

# The Definition of Specific-Purpose English Language Competences Needed in Border Control and their Development Potentials

## II. English for Border and Coast Guards: Specific-Purpose English Language Skills and the FRONTEX Tools Designed for their Development – Level A2/B1

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**BORSZÉKI Judit<sup>1</sup>**

*The aim of this series of papers is to present modern methods of linguistics and language pedagogy concerning specific-purpose language competences and, applying them to English for Border Guards (EBG), to describe the English competences to be developed at language courses for border guards in EU member states and to explore the prospects for their improvement. Having discussed the dilemmas and methodology related to the definition of specific-purpose language competences and to needs analyses, indispensable for language course design in the first part of the series, the further parts wish to prove that the ongoing FRONTEX project entitled English Communication for Border and Coast Guards very well illustrates how the new approach to needs analysis methods is used to define the English language skills needed for border control in the EU. The author also presents that, based on the authentic material provided by border guards, the ESP competences needed for their work can be defined according to the categories used in applied linguistics and the Common European Framework of Reference for Languages. Due to the length limits of this paper, this part will only discuss elementary and intermediate (A2/B1) EBG competences.*

**Keywords:** English for Specific Purposes, BCG training, FRONTEX, CCC, online course, communicative language competences, linguistic, sociolinguistic and pragmatic competences

The first part of this series of papers discussed the dilemmas and methodology related to the definition of specific-purpose language competences<sup>2</sup> and to needs analyses, crucial for language course design in general and their application in the context of English for Border Guards.

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<sup>1</sup> BORSZÉKI Judit, PhD, language teacher, National University of Public Service, Faculty of Law Enforcement <https://orcid.org/0000-0002-9938-6980>, [borszeki.judit@uni-nke.hu](mailto:borszeki.judit@uni-nke.hu)

<sup>2</sup> For the purposes of this paper, I am using the term ‘competence’ in the sense as it is used in the CEFR and not as in e.g. the SQF for Border Guarding.

In the further articles of the series I wish to prove that the ongoing FRONTEX<sup>3</sup> project entitled *English Communication for Border and Coast Guards* (hereinafter: ECBCG) very well illustrates how the new approach to needs analysis methods, similar to the one showcased in the first part of this series of papers is used to define the English language skills needed for border control in the EU.

My other hypothesis is that, based on the authentic material provided by border guards, using the system approach, the ESP<sup>4</sup> competences needed for their work can be defined according to the categories generally used in applied linguistics and the CEFR.<sup>5</sup> Due to the length limits of this paper, here I will discuss elementary and intermediate (A2/B1)<sup>6</sup> EBG<sup>7</sup> competences, now called 'Level 1' in the ECBCG FRONTEX online course first, to be followed by upper-intermediate and advanced ones (B2/C1, Level 2) in the third part.

### **The Problems of Defining English Skills for Border Guards in FRONTEX**

The special nature of foreign language competences and thus of language learning (as compared to other job competences) was recognised by the developers of the SQF<sup>8</sup> for Border Guarding, also as a result of similar considerations in the EU:

*"... language learning and competence does not align to the levels of the SQF in terms of complexity of learning. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) addresses this issue. As the CEFR does not align to the EQF<sup>9</sup> it is not possible to have language learning outcomes in the SQF. All learning in relation to languages should be described in terms of the level of the CEFR and not the 'communication skills' outcome of the SQF. The language requirements for border guards are reflected in the 'job competence profiles' to reflect this essential learning requirement."<sup>10</sup>* In the job competence profiles of the SQF, the ability to 'communicate effectively in other languages' is defined as a skill for each level (4, 5 or 6). The proficiency level is described as one that should be in accordance with national policy commensurate with the actual level of border guarding activities.

<sup>3</sup> European Border and Coast Guard Agency.

<sup>4</sup> English for Specific Purposes.

<sup>5</sup> Common European Framework of Reference for Languages.

<sup>6</sup> This is different, for example, from the practice at the NUPS, Budapest, where the lowest level at which English for Law Enforcement is taught is B2. See Ürmösné Simon (2018).

