

## PUBLIC ORDER POLICE IN SPECIALISED POLICE ENGLISH LANGUAGE EDUCATION

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**Abstract** *The Department of Police Sciences at the Academy of the Police Force in Bratislava is one of the key departments that provide education and training in the central subjects preparing students for their future law enforcement occupation. Covering theoretical, practical and legal aspects of the performance of public order police activities in the field of road safety, security of premises, responding to reports of crimes, dealing with public disorder, police canine service and other related issues makes it one of the most complex fields in police education. The Department of Foreign Languages of the Academy of the Police Force in Bratislava has reflected the topics related to public order police in its specialised police English textbook – English for Police I – in several chapters, thus providing the students with the necessary material to gain and extend their knowledge of the related specialised lexis as well as language skills. The present article provides an insight into the relation and reflection of the key police subjects in the English language textbook designed for the students of the Academy of the Police Force.*

**Keywords:** *public order, public order police, English language, ESP, textbook*

### Introduction – explanation of terms

Before explaining the process of building the textbook for English for specific purposes (ESP) used by the Department of Foreign languages at the Academy of the Police Force in Bratislava for teaching specialised English, let us provide the background to building the specialised English language units on the topics related to the Slovak public order police service.

The service of the public order police is one of the key services of the Police Force of the Slovak Republic. Its mission is to carry out tasks which ensure the maintenance of public order and its restoration at times when it is disturbed by criminal activity. The term *public order* is largely used in legal and policing contexts, but also discussed in academic sources. However, there are not many definitions or explanations of what *public order* as such is. It stems from the fundamental word *order* which is defined in recognised English language dictionaries as:

- a controlled state; the state that exists when people obey laws, rules or authority (Oxford dictionary)<sup>1</sup>
- correct behaviour; a situation in which rules are obeyed and people do what they are expected to do (Cambridge dictionary)<sup>2</sup>
- a peaceful or harmonious condition of society (Dictionary.com)<sup>3</sup>

<sup>1</sup> Oxford Learner's Dictionaries. Online at [https://www.oxfordlearnersdictionaries.com/definition/english/order\\_1?q=order](https://www.oxfordlearnersdictionaries.com/definition/english/order_1?q=order)

<sup>2</sup> Cambridge Dictionary. Online at <https://dictionary.cambridge.org/dictionary/english/order>

<sup>3</sup> Dictionary.com. Online at <https://www.dictionary.com/browse/order>

The definition of *public order* by the United States Institute of Peace states that “public order is a condition characterized by the absence of widespread criminal and political violence, such as kidnapping, murder, riots, arson, and intimidation against targeted groups or individuals. Under this condition, such activity is reduced to an acceptable minimum, perpetrators are pursued, arrested, and detained, and the local population—no matter which party to the conflict they may belong to—is able to move freely about the country without fear of undue violence.”<sup>4</sup>

Another definition coming from the South African National Instruction of 2014 for the Public order police: Crowd management during public gatherings and demonstrations, which in the section of definitions provides: “Public order means the state of normality and security that is needed in a society and that should be pursued by the state in order to exercise constitutional rights and to thus benefit a harmonious development of society.”<sup>5</sup>

When looking for the definition of public order in the context of the UK, the term is applied widely, however, definitions or explanations are hard to find. It is used extensively in collocations such as *public order offences*, or *public order disturbances*, *Public Order Act*.

The UK Public Order Act 1986 stipulates the offences which may be charged under this act, such as riot, affray, violent disorder, harassment and others.<sup>6</sup>

*Public order* in Slovakia is a legally vague concept. Its definition does not appear in the legislation, however, it is used in the law (Act No. 300/2005 the Criminal Code, Act No. 171/1993 on the Police Force, Act No. 404/2011 on the Stay of Foreigners etc.). Authors agree that the concept is rather complex and therefore very difficult to define.

Augustín (2013) explains *public order* as a state created by harmonising the social relations between individuals, groups and the society. The author states that it is a complex socio-political, psychological, moral, social and legal category where the needs of the society and the individuals overlap. Public order is regulated by legal standards that create the framework for the functioning of all units and institutions taking part in creating, maintaining and restoring of public order. That means that observation of the rules of public order is a result of observing the laws which regulate public order and secure the protection of the constitutional system, life, health, property and the rights and freedoms of the citizens.<sup>7</sup>

Public order is therefore the background and the goal for the work of the police.

## Tasks and mission of the Police Force

The legislative background for the work of the Police Force is Act No. 171/1993 on the Police force as amended. The Police Force is an armed security force which carries out the tasks in the area of public order, security, fight against crime including its organised forms and international forms as well as tasks following from the international commitments of the Slovak Republic. The Police Force is in its activities regulated by the Constitution, constitutional laws, laws and other generally binding legal regulations and international treaties by which the Slovak Republic is bound. The Act No. 171/1993 on the Police Force stipulates the tasks of the Police force as follows:

<sup>4</sup> United States Institute of Peace. Public Order. Online at <https://www.usip.org/guiding-principles-stabilization-and-reconstruction-the-web-version/rule-law/public-order>

<sup>5</sup> National Instruction 4 of 2014 Public Order Police: Crowd management during public gatherings and demonstrations. p. 3. Online at <https://protestguide.org.za/national-instruction.pdf>

<sup>6</sup> Public Order Act 1986. Online at <https://www.legislation.gov.uk/ukpga/1986/64>

<sup>7</sup> Augustín, P. 2013. Poriadková polícia. Akadémia PZ. Bratislava. p. 31-32.

