentrate more on the use of language in context. They are based on the students’ real world and their communicative needs. The topics worked on in the lessons are based on subject matter important to the learners. ESP concentrates on a language appropriate to their professional job in terms of grammar, vocabulary, register, skills, discourse and genre. In this sense, it makes use of a methodology in accordance to the activities and the disciplines it serves.

It should be highlighted that ESP may use in some cases a methodology that differs from that of general English and requires a certain level of knowledge to be applied in its

different levels (generally intermediate). However, in other cases it can be also applied to beginners.

II.2.- Teaching English for Law Enforcement to Police Officers

Nowadays, worldwide globalization is an unquestionable phenomenon that is becoming increasingly extended due to the aforementioned technological progress and socioeconomic reasons. Professionals performing their job in the field of law enforcement, such as police officers and customs and security companies, are currently facing an increasing number of situations that require an adequate level of language skills. The reason for designing a course of English for Law Enforcement is to meet, in an appropriate way, all these challenges that police officers face when they need the English language in real-life situations based on their job-related environment.

As a course of ESP, English for Law Enforcement is focused on the nature of the learner and the aim of the professional training. Once a need analysis is carried out, the design of the syllabus gives preference to speaking and listening activities, since those skills are the most needed by this kind of learner. This focus makes it different from English as a Second Language (ESL), in which all four language skills (speaking, writing, reading and listening) are stressed equally, as a general rule.

In courses such as the one proposed here, English language teaching and subject matter related to a specific job converge in a highly motivating combination that enables students to apply the knowledge acquired to their main field of work in a meaningful context. The vocabulary and structures that the students are taught in useful situations increase their motivation.

It is particularly relevant that police officers' abilities in their specific field of competence are an element that highly contributes to improving their ability to acquire English, since it provides them with an affordable context, which is basically needed to understand the English lessons of the classroom. Another relevant aspect is that the teacher of this particular course is familiar with the students' prior knowledge of the subject matter, as he has more than 20 years of experience as a police officer and is thus aware of all the peculiarities of the students' job. In this way, the teaching methodology and content will be attuned more directly to the students' needs, helping them learn the English language more adequately.

The ESP course considerably enhances the relevance of the English taught in class and motivates students to interact in both the spoken and written medium. In this course, their needs are previously assessed in order to integrate motivation and content and also to determine the teaching of relevant skills.

II.3.- Political and Educational framework

Teaching ESP, conceived as the overall framework of *Teaching English for Law Enforcement to Police Officers*, is an educational discipline which is circumscribed within the domain of the educational system.

The student body constitutes the fundamental purpose of education; it is the focus of attention in the search for talent and the ability to create people able to overcome socioeconomic barriers. That is the reason why the educational system must promote the necessary mechanisms to attain this purpose. Education represents the main factor that promotes the welfare and prosperity of a state. The educational level of society establishes their ability to challenge the international landscape and all demands that might arise in the future with success. Improving the level of proficiency in the educational field entails opening doors for employment of high qualification, which represents the best bet for economic growth and a much better future.

Education is the key to a worthy transformation through the training of active people who are self-confident, forward-looking and entrepreneurial, with a pioneering spirit to participate in the society to which they belong, competent to create individual and collective values, and capable of assuming the balance between effort and reward. The educational system must allow both learning of different and new things, and teaching in a different way in order to address the needs of those students who have been changing with society (Spanish L.O. 8/2013) ¹.

With this purpose, the educational system entails the vast machinery that encloses a wide range of directives which go from an international range of application to the more circumscribed or local pertinence. As far as the teaching of languages is concerned, as an educational matter, it is oportune to distinguish two groups of directives which intend to accomplish this educational endeavour. They are now outlined below.

¹ Spanish “Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa”. Preamble. p. 1

II.3.1.- The Common European Framework of Reference for Languages

The *Common European Framework of Reference for languages: learning, teaching and assessment* (henceforth CEFR) plays an essential part in the general project of linguistic policy which has been carried out by the European Council in the last few years. Elaborated and presented by this institution in 2001, it is the result of a fully intended and well-founded effort to unify a set of directives concerning the matters of teaching and learning of languages within the European context. It “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.” (CEFR 2001: 1)². The result has had a wide-ranging impact on these aspects around the world.

One of the greatest contributions of the CEFR is “the development of the descriptive levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications” (CEFR 2001: 21). These levels are **Basic User** (A1 and A2), **Independent User** (B1 and B2), and **Proficient User** (C1 and C2).

Within the scope of the linguistic policy carried out by the Council of Europe, the European Year of Languages took place in 2001, to which the member nations were strongly committed, carrying out more than 25,000 activities concerning the learning of languages. In this respect, the Spanish Ministry of Education, Culture and Sport acquired the commitment of disseminating the present descriptive work throughout the Spanish territory.

As a result of many years of thorough investigations by large groups of specialists in the field of Applied Linguistics, the CEFR provides the common ground for the elaboration of curricula and programmes for teaching languages, tests, or coursebooks. The CEFR is being used as an instrumental tool for general consulting and it serves as the point of departure for curriculum development and research in the field of Applied Linguistics. This framework of reference describes what students have to learn in the use of a language to communicate with others; that is, the knowledge and skills they need to develop in order to succeed in this proposal of communication.

A descriptive definition that illustrates the purpose of the CEFR can be found in the

² Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. < goo.gl/fnf4Kk > (31/01/2016).

text itself:

The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible (CEFR: 2001: 1).

Consequently, as it offers a specific common base to establish objectives, contents and methodologies, the CEFR facilitates the necessary transparency of programmes and qualifications concerned with the learning of languages, thereby fostering international cooperation in the field of modern languages. Thus, given its paramount importance as a beacon for curriculum design, the CEFR will be a crucial cornerstone for the present language teaching proposal.

II.3.2.- State, regional and local directives

Within the domain of the Spanish educational system, the specific country within which the proposed course of English for law enforcement will be developed, a complex system of legal norms exists to conduct the teaching task, ranging from the more general state to the more specific regional, or even local, directives. Since our proposal is going to be anchored in these directives, it thus becomes incumbent to summarize them briefly.

The state legislation in Spain is primarily established by the relatively recent Organic Law of Education (LOE) and its reform (LOMCE³), whose ultimate goal is to fight one of the top economic and social problems in Spain concerning the extremely high school drop-out rate. This general law expands upon article 27 of the Spanish Constitution of 1978, which lays the foundations for the whole legislative system in Spain. In this respect, this article mainly establishes that education is compulsory and consequently free for all children whose age ranges from 6 to 16 and it is supported by both the national government and each of the country's autonomous communities.

As a general rule, the Spanish LOE provides in its Preliminary Title, Chapter III, what is necessary in order to regulate all kinds of teaching and learning processes; that is, the

³ Spanish Ley Orgánica para la Educación and Ley Orgánica para la Mejora de la Calidad Educativa.

commonly applied ‘curriculum’, which is the main focus of this dissertation. According to this law, a set of elements must be included, such as the objectives of each teaching area and each educational stage, the required competences and skills, the contents or specific knowledge, abilities, skills, the didactic methodology, the average standards of evaluable results, the criteria for assessment and the accomplishment of specific objectives. Pertaining specifically to the teaching of languages, Chapter VII of Title I of this Law regulates the aim of the public administration on this matter, which is to provide the students with a suitable use of different languages. The teaching of languages is organized in three levels (basic, intermediate or advanced), in accordance to the three levels of the Common European Framework of Reference for Languages: levels A, B, and C, which are subdivided in A1, A2, B1, B2, C1 and C2. The implementation of this task is officially assigned to the Official Schools of Languages.

As far as regional regulations are concerned, there exist three laws in Andalusia that that apply national norms to the concrete sphere of the autonomous community. They establish the guidelines for curricular application of language teaching⁴. Although all of them aim to regulate the task of teaching English within the domain of the Official School of Languages and other educational public institutions, which are not the remit of this dissertation, they provide a suitable reference since these norms state the point of departure of all teaching plans. In other words, they foreground the implementation of teaching English through a previously designed curriculum. Besides, they also organize the teaching activity into three levels (basic, intermediate and advanced), in much the same way as the CEFR recommends.

To conclude this section, local directives can also play a valuable role in the way in which teachers make decisions for designing language teaching curricula. For instance, teachers may have to adapt their lesson plans in accordance to the time available for training personnel in a specific group or particular staff (for example, police officers in their workplace). In this respect, the specific ‘Annual Training Plans’ drawn up by the local

⁴ Andalusian regulations:

- Decreto 239/2007, de 4 de septiembre, por el que se establece la ordenación y el currículo de las enseñanzas de idiomas de régimen especial en Andalucía. (BOJA nº 182, de 14 de septiembre 2007).
- Orden de 18 de octubre de 2007, por la que se desarrolla el currículo correspondiente a las enseñanzas de idiomas de régimen especial en Andalucía. (BOJA nº 224, de 14 de noviembre 2007).
- Orden de 27 de septiembre de 2011, por la que se regula la organización y el currículo de los cursos especializados para el perfeccionamiento de competencias en idiomas de niveles C1 y C2 del Consejo de Europa, impartidos en la Comunidad Autónoma de Andalucía.

administration specify the criteria and instructions that all the aspiring courses should follow. They determine the establishment of goals, requirements, itineraries, and training programs specifically aimed for different groups, the evaluation system and all those elements which generally form part of a common educational curriculum. Besides, these local plans also decide the specific training and qualifications of the aspiring trainers, instructors or teachers for taking part in these courses. This educational and professional background is a circumstance that the aspiring teacher must include in the application form or proposal for implementing the course, together with the didactic guide, when (s)he addresses the public administration⁵ to present the intended project. Furthermore, trade union bodies and metropolitan federations (for instance, the Spanish *Federación Andaluza de Municipios y Provincias* - FAMP), which are closely linked with the local public administration, also take an active role in training personnel who develop their job in the public service, and even in the private sphere. They also present their own annual training plans, which include similar kinds of requirements and features for training courses.

II.4.- Curriculum in the Police Academy

Teaching English for Law Enforcement to Police Officers is devised as a teaching project for specific purposes within the domain of Applied Linguistics, which has the aim of teaching English to police law enforcers in their field of competence. This training course, whose implementation is intended to solve shortcomings of communication between law enforcement officers and foreign English speakers, hinges on one specific subject and aims to form part of the syllabus in Spanish police academies, along with many other objects of study. Thus, it should be conceived as part of those formative programmes which are responsible for conducting all pre- and in-service police officers training.

In Spain, the public service of law enforcement is covered by different police forces: “Cuerpo Nacional de Policía” and “Guardia Civil”, both state institutions; and “Policía de las Comunidades Autónomas” and “Cuerpos de Policías Locales”, by virtue of regional and local institutions, each one covering specific and also shared functions in their field of competence. Each institution provides the required professional training to its already and newly recruited members by means of entry level and specific training courses, familiarizing them with the

⁵ By local public administration we mean Spanish ‘ayuntamientos’ (town halls) and ‘diputaciones’, (provincial councils).

complex theoretical framework of law enforcement and offering extensive professional training to all of them.

The Spanish “Escuela Nacional de Policía”, located in Ávila, is responsible for developing and implementing the extensive training courses which are required for entering the basic and upper scales of the national police force, as well as for providing instruction to other police institutions within the scope of both national and international levels of cooperation. Besides, this national police academy also offers all professional training for internal promotion to members of this national force.

In turn, the police academies of civil guards, the well-known Spanish military police force “Guardia Civil”, is equally in charge of training their corresponding personnel with theoretical law enforcement frameworks and practical application exercises, in which the learning of English is of great relevance as a core subject in their police training programmes. For instance, in the field of international police cooperation, many training activities are carried out to improve communication with members of foreign police forces belonging to other countries. This is the case of CEPOL, EUROPOL, FRONTEX, EUROMED or AMERIPOL, to mention but a few.