<sup>7</sup> English for Border Guards – the term used in FRONTEX, which, after the establishment of the European Border and Coast Guard was changed into English for Border and Coast Guards.

<sup>8</sup> Sectoral Qualifications Framework.

<sup>9</sup> European Qualifications Framework.

<sup>10</sup> Frontex (2015) 40.

The importance of English language skills for border and coast guards is constantly underlined by the fact that an ever-expanding section has been devoted to the development of these competences in every edition of the CCC<sup>11</sup> since its first publication.<sup>12</sup> As the introduction to the Generic Studies of the latest, 2017 edition says:

*“Apart from performing their tasks and duties in their national language, border and coast guards must also prove their proficiency in English, the EU official language, in order to be able to serve all the persons involved in regular or irregular border crossing and also to cooperate with their foreign counterparts in joint operations. So the last chapter in generic studies provides the framework for the professional BCG English language training envisaged as common to all border and coast guards and is closely linked to the particulars of professional English language training chapters in the different modules for land, air, and sea borders.”*<sup>13</sup>

As a consequence of the abovementioned impossibility to align language competences to the SQF, unlike in the case of the other chapters and subjects of the CCC, the targeted job competence of Subject 1.7, called *Professional English language training* is not formulated in terms of the SQF competence profiles or the so-called adjusted job competences of the CCC but a special job competence was created, solely for this subject: *“Communicate effectively in English in accordance with national policy commensurate with routine, non-complex border guarding activities”*.<sup>14</sup>

The learning outcomes of the subject are not aligned to SQF job competences, either. Similarly, the categories of learning outcomes used for the other subjects, such as ‘Knowledge’, ‘Skills’ and ‘Competences’ are not used. At the same time, the application of the CEFR can practically only be traced in the definition of the suggested proficiency level: *“It is recommended that English language proficiency is aimed at level B1 in accordance with common European CEFR Level Framework of reference for languages of the Council of Reference Europe in consideration of specific needs.”*<sup>15</sup> Mainly due to the limits on the scope of the CCC, the learning outcomes are formulated as *“Upon successful completion the border guard is able to use the English vocabulary related to”* the various topics listed below, which can be considered topics and notions within this particular ‘occupational’ domain (according to CEFR terminology), as follows:

- 1.7.1 Personal and professional presentation
- 1.7.2 Organisation, competences and equipment
- 1.7.3 General definitions and specific border guard terms
- 1.7.4 Fundamental rights
- 1.7.5 Border checks
- 1.7.6 Cross-border crime
- 1.7.7 International protection procedures

<sup>11</sup> Common Core Curriculum, the summary of recommended standards for the border guards’ basic training in the EU since 2004.

<sup>12</sup> Kiss (2008) 338–339.

<sup>13</sup> Frontex (2017) 48.

<sup>14</sup> Ibid. 80–84, 223, 248, 263, 300, 310, 317.

<sup>15</sup> Ibid. 80.

- 1.7.8 Apprehension, detention and return
- 1.7.9 Public service
- 1.7.10 Emergency, crisis and force-related situations
- 1.7.11 Document examination
- 1.7.12 Providing first-aid
- 5.3. Air-border English terminology
- 7.1.18 Specific land border English training for border surveillance
- 7.2.11 Specific land border English training for border checks at land BCPs
- 9.1.9 Specific English language training for border check activities at the sea borders
- 9.2.9 Specific English language training for sea border surveillance activities
- 9.3.7 Specific English language training for search and rescue activities at the sea borders<sup>16</sup>

Language functions are mentioned at times, in the *Recommended indicative content* section of certain topics e.g. informing persons, describing people and objects, polite requests, identifying a request, requests and orders, asking questions to verify the authenticity of data, consulting a foreign colleague on suspicious documents, asking and answering questions to victims and witnesses, explaining actions etc. Also, assessment is formulated by using verbs such as (the border guard) distinguishes, presents, explains, communicates etc. For detailed description of the recommendations concerning the skills to be achieved upon the successful completion of border and coast guard basic training, see Appendix 3.