- Protection of fundamental rights and freedoms, mainly the protection of life, health, personal freedom and security of persons and protection of property
- Detection of criminal offences and offenders
- Detection of tax evasions, illicit financial operations, money laundering and financing of terrorism
- Investigation and summary investigation of criminal offences
- Fight against terrorism and organised crime
- Providing protection of to the President of the SR, Speaker of the Parliament, the Prime Minister and other designated persons
- Provides protection to the diplomatic missions and designated premises
- Protects the state border of the SR
- Participates in maintaining and restoring public order
- Supervises the safety and fluency of road traffic and directs traffic
- Detects minor offences and the offenders, carries out investigation into the offences
- Searches for persons and objects
- Provides protection to witnesses at risk and protected witnesses
- Carries out forensic activities
- Provides protection to civil aviation
- Reports the breach of alcohol prohibition by a minor (younger than 15) or a juvenile person (younger than 18) to the municipality
- Supervises the safety and fluency of rail traffic in the railroad areas
- Detects and investigates the causes of risk to the safety and fluency of road traffic in the railroad areas
- Provides security to rail transport of nuclear materials and other special materials and devices in cooperation with transport companies.

The Police Force consists of the service of criminal police, financial police, **public order police**, traffic police, railway police, premises protection service, border and foreign police, SWAT team, service of protection of designated persons and inspection service. The Institute of Forensic Science is also part of the Police Force in the Slovak Republic.<sup>8</sup>

### **Public order police service**

As follows from above, public order police service is one of the services of the Police Force. It is the most numerous police service and the number of public order police officers accounts for approximately a half of all Police Force personnel. This police service may be seen as the dominant one as it carries out a particularly wide range of tasks. It is also the contact point between the police and the citizens – as it carries out its tasks publicly and transparently wearing the police uniform. This principle obliges the officers to perform their tasks responsibly to create to a positive public image and contribute to the credibility of the Police Force.

In terms of structure and organisation, the public order police section is part of the Police Force Presidium. The Section of Public Order Police is divided into departments of public order police, department of supervision over municipal police and the river patrol department. The Section of Public Order Police at the Presidium has a managerial function and is in charge of

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<sup>8</sup> Act No. 171/1993 on the Police Force – Zákon 171/1993 o Policajnom zbore – Online at <https://www.zakonypraeludi.sk/zz/1993-171>

eight regional directorates (Bratislava, Trnava, Nitra, Trenčín, Žilina, Banská Bystrica, Prešov, Košice) of the Police Force, particularly their public order police sections.

The regional directorates are in charge of 53 district directorates (in district towns). These are further in charge of the local police departments and police stations in smaller towns and villages in their territory.

As has been mentioned, one of the characteristic features of the service is its immediate contact with the public. By protecting the public order and fight against crime, by performing a complex set of tasks in the given territory, it is one of the most important police services and creates conditions for the work of the other police services.

As stipulated in the Regulation No. 80/2018 of the Presidium of the Police Force on the basic units of the public order police service of the Police Force, the basic units of the public order police service are

- Local police departments
  - Emergency motorised units.
- Other units of the public order police service include

- River patrol department
- Special response teams

There are also units belonging to other specialized sections of the public order police service, such as:

- K-9 service
- Departments of documents.

Units participating in public order protection also include

- Mounted police
- Riot units
- Railway police.<sup>9</sup>

The **local police departments** (local PDs), or police stations are the fundamental and the key units of the public order police service. It is because the citizens who need to communicate with the police force regarding any problems, incidents or seek help or advice, they most frequently turn to the officers at the local police departments. They either arrive at the station in person, or report an incident and the police arrive at the scene. The range of tasks the local police departments have to perform is wide. The protective function in the territory of the local PDs includes the protection of public order, fight against crime, supervising the safety and fluency of road traffic, dealing with minor offences, border areas control etc. The public order is protected mainly through the protection of persons and property, especially protection from damage and thefts, dealing with disruptions of public order, taking measures for its restoration especially in large public, sports and cultural events, preventing disruptions to civil coexistence and supervising the measures taken for the protection of the natural environment. The area of fight against crime includes interventions against criminal offenders, detection of crime, gaining knowledge on criminal activities and offenders, prevention of cross-border crime, searching for persons and offenders. The detection of crime is carried out mainly by the search performed by the officers, by obtaining information from natural persons, legal persons, municipalities and institutions or from their own records.