II.5.- School of Public Security in Andalusia

In line with the foregoing, the School of Public Security in Andalusia was created by the Autonomous Community of Andalusia to provide an appropriate institutional centre that undertakes the training and recycling of all professional members of public security in Andalusia, including local police forces, autonomous police attached to the regional community, fire departments and personnel linked to civil defense services. Its aim is to offer a coordinated and qualified training that meets all their professional needs with the latest normative and technical innovations, apart from being a centre that facilitates the knowledge management of public security in Andalusia.⁶

All the training activities of the Spanish “Escuela de Seguridad Pública de Andalucía” (hereafter ESPA) are contemplated in its annual training plan. It comprises those formative actions which are intended to be implemented to the aforementioned groups of forces within the corresponding year. This plan, which is previously adopted by the Andalusian

⁶ Further information can be found on the official web page of the Spanish “Junta de Andalucía”, from <http://goo.gl/QYHyOK>

government, includes around one hundred training activities whose duration ranges from eight hours (seminars and single-subject conferences) to 1,300 learning hours in the case of the entry level course for new recruited members of local police forces.⁷

The ESPA's annual training plan is a tool that implements and provides support to a wide variety of formative programmes in public security. This plan articulates the different ways in which the training activities should be conducted. For example, it establishes three levels for the different courses, according to the public organisms and entities that carry out these activities and the requirements needed for each purpose. More specifically, the training activities can be implemented by the centre itself, by public organisms and even by collaborating entities, irrespective of whether the didactic guide or curricula are previously established or not in the last two cases (Resolución de la Dirección General¹⁰ : second point). Therefore, this entails an opportunity for those projects that are intended to be implemented in the area of public security, as is the case of *Teaching English for Law Enforcement to Police Officers*, since the target learners depend on the School of Public Security for their professional education.

These training activities are classified depending on their purpose (entry level, promotion, updating, specialization or advanced training courses), their modality (presential, semi-presential, decentralized and on-line) and according to the public organisms and collaborating entities that carry out the activities (Resolución de la Dirección General¹⁰ : third point). Apart from the ESPA and other public administration centres, such as town halls and provincial councils, other collaborating entities are trade union organizations, FAMP and other institutions of acknowledged prestige.⁸ Consequently, the set of possibilities for channelling this training project is remarkably wide, something which contributes to its feasibility.

Also fully representative is the curriculum that the annual training plan regards as a crucial part of all teaching programmes, in which it is necessary to include the objectives (what the student has to learn and the competences (s)he is expected to achieve), the syllabus classified by sections, the methodology and didactic resources, the thorough evaluation criteria that are going to be applied, lesson plans, schedule, premises and equipment available

⁷ Resolución de 22 de diciembre de 2014, de la Dirección General de Interior, Emergencias y Protección Civil, por la que se publica el Plan Anual de Formación de la Escuela de Seguridad Pública de Andalucía (ESPA) para el curso académico 2015 (Boletín de la Junta de Andalucía nº 254, pag. 85, de 30/12/2014).

⁸ Art. 41.1 of the Andalusian “Ley 2/2002, de Gestión de Emergencias en Andalucía; y art. 48.1 de la Ley 13/2001, de 11 de diciembre”.

for practices, and -of paramount importance- the teacher training and qualification (Resolución de la Dirección General¹⁰ : eleventh point), which is legislated in the Spanish “Resolución de la Dirección General de Política Interior de 11/03/97, que regula la bolsa del Profesorado colaborador de la ESPA. BOJA⁹ num. 38” of 01/04/97, p. 3865.

In conclusion, the last two points of this section, referring to the syllabus in police academies and the School of Public Security in Andalusia, evince that all kinds of police training centres, as well as educational institutions, base their programmes on the aforementioned curricula, very similar to the one which is going to be developed in the following section. These curricula indicate the different aspects that every formative project should contemplate and implement via the different police training centres, public administration institutions and other collaborating entities. These aspects are now fleshed out in depth in the following section, as the basis for our specific course proposal.

III.- CURRICULUM DESIGN

As has been mentioned in the previous sections, curriculum designs entail the inclusion of a variety of aspects related not only to what must be taught and in what order, but also to needs, objectives, planning, methodology and evaluation. Generally speaking, this set of aspects deals with the management and administration of the education programme. Each of these aspects is now unpacked in detail.

III.1.- Needs and target situation

III.1.1.-Theoretical framework

This stage is the first step to undertake in curriculum development. The starting question to any language course, whether general or ESP, is why learners need to learn English, for it is the *raison d'être* of any teaching project. The answer will help with the layout of the curriculum since the students' needs lay the foundations for all the remaining stages. In other words, any course should necessarily be based on a proper analysis of the learners' needs in order to determine the design of the remaining stages of the curriculum.

To better understand this point, it is convenient to start with a definition of what a

⁹ Spanish “Boletín Oficial de la Junta de Andalucía”.

needs analysis is. According to Brown (1995: 36), needs analysis or needs assessment can be understood as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students”. In Brown’s view, all those activities which are involved in gathering the underlying information will constitute the premise for developing the teaching curriculum in order to meet the learning needs of particular groups of students, police officers in their workplace in the case of this project.

Several decades ago, Widdowson (1981: 1), a pioneer in this subject, stated that “if a group of learners’ needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs”. He argued that what makes ESP different from general English is not the “existence” of specific needs, but rather the “awareness” of the specific needs. This awareness, according to Hutchinson & Waters (1992: 53), will have an influence on what will be accepted as reasonable content in the language course and what can be exploited, when the main stakeholders –learners, sponsors and teachers– know the reason why learners need English. In the ESP field, this awareness is more recognizable because the specific target situation represents the real-life situation. This is the reason why the needs analysis is used as a framework in the ESP approach to define curricula based on a specific field, because awareness becomes more evident in a specific target situation. For instance, Widdowson’s statement can be understood in the example of police officers whose workplace is frequently visited by English-speaking tourists who are looking for places of touristic interest. This situation gives rise, for example, to the interest in learning expressions for walking or driving directions because police officers frequently feel the necessity to know how to express themselves in English in order to satisfy the tourist’s need for information to find those places. What Widdowson would suggest in this case is that vocabulary and expressions concerned with giving directions and advice for visiting places should be included in the content of the teaching course.

Additionally, Hutchinson & Waters (1992: 55) base their definition of needs analysis on “necessities” and “wants”, since they differentiate what the learners have to know from what they feel they need to know. The existing proficiency of the learners determines a teaching route that may progress differently depending on the kind of learning they think they need and the actual training they have to receive in order to reach the proficiency required in the target situation. Thus, the distinction involves a process of negotiation between both

participants; that is, the person who receives the language training and the teacher him/herself. Witkin & Altschuld (1995), on the other hand, go further in terms of participants and elements that are involved in the process when they focus on programmes, allocation of resources and organizational improvement, for which priorities and decisions based on identification of needs have to be made in the systematic set of procedures which are undertaken during the need analysis (Witkin & Altschuld 1995:4). Their view justifies the role of needs analysis in the sense that it fills the gap that exists between the present situation and the desired situation.

In a nutshell, all these definitions of needs analysis base themselves on the terms “lacks”, “wants”, “necessities” and “gaps”, which are going to be analysed hereafter. Notwithstanding, there exist different interpretations for all these shared terms. Linguists in this matter do not agree on their definition. For instance, West (1994: 13) and Richterich (1980: 2) argue that the term “needs” remains ambiguous since it lacks a unified definition. Richard (2001: 65) mentions that its definition depends on the perception of those who make the judgement: “although the information gathered is useful, it still has to be subjected to a great deal of interpretation before it can be usefully applied in program planning”, because different interests and values play an important role in its understanding. In other words, needs cannot be considered from the same point of view; that is, the stakeholders –teachers, learners, employers, parents, employees, sponsors, administrators, etc.– will certainly have different interests and values concerned with their definition. That is the reason why Braine (2001: 195) points out that not all linguists agree on the definition, although they recognize the existence of external factors (for example, cultural attitudes, staffing or time) which also need to be taken into consideration when a needs analysis process is undertaken.

All in all, teaching languages should be taken as a process that entails a necessary analysis of those communicative needs that the learners present, based on what they need to do when they use the target language. This requirement gives rise to the terms Target-Situation Analysis and Present-Situation Analysis, as they constitute the two cornerstones on which needs analysis is grounded. They are the point of departure to measure the difference between the proficiency required in the target situation and that existing in the learners. The result is the concretion of lacks, which represent the gap between both states of proficiency. In order to solve these lacks, needs analysis serves as point of reference that relates communicative competence development with the activities and materials used in the lessons. Thus, the learners are expected to participate in those particular activities which are identified, through the needs analysis, as the most suitable to reach the required proficiency in the target

language. These activities are necessarily based on a context, since languages cannot be taught in a vacuum; instead, the context provides the necessary basis to understand the culture, customs, literature, values and way of life of a country or community. The language is simply viewed as a tool that serves to become immersed in the target culture.

III.1.2.- Needs analysis

Having established the theoretical background of what a needs analysis represents, it now becomes necessary to concentrate on the different steps that must be followed during the analysis in itself. Munby's (1978) proposal is taken as a reference point in this respect, as it is considered seminal in needs analysis. Munby presents a highly detailed set of procedures that attempts to unveil the target situation needs. This set of procedures are conducted by the so-called Communication Needs Processor (henceforth CNP), in which a continuum of questions is presented with distinctive key communication variables based on topics, people who take part, or medium.

From the above account, it follows that an accurate analysis of needs should not only be based on linguistic features of the target language. Necessities can be located at different levels of analysis; that is, with reference to skills, functions, wants, learning strategies, constraints, grammatical exponent, or lexical exponent. In other words, they are based on a vast gamut of variables that interact in the process of learning the target language. When the teaching approaches, curriculum contents and materials satisfy the learners' perceived needs, their motivation is enhanced and success ensues.

Learners' needs can be identified by different means: questionnaires, data collection – e.g., gathering texts–, interviews, observation, or informal consultation with sponsors, learners, and other relevant stakeholders. The use of whatever medium should provide what Munby includes in his CNP method. In this way, all the information required about target needs will be gathered. According to Munby's method, this information can be briefly outlined as follows:

WHAT, WHY, WHEN, WHERE, WHO, FOR WHOM and HOW

Each of these interrogative pronouns must report a specific need that is to be considered in curriculum development and, consequently, addressed after the implementation of the learning course. Thus, in order for students to meet the target situation properly, it is of paramount importance to know the following:

- The reasons for learning: In the case of police officers, it must be considered that the public servants carry out their job for the benefit of a multicultural society where a basic command of English as a global language has become indispensable nowadays, due to the widespread presence of Anglophone people in that society for which they work. Hence, it is of the utmost importance that police forces attain an adequate communicative level of the English language, at least when it comes to providing a professional service in their relation with foreigners. The aim is for police officers to overcome those communication barriers that might impede an efficient service. Police officers need to communicate properly with English-speaking people in the foreign language, avoiding misunderstandings and miscommunication between foreigners and law enforcement public servants.

- Place and time of anticipated target use: It can vary depending, for example, on the affluence of English-speaker visitors within the area where they perform their job, on the existence of foreign residential zones, or on the occurrence of communication processes through international police cooperation with members of foreign police forces belonging to other countries. Tourist, residential and vacation areas, such as those of the coastline, are far more likely to be visited or inhabited by these foreign people. Regarding time, there is no fixed point, since all of it relies upon the moments they are on duty, outside the class environment.

- People with whom the user will interact: For this purpose, the above description mostly points to the English-speaking visitors or residents, which in some areas involve a large percentage of the population. Police officers are committed to providing service to them by means of using the English language.

- Content areas or activities involved in their learning: Police officers perform their job dealing with the subjects in the field of law enforcement; thus, all the contents which should be included are related to topics with which they are professionally familiar, such as ‘meeting the police’, ‘traffic issues’, ‘reporting a crime’, ‘domestic violence’, or ‘thefts’, to mention but a few. All in all, they have a professional background which has previously provided them with the necessary context to language learning, as language is not taught in a vacuum. This facilitates their learning process considerably since they are specialists in the contents they are working on during the language learning classes, as it is usually the case in ESP courses.

- Skills: To determine the needs for this aspect, it is necessary to focus on those abilities which stem from the students’ knowledge, practice and aptitude, and which need to be

developed, or even to improved, in order to acquire the target level of competence in the English language. However, in the case of learning a language, these skills are specifically referred to the aforementioned language abilities indicated in the CEFR (cf. section II.3.1.), that is to say, speaking, writing, listening and reading. The spoken medium prevails in the majority of the situations in which police officers are going to use the English language. For the same reason, they receive the language input involved in the communicative interaction acoustically, particularly by means of hearing the chunks of information coming from the foreign speaker. Therefore, these communicative mechanisms indicate that police students of English need to concentrate their language learning activities on the speaking and listening skills. Nonetheless, both reading and writing also have a reasonable weight within the subject since there are cases in which police officers need to understand written English texts; for example, when helping to fill in forms or questionnaires, providing information through tourist brochures, and even translating into English Spanish documents, certificates, citations and other forms used during bureaucratic police tasks.