The formulation of learning outcomes that focus almost solely on vocabulary and terminology certainly reflects a layman's (non-linguistic) approach but this definition of the learning content in the CCC, the detailed list of professional topics is very useful as a starting point for defining the English language competences border guards working in the EU need. Thus, it provided useful guidelines for defining the topics and situations to be covered in the ECBCG online language courses, especially Level 1.

The development of Level 1 started in 2015. I was a member of the working group of border guards and English teachers (with several years' experience in the field) designated by FRONTEX for the development of the learning material. First we defined its structure, similar to that of the CCC, i.e. consisting of a General Part followed by three modules that correspond to the three types of external borders (Air, Land and Sea).<sup>17</sup> Material from a previous e-learning device entitled *Basic English for Border Guards at Airports* was selected. Apart from this, experienced border guards deployed at the various types of borders were invited to produce dialogues they have in English during work and to make lists of vocabulary they use in typical professional situations. Thus, instead of a 'traditional', 'top-down', questionnaire-based needs analysis, often

<sup>16</sup> Ibid. 80–84, 223, 248, 263, 300, 310, 317.

<sup>17</sup> Kiss (2015) 152–169.

focusing on linguistic forms, gathering data *about* the learner and not *from* the learner – mentioned in the first paper of this series –, in this case focus was on discourse and communicative events, using a ‘bottom-up’ approach. It was task-based because the situations were built on border guards’ everyday activities, which they can perform with success only if they use their English language skills appropriately and efficiently. In this way we gained the same information and corpora that we would have gathered using the CEF Professional Profile, visiting border crossing points, listening to and recording or noting down border guards’ conversations, which, due to security considerations, is actually not feasible.

Self-access e-learning courses have limitations because the learner can only interact with an electronic device, therefore the aim of these programmes is to help the user to develop his/her vocabulary and listening and reading skills. With this in mind, the 126 dialogues (called ‘scenarios’ in the courses) that serve as the context for presenting the target vocabulary and phrases and linguistic models in typical situations are grouped into subunits and units according to the various fields of border guards’ activities. Appendix 1 shows the topics presented in Level 1.

For Level 1 the situations requiring A2/B1 level of English were selected. Most of them correspond to the most typical first-line border control activities. Thus, they usually end at the point where the border guard e.g. establishes a problem that needs further investigation so he/she will need to refer the passenger or migrant to the second line, where activities usually also require a higher level of proficiency in English. A smaller part of the dialogues represents simple information exchange with members of the team, i.e. foreign colleagues deployed at the external border for a joint operation.

As I have mentioned before, the material is designed for self-access learning, targeting a limited range of communicative competences. The user is advised to listen to the video or audio recordings of the scenarios, check understanding with the help of listening comprehension exercises and then he/she can do a large number of exercises to memorise target vocabulary and sentences, which are followed by assessment tests after each module. As we can see, spoken and written production cannot be intensively developed with such e-learning tools, in which the tasks must not be open-ended ones so that immediate feedback can be provided.

Consequently, in the FRONTEX ECBCG course the tasks are pre-communicative ones and are structured in a way that give a good opportunity for the learners to practise the target vocabulary but, in order to develop speaking skills, this should be followed by the next phase, that is the independent use of what has been learnt. Fortunately, the border guards that constitute the target group of the course can make this happen during their everyday work. In their case, it is the achievements in real-life communication (that is, whether they reach their pragmatic and other purposes) that will show whether they have really managed to develop their language skills. These achievements may have a very strong motivational force and, the feeling that they can cooperate with passengers more easily and efficiently will lead to the learners’ more confident professional presence. However, proper linguistic feedback and the profes-

sional correction of mistakes can only be provided by an English teacher, in simulations resembling real-life situations that also involve the essential unexpected elements in communication.<sup>18</sup>

Despite the fact that the scenarios are used for developing only certain skills, they can also be considered recorded corpora, models for language use, and this way, through their analysis we can also make reliable assumptions about the communicative language competences needed for border control activities. The topics and the situations in the ECBCG courses provide the 'external situational context' of the communication we want to examine.