Another important, the so-called basic unit of the public order police services is the **emergency motorised unit**. It is a specialised unit created to perform certain tasks of the public order service in the form of patrol service in the designated territories and locations. Its main

<sup>9</sup> Kočan, Š., Löffler, B., Zámek, D. 2013. *Poriadková polícia*. p. 104-105

purpose is to perform an active preventive and repressive fight against crime committed in the streets.<sup>10</sup>

All these activities and responsibilities of the public order police service and its individual units determine the activities and contents of the curriculum of the Department of Police Sciences which teaches all the related subjects at the Academy of the Police Force in Bratislava.

The Department of Police Sciences is one of the profiling departments At the Academy of the Police Force in Bratislava. The subjects covered by the department and the activities of the department are in line with the requirements resulting from the profile of the Academy graduate and the requirements arising from the profile of a police officer for individual functions in police services. The focus is on the subjects and professional development of knowledge in the areas of public order and traffic police, protection of premises, security technologies and service cynology (K-9 departments) and hippology (mounted police). The education also covers the work of the basic units, work in communities, protection against domestic violence, detection of offences and their perpetrators and supervision of road safety etc.

All of the above information on public order, public order police and the fact that these are taught by the Department of Police Sciences served as our background and source of key information to be included in our ESP textbook.

### **English for Police I (2021)**

The Department of Foreign Languages of the Academy of the Police Force in Bratislava carries out foreign language teaching in the study field Security Sciences in the study programmes of Security and Legal Protection of Persons and Property and Security and Legal Services in Public Administration at the Bachelor's and the Master's level of study. The foreign languages are taught in the subjects aimed at providing specialised English language where the content reflects the needs of the study programmes and the Police force, Ministry of the Interior and other related fields. One of the foreign language subjects is the compulsory subject *Professional Communication I and II*, which is provided in the full-time Bachelor's study programmes to the 2<sup>nd</sup> year students of Security and Legal Protection of Persons and Property and Security and Legal Services in Public Administration. There are 36 lessons in the third semester and 48 lessons in the fourth semester available for this subject.

As specialised study literature covering the security and legal subjects in our territory is generally absent, the development of materials for the teaching of specialised English language is in the hands of the Department of Foreign languages of the Academy of the Police Force. Since 2011, the English language was taught using the textbook *English for Police (2011)*, or its revised version of 2012.<sup>11</sup> The publication focused on the specialised language and required the target audience to be at least at B2 CEFR level of language competency. The individual units were compiled to cover the matters of the police services, basics of the criminal law and crisis management. The textbook effectively served its purpose, however, the changes in the society and in the Police Force, new facts emerging in the area of criminality, fight against crime, international cooperation as well as organisational changes in the structures of the Ministry of Interior required consideration on these facts and updating of the teaching materials. Based on these needs a new textbook – *English for Police I* by authors Binderová, Ferenčíková and Nováková (2021) – for teaching English for specific purposes (ESP) was created and has

<sup>10</sup> Ibidem. p. 112-116

<sup>11</sup> Nováková, I., Ferenčíková, P. 2011. *English for Police*. Bratislava. Akadémia PZ. ISBN: 978-80-8054-510-9, Nováková, I., Ferenčíková, P. 2012. *English for Police*. Plzeň. Aleš Čeněk. ISBN: 978-80-7380-406-0).

been used for teaching specialised English in the subject *Foreign language I – Professional Communication I and II – English language* since 2021/22.

### Needs analysis and the materials design

The teaching of specialised English language which is also denoted as English for specific purposes (ESP), is an approach to language learning based on the learner need.<sup>12</sup> The learners of ESP are adult students learning the language for the purpose of their profession and more effective work in international cooperation. In our case the need of the learners is to gain knowledge of specialised English language for the purposes of the police and other related areas. The study of specialised English language requires a certain level of competence in the foreign language on which the students can build their specialised vocabulary or extend the knowledge in the specialised language. According to Čuriová (2016)<sup>13</sup> it is motivating to interconnect the knowledge of the field of study with the foreign language learning – what students learn in the English language classes they can apply in their main field of study (e.g. Security Services) and vice versa – the knowledge gained in the professional subjects improves their ability to acquire the foreign language. The professional knowledge gives the students the context necessary to acquire and understand the specialised English.

With regard to the basic characteristics of ESP teaching it was necessary to take into account the current needs of the police practice as well as the linguistic needs of the students in creating the contents of the *English for Police I*, and thus create a work that would enable the students to acquire specialised English language usable in their future occupation. According to Dobiášová (2019) the specifics of the foreign language teaching to (future) police officers follow from the fact that there is a rising number of foreigners in our territory.<sup>14</sup> Nováková (2018) specifies that foreign language communication is necessary also for correct e-mail communication, phone calls, one-to-one conversation etc. Police officers should understand specifically oriented text, understand the information provided orally and join formal as well as informal discussions. Therefore, the language training at the Academy is aimed at professional topics such as the structure and mission of the Police Force, Ministry of Interior, criminal law, police services and other related topics.<sup>15</sup>

As part of the analysis of needs, the team of authors carried out a survey among students of the Academy of Police Force. The aim was to identify their needs within specialised foreign language and then reflect them in the creation of the new textbook of specialised English language. The respondents of the survey were 114 students of the 2<sup>nd</sup> year of Bachelor's studies in the study program Security and Legal Protection of Persons and Property (69.3 %) and Security and Legal Services in Public Administration (30.7 %). The students answered questions about the importance of language skills as well as professional knowledge in foreign language study. The responses were carried out on a five-degree scale – very important, important, partially important, less important and least important.