- Level of proficiency required: The existing research on English for Specific Purposes indicates that, for this kind of language learning, students need to have a minimum proficiency level in English, because the subject matter under study is based on specialized vocabulary and expressions relating to specific target situations. In the case of ESP, the knowledge of general English is taken for granted since it is necessary to address the specialized use of the language. Therefore, the level required for this purpose should at least be an A2 level of the CEFR, or even a B1 level, that is, basic-intermediate or intermediate level. Notwithstanding, lower levels of language competence can also be considered, since the use of specialized language can be adapted to basic forms as well. All in all, the accomplishment of this learning project is far more difficult when police officers are beginners in the English language and they do not have a minimum command of this language. The lower the level they have, the harder they will have to work if they seek to be successful, and, also, the more difficult it will be to adapt the contents of the specialized field. In this case, it is advisable to classify the students in levels in order to create different groups and implement the teaching methods and contents in accordance to those levels.

- Final needs to be considered can be identified via a series of pivotal questions. For example, to what extent is the English language used in the career of police officers? Is it perceived as an important matter to be learned? In what percentage is English used in the workplace? Does police training really require the inclusion of English in its programmes? Is

it perceived as an important tool for performing their job in all places?

Once identified, all these needs will allow the establishment of goals and objectives, which, in turn, constitute the basis for developing the pertinent teaching activities, appropriate materials and objective evaluation strategies. Notwithstanding, the outcome of these activities and strategies may bring the possibility of reevaluating the initial needs assessment for it to meet the aim of the teaching project with greater accuracy (Brown 1995: 35). In this respect, it should be noticed that needs analysis is not a once-and-for-all activity, but a continuing process in which the resulting conclusions are constantly checked and re-assessed.

III.1.3.- Conclusions

Needs analysis constitutes the main source of empirical data that serves to design all the activities aimed to teach English to certain groups of learners, depending on their language use. To put it differently, rather than looking for specific structures and lexicon as a basic source to design this specific ESP course, as would be the case in register analysis, needs analysis aims to base the ESP course on detailed empirical analysis which reflects the actual language use in specific language situations.

Course design and needs analysis are closely related since they constitute the most characteristic features of ESP. Be that as it may, rather than simply looking at the target situation in terms of what learners have to do, it is necessary to understand that a course design is much more: it is a complex process that involves the analysis of the target situation and learning needs in combination. Accordingly, the analysis of target needs has a bearing on both the language use and the language learning, because what people produce with language is closely related to the way they learn to do it; hence, the importance of a learner-centred approach to conduct the needs analysis.

The remit of a language course is determined by the target situation; it guides the journey in a general direction. However, in this journey, the route is shaped by the existing roads –representing the conditions of the learning situation–, the vehicles –the students’ knowledge, skills and strategies– and last, but not least, the learners’ motivation for travelling.

To conclude this section, it must be underscored that an appropriate framework or needs analysis provides the necessary information to investigate the extent of English use in the career of police professionals and their perception towards the target language. The effort

of English language teachers or administrators of the teaching project would be unsubstantiated if the language needs were not well-defined in terms of language use. Furthermore, this first and fundamental stage of needs analysis based on police officers indicates that the English language is broadly used in their workplace, especially in the coastline and tourist areas, and develops an important function in the career of law enforcement professionals. In the law enforcement field, English is a necessary tool for communication in the public service field.

III.2.- Goal setting

Once identified, needs should be conceived in terms of goals and objectives which, in turn, constitute the basis for developing tests, materials, teaching activities and evaluation strategies. In other words, objectives have a strong influence on the rest of the curriculum and serve to guide the selection of the other elements, which are the contents, the methodology, the activities and the evaluation procedure. Accordingly, goals need to be connected to the previously detected needs and should be translated into more specific aims or objectives.

In this regard, a clear set of objectives helps teachers maintain their focus and serves to prevent misguiding the teaching course away from the target situation. Additionally, these ends give learners information about what they can expect from a particular course and contribute to their motivation, since they have clear-cut expectations and a better sense of learning.

An explicit line can be drawn between two kinds of objectives, namely, real-world or product objectives and pedagogic or process objectives. The former distinction refers to those tasks which learners might wish to carry out outside the classroom and describes what they will be able to do as a result of the instruction. The latter points to the tasks which the learner might be required to carry out inside the classroom, that is to say, the activities aimed to develop the skills needed to implement the product objectives. Both real-world and pedagogic objectives are not mutually exclusive, but complementary. Further differences can be found in what learners should do as a result of the instruction by means of the so-called performance objectives. In this classification, three components can be identified: performance or what the learner is supposed to do in the target situation, conditions or circumstances that affect the targeted scenario, and the standard or level of competence which the learner is supposed to have.

All in all, a clear distinction can be found between general and specific objectives in

order to facilitate students' awareness of the intention of the course. They are like curriculum signposts that indicate the learners' destination and force curriculum designers to be realistic, that is to say, to formulate what can feasibly be achieved. Following this classification, let us now develop a list of clear-cut objectives for our specific course.

III.2.1.- General objectives

General objectives refer to less precise terms which are not specifically related to the target situation. They are considered in the first level of specification and do not represent a particular point in the orientation of curricula. *Teaching English for Law Enforcement to Police Officers* includes a list of general objectives which are largely shared with other ESP courses. More concretely, the general objectives targeted in the proposed course are the following:

- To develop communicative competence in the English language, in both oral and written medium, close to the B2 level of the Common European Framework of Reference for Languages.
- To show the ability to apply professionally the theoretical knowledge achieved in the course to the practice of law enforcement work.
- To have the capacity to learn in subsequent studies, working in an autonomous way with an adequate self-motivation and participating in learning-transfer forums of knowledge of the English language.
- To develop the basic techniques for working in groups, fostering cooperation and collaboration with other work colleagues and cultivating leadership skills.
- To show adequate competence for elaborating and discussing arguments, solving problems in the workplace, unexpected situations and manageable conflicts within the area of language study.
- To foster ethic commitment with several aspects such as gender and equal opportunities, democratic values, freedom and peace, showing respect for diversity and multiculturalism stemming from linguistic varieties and cultures in relation to English.
- To use the English language to participate in debates, discussions and other forms of spoken languages, at least with a B1 level of the CEFR in an international context.
- To know the grammatical constructions, vocabulary and other linguistic and

communicative aspects which are specifically related to the English language.

- On the whole, to improve the learner's ability to use language in order to communicate successfully.

III.2.2.- Specific objectives

Specific objectives are those which are always defined in terms of specific groups of students, that is to say, they are unequivocal in the sense that they confine the target situation to a more precise or specific scenario in which only certain students would be participating. Specific objectives determine, in the appropriate case, the special conditions that make an expected behaviour happen and define the criteria for judging whether the aim has been attained or not.

Teaching English for Law Enforcement to Police Officers entails a set of specific objectives which revolve around subject-specific language use. The following list contains those which have been included in our specific proposal:

- To acquire appropriate communicative competence in order to provide professional assistance to foreign people who come from English-speaking countries.
- To improve communicative skills in English, particularly listening comprehension and oral expression within the sphere of police intervention.
- To solve requests and complaints in English.
- To know the more widely used forms to report on places of tourist interest, giving advice and warnings in English. To explain on a map or plane significant areas and places of interest.
- To give accounts of official police reports, notifying the rights to the arrestee, aggrieved or offended in English.
- To be able to conduct blood alcohol tests, in this language, and other procedures for determining the drug intoxication of drivers.
- To stop a vehicle for traffic offenses, explaining traffic violations in English, formalising citations, issuing traffic tickets, knowing road markings, traffic signs and asking for documentation.
- To know how to give descriptions of suspects, missing persons and vehicles.

- To report an incident, giving instructions, warning and suggesting in English.
- To help Anglophone victims of accidents, knowing how to calm them down and reassure them while providing first aid.
- To know the different parts of a vehicle and its elements, requesting documentation, hearing witnesses and gathering testimonies in English while briefing them on the procedure they must follow.
- To help the tourist victim of a criminal offence, informing him/her about his/her rights and issuing the corresponding citations where applicable.
- To describe the police job and what an officer does, to talk about law enforcement and routine police work, to talk about responsibilities and hierarchy of commands. To describe the police station, its organization and basic law enforcement activities.
- To understand general messages in English that commonly take place within the police sphere of action, mostly in coastline and tourist areas.
- To acquire knowledge about specialized vocabulary and use of characteristic expressions of police law enforcement duties, as well as general phonetic aspects of the English language for better comprehension and expression.

III.3.- Syllabus (contents)

The contents of a language teaching programme can be determined once an appropriate needs analysis has been carried out and its objectives have been established. According to Widdowson (1981: 1), “if a group of learners’ needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs”.

As was mentioned before, Munby’s *Communicative Syllabus Design* (1978), conducted by the so-called Communication Needs Processor (CNP), includes a detailed set of procedures for revealing the target situation needs of the students. These procedures include nine relevant parameters –participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event and communicative key (1978: 32-40)– to provide a communicative needs profile that characterizes a specific group of learners. Each component enquires into how the target language is going to be used, in order to identify learners’ real-world communicative requirements. “The outcome is used as an input to

prepare the intended group of learners for their intended use of the target language through converting the needs profile into a communicative competence specification that is presented in a form of a syllabus” (Jordan 1997: 22). Continued research, based on the same framework, was conducted by Tarone & Yule (1989: 3), in which they added further components to Munby’s model, which were grouped in four levels: the global, the rhetorical, the grammatical-rhetorical and the grammatical level. Following these levels, Canale & Swain (1980) developed a model of communicative competence or discourse competence in order to show how needs analysis incorporates both linguistic form and functional form in the use of language: “if a communicative approach to second language teaching is adopted, then principles of syllabus design must integrate aspects of both grammatical competence and sociolinguistic competence” (p.6). These two forms are considered to lay the groundwork in the target and present situations which underlie the input data for syllabus designs (West 1994: 9). In the case of ESP, the functional form correlates with a content-based instruction focused on specific content subjects. This content is inevitably sustained through determined linguistic forms and contributes as a very useful means of language development. Therefore, grammar-focused learning is not neglected during the instruction, even though a focus on the content matter implies a necessary message-focused approach to this concrete language learning. In other words, both grammar- and language-focused approaches play an essential and unavoidable role in any language course that is intended to be implemented, including this content-based course for law enforcement. Another point to consider is that focusing on particular subject areas may imply the possibility of leaving behind more generally useful language items because they might not be regularly met in the course, although continuing themes can also provide opportunities of recycling the same language features, thereby consolidating them. Nonetheless, content-based lessons have proved to be very powerful ways of improving both content matter knowledge and language dexterity.

According to Bell’s types of language syllabus (1981: 53-56), there exist different models that can be implemented in a training programme. The **structural** or **grammatical** model has a view of language as a grammatical system which determines rule learning of structures and linguistic forms in context-free situations. The **situational** syllabus bases its model on patterns of social use, that is to say, learning to use the language in social use, to meet social demands in specific context reference. The **notional-functional** syllabus has a view of language as a system of meanings and its units base the contents on meanings – notions and functions–, but grading criteria would not be applicable. It also shows a complex

correlation between function and form. As Bell (1981: 56) points out, “The need, clearly, is for a syllabus which combines the best of all three types, i.e. a syllabus which gives the ideal balance between the correct pronunciation and comprehension of the linguistic forms and their appropriate use in actual communication. Such a syllabus is still eagerly awaited!”.

Trying to satisfy grammatical accuracy and appropriate use of the language, a further approach was followed with the **task-based** syllabus, which focuses its units on tasks and has a view of language learning as a result of getting involved in meaningful assignments. The **process** syllabus, in turn, views language as a means and object of negotiation and its learning is a shared responsibility between teachers and learners from the planning stage onwards. Its units cover mainly methodological aspects. A final type of syllabus is the **topic-based** one, which is the model that is mostly going to be implemented in this teaching project. Topic-based syllabuses focus learning on topics or themes which provide the specific content within which the language form is supported. They allow for the cyclic treatment of units, that is, old and new linguistic items. This model of syllabus is regarded as content-based language teaching or Content and Language Integrated Learning (CLIL). In this case, the content plays a crucial role, hence the importance of having an appropriate selection of topics that cover both the grammatical aspect and language use of the target situation.