### **Elementary and Pre-intermediate (A2, B1) ESP<sup>19</sup> Competences Border Guards Need**

By comparing the corpora and the recommendations in the relevant chapters of the CCC with the CEFR scales of descriptors,<sup>20</sup> I compiled a version of the description of productive, receptive, grammatical, lexical, pragmatic, functional and sociolinguistic ESP competences necessary for border guards when communicating with passengers or foreign colleagues.

The descriptions are illustrated by the collection of vocabulary and phrases of the OCBCG course in Appendix 2 and by sample dialogues in Appendix 4, indicated in the tables.<sup>21</sup>

#### ***Competences needed for productive and receptive communicative activities***

These are the general competences necessary for the border guard (working in the first line) to create oral texts and to understand oral and written texts. Based on the model dialogues we can establish that while interacting in professional situations, the A2/B1 user of English for Border Guards acts alternately as speaker and listener with one or more interlocutors so as to construct a conversational discourse together, through the negotiation of meaning following the co-operative principle. Based on CEFR descriptors, during overall spoken interaction, conversation, formal and informal discussion, goal-oriented co-operation (e.g. to solve a problem), information exchange and oral mediation (summary, paraphrasing), I propose that the abovementioned user's communicative abilities can be defined by the descriptors presented in Table 1. During these activities the abovementioned user also uses strategies for

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<sup>18</sup> Borszéki (2014) 118.

<sup>19</sup> English for Specific Purposes.

<sup>20</sup> Council of Europe, Language Policy Division (2001) 84–130.

<sup>21</sup> I selected 14 typical dialogues from Level 1 of the OCBCG material (Frontex [2018]) as samples. As the material is strictly for law enforcement use, I can only publish three of them here. The complete set of dialogues can be found in Appendix 5 of my PhD dissertation (Borszéki [2016]).

interaction (planning, execution, evaluation and repair) at his/her proficiency level, which cannot be described here in detail.<sup>22</sup>

*Table 1: Descriptors of the communicative competences of the A2/B1 user of English for Border Guards needed in oral interactions. Source: Compiled by the author, based on the CEFR.*

Descriptors	Example
Can communicate without too much effort on familiar routine and non-routine matters related to his/her professional field and in simple, routine tasks. Can easily ask and answer questions in everyday, structured professional situations. Using simple language and terminology, he/she can exchange, check and confirm information and can explain why something is a problem.	Dialogues 1, 2
Can establish social contact (greetings and farewells; introductions; giving thanks). Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies. Can generally understand clear, standard speech on familiar professional matters directed at him/her, can take part in such short conversations. Can respond to feelings such as worries, impatience etc. <sup>23</sup>	Dialogue 5
During informal discussions he/she can express his/her thoughts about familiar professional topics. Can explain why something is a problem. Can make suggestions as regards practical questions of where to go, what to do etc. Can generally follow the main points, provided speech is clearly articulated in a standard dialect. Can express belief, opinion, agreement and disagreement politely.	Dialogues 3, 5, 7
Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists. <sup>24</sup> Can exchange relevant information related to his/her special field and can give his/her opinion on practical problems when asked directly, can make comparisons.	Dialogue 9
Can explain why something is a problem during goal-oriented co-operation in professional matters (e.g. border checks) and discuss what to do next. Can give directions.	Dialogues 2, 10, 13
Can find out and pass on straightforward factual information related to topics, can offer advice on simple matters <sup>25</sup> within his/her special field. Can give and follow simple instructions and series of instruction in familiar professional contexts. Can ask and answer simple questions about his/her work.	Dialogues 11, 14
Can give a simple description or presentation of a variety of subjects as a short series of simple phrases and sentences as a linear sequence of points. Can give a simple description or presentation of people, living or working conditions and daily routines.	Dialogues 7, 12

<sup>22</sup> This has been established following the empirical observation of border guards' activities. Due to the special circumstances in which the corpora were created by border guards for the ECBCG material, the model dialogues usually lack the unexpected elements so typical of everyday communication, as well as the forms reflecting interactive strategies.