In the first question, the survey looked at priorities in the language skills among the students. The students marked their priorities in five language skills: speaking, oral interaction, writing, reading comprehension and listening comprehension. The most respondents identified the independent speaking skill as very important (71 students). Oral interaction (60

<sup>12</sup> Hutchinson T., Waters, A. 2010. *English for Specific Purposes*. p. 19

<sup>13</sup> Čuriová, H. Úlohy učiteľa a študentov vo vyučovaní ESP. Online at: <https://www.pulib.sk/web/kniznica/elpub/dokument/Gogova1/subor/Curiova.pdf>

<sup>14</sup> Dobiášová, A. 2019. *Rozvoj jazykovej gramotnosti u policie*. p. 165

<sup>15</sup> Nováková, I. 2018. *Analysis of ESP in the Context of Rapid Border Teams*. p. 250

respondents) was also very important. 63 students identified reading comprehension as important, 59 students marked listening comprehension and 57 students marked writing as important.

Another question asked: *The subjects of which department do you consider important for the study of the English language?* Students had the opportunity to identify more options. The top five places were the subjects of the Police Sciences Department (56.3 %), Criminal Law Department (50.9 %), Criminal Police Department (46.4 %), Investigation Department (41.1 %) and European Integrated Border Management Department (36.6 %)

In the last question we focused on identifying the expected use of the professional English language in their professional practice. The assignment was *Mark the subjects whose professional focus and terminology should be reflected in professional foreign-language classes in view of the possible needs of your future professional position.* Marked as the most important were the subjects of Border and foreign regime, Substantive criminal law, Criminalistics, Operative-search activity and Constitutional law of the Slovak Republic.<sup>16</sup>

The results of the survey among students and the needs of police practice, which were consulted with experts, were considered in the design of the content framework of the textbook. The final content of the textbook consists of 28 lessons that provide topics for two semesters of the study. Their thematic focus includes activities of the Ministry of Interior, Police Force, individual police services, international police cooperation, provides information on substantive and procedural criminal law, as well as information on different types of crime. The specific titles of the units are:

- *Ministry of Interior*
- *Police Force of the Slovak Republic*
- *Police Recruitment and Training*
- *Police Services*
- *At a Police Department*
- *Police Uniform*
- *Policing in English-speaking Countries*
- *Criminal Code – General Part*
- *Criminal Code – Special Part*
- *Code of Criminal Procedure I*
- *Code of Criminal Procedure II*
- *Description of a Person*
- *Crisis Management in the Slovak Republic*
- *Fire and Rescue Corps*
- *Criminal Police*
- *Cyber crime*
- *National Crime Agency*
- *Organised Crime*
- *Interrogation*
- *Criminology*
- *Border and Foreign Police*
- *Traffic Police*
- *Traffic Police – Rules of the Road*
- **Public Order Police**
- **Public Order Police – Dealing with Offences**
- **Section of Cynology and Hippology**
- *International Police Cooperation – EUROPOL, INTERPOL*
- *International Police Cooperation – FRONTEX, CEPOL*

Hutchinson and Waters (2010) suggest several principles in designing ESP materials, such as:

- a) Materials provide a stimulus to learning. Good materials encourage the learners to learn, therefore they should contain interesting texts, enjoyable activities,

<sup>16</sup> Ferenčíková, M. 2021. *English for Police I – parametre zostavovania aktuálnej učebnice odborného anglického jazyka pre potreby polície.* p. 81

opportunities for learners to use their existing knowledge and skills and content which the learners and teachers can cope with;

- b) Materials help to organise teaching-learning process. Good materials provide a clear and coherent unit structure which will guide the teacher and learner through various activities in such a way as to maximise the chances of learning. The material should be clear and systematic, but flexible enough to allow for creativity and variety;
- c) Materials should reflect what the author/teacher thinks and feels about the learning process, in other words, they should reflect what the teacher believes will work in the classes;
- d) Materials reflect the nature of the learning task. The tasks may be complex, but should be manageable;
- e) Materials could introduce the teachers to new techniques;
- f) Materials provide models of correct and appropriate language use.