In consequence, making sensible, well-justified decisions about content is one of the most important parts of curriculum design: “If poor content is chosen, then excellent teaching and learning result in a poor return for learning effort” (Nation & Macalister 2010: 71). Nonetheless, the content should necessarily meet the most frequent situations that an appropriate pragmatic and linguistic analysis envisages as a fair, realistic scenario representing the target situation.

The training programme contents for teaching English to police officers are commonly based upon situations in which the law enforcement civil servants would orally interact with foreign visitors in different contexts such as giving directions, tourist information or assisting them in emergency situations. They also address traffic matter controls, accidents or information; crime and drug investigations; alien affairs such as registrations, licences and permits; and border control or different police activities with neighbouring or more distant countries through the Interpol and other foreign contacts, international conferences, etc. For these situations, the contents of *Teaching English for Law Enforcement to Police Officers* can be arranged under thematic areas which will be fleshed out in depth in Section V of Lesson Plan.

III.4.- Methodology

Many are the methods which can be employed to teach the afore-mentioned contents. A vast gamut is available to the language practitioner in materialising the syllabus. In this regard, it is relevant to offer a brief account of the most common methods that are used for language teaching purposes, but it initially becomes incumbent to provide a distinction between method, approach, procedure and technique. With a broader sense, **approach** refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (Richard & Rodgers 1986: 16). A **method**, in turn, is the practical realisation of an approach, the kinds of materials and model of syllabus organisation. The **procedure** lies between the method and technique and refers to the ordered sequence of techniques in terms activities that follow one another. Finally, the **technique** affects how the teacher conducts the specific activity, for example silent viewing when using video material.

There are numerous methodologies involving all these levels which influence the current state of English language teaching. For the purpose of the present dissertation, only those language teaching methods which will be incorporated into our teaching proposal are now summarized:

- **Audiolingualism** or habit-forming drills is based on Behaviourist models of learning. This method uses Stimulus-Response-Reinforcement through a continuous process of positive reinforcement to generate good habits in language learners.
- In **task-based learning**, instead of language structure, students are presented with a task they have to perform or a problem they have to solve. When the task has been completed, the teacher discusses the language that was used, making the necessary corrections or the required adjustments shown by the students’ performance of the task (Willis 1994: 19). This model distinguishes three stages: pre-task, task cycle and language focus.
- **Humanistic teaching**, originally developed by Moscovitz (1978), is concerned with the affective variable, but it awards more attention to procedure levels and activities in which the learners focus on their own lives and feelings to carry out the exercises in the classroom. This teaching approach is designed to take advantage of the students’ happy experiences and good feelings while undertaking activities, for example practising grammar items. Motivation is thereby increased.

- The **lexical approach**, popularized mainly by Lewis (1993, 1997), postulates that “language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks” (Lewis 1997: 3). In this approach, lexical phrases –fixed or semi-fixed phrases, collocations or idioms– constitute an important part of the language and fluency comes with the acquisition of a large store of prefabricated items (1997: 5). In this sense, Lewis suggests that exposure to enough suitable input, not formal teaching, is the “key to increasing the learner’s lexicon”, and that “most vocabulary is acquired, not taught” (1997: 197).

In order to acquire an adequate level of English as a second language, it is essential to know the different steps that must be followed in the learning process. In this respect, to attain an efficient communicative competence in the process of second language acquisition, it is necessary to apply a suitable methodological procedure that involves the four basic skills, that is to say, listening, reading, speaking and writing; the first two, dealing with receptive-interpretative skills, and the last pair, with productive competence. In the case of teaching English for law enforcement to police officers, it is prerequisite to implement the teaching of the four skills, and especially the practice of speaking and listening comprehension, to successfully undertake speech communication situations with English-speaking people.

Since the activities in this case have a bearing mostly on the spoken medium, it seems that a communicative approach focused on listening and speaking activities is the most appropriate way of implementing this teaching program. Audiolingualism contributes positively to this purpose, since habit-forming drills allow police officers to communicate more fluently. A significant contribution is also made by the humanistic teaching approach, as an adequate atmosphere in the language classroom encourages students’ participation and contributes to making them feel more confident to communicate. The teacher has the responsibility of helping to build the learner’s confidence. The Presentation-Practice-Production (PPP) method is particularly adequate for this purpose, as it contextualizes the language to be taught, while adding more meaning to the task. Harmer’s (1998) model of Engage, Study and Activate (ESA) in a teaching sequence also constitutes a valuable procedure inasmuch as police officers start lessons with engaging activities that make them interested in specific content that will be used in the target situation. An example of engaging activities could be reproducing videos showing police interventions on the street, as these would motivate participants to learn the specific vocabulary and expressions that will allow their use in class discussions or in the target situation. Further consideration should also be

given to Lewis' Lexical Approach, taking into account that multiword prefabricated chunks constitute most of the police officers' lexicon and pave the way to communicating with foreign people.

Closely related to the method, another worthy aspect to consider is the format used to shape the syllabus. According to Dubin & Olshtain (1997: 51) "language is infinite, but a syllabus must be finite [...] this finite or selected content requires some kind of organization, or format in a shape which is best suited to the particular project's objectives". They describe five possible patterns. The **linear** format develops an internal grading of units, following each other in a sequence while maintaining their original format. This strict linear shape does not work well when the categories of language content are notional or functional since there is no inherent sequence or order in them which seems best (Johnson 1982), as is our case. The **modular** format best suits those courses which integrate thematic or situational language content with skills oriented to the outcomes of the course. Maximum flexibility in the materials is one objective of this method. The **matrix** format for situational contents is organized in a table in which the learners can select a random order. Finally, Wilkins' **story-line** format (1976: 66) might have the effect of ensuring thematic continuity and coherence in a syllabus built on notions and functions that derive from a story or narrative. Both the modular and the matrix format are the most suitable for our teaching programme, although the latter is more difficult to adapt to the target situation.

As far as materials are concerned, in our specific course, they will derive from different sources such as police websites, videos, audio recordings, newspapers, brochures, reports and specific pages of textbooks with clear, attractive and exploitable illustrations. From these sources of contents, different activities will be consciously elaborated to contribute to the teaching and consolidation of vocabulary, lexical phrases and expressions used in the target situations. With this purpose, the activities will be carried out by means of worksheets or photocopies containing multiple choice exercises, gap-filling activities, naming items, matching pairs and word ordering, to mention but a few.

Having a digital video projector will be of the utmost importance, as the teacher needs an audio-visual support to exploit all the computer-based material found in websites and CDs/DVDs. Authentic listening exercises and reproduction of police intervention videos serve to promote student interaction, while at the same time making learning attractive and consolidating and reinforcing it. All in all, the appropriate media, suitable materials and communicative approach implemented in this methodology should meet the conversational

events of the target situation which must reflect the real-world language use of police officers. A concrete example of how this methodology, format, and materials will all come into play in our specific proposal can be found in our sample Didactic Unit (cf. section V).

III.5.- Evaluation

Evaluation constitutes the final section of any curricular design. As was the case with methodology, we must first distinguish and define certain key terms in this area. To begin with, **evaluation** is a broader term because it not only focuses on the students' performance, but also on the objectives, methodology and the entire evaluation system. **Assessment**, in turn, refers to students' performance and **testing** is more concrete, as it measures learners' specific results. The scope of evaluation proves that testing and teaching relate to each other, that is to say, the former can modify teaching implementation and the other way round, since testing may produce a 'washback' effect that would promote or, on the contrary, inhibit language learning. In this sense, it is not entirely positive because testing "sometimes persuades teachers to work only on exam preparation with their students while ignoring general language" (Harmer 2007: 175).

Having made the distinction, a test is concisely defined as "a method of measuring a person's ability or knowledge on a given domain" (Brown 2004: 384), a succinct definition that suggests the understanding of instrument for 'method'; quantification for 'measure'; a particular group, needs, interests and social-educational background for 'person'; and linguistic components for 'knowledge'. In this regard, the reasons that justify the implementation of evaluation techniques are varied: they measure what a student knows, allow the teacher to identify problem areas for remedial attention, give each student a course grade and a sense of direction to teachers and learners, check on general progress, assess the teacher's own effectiveness, identify levels for later group work, or reinforce and consolidate learning, among other things.

Vis-à-vis the requirements which a test must meet, there are several aspects that must be taken into account. For instance, Coombe (2007) proposes reliability, practicality, validity, usefulness, authenticity, washback, transparency and security. Brown (2004), on the other hand, focuses mainly on reliability, practicality and validity, along with discrimination and usefulness as the main requirements with which a good test must comply. A test is said to be **reliable** when the results obtained by the students constitute a true representation of their ability or knowledge and no other internal or external factors interfere or affect the results.

Validity, in turn, refers to the suitability of the test in the sense that it should measure what it is really intended to and no other aspects. There are three types: content validity, in accordance to the contents included in the teaching and learning programme; face validity, when a test is perceived as valid by the student; and construct validity, when it is consonant with the theory of language underlying the teaching practice. **Practicality** points to the ease of administration of the test, regarding the resources and time available. **Discrimination** indicates the range of results that represent the different levels of ability which are normally found in groups, for instance, high achievers or low achievers. Finally, **usefulness** refers to the fulfilment of one or more functions by carrying out a test.

Teaching English to police officers is a teaching programme that is intended to be implemented by means of short courses with no more than 35 hours, insomuch as they are teaching courses for specific purposes that do not allow for a long-term implementation. For this reason, the evaluation aspect is a matter which does not play a crucial role in this specific case, except for certifying attendance and global attainment. Notwithstanding, particular tests prove to be a valuable support for these specific courses. To start with, placement tests at the beginning of the course facilitate placing learners in the right group, adapting the lessons and contents to the appropriate level. Diagnostic tests, on the other hand, serve to show learners' difficulties, skill deficiencies and gaps in their knowledge. For instance, multiple-choice with objective scoring tests will help the teacher to prepare convenient remedial work to solve those deficiencies.

According to the Andalusian normative in this field, "Orden de la Consejería de Gobernación de 18/03/96", the students' assessment will be based on a final test to certify global attainment. In relation to the aforementioned requirements with which a proper test must comply, especially validity and discrimination, and trying to take full advantage of the valuable research in this field, our evaluation will factor in different aspects with different weights. This evaluation will consist in a series of exercises which will measure the required levels of competence in the four skills, mainly those related to the oral medium, speaking and listening. In this respect, students will complete a written test, closely related to the contents, with multiple-choice and gap-filling exercises to assess grammar and lexical competence. They will also be required to take a written test, directly related to a reading comprehension test, to measure the proficiency level acquired in the written medium. The speaking test will acquire a particularly sharp relief and it which will evaluate both global achievement and specific criteria such as pronunciation and discourse management, to mention but a few. The

listening test will also be pivotal and it will comprise an audio recording, very similar to those worked on in the lessons, which will be played to test the listening comprehension skill. Finally, attendance and participation will also contribute to complete the final assessment. As stated in the aforementioned normative, it is obligatory to attend at least 90% of the lessons to obtain the completion certificate.

More details are provided in Section V of Lesson Plan, as it contains the details of this evaluation proposal.

IV.- TEACHING GUIDE PROPOSAL

The chief sections of curriculum design which have been canvassed in the previous heading come together and are practically implemented in this next section, which includes the teaching guide proposal that has already been submitted to different departments of the Public Administration in Andalusia and trade union associations, more particularly to the School of Public Security¹⁰. This curriculum proposal will hopefully be accepted in their corresponding annual training programmes and implemented in the near future. The teaching curriculum guide is presented in the Spanish language of the target institutions, as it reproduces the exact document which has been submitted to these institutions, and respects the headings established officially by them for this type of course. It thus constitutes an original contribution, grounded on the theoretical backdrop presented in prior sections, which we hope to implement ourselves in order to continue improving the English level of police officers for the sake of the public service.

¹⁰ This proposal follows the directives contained in the Andalusian “Resolución de 11 de marzo de 1997, de la Dirección General de Política Interior, por la que se regula la bolsa de profesorado colaborador de la Escuela de Seguridad Pública de Andalucía”; “Orden de 18 de marzo del 1996, por la que se establecen las normas de evaluación de las actividades docentes de la Escuela de Seguridad Pública de Andalucía”; and “Resolución de 22 de diciembre de 2014, de la Dirección General de Interior, Emergencias y Protección Civil, por la que se publica el Plan Anual de Formación de la Escuela de Seguridad Pública de Andalucía (ESPA) para el curso académico 2015”.