<sup>23</sup> Due to the (required) official and objective style, no other emotions are manifested during communicating with passengers. A limited circle of other emotions may be present when talking to colleagues.

<sup>24</sup> Council of Europe, Language Policy Programme, Education Policy Division (2018) 87.

<sup>25</sup> Ibid. 90.

<b>Descriptors</b>	<b>Example</b>
Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	Dialogues 1-14
Can paraphrase terminology using general vocabulary, to make it understandable for a non-professional listener. Can ask someone to clarify or elaborate what they have just said. Can ask for further details and clarifications from other group members in order to move a discussion forward. <sup>26</sup>	Dialogue 2, 6, 8
Can intervene in a discussion on a familiar professional topic. Can indicate when he/she is following. Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	Dialogues 1-14

It is obvious from the analysed sample dialogues that the border guard also conducts visual perception (reading) activities at times, acting as the receiver of written texts. This competence can be formulated as follows: Can understand short, simple texts on familiar professional matters of a concrete type or can find important information in similar, longer texts that consist of high frequency job-related language. (E.g. invitation document, hotel reservation, car rental documents, parental declaration giving consent to a minor's journey abroad etc.)

The competences that follow are illustrated by all the dialogues and the lists of vocabulary and phrases in Annex 2.

### ***Linguistic (language) competences***

As we can see in the below figure, apart from the competences needed for the above-mentioned types of communicative language activities, the language user also needs communicative language competences to perform speech acts.

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<sup>26</sup> Ibid. 102.



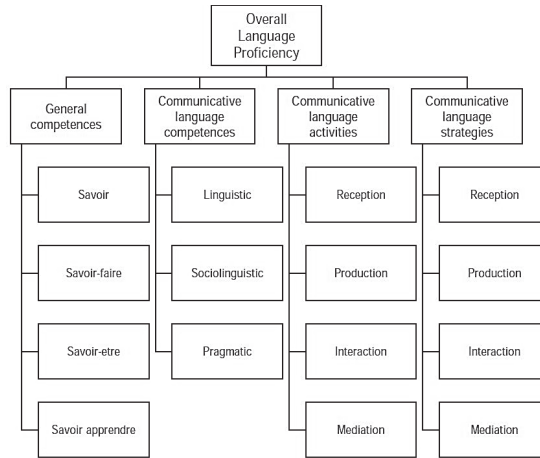


Figure 1: Overall language proficiency. Source: Council of Europe, Language Policy Programme, Education Policy Division (2018) 30.

Based on the CEFR and the dialogues in the ECBCG, I compiled the following list of general linguistic, lexical, grammatical (accuracy) and phonological competences that the A2/B1 user of English for Border Guards needs.

Table 2: General linguistic, lexical, grammatical (accuracy) and phonological competences necessary for the A2/B1 user of English for Border Guards. Source: Compiled by the author, based on the CEFR.

Has a repertoire of basic language which enables him/her to deal with everyday job-related situations. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae, and simple speech functions to satisfy simple needs (communicating personal details, wants and needs, request for information, carrying out daily routine). In unpredictable, non-routine situations he/she will generally have to compromise the message and search for words. Grammatical and lexical limitations cause repetition and even difficulty with formulation at times.
Has a sufficient vocabulary to express him/herself precisely on routine, job-related topics and with some circumlocutions in other, well-known topics and to conduct routine, everyday transactions involving familiar situations and topics. Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably and accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Clear pronunciation with an occasional evident foreign accent is manifested in the ECBCG material in the recorded dialogues, which were made by border guards of various nationalities.