Moreover, the authors provide a model for designing ESP materials which consists of the *input, content focus, language focus* and *task*.<sup>17</sup>

Respecting the above-mentioned principles, we created a uniform structure of the units in the textbook, which consists of the following parts:

- |                       |  |
|-----------------------|--|
| • <i>In this unit</i> | • <i>Reading comprehension</i>           |
| • §                   | • <i>Vocabulary</i>                      |
| • <i>Warm up</i>      | • <i>Speaking / Writing / Discussion</i> |
| • <i>Reading</i>      | • <i>Glossary</i>                        |

Every unit begins with brief information on what will be covered in the lesson (*In this unit*). Under Section (§), the related legislative information is provided – the name of the law related to the subject, a specific section from the law, or the definition of the phenomenon that is the subject of the lesson. The *Warm up* part allows the students to explore the topic through initial discussion questions, brainstorming, or by familiarising themselves with new vocabulary, which will be further used in the main text of the lesson. The text, *Reading*, is central to every lesson. It provides the students with professional information, is a source of professional lexis and provides a starting point for further activities and work with vocabulary. Binderová (2017) states that a well-chosen professional text contributes significantly to the motivation and stimulation of learners of a professional foreign language. The text in the unit may be of various lengths, or there can be multiple texts if they are shorter. Binderová adds that the text should be a challenge for students, but a challenge at their level of language competency.<sup>18</sup> Taking this into account, our texts were selected or modified to an appropriate level. In some units, the text also includes an activity to fill in vocabulary or match pieces of information. Each text is followed by an exercise to verify the students' understanding of the text they have read (*Reading comprehension*). It can take the form of open questions, exercises with statements that are true or false based on the reading, or an exercise verifying the meaning of the vocabulary. The *Vocabulary* section contains exercises to work with the lexis from the text, but they can also be the source of other relevant expressions. Visual material (assigning images to words, describing pictures...) is often used in this section, which also contributes to the diversity of exercises and the stimulation of learners. The final part of the lessons includes activities focused on the student own production. This can be a stimulus for speaking on a topic (*Speaking*),

<sup>17</sup> Hutchinson T., Waters, A. 2010. *English for Specific Purposes*. 2010. p. 107-108

<sup>18</sup> Binderová, M. 2017. *Učebné stratégie v práci s odborným textom*. p. 166



writing, creation of mini projects on a relevant topic, discussion and others. The unit is always closed by a list of vocabulary related to the topic (*Glossary*).

### Public order police units

The particular units related to the public order police service are the ones in bold and underlined in the content of the book presented above (*Public Order Police, Public Order Police – Dealing with Offences, Section of Cynology and Hippology*).

Working on the units required familiarisation with both the work of the public order police and its individual departments as well as identifying the required language and terminology in the English language. The contents and identifying the essential facts to be covered in the limited space were discussed with the experts at the Department of Police Sciences who were able to provide a deep insight into the work of the police, as well as to provide guidance when it was necessary. The consultations with the Police Sciences Department were especially valuable for identifying the most important pieces of information and providing guidance in finding the relevant sources (legislation, literature etc.) for creating the contents. Our main sources of information were the following:

- Act No 171/1993 on the Police Force as amended
- Regulation No. 80/2018 of the Presidium of the Police Force on the basic units of the public order police service of the Police Force.
- Kočan, Löffler, Zámek. 2013. Poriadková polícia (*Public order police*)
- Augustín, P. 2013 Poriadková polícia (*Public order police*)
- Relevant parallel texts in the English language: e.g. Public Order Act 1986
- Consultations with experts at the Police Sciences Department

The procedure which we followed corresponds with the model of materials design suggested by Hutchinson and Waters (2010) and can be summarised in the following steps:

**Table 1 Model of materials design.** *Source: author*

1. Identifying the sources of information,	<i>Input</i>
2. Selecting the information to be included in the units	
3. Consultation and cross-checking with the experts at Police Sciences Department of the Academy of the Police Force	
4. Building the unit in the pre-defined structure (details below)	<i>Content focus</i>
5. Identifying, collecting and creating relevant visual material	
6. Adjusting the reading text and the lexical items for the language competency level and the needs of the ESP lesson	<i>Language focus</i>
7. Summarizing the key vocabulary of the unit	
8. Creating exercises for: – comprehension checks for reading assignments, – practicing the relevant terminology, – developing the language skills (reading, speaking, writing)	<i>Task</i>

Samples of the textbook units and the descriptions of how the specialised information on public order police was incorporated in the contents of the units can be found in Figures 1 – 4 below.

### PUBLIC ORDER POLICE

**In this unit:**

- Public order police – structure
- Public order police – units
- Public order police – responsibilities

**§**

*Regulation No. 80 of the Presidium of the Police Force on the basic units of the service of the public order police of the Police Force*

**Article 1**

*A basic unit shall be the local department of the Police Force and the emergency motorised unit of the Police Force.*

**Warm up**

**1 Match the pictures with their English translations below. Discuss the hierarchical order of the organisational parts of the Police Force.**

1. ....

2. ....

3. ....

4. ....

a. Regional directorate	b. Presidium of the Police Force
c. Local police department	d. District directorate

**2 Discuss the questions.**

- Where do you come from? Where is your nearest local police department situated? Which district / regional directorate does it fall under?
- What do you think are some of the most common problems / offences that people report to the local police departments?
- What is the purpose of the emergency motorised units?