Front cover of the
Teaching Guide Proposal

Source: LETS Corporation 2016
from <http://www.ulets.net/>

IV.1.- Finalidad del curso

Los Cuerpos de Policía Local, como miembros de las Fuerzas y Cuerpos de Seguridad, participan de los servicios que presta la Administración Pública con el compromiso de optimizar su actuación y de potenciar la calidad de atención al ciudadano. Desde una perspectiva que pretende mejorar dicha prestación, los cuerpos policiales deben aplicar la teoría de esa calidad mediante una prestación que se concreta en el servicio público policial. Dado que dicha calidad en el servicio es susceptible de mejora persistente, no solo en lo que se refiere a las funciones tradicionales del trabajo de la policía sino también con respecto a los nuevos parámetros de una sociedad en continuo cambio, los Cuerpos de las Policías Locales se ven abocados, cada vez más, a solventar situaciones de comunicación con ciudadanos de origen extranjero que, por razones de residencia, motivos turísticos, comercio, profesión u otros de cualquier índole, se encuentran dentro de sus ámbitos de actuación.

Esta parte de la población, que en una sociedad tan globalizada suma una cifra cada vez mayor, tiene una procedencia de países que en el 90 por ciento son angloparlantes o conocen la lengua inglesa, dado que el inglés se encuentra globalmente extendido y se ha convertido en lingua franca y universal para la comunicación internacional. Vivimos en una sociedad multicultural, donde un conocimiento básico de la lengua internacional se ha hecho imprescindible. De ahí la importancia que tiene el que nuestros cuerpos policiales tengan un dominio comunicativo de la lengua inglesa, al menos en lo que se refiere al ámbito de sus actuaciones con personas de origen extranjero. Se trata de que los agentes superen las barreras comunicativas que separan cualquier incompetente o malograda actuación de un servicio eficiente y de calidad hacia estas personas, por lo que van a percibir en dicha actuación un

indicador de excelencia en la comunicación y por tanto de la prestación de del servicio público.

“Inglés Para la Actuación Policial” es un curso que en el campo de la lingüística aplicada se encuentra enmarcado dentro de los cursos de inglés para fines específicos. Este curso se ha diseñado con una atención meticulosa con el fin de aportar a los agentes de la Policía Local una base sólida de aquellos aspectos del vocabulario y las estructuras del inglés que tienen una relación de contenido específica con sus funciones policiales, distinta de cualquier curso de inglés convencional. Este aporte, que se hace desde un enfoque comunicativo, trata de abordar con eficacia las situaciones reales que en el ejercicio de su profesión van a afrontar los agentes en su trato con las personas extranjeras angloparlantes, pudiendo así solventar los problemas comunicativos que se vienen presentando y ofrecer un mejor servicio público de atención al ciudadano.

IV.2.- Objetivos

- Adquirir por parte de los Cuerpos de la Policía Local una base comunicativa especializada para la prestación de sus funciones en el trato con personas extranjeras de origen angloparlante o que hablen la lengua inglesa.
- Capacitar y mejorar las destrezas comunicativas de este idioma, especialmente la comprensión auditiva y la expresión oral, en las situaciones propias del ámbito policial.
- Aprender a resolver peticiones y reclamaciones en inglés.
- Saber informar sobre lugares de interés turístico, dar consejos y prevenir en inglés.
- Conocer las expresiones más utilizadas para dar indicaciones sobre lugares y direcciones, explicar sobre un plano o croquis lugares significativos y de interés.
- Informar acerca de un atestado policial, informar de los derechos como detenido, perjudicado u ofendido, así como en la práctica de determinación del grado de alcoholemia, drogas tóxicas y demás actuaciones en materia penal.
- Detener un vehículo por cuestiones de tráfico, explicar en inglés la comisión de una infracción de tráfico, formalizar, notificar y cobrar, en su caso, una denuncia, conocer los tipos de señales, marcas viales y documentación a requerir en este idioma.

- Saber describir personas, vehículos y objetos, reportar un incidente, dar instrucciones y sugerir en inglés.
- Atender a las víctimas de habla inglesa en un accidente y tranquilizarles, conocer los tipos de vehículo y sus elementos, requerir la documentación y recabar su testimonio en inglés, así como informarles de los trámites que deben seguir.
- Asistir al turista en la tramitación de la denuncia de los delitos o faltas, informándole de los derechos que le asisten y notificarle las correspondientes citaciones en los casos que proceda.
- Saber hablar del trabajo policial en inglés, su rutina, la organización policial, su estructura y responsabilidades.
- Dominar, mediante la comprensión y expresión en inglés, mensajes que se producen en situaciones cotidianas del entorno policial.
- En general, adquirir conocimientos sobre el vocabulario especializado y el uso de expresiones propias de la función policial, así como aspectos fonéticos de la lengua inglesa para su mejor comprensión y expresión.

IV.3.- Alumnado

En modo general, este curso se ha creado con la finalidad de impartir los conocimientos necesarios de la lengua inglesa a los miembros de las Fuerzas y Cuerpos de Seguridad – Cuerpo Nacional de Policía, Guardia Civil, Policía de las Comunidades Autónomas y Policías Locales– que en el ejercicio de sus funciones han de comunicarse con personas extranjeras angloparlantes, pero, particularmente, el curso de “*Inglés Para la Actuación Policial*” está especialmente diseñado para los miembros de las **Policías locales**. Su relación de contenidos se ajusta especialmente a las situaciones que en el día a día se les presentan, por el ejercicio de las funciones específicas que le corresponden por aplicación de la Ley Orgánica 2/86 de Fuerzas y Cuerpos de Seguridad así como por la experiencia en los servicios que la población española demanda a la Policía Local. Si bien, cabe señalar que muchas de estas funciones y situaciones también se repiten y comparten en modo similar con otros cuerpos policiales, de ahí la amplia cobertura de contenidos y el carácter extensivo del curso.

En cuanto al nivel de competencia en el idioma, lo ideal sería que los policías posean un nivel básico-intermedio A2, según el Marco Común Europeo de Referencia para las

Lenguas (MCERL)¹¹, para seguir con facilidad el curso de las clases. No obstante, niveles inferiores también podrían integrarse debido a la adaptabilidad de los contenidos a diferentes niveles, lo que hace de este curso el que se pueda profundizar en dichos contenidos para impartir ediciones más avanzadas en posteriores convocatorias.

IV.4.- Estructura, metodología y temporalización

El curso está estructurado en diez unidades temáticas cuyos contenidos están específicamente relacionados con el ejercicio de las tareas policiales, como el cumplimiento de la ley, la rutina en el trabajo policial, descripciones, dar indicaciones e información al ciudadano, tráfico y vehículos, droga y alcohol, servicios de emergencia, orden público, prevención del crimen, primeros auxilios y las Jefaturas de Policía, en términos generales.

Esta temática se presenta con un vocabulario específico y relevante en las diversas situaciones policiales que se derivan de los bloques temáticos señalados. El léxico se introduce a través de conversaciones, ejercicios visuales, auditivos, orales y de lectura, entre otros. La gramática se integra y refuerza de manera ponderada con los contenidos aprendidos, con el objetivo de llevarlos a la práctica de forma efectiva en situaciones reales. A su vez, la temática se presenta contextualizada con aspectos culturales y sociales del mundo anglosajón.

Para optimizar el aprendizaje se combinarán los contenidos curriculares del curso con reportajes visuales y vídeos relacionados en distintas situaciones policiales. Estas actividades, que están enfocadas a la práctica y simulación de las actuaciones policiales, tienen como finalidad que el policía contextualice y ponga en práctica todo el vocabulario y contenido aprendidos en el tema correspondiente. Así mismo, se expondrán a los policías alumnos casos policiales distintos –provenientes de periódicos, páginas oficiales de las policías, fuentes de internet, documentales, etc. – con la finalidad de que se promueva el análisis y la aportación oral de opiniones entre los participantes, fomentando así la práctica del lenguaje hablado, “speaking”, y la pronunciación. Por tanto, otro propósito es que el estudiante sea capaz de desarrollar por su cuenta el autoaprendizaje, al aprender a manejar estas fuentes, y así ampliar los conocimientos y consolidar una mayor competencia en la lengua inglesa.

¹¹ Puede consultarse en la siguiente página web:

http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf

El curso de “*Inglés Para la Actuación Policial*” se impartirá a ser posible en inglés y tendrá una carga lectiva de 35 horas en las que se distribuirán las diez unidades temáticas en **modo presencial**. La distribución temporal de las sesiones lectivas será de 3,5 horas diarias de lunes a viernes, preferiblemente de tarde, con una duración de dos semanas, por lo que el curso se encuentra estructurado para impartirse en la modalidad de comarcal. El número de alumnos no sobrepasará el máximo de 30.

Se empleará un enfoque eminentemente comunicativo y práctico, en el que será el propio alumno/a quien, partiendo de la instrucción y realización de tareas en el aula, posibilite su propio aprendizaje y desarrollo de la competencia lingüística.

IV.5.- Contenidos

Los contenidos del curso se engloban en las siguientes unidades temáticas:

Unit 1.- **THE JOB OF LAW ENFORCEMENT**

Unit 2.- **DESCRIPTIONS**

Unit 3.- **WALKING/DRIVING DIRECTIONS**

Unit 4.- **TRAFFIC AND VEHICLES**

Unit 5.- **DRIVING UNDER THE INFLUENCE**

Unit 6.- **EMERGENCY CALLS**

Unit 7.- **ANTISOCIAL BEHAVIOUR AND CIVIL DISORDER**

Unit 8.- **CRIME AND PUNISHMENT**

Unit 9.- **PROVIDING FIRST AID**

Unit 10.- **THE POLICE STATION**

IV.6.- Evaluación

Tal y como establece la Orden de la Consejería de Gobernación de 18/03/96 (BOJA 13-04-96) la evaluación del aprendizaje del alumnado se realizará por medio de una prueba final. Dicha prueba consistirá en una prueba escrita relacionada con los contenidos en la que se contestará a una serie de preguntas con respuestas alternativas a través de un cuestionario tipo test (multiple-choice), así como un ejercicio con espacios para completar (gap-filling)

para medir los aspectos gramaticales y léxicos adquiridos en el curso. Especial relevancia para la superación del curso tendrá una prueba de expresión oral (speaking) que medirá aspectos tanto generales como otros más concretos de la competencia en este medio hablado, como son la pronunciación y el discurso; así como una prueba de comprensión auditiva, en la que se reproducirá una conversación muy parecida a las trabajadas en clase y se contestará a un cuestionario de respuestas alternativas y espacios para completar.

A quienes resulten aptos, se les extenderá el diploma de aprovechamiento; quienes no aprueben recibirán un certificado de asistencia. En ambos casos, se exigirá una asistencia mínima del 90% de las horas lectivas, sea cual fuese la causa del absentismo.

IV.7.- Profesorado

De conformidad con la RESOLUCIÓN de 11 de marzo de 1997, de la Dirección General de Política Interior, por la que se regula la bolsa de profesorado colaborador de la Escuela de Seguridad Pública de Andalucía, para la elección del profesorado serán tenidos en cuenta positivamente los siguientes aspectos: haber participado anteriormente en cursos de la ESPA, habiendo obtenido una alta valoración como docente; utilizar técnicas formativas que estimulen ampliamente la participación activa del alumnado; haber ejercido como profesional de la policía local; poseer una titulación acreditativa de los conocimientos necesarios para impartir la materia.

Estos requisitos son holgadamente cubiertos en este curso por cuanto el profesor que impartirá los cursos de *“Inglés para la Actuación Policial”*, en cualquiera de sus niveles, es un Oficial de la Policía Local de Jaén con más de veinte años de carrera profesional, además de haber participado ocasionalmente como docente en la Escuela de Seguridad Pública de Andalucía. Cuenta con experiencia en diversas secciones y departamentos entre los que ha prestado servicio para el desempeño de los diferentes cometidos y competencias del trabajo policial, tales como Sección de Tráfico y Seguridad ciudadana en radio-patrullas, Unidad de Motoristas, Seguridad y Logística y Jefaturas de Turno entre otros. Esta trayectoria profesional le ha dotado de la experiencia y conocimiento de todo aquello que concierne a la labor policial y que marca el contenido de las materias que deben abordarse en un “verdadero” curso de inglés policial, entendiéndose este como una enseñanza objetivamente ajustada a las necesidades de un curso de inglés para fines específicos. Esta rama de la lingüística aplicada para la enseñanza del inglés, que tanto se ha desarrollado en los últimos años, justifica el que este curso destaque con respecto a otros cursos de inglés general que, sin

los resultados deseados, tantas veces han intentado pasar por cursos de inglés policial, pero que verdaderamente no cubren las necesidades policiales. De ahí el carácter innovador de este curso.

En cuanto a la formación académica y competencia lingüística, el Oficial que se propone como profesor llegó a cursar los seis años que se imparten en la Escuela Oficial de Idiomas de Jaén, tras los que obtuvo el nivel C1 del MCERL en la lengua inglesa. Dicho nivel le aventajó para abordar el Grado en Estudios Ingleses en la Universidad de Jaén, (Licenciatura en Filología Inglesa del antiguo plan). Actualmente se encuentra finalizando el Trabajo de Fin Grado, tras haber superado la totalidad de la carga lectiva de la carrera, la cual ha basado su especialidad en la Mención de Lingüística Aplicada para la Enseñanza del Inglés, con un número relevante de asignaturas relacionadas con esta disciplina de la enseñanza. Es de destacar que dicho Trabajo de Fin de Grado versa precisamente sobre el curso que se propone en esta guía didáctica, “*Teaching English for Law Enforcement to Police Officers*”, en el cual se ha implementado todo el andamiaje teórico (theoretical framework) de la lingüística aplicada a la enseñanza del inglés, con un estudio pormenorizado del análisis de necesidades, objetivos, contenidos y evaluación que conforman el currículum necesario para impartir un curso de inglés policial.

IV.8.- Cuadro horario

El cuadro horario de esta actividad formativa queda de la siguiente forma:

PRIMERA SEMANA:

	Lunes	Martes	Miércoles	Jueves	Viernes
16'00 a 17'45	UNIT 1 topic & vocabulary	UNIT 2 topic & vocabulary	UNIT 3 topic & vocabulary	UNIT 4 topic & vocabulary	UNIT 5 topic & vocabulary
17'45 a 18'15	DESCANSO				
18'15 a 20'00	UNIT 1 listening activities	UNIT 2 documentary activities	UNIT 3 listening activities	UNIT 4 documentary activities	UNIT 5 listening activities

SEGUNDA SEMANA:

	Lunes	Martes	Miércoles	Jueves	Viernes
16'00 a 17'45	UNIT 6 topic & vocabulary	UNIT 7 topic & vocabulary	UNIT 8 topic & vocabulary	UNIT 9 topic & vocabulary	UNIT 10 topic & vocabulary
17'45 a 18'15	DESCANSO				
18'15 a 20'00	UNIT 6 documentary activities	UNIT 7 listening activities	UNIT 8 documentary activities	UNIT 9 listening activities	EXAM

IV.9.- Medios y recursos didácticos

Para el desarrollo de las clases teóricas y prácticas que se han de impartir, se contará con siguientes recursos didácticos:

1º) Material audiovisual

- Proyector digital y pantalla
- Ordenador portátil con acceso a internet
- Sistema de audio sincronizado con el PC
- Pizarra clásica o pizarra blanca (tipo velleda) con rotuladores varios colores

2º) Material impreso y trabajo:

- Carpeta, cuaderno o folios en blanco, bolígrafos y lápiz
- Extracto de contenidos
- Fotocopias de actividades

V.- LESSON PLAN

How exactly would this specific proposal be implemented at the grassroots level? This final section of our dissertation takes our proposal to a further level of concretion by illustrating exactly how our teaching would unfold over the course of the two weeks for which the course is envisaged. This section presents a specific lesson plan which reflects the implementation of the actual lessons and thus exemplifies how the theoretical proposal could be feasibly taken to the practical plane.

V.1.- Contextualization

Teaching English is a highly complex matter which requires a careful analysis of conditioning elements such as needs, objectives, contents or procedures. In this respect, lesson

plans serve as a point of departure on which teachers base their lessons. It is an excellent tool for evaluation and self-reflection after class in which teachers can analyze all those glitches that may occur during instruction in order to overcome them. Thus, it also provides a permanent reference for teachers to remember what has been taught. Moreover, it should be noted that an appropriate lesson plan justifies a well-prepared piece of work and gives the best impression to supervisors or institutions.

The overall lesson plan presents an arrangement of contents that are based on the four communicative skills in combination (listening and speaking with interaction, reading and writing), linguistic awareness and reflection, and both sociocultural and multicultural aspects of the foreign population. The content is developed covering sections of grammar, vocabulary and pronunciation integrated with the four communicative skills. In order to arouse the students' interest and get their attention, each activity incorporates different situations that represent part of the police world's reality.

Description of students

The target students are Elementary/A2-Intermediate/B1 English learners from Spain, all of them in-service police officers. Some students are extroverted, outgoing, social and open-minded, while others are more introverted and shy, but all of them are responsible and have no difficulties socializing with their peers. Students present a medium/high level of education with a notable percentage of university graduates. Their motivation is to acquire communicative competence in the English language, in both in oral and written medium, close to the B2 level of the Common European Framework of Reference for Languages, adequate to provide professional assistance to foreign people who come from English-speaking countries.

Description of the class

Lessons are scheduled for 25 to 30 learners. For a general view of the course, two weeks are needed, ten days of teaching and practicing, with a final day for general review and evaluation. The class meets five days per week, Monday to Friday, from 16:00 to 20:30. Each class lasts 210 minutes with a 30-minute break every day.

V.2.- Objectives and competences

After finishing the course, students will be able to:

- Use vocabulary related to the law enforcement field.
- Improve communicative skills in English, particularly listening comprehension and oral expression within the sphere of police interventions.
- Solve request and complaints in English.
- Report on places of tourist interest, giving advice and warnings in English.
- Formalize citations, issue traffic tickets, know road markings and traffic signs, and ask for documentation.
- Know how to describe suspects, missing persons and vehicles, and how to report an incident, giving instructions.
- Describe the police job and what an officer does. Talk about law enforcement and routine police work. Talk about responsibilities.
- Understand general messages in English that commonly take place within the police sphere of action.
- Describe images and maps, practicing oral skills.
- Know the specialized vocabulary and use of characteristic expressions of police law enforcement duties.
- Know the general phonetic aspects of the English language for better comprehension and expression.
- Improve grammatical aspects relating to the contents.
- Develop communicative skills in general.

V.3.- Recent work

Students have recently attended English language lessons through general courses which have been implemented by the School of Public Security in Andalusia and the Town Halls of their corresponding municipalities, by means of their Annual Training Plans. In these training activities, they have covered grammatical aspects such as present simple, present continuous, future with will/going to, modals with might/may + infinitive, have vs. have got, past simple vs. present perfect, some phrasal and prepositional verbs, existential there, adjectives/adverbs form and function, comparative and superlatives, countable and uncountable nouns, demonstrative and indefinite pronouns, quantifiers and use of linking words. They are also accustomed to the use of conditional and imperative sentences,

constructing questions, direct and reported speech, and the majority are familiarized with job-related contents and some police-specific language in English.

V.4.- Contents

Unit 1.- The Job of Law Enforcement

- Functions: Describing your job and what you do. Talking about law enforcement and routine police work. Talking about responsibilities. Describing basic law enforcement activities.
- Vocabulary areas: Alphabet and spelling, numbers and time, shift work, equipment, law enforcement agencies.
- Grammar: Present simple, gerund/-ing forms, positives, negatives, questions, word building.

Unit 2.- Descriptions

- Functions: Describing a person, describing suspects, citizens, vehicles, personal items, missing person.
- Vocabulary areas: Wanted, height, complexion, built, distinctive marks, facial hair, weight, dress, moustache, pale, tattoos, other distinguishing features.
- Grammar: Present simple, present continuous, past simple, pressing for information.

Unit 3.- Walking/Driving Directions

- Functions: Addressing foreign visitors, giving directions, tourist information, explaining the best way to get specific places, giving advices/suggestions/warnings.
- Vocabulary areas: Police station, places of interest, cross, bus stop, train station, block, crosswalk, on foot, driving goes, intersection, parking lot, side street, freeway, exit.
- Grammar: Conditional, imperative, use of prepositions, formulas: *"I'm looking for...", "What's the best way...?", "It will be on your right/left"*, problem-solving situations.

Unit 4.- Traffic and Vehicles

- Functions: Describing vehicles, stopping a vehicle, explaining traffic offenses and penalties, talking about capabilities, checking documents, directing traffic.
- Vocabulary areas: Types of vehicles, vehicle descriptions, parts of a car, radio telephony alphabet, vehicle and driving offences, driving licence.
- Grammar: Present continuous, reminding someone, obligation – must / mustn't, rules – have to / may / might to express consequences, requesting, ordering, apologizing.

Unit 5.- **Driving under the Influence**

- Functions: Describing drug-related offences, giving instructions to a driver, items control, dealing with a person who is under the influence.
- Vocabulary areas: Drug laws, drug classification, customs control, drug-related border checks, physical effect of drugs and alcohol, drink and drug driving, penalties.

Grammar: Comparative adjectives, superlative adjectives, prepositions of place and movement, present perfect and present continuous.

Unit 6.- **Emergency Calls**

- Functions: Emergency calls, on the phone, type of emergencies, describing an emergency, accidents, robbery, domestic violence, riots, describing injuries.
- Vocabulary areas: Describing a car accident, describing an assault, describing series of events, calming and reassuring, dealing with injuries, asking questions about an incident, dispatch, respond, code, location, back up.

Grammar: Question forms, offering assistance, past continuous, past simple, indirect speech, reporting verbs.

Unit 7.- **Antisocial Behaviour and Civil Disorder**

- Functions: Civil disorder, types of antisocial behaviour, strikes and demonstrations, dealing with crowds, tactics, policing a large event –football match, demonstration, protest march, sports event–.
- Vocabulary areas: Giving a warning, giving orders, restraining a suspect, making an arrest, describing a situation.
- Grammar: Passive voice, imperatives, warning.

Unit 8.- **Crime and Punishment**

- Functions: Type of crimes, reporting a crime, crimes against property, theft crimes, vehicle theft, crime scene investigation, inquiring, questioning, crime prevention campaigns.
- Vocabulary areas: Commending someone's action, warning a suspect, describing a theft, theft report form, forensic techniques and equipment, giving professional advice.
- Grammar: *Be going to...* for future, present perfect simple, collocations.

Unit 9.- **Providing First Aid**

- Functions: First aid guideline, first aid treatments and protocol, giving CPR (cardiopulmonary resuscitation–).
- Vocabulary areas: Parts of the body, types of injuries, first aid kits, rescue breathing, use of defibrillator, wound healing processes, drawbacks and contraindications.
- Grammar: First conditional with '*if*' '*unless*' '*provided*', '*as long as*', real/like situations, modals '*should*' and '*mustn't*' with '*be no means...*', '*under no circumstances...*'

Unit 10.- The Police Station

- Functions: The police station, organization, departments, roles and responsibilities, training manuals, protocol for action, detention centres.
- Vocabulary areas: Legal rights of a detainee –ID procedures fingerprinting, identity parades– , custody, security norms, CCTV camera system.
- Grammar: Expressing doubt, talking about cause and effect, firmly declining requests, commands and requests, gerund / -ing forms, have to / be allowed to.

V.5.- Material and resources

Internet resources, audio recordings, newspapers, articles, police official websites, brochures, reports and other supplementary material will be part of the contents for this course. The use of online dictionaries such as www.macmillandictionary.com, <http://www.linguee.com> and <http://www.oxfordlearnersdictionaries.com> will be of great help to look up the specific vocabulary. A black/whiteboard, computers, digital audio player, overhead projector for PowerPoint presentations and internet applications are also necessary to implement the language course.