**Reading I**

**3 Read the text and fill in the headings.**

STRUCTURE	TASKS	UNITS				
<b>PUBLIC ORDER POLICE</b>						
<p>The service of the public order police is one of the basic services of the Police Force. It is the largest and the most dominant one. It is also the contact point between the police and the citizens.</p> <p>1. ....</p> <p>The responsibilities of the public order police service include:</p> <ul style="list-style-type: none"> <li>• protection of fundamental rights and freedoms, especially the protection of life, health, personal freedom and security, protection of property,</li> <li>• detecting crimes and their perpetrators,</li> <li>• detecting infractions and their perpetrators,</li> <li>• carrying out summary investigation,</li> <li>• maintaining public order and restoring public order when it is disrupted,</li> <li>• participation in the supervision of safety and fluency of road traffic,</li> <li>• participation in the search for persons and objects.</li> </ul> <p>2. ....</p> <p>The above mentioned tasks of the service of the public order police are carried out by the:</p> <ul style="list-style-type: none"> <li>• basic units of the service of the public order police, i.e. local departments of the Police Force and emergency motorised units,</li> <li>• special response teams based at regional directorates,</li> <li>• riot control units,</li> <li>• divers of the Police Force,</li> <li>• volunteer public order guards,</li> <li>• community specialist officers.</li> </ul> <p>3. ....</p> <p>The units of the public order police are based at the level of the Presidium of the Police Force, regional directorates and district directorates as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 50%; padding: 2px;"> <ul style="list-style-type: none"> <li>• <b>Presidium of the Police Force</b> <ul style="list-style-type: none"> <li>➢ Section of public order police</li> <li>- Department of public order police</li> <li>- Department of supervision of the municipal police</li> <li>- River patrol department</li> </ul> </li> </ul> </td> <td style="width: 50%; padding: 2px;"> <ul style="list-style-type: none"> <li>• <b>Regional directorate of the Police Force</b> <ul style="list-style-type: none"> <li>➢ Section of public order police</li> <li>- Emergency motorised units</li> <li>- Special response teams</li> </ul> </li> </ul> </td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <ul style="list-style-type: none"> <li>• <b>District directorate of the Police Force</b> <ul style="list-style-type: none"> <li>➢ Section of public order police</li> <li>- Local police departments + police stations</li> </ul> </li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• <b>Presidium of the Police Force</b> <ul style="list-style-type: none"> <li>➢ Section of public order police</li> <li>- Department of public order police</li> <li>- Department of supervision of the municipal police</li> <li>- River patrol department</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regional directorate of the Police Force</b> <ul style="list-style-type: none"> <li>➢ Section of public order police</li> <li>- Emergency motorised units</li> <li>- Special response teams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>District directorate of the Police Force</b> <ul style="list-style-type: none"> <li>➢ Section of public order police</li> <li>- Local police departments + police stations</li> </ul> </li> </ul>	
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**Figure 1. Sample of textbook unit. Source: author**

As can be seen in the first sample (Figure 1.), the unit starts by introducing the topic by providing the key pieces of information that provide the outline and will be discussed in the unit. The Section sign (§) part provides a piece of legal information – Regulation No. 80/2018 of the Presidium of the Police Force on the basic units of the public order police service of the Police Force is a key piece of legislation governing the work of the public order police service. The first article introduces the basic units of the service of public order police, i.e. the local police departments and the emergency motorised unit. This piece of information may, or may not be new for the students, however, it may serve for introductory brainstorming or discussion on the information they are or are not familiar with regarding the public order police service, using the language they are capable of using at the beginning of the lesson. The *Warm up* part introduces the basic organisational hierarchy of the Police Force. The visual material is designed to remind the students of the designation plates commonly used on the police force premises and buildings, such as police stations or police departments. The students match the pictures with the correct English translations. This task builds on the students' previous knowledge of the hierarchical levels, therefore it is usually done successfully and serves as a good motivating stimulus to further tasks. The discussion in exercise 2 draws on the students' personal experience/knowledge and encourages them to think and express their own opinions. Depending on their language competency the students may express their ideas in a simple or a more sophisticated way using only the vocabulary acquired previously. If some specific lexis needs to be introduced during the discussion, it gives a good opportunity to pre-learn the expressions that may be used later in the unit. The text for reading (*Reading I*) is a source of new information, or rather it provides information that the students may be familiar with, however, it is a source of new specific language. Before detailed reading, the students are encouraged to skim and scan the text in order to fill in the blanks with the headings for the individual parts of the text. Then, during proper reading, the students learn the basic facts about the organisation, units and tasks of the public order police. The text provides the vocabulary

that will help the students to explain the facts about the Slovak public order polices service in the English language when the need arises. After reading, there is a comprehension check (Figure 2). Students try to recall the information from the text to answer the questions. They are encouraged to formulate their answers using the new vocabulary. Lower level students may return to the text and try to find the answers to the questions.

**Reading comprehension I**

**4 Answer the questions.**

1. What are the main tasks of the public order police?
2. What categories of offences do they deal with? What type of investigation do they carry out?
3. Which units / bodies carry out the tasks of the public order police?
4. Which are the basic units of the public order police?
5. Name the hierarchical levels where the sections of the public order police are based.