V.6.- Methodology

As has been pointed out in section III.4., an essentially communicative methodology will be employed in this lesson plan. Audiolingual drills for habit formation, the use of real-world tasks and the lexical chunks prioritized by the Lexical Approach will all have a pivotal role in the development of the lessons, which will be eminently student-centred following the humanistic approach (cf. section III.4. for a fine-grained portrayal of our methodology). The activities will be carried out by means of worksheets or photocopies containing multiple choice exercises, gap-filling activities, naming items, matching pairs and word ordering, to mention a few of them. Also relevant is the creation of an adequate atmosphere in the language classroom, for it encourages students' participation and contributes to making them feel more confident to communicate with each other.

V.7.- Attention to diversity

During the implementation of teaching language, it should be noticed that all students have special needs that must be acknowledged. For this reason, the teacher may need to adapt and modify the previously prepared materials and procedures for those that better suit each student's special needs. Sometimes, learning is too complex and needs to be broken down into simpler components, from the most concrete to the most abstract. It is of paramount

importance to monitor students in order to find signs of restlessness, anxiety, lack of participation, or frustration. In this respect, the teacher should implement activities while being responsive to the differences among the students in order to promote all students' learning, appreciating the uniqueness of each person but, at the same time, mutual respect for all.

As a general rule, in order to counteract the shortcomings of diversity among the students, it is highly recommended to speak clearly and naturally, using examples or observable models, paying special attention to the key words and writing them on the board. It is also necessary to know the students, their motivations, language proficiency, learning difficulties or social skills. With all this information, the teaching implementation is more likely to avoid the common pitfalls which come from diversity among the students.

V.8.- Anticipated problems and difficulties

During the implementation of the lesson, some problems may arise, which may have to do with the activity –too short/long, too difficult/easy– or even with the students' attitude – little involvement, loss of attention, lack of interest on the topic–, to mention but a few. As a consequence, the teacher will have to make some 'on-the-go' decisions to implement alternative activities. In this respect, it is advisable to take into account the following¹²:

1. For **reading**, make sure students know their purpose and provide hints for difficulty learning English spelling conventions. Teach them to skim and scan key words, group ideas or semantic mappings to overcome the chaos of the first reading. Distinguish between literal and implied meaning and teach them to guess from context and situation. Finally, take advantage of discourse markers, as they enhance reading in an efficient way.

2. For **listening**, expose the students to several varieties of English. Use realistic, though not necessarily authentic material. Ask them to attain a general understanding, rather than try to identify details immediately. Ensure that the tape recorder or whatever audio player device can be heard in the entire classroom. Preparation is vital: teachers and students need to be prepared for possible problems, noises, accents, etc. Repeat the listening exercise when necessary, so that students can pick out the missing information or focus on language features on the tape. Engage and activate students to address a particular

¹² Taken from my *Handbook on the Four Skills*, Juan Antonio Díaz Peinado, paper for *Didáctica de las destrezas y de los componentes en Inglés*, 2013/2014.

topic before using a long tape recording, giving some introduction of the listening text and asking questions and opinions about it, to make them be properly prepared for the listening activity. Use all the available media. Find the needs, levels and interest of the students to determine the kind of listening. Take into consideration student expectations about the text they are going to listen to in order to advance some idea about the kind of activity or text they are going to hear. Check the activity first by doing it yourself or even with colleagues before administering it: make sure then the task is doable.

3. For **speaking**, encourage students to perform speaking tasks, giving room for open discussions and promote them even beyond the class. Favour doing rehearsal role-plays in real-life, when possible, in order to get the feel of communicating in the foreign language. Provide extensive feedback. Do not correct students' mistakes immediately, as this could interrupt discussions or fluent streams of utterances produced by the students and could create frustration or even sense of embarrassment in them. Prompting should be effected by the teacher when the spoken activity gets stuck or is not going smoothly. The speaking activities are due to follow the classic boomerang sequences, Engage-Activate-Study; that is, teachers should interest students by using an attractive topic. While the students do the task, the teacher watches how they do it and takes note. Finally, the students study any language issues identified by the teacher. When possible, create authentic practice activities, similar to real life. Deal with different contexts for practice in which students could broaden their vocabulary and experiential perspective. Procure scaffolding and support the students in order to make them aware of the use of appropriate vocabulary in each context, taking into account cultural or social norms. Avoid practices that could provoke anxiety in the students, although a certain challenge is favourably received. Foster the participation of the students with routines, such as greetings, how to ask certain questions, compliments, and so on. Use non-verbal communication as well, such as gestures and body movement, to hint unknown meaning of vocabulary and encourage them to do the same. Finally, try to create an adequate classroom atmosphere.

4. For **writing**, exploit in depth the topics used for writing, instead of skipping quickly from one topic to another. Make the task interesting by involving both writers and readers through meaningful arguments in which the writer tries to convince to the reader giving reasons, purposes or evidence. Make students aware that their writing is a piece to be read by someone else, and it should consequently be clear and interesting enough to be appealing. Help students during the process of writing, commenting on drafts and not

assessing errors until a certain point of the process, inducing the student to see the teacher more as a supporter and collaborative partner than as a test-giver and evaluator. Promote working in groups in order to take advantage of the knowledge and ideas that other classmates can provide in a previous stage. Do not rush students into finishing their compositions; they need enough time to think, to identify why and to whom they are writing, to gather material, make notes, observe, brainstorm, and talk to others. Finally, devise a positive way of dealing with errors; see them more as friends than as enemies and take them as a reference point to evaluate student progression.

V.9.- Procedure and timing: step-by-step planning

DAY 1 –The Job of Law Enforcement

Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1 Warm-up: HIERARCHY OF COMMANDS Identify the different ranks in a police department. Talk about responsibilities and routine police work.	T <--> Ss	Elicit ss' knowledge about the organizational structure and basic law enforcement activities.	Flashcards, true/false sentences (the teacher could bring some department organization charts)	Speaking	Ss may not be familiar with some vocabulary.	45 mins.
2 ROLES and RESPONSIBILITIES: Matching pairs, vocabulary builder.	T ¹³ <--> Ss ¹⁴	Become familiar with the Police Station layout. Reminding someone, obligation-must/mustn't rules.	Word search, complete the table activity and match phrase & meaning exercise	Reading, writing	Ss may get confused with some job-related expressions. Explain them.	45 mins.
BREAK ¹⁵						
3 UNIFORM and EQUIPMENT Complete vocabulary builder.	T <--> Ss	Acquire new vocabulary.	Blackboard, flashcards and match words & definitions	Reading, writing	If ss do not know much vocabulary, they may ask a peer or the teacher for unknown words.	30 mins.
4 Further practice on vocabulary from 1: <i>Can you think of...?</i> <i>What do you call...?</i> <i>What's the difference between...? Explain...</i>	T <--> Ss	Practice vocabulary, job-related words.	Blackboard	Speaking	Ss may not be participative. If so, give them some clues.	30 mins.
5 Follow-up: Listen to a conversation between two high-ranking officers. Ask ss for the main idea which is linked to the topic of the unit. T can ask ss the factors that are important for granting a promotion.	T <--> Ss	Identify vocabulary. Develop ss' listening skills and their cultural knowledge. Further practice on summarizing.	Youtube video, two speakers	Listening,	Student may have problems to understand everything. Repeat a second listening for gist.	30 mins.

¹³ T - Teacher

¹⁴ Ss, ss - Students

¹⁵ 30-minute break

DAY 2 – Descriptions

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	Warm up: review vocabulary	T <--> Ss	Consolidate new vocabulary	Blackboard	Reading, Speaking	Some ss may not participate. Reward participation in some way (i.e., assign a small percentage of the final mark to participation).	20 mins.
2	WANTED: What are some features that make suspects easy to recognize?	T <--> Ss	Warming up, develop oral skills	Visual aids, pictures,	Speaking,	Ss with poor vocabulary are reluctant to speak. Elicit short answers.	30 mins.
3	SUSPECTS, describing a person, physical appearance	T <--> Ss	Building vocabulary	Matching words with definitions, filling in blanks	Reading, Writing		40 mins.
BREAK							
4	READ the wanted posted, mark the statements as true or false	T <--> Ss	Develop reading skills	True false sentences	Reading	Ss may not understand some of the words of the test; use dictionaries.	20 mins.
5	ROLE-PLAYING: with a partner act out the roles of police/victim, then switch roles	S ¹⁶ <--> S	Develop oral skills, use of drills	Use of formulae: <i>Could you tell me what he looks like? Did he have...? Did you notice anything else?</i>	Speaking	Ss could use their mother tongue. Help them providing new words and expressions.	30 mins.
6	Watch a video clip of a police officer with a citizen. Check the characteristics mentioned in the conversation	T <--> Ss	Improve listening comprehension skill	Video from Youtube, internet multiple choice exercise, word gap-fill	Listening, Writing	The speakers may talk too fast. Repeat the reproduction several times.	40 mins.

DAY 3 – Walking / Driving directions

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	Warm up: WALKING/DRIVING DIRECTIONS, Is your town easy to walk around? What are the main places that tourists visit in your town/city?	T <--> Ss	Practice oral skills, learn to describe visual information.	Pictures and discussion	Speaking	Ss may use their L1. Elicit new expressions and vocabulary.	40 mins.
2	Match the words with the definitions and fill in the gaps	S <--> S	Building vocabulary to locate places	Maps, drive layouts, gap-fill exercise.	Writing, Reading		20 mins.
3	Locate the Police Station, how get your destination	S <--> S	Familiarize with walking/driving directions	Street map, filling out directions exercise	Writing	Some ss will work at varying pace. Help the slow ones.	30 mins.
BREAK							
4	Reading for information	Ss <--> T	Broaden the knowledge of traffic/road signs terminology	Match phrase & meaning, fill-in-the blank exercise	Reading, writing		20 mins.
5	ROLE-PLAYING, Act	S <--> S	Develop real	Brochures, street	Speaking	Make use of	40 mins.

¹⁶ Student to student

	out and switch the roles <i>I'm looking for..., What's the best way to...?, It will be on your right</i>		communication and interaction skills	maps		controlled language	
6	Listen to a conversation between a pedestrian and an officer	T <--> Ss	Understand and respond appropriately to different speakers	True/false statements, filling in blanks	Listening, Writing	Some proper nouns or place names may be unknown for ss. Write them on the board.	30 mins.

DAY 4 – Traffic and vehicles

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	Is this your vehicle? Listen and read the descriptions of the vehicles	T <--> Ss		Matching picture exercise	Listening		15 mins.
2	REGISTRATION PLATES, labeling terminology	S	Building vocabulary	Text, table of international radiotelephony alphabet	Reading		35 mins.
3	Take it in turns, choose a vehicle, describe it and say the registration plate	S <--> S	Practice pronunciation and attain fluency	Flashcards	Speaking	Use non-verbal communication to help	40 mins.
BREAK							
4	TRAFFIC OFFENCES and PENALTIES, write the questions you need to ask the driver, make true sentences about driving offences and penalties in your country	S	Engage – Activate - Study	Notebook, overhead projector	Writing	The expected questions may be unanswered. Prepare a series of shorter/alternative questions. Elicit answers.	40 mins.
5	Vehicle check, work in pairs, tell your partner about the car you drive	S <--> S	Differentiate between UK and US terminology	table of UK/US vocabulary for vehicle's parts, e.g. bonnet/hood	Speaking	Do not correct mistakes immediately	30 mins.
6	Listen to a UK police officer talking about driving offences and penalties	T <--> Ss	Become familiar with <i>have to / don't have to</i> and <i>may/might</i>	Digital audio player, complete the table exercise	Listening		20 mins.

DAY 5 – Driving under the influence

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	DRUGS: Complete the word-building table with vocabulary for different types of drug crime	T <--> Ss	Introduction to word class formation	Complete the table exercise	Reading, Writing		25 mins.
2	Read the text about drugs classification and match the lists of drugs with the correct category. Complete the definition	T <--> Ss	Use of comparatives and superlatives	Text, gap-fill exercise	Reading	Ss can make mistakes for language transfer from their L1.	25 mins.
3	Work in pairs, discuss different situations of drug possession, offence, penalty, medical treatment, etc.	S <--> S	Prompt heating debate to practice drug-related speaking	Panel with different drug situations	Speaking	Ss may not know <i>how</i> to say. The teacher will be prepared to prompt when necessary.	40 mins.
BREAK							

4	Driving UNDER THE INFLUENCE, match the words with the meaning	S	Familiarize with drug effects vocabulary	Text, matching word-definition exercise	Reading	Ss might not know much vocabulary	20 mins.
5	Work in pairs, discuss questions of drink-driving limits	S <--> S	Use of prepositions and present continuous	Campaign poster	Speaking	Some ss tend to use their L1. Provide expressions.	25 mins.
6	Watch a documentary on drug-related crime	T <--> Ss	Know the English terms for trafficking	Broadcasting program from the internet, multiple choice exercise	Listening		45 mins.