**Reading II**

**5 Match the units / bodies with their translations. Read and match them with their activities.**

*Dobrovoľný strážca poriadku, Obvodné oddelenie policajného zboru (OO PZ), Pohotovostná motorizovaná jednotka (PMJ), Pohotovostný policajný útvar (PPU), Poriečne oddelenie, Policajný špecialista pre prácu s komunitami, Poriadková jednotka.*

UNITS OF THE PUBLIC ORDER POLICE	
UNIT	ACTIVITIES
1. Local police department	a. is a basic unit carrying out the patrol service using vehicles, fighting against crime and preventing crime in the street, carrying out service interventions as a unit of first response.
2. Emergency motorised unit	b. is a citizen who assists with a broad range of public order activities, such as patrol service, supervision over safety and fluency of road traffic; the activities are carried out together with a police officer; the citizen must be approved by the director of a regional directorate.
3. Special response team	c. is a unit acting under united command; it is used in extraordinary situations such as a mass disturbance of public order and related crowd control.
4. River patrol department	d. is a unit used to eliminate violence endangering public safety; it is deployed to combat crime and offenders, deal with high-profile incidents, cooperate in search operations, cooperate in escorts of persons, finances, restoring public order with the use of special technical means etc.

5. Riot control unit	e. is the basic and key unit of the public order police; it is a unit of first contact with the citizens who either contact the department in person or call the department to report a crime; they provide services to the public; protect public order, fight against all kinds of crime, detect and deal with infractions; they may have a police station as a field office.
6. Volunteer public order guard	f. mainly manages the diving activities in the Police Force; carries out its tasks along rivers or water dams; the activities may include checking for poaching, rescuing of drowning persons, or recovering criminal evidence from water.
7. Community specialist officer	g. works with communities, especially the Roma minority; has good knowledge of the local area, establishes contacts with the leaders of the settlements, carries out prevention and addresses the problems of the community; maintains public order, guarantees that human rights are respected by police officers.

**Reading comprehension II**

**6 Answer the questions.**

1. Which police units serve as first responders and what are their tasks?
2. Which body is not part of the Police Force and what is their role?
3. Which unit is deployed in special and potentially dangerous situations?
4. What is the role of the community specialist officer?
5. Which unit is responsible for crowd control?
6. What are the responsibilities of the river patrol department?

**7 How do you recognize members of the units above? Match the pictures below with the units. Describe what you see in the pictures.**



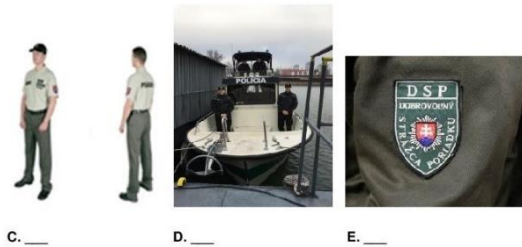
A. \_\_\_\_

B. \_\_\_\_

**Figure 2. Sample of textbook unit. Source: author**

The unit continues with one more reading (**Reading II**). This reading introduces and describes various units and bodies that fall under the public order police service (*local police department, emergency motorised unit, special response team, riot control unit, volunteer public order guard, river patrol department, community specialist officer*). The task works with both languages – English and Slovak. As the assignment brings a lot of new specialised vocabulary, the students first match the Slovak expressions with their English translations to make sure they know what is being discussed. Next they read the text for more specific information and match the descriptions in the Activities column with the name of the unit. The content follows the structure of the public order police sections and presents the students with the key information on the individual units and bodies. Understanding of the text is again checked in the reading comprehension task. The topic is further developed through visual material. Students keep working with the same pieces of information, but they have an opportunity to practice the newly acquired vocabulary in a variety of exercises. The images in Exercise 7 illustrates all the public order units and bodies described earlier. Students match the pictures with the pieces of information read before and the study may continue with more language work such as picture description in oral or written form, pair work in guessing what is being described, group work elaborating on when or where may the work of the individual

public order units be needed with a continuous assistance of the teacher providing language help when necessary.



C. \_\_\_\_

D. \_\_\_\_

E. \_\_\_\_



F. \_\_\_\_



G. \_\_\_\_

**Vocabulary**

8 Match the words and their definitions.

1. infraction	a. a barrier that is built across a river in order to stop the water from flowing, used especially to make a reservoir (= a lake for storing water)
2. minority	b. a person or group of people or vehicles that travels with somebody/something in order to protect or guard them
3. poaching	c. a small group within a community or country that is different because of race, religion, language, etc.
4. incident	d. an act of breaking a rule or law
5. dam	e. illegally hunting animals without permission
6. escort	f. something that happens, especially something unpleasant

9 Fill in the sentences with the words given.

river patrol	disturbance	divers	regional	departments
--------------	-------------	--------	----------	-------------

- Police ..... and army servicemen had been searching the river and river banks after finding one refugee drowned during the night of June 11.
- Several people were injured during a ..... of public order in the capital city.
- Special response teams and emergency motorised units fall under the control of the ..... directorates of the Police Force.
- The District directorate of the Police Force in Trnava is in charge of nine local police .....
- Officers of the ..... departments carry out their tasks on foot, on vehicles or on boats.