DAY 6 – Emergency calls

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	Warm up: Label the EMERGENCY SERVICES with these words	T <--> Ss	Introduce the topic	Pictures, match picture & word exercise	Reading		20 mins.
2	What a police DISPATCH CONTROLLER can say to reassure a caller	S <--> S	Learning calming down expressions	Rearrange the words to make sentences exercise	Reading, Writing	The expected questions may be unanswered. Elicit answers.	30 mins.
3	Listen to an emergency call, complete details in the police control centre	T <--> Ss	Develop abilities to accurately receive and interpret messages	Audio recording, complete the table exercise	Listening,	Too much background noise. Provide the script at the end.	20 mins.
4	Read the extract from a police blog and discuss standards of priority for emergency situations in pairs	S <--> S	Promote oral communication	Police blog	Speaking	Ss might not know much vocabulary. Provide examples.	20 mins.
BREAK							
5	Describing an ASSAULT, VIOLENCE against the person	T <--> Ss	Work with past continuous tense	Match beginning & end of sentences	Reading		20 mins.
6	ROLE-PLAYING in class, practice the emergency call	Ss <--> Ss	Improve skill-getting and skill-using information	Realia, telephone, headphones, dispatcher desk	Speaking	Ss may feel embarrassed. Try to lower the affective filter.	30 mins.
7	ROAD TRAFFIC ACCIDENT, complete the descriptions of accidents	T <--> Ss	Word building vocabulary, types of injuries	Making questioner exercise	Reading, Writing	Some ss will work at varying pace. Ask them to show the class.	40 mins.

DAY 7 – Antisocial behaviour and civil disorder

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	PROTECTIVE EQUIPMENT, read the text and label the pictures	S <--> S	Broaden the vocabulary for police equipment	Flashcards, match word & pictures exercise	Reading, writing	Ss do not know much of the vocabulary. Use a dictionary.	20 mins.
2	Read the text for civil unrest and ILLEGAL DEMONSTRATION of a crowd of people and fill in the table	S	Develop reading skills	Word-building table exercise	Reading	Ss may feel confused. Explain the new vocabulary.	30 mins.
3	Discuss with a partner, different types of CIVIL DISTURBANCE	S <--> S	Improve oral skills and pronunciation	Classification panel, e.g. riots, disruption to traffic, chaos	Speaking	Ss may not be able to produce the proper expressions.	40 mins.
BREAK							

4	Read the RIOT POLICE INTERVENTION REPORT	S	Scanning for relevant information	Reading for information text. True/false sentences	Reading	30 mins.
5	Read about what happened next	S <--> S	Distinguishing past types of tenses	Allocating paragraph exercise	Reading	30 mins.
6	Listen and respond to the video UNDER ARREST	T <--> Ss	Identifying passive voices and imperatives, "Miranda" warning	Gap filling in a word map exercise	Listening	Ss may not be able to recognize all the structures. Provide the script. 30 mins.

DAY 8 – Crime and punishment

Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	Warm-up: Review this set of crime-related verbs and create a list of suggestions for a crime prevention guide, e.g. anticipate, recognize, lock, secure	Ss <--> Ss	Revision of conditional use an future tense	Panel, Ranking table exercise	Writing	Some verbs present morphological similarities between the L1 and L2 that confuse ss. Check false friends on the online dictionary. 35 mins.
2	Read the CRIME PREVENTION brochure for tourists and mark the statements as true or false and match definitions	S <--> S	Word building vocabulary	Brochure, true/false statements exercise, match the words with the definitions activity	Reading	30 mins.
3	Preserving CRIME SCENES, what officers can do to protect evidences	Ss <--> Ss	Practice oral skills	Photographs, blackboard	Speaking	Some students do not participate. Engage them with experiences they have lived. 25 mins.
BREAK						
4	DO NOT CROSS, POLICE LINE, match the words with the definitions and fill in the blanks with the correct words	T <--> Ss	Word building, vocabulary and use of conditionals	Officer's manual	Reading	20 mins.
5	Role-playing, MAKING AN ARREST	S <--> S	Pronunciation drilling	Translated version the Spanish rights on LECRIM ¹⁷ and USA "Miranda" Rights	Speaking	L1 transference to L2 makes ss produce errors, e.g. detener / arrest, plead / /declararse 40 mins.
6	Listen and respond to the video of an officer stopping a vehicle for a SEARCH	T <--> Ss	Improving listening comprehension skills	Video from the metropolitan police website, gap-filling exercise	Listening	The officer speaks too fast. Help with the script at the end. 30 mins.

DAY 9 – Providing first aid

Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	ROAD TRAFFIC ACCIDENT, describe cause-effect conditions on the accident	T <--> Ss	Word building, vocabulary	Accident investigation report, complete the table exercise	Reading, Writing	The expected questions may be unanswered. Prepare a series of 25 mins.

¹⁷ Art. 520 of the Spanish "Real Decreto de 14 de septiembre de 1882, aprobatorio de la Ley de Enjuiciamiento Criminal".

	investigation report					shorter/alternative questions.	
2	Identify types of accidents and causes	S <--> S	Learn to describe visual information	Flashcards, visual scenes, overhead projector	Reading		30 mins.
3	INJURIES, classify them	T <--> Ss	Introduction to first aid vocabulary	Images, complete the table exercise	Reading	Ss might not know much about injuries in English. Allow them to use online dictionary.	35 mins.
BREAK							
4	Undesirable events, recapitulate the story	Ss <--> Ss	Learn to summarize, develop oral skills	Newspapers, internet magazines	Speaking	Ss may not know how to link a chain of events. Prompt with appropriate linkers.	35 mins.
5	Match the unfortunate calamities with a suitable title	S	Improve reading comprehension skills	Newspapers, allocating paragraph headings	Reading	Ss may feel confused with some headlines.	20 mins.
6	Watch the documentary about first aid kits and use of defibrillator	T <--> Ss	Use of conditional and modals <i>should</i> and <i>mustn't</i>	Video of health and safety training & education from the American Red Cross website	Listening	Ss may not be able to understand some expressions and technical vocabulary. Provide the script at the end.	35 mins.

DAY 10 – The Police Station

	Activity	Grouping	Objective	Aids/ materials	Language skill	Problems / Solution	Time
1	Warm-up: Label the different PLACES in the police station	T <--> Ss	Word building, vocabulary	Flashcards, floor layouts, word-shower exercise	Reading	New vocabulary is presented. Ask ss to use monolingual dictionaries.	30 mins.
2	Match these sentences in the appropriate way	S	Recognize the use of gerund (-ing), <i>have to</i> / <i>be allowed to</i> forms	Match beginning & end of sentences exercise	Reading		35 mins.
3	DUTIES, listen different officers who work in the police station. Write the job of each one.	T <--> Ss	Identify roles and responsibilities	Wall chart of duties	Listening	The officers' accent is quite strong. Repeat the listening and make the expressions clear.	35 mins.
BREAK							
4	SUSPECT'S RIGHT in custody, read the text and answer the questions	S	Work with modal verbs should, must, have to	Questionnaire, complete the table about what they have/don't have the right to do	Reading, Writing		25 mins.
5	Work in pairs, What special PROCESSES should be followed to take detainees into custody	S <--> S	Improve oral skills, mostly pronunciation	'Booking in'. Police manual to support speaking.	Speaking		30 mins.

6	Listen to the different IDENTITY PROCEDURES and respond	T <--> Ss	Notice the differences between UK/US vocabulary, e.g. solicitor/ lawyer/attorney, parade/lineup	Fingerprinting method, Identity parade/ police lineup manual	Listening	Video breakdown, have alternative sources, e.g. manuals, slides.	35 mins.
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V.10.- Evaluation

The Andalusian normative “Orden de la Consejería de Gobernación de 18/03/96” establishes that the student’s assessment will be based on a final test to certify global attainment. In this sense, the evaluation will factor in different aspects with different weights through the following tests:

- A written text, closely related to the contents, with a multiple-choice exercise and a gap-filling or cloze activity to assess grammar and lexical competence. This test accounts on 20% of the final grade.
- A reading comprehension test linked to a writing exercise to measure the proficiency level acquired, which provides 20% of the global assessment.
- A speaking test to evaluate both global achievement and specific criteria such as pronunciation and discourse management, to mention but a few. This test accounts for 25% of the evaluation.
- A listening exercise in which an audio recording, very similar to those worked on in the lessons, which will be played to test the listening comprehension skill. This exercise accounts for 25% of the global mark.
- Attendance and participation will contribute to 10% of the final assessment. As stated in the aforementioned normative, it is obligatory to attend at least 90% of the lessons to obtain the completion certificate.

The following table contains the specific criteria that are going to be considered in our evaluation:

PROCEDURE/ ASPECT	CRITERIA	INSTRUMENT	WEIGHT
Attendance and participation	- Assiduous attendance to and active participation in class and its different activities.	- Teacher observation record of participation and attendance.	10%

PROCEDURE/ ASPECT	CRITERIA	INSTRUMENT	WEIGHT
Mastery of theoretical and practical concepts of the subject	- Doublefold marking scheme for the more subjective writing and speaking (bands and scales system) Writing: => General impression marking scheme => Task specific marking scheme: + Mechanics (spelling and punctuation) + Content + Organization and cohesion + Range + Accuracy + Appropriacy of register and format + Target reader	Written test	20%
	Speaking: => Global achievement => Specific criteria: + Grammar and vocabulary + Discourse management + Intelligibility + Fluency + Informativeness + Repair skills + Task completion	Oral test	25%
	- Objective scores obtained through the listening part of the exam. Listening: Scores are determined by the number of correct answers, which is converted to a scaled score. Ranging from accurate/full understanding, rare errors, only occasional errors, some errors and frequent errors.	Listening test	25%
	- Objective scores obtained on the grammar, and vocabulary, reading part of the exam. Reading: => Task achievement and response => Specific criteria: + Coherence and cohesion + Lexical resource + Grammar range & accuracy	Reading test	20%

VI.- CONCLUSION

The present BA dissertation has set forth an original teaching proposal, *Teaching English for Law Enforcement to Police Officers*, by presenting a course of English for Specific Purposes anchored within the field of Applied Linguistics.

The institutional framework which acts as the broader backdrop to this proposal has been awarded considerable importance in the initial section of this dissertation. Section II has thus canvassed the recommendations and guidelines that major institutions, such as the Common European Framework of Reference for Languages and training centers –Police Academies– establish for these teaching programs, while at the same time trying to respect the state, regional and local directives of other, also concerned, public educational institutions.

Within the curriculum, in Section III, needs analysis has played a crucial role since it serves as a point of departure for all the subsequent aspects of the teaching programme. This analysis has been based on the target situation and has provided the necessary information to determine the appropriate syllabus of contents and methodology that better meet target learner needs, once an attainable set of goals and objectives has been established. This syllabus arises from the author's decision in the light of an appropriate assessment of the communicative needs. As a result, spoken language and listening comprehension skills take priority here, since this attainable set of objectives and learning needs have suggested a communicative approach.

To illustrate this educational initiative, Section V has presented a model of the teaching guide proposal that has *de facto* been addressed to different departments of the Public Administration. Indeed, it has already been submitted in the real hope that it is going to be accepted by the School of Public Security and implemented in the near future.

A realistic lesson plan has been also included in Section VI in order to offer a detailed description of the learning trajectory followed during the lessons. This lesson plan has foregrounded the shortcomings and problems that learners may encounter during the lessons and anticipated possible solutions.

Thus, the present proposal intends to contribute to the pedagogical design of teaching English courses for law enforcement professionals. The orientation of the English Studies Degree towards this specific implementation illustrates how two seemingly unrelated matters –police professional background and Applied Linguistics for teaching English– successfully

conflate to result in a product that comes to fill a much-needed niche in the field of teaching specialized English for job-related purposes. To be more specific, heretofore there are no courses of specialized English for Law Enforcement at this level of specialization, at least in Spain, hence the contribution of this learning project. It is our hope that it will pave the way for future proposals of this nature, which are pivotal in order to equip law enforcement forces with the tools they need to successfully step up the challenge of an increasingly globalized and multilingual working environment.

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