10 Choose the best answer.

- Riot control units were ..... to control the crowd before and after the football match.  
a. guaranteed      b. participated      c. deployed
- Police charged a 40-year old man with ..... after he shot a deer with an illegally held shotgun.  
a. searching      b. diving      c. poaching
- Medical personnel conducted coronavirus testing in Roma ..... during the weekend.  
a. settlements      b. departments      c. directorates
- Prisoners are taken to court under police .....
- Violations of ..... by the police cannot be tolerated.  
a. human rights      b. combat      c. volunteers

11 Match the words to create meaningful expressions and translate them.

1. united	a. action	1.
2. first	b. command	2.
3. service	c. investigation	3.
4. summary	d. police	4.
5. municipal	e. responders	5.

Figure 3. Sample of textbook unit. Source: author

After the readings which provided all the new information and related lexis, the vocabulary is practiced in exercises. Figure 3 presents the exercises in the *Vocabulary* section. These include matching exercises (word + definition, word + word to create a meaningful expression – a collocation), gap fill exercise and a multiple choice. New vocabulary is practiced in different context which gives the students an opportunity to check what they have learned. The final part of the unit – *Speaking*, as can be seen in Figure 4 below, gives the students an opportunity to “play”. They do the wordsearch looking for vocabulary from the lesson (another way to revise the vocabulary).

**Speaking**

12 One of the most important qualities that the police should have is being good, honest, and sincere so that people can rely on them. What is this characteristic called? Do the word search to find out. Write the solution below.

L	O	R	T	A	P	T	A	B	M	O	C
T	Y	C	N	E	G	R	E	M	E	R	O
U	S	T	E	V	I	D	E	N	C	E	M
W	H	U	M	A	N	R	I	G	H	T	M
D	I	S	T	U	R	B	A	N	C	E	A
R	E	D	R	O	C	I	L	B	U	P	N
A	E	T	A	R	O	T	C	E	R	I	D
U	O	R	P	P	O	A	C	H	I	N	G
G	T	R	E	E	T	N	U	L	O	V	H
I	N	E	D	E	P	L	O	Y	T	S	S

Find the words below. Search from top to bottom, left to right, and vice versa. combat, command, department, deploy, directorate, disturbance, emergency, evidence, guard, human right, patrol, poaching, public order, riot, volunteer

Solution: .....  
Discuss. What makes the police trustworthy? What undermines their trustworthiness and good public opinion? Make a list of reasons.

**Glossary**

command	emergency motorised unit	section
community specialist	infraction	service action
officer	local police department	settlement
dam	municipal police	special response team
department	poach	summary investigation
deploy	riot control units	supervise
directorate	river patrol department	trustworthiness
dive	Roma	volunteer public order guard

Figure 4. Sample of textbook unit. Source: author

The result of the wordsearch is the word *trustworthiness*, which is always a strongly discussed issue in relation to the police. The discussion questions give the students an opportunity to think and share their ideas and opinions in class. The unit concludes with the *Glossary* of the key terms introduced in the unit.

From a terminological point of view, it was not always easy to find the corresponding term in English when creating the units on public order police service. This was due to the differences between the criminal law systems, as well as non-existence of equivalent facts in the English-speaking countries. Moreover, there is no unity in the translation of the terms, which required searches in parallel sources in the English language, analysis of terms based on their dictionary definitions, other expert interpretations and their functioning in relevant contexts.

## Conclusions

Teaching a foreign language at the Academy of Police Force in Bratislava has its peculiarities.

Changes in the society, new trends in crime, as well as changes in the Police Force required a response of the foreign language teachers in creating an up-to-date textbook that would reflect the current situation. The evaluation of the current police needs and the results of the survey among students of the 2<sup>nd</sup> year of the Bachelor's degree of study formed the background for the building of the new *English for Police I* textbook. The subject of public order police that is covered in three units of the book is built upon the knowledge of the mission, tasks and organisation of the public order police and the related bodies and units. The aim of the book is not to teach the specialist police subjects, but to provide a pool of materials that would serve as a source of specialised language and terminology that can be further utilised in the police work. The development of the teaching materials, or building of the individual units was done by collecting of authentic materials, sources of the Ministry of Interior, studying legislation and renowned experts on public order police as well as consulting the experts of the Police Sciences Department. They cover the basic facts of the public order police from its organisational structure, cooperating units and departments, tasks, receiving of reports of domestic abuse, dealing with public disorders to police k-9 units and mounted units. An example and description of a public order police unit for the purpose of an ESP class is provided in our article. We believe that it reflects the English language needs of the students and today's policing. The variety of exercises, attractive visual and relatable content provide a lot of stimulating opportunities for the students to express their ideas, interact and practice the newly acquired vocabulary, which encourages the students' interest and motivation and contributes to a more effective language learning. Our experience so far proves that the book has become a good tool for the ESP classes and effectively serves its purpose in the English language classes at the Academy of Police Force in Bratislava.

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