The vocabulary defined by the English language activities described in the CCC is closely related to the terminology required at A2/B1 level. Looking at the collection of words and phrases in Appendix 1, it is obvious that it also comprises words of the general language which the border guards considered important to include in the learning material as items essential in typical professional communicative situations. This also supports the statement made in the first paper of this series that oral communication between a border guard and a passenger (a professional and a non-professional) is conducted in a language which is only partly specific-purpose.<sup>27</sup>

### ***Sociolinguistic and pragmatic competences***

Sociolinguistic competences comprise knowledge and skills needed from the socio-cultural aspect of language use, e.g. rules of politeness, linguistic markers of social relations, register differences.<sup>28</sup>

Pragmatic competence – among other things – means that the language user knows the principles according to which organised, structured and arranged (discourse competences, e.g. flexibility, turn taking, coherence and cohesion) and according to which spoken discourse and written texts are used in communication for particular functional purposes (functional competences, e.g. oral fluency and propositional precision).<sup>29</sup> Based on the CEFR and the dialogues in the ECBCG material, the A2/B1 level user of English for Border Guards needs the following competences:

*Table 3: Sociolinguistic and pragmatic competences necessary for the A2/B1 user of English for Border Guards. Source: Compiled by the author, based on the CEFR.*

Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Can make and respond to invitations, suggestions, apologies, etc. Is aware of the significant politeness conventions and acts appropriately.
Can exploit a wide range of simple language and terminology flexibly to express much of what he/she wants. Can adapt well-rehearsed memorised simple phrases to particular circumstances. Can initiate, maintain and close simple face-to-face conversation on familiar professional topics or those of personal interest. Can reasonably and fluently tell a straightforward narrative or description related to professional issues as a linear sequence of points. Can use the most frequently occurring connectors to link simple sentences.
Can express him/herself with relative ease. Can keep going effectively without help. Can speak fluently and comprehensibly, even though often pausing for grammatical and lexical planning.
Can convey simple, straightforward information of immediate relevance.

<sup>27</sup> Borszéki (2017) 128.

<sup>28</sup> Council of Europe (2001) 118.

<sup>29</sup> Ibid. 125–130.

In the dialogues written for the ECBCG material we do not find hesitation or reactions to surprising turns in the conversation that are so typical of real communication (especially at this proficiency level), as the aim of border guards who compiled the dialogues was to construct ‘textbook’ models, that are standards to be followed.

## Summary

I think that I have managed to prove the two hypotheses formulated in the introduction to this paper.

The sample dialogues created by border guards for the ECBCG courses contain most of the information to be collected as recommended by the CEF Professional Profile.<sup>30</sup> Context information (location, persons and communicative situations) is usually in the Narrator’s text and the most frequent routine situations are described by the dialogues themselves. In fact, although it lacks linguistic analysis (which can actually be added later), this needs analysis method is more efficient for gathering corpora in order to compile a curriculum than conducting interviews and observing communication at various service locations, even for a longer period of time.

I think I have also managed to define some of the EBG competences, by adapting CEFR descriptors to border guards’ communicative activities as described in authentic sample dialogues. It is obvious though that when trying to carry out such a task, one faces a difficulty always present when trying to define competences, which applies both to the CEFR and to the SQF for Border Guarding. Although for those having professional experience in the relevant field it is clear what these definitions mean, I think we can agree with the criticism often mentioned concerning the CEFR that terms such as ‘basic’, ‘sufficient’ ‘enough ... to’ ‘generally’, ‘sometimes’ and ‘without too much effort’ etc. are too vague.

Thus, I consider these descriptors to be only one version of EBG competences and a first attempt to define them. I wish to invite colleagues to continue this work and compile more complex and precise descriptions, also for B2/C1, which I wish to discuss in the third part of this series of papers.

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<sup>30</sup> See Borszéki (2017) Appendix 2.

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### Appendix 1. English Communication for Border and Coast Guards, Level 1: Topics and scenarios

	<b>General Part</b>	<b>Air module</b>	<b>Land module</b>	<b>Sea module</b>
<b>Unit 1</b>	Border Checks (Routine Checks, Travel Documents, Conditions for Entry)	Customer Contact (Customer Support, Incidents)	Border Checks (Routine Checks, Taking Measures)	Border Checks (Routine Checks, Incidents)
<b>Scenarios</b>	<ul style="list-style-type: none"> <li>• Valid visa</li> <li>• Asylum</li> <li>• Business visitor arriving from London</li> <li>• Tourist with non-valid visa</li> <li>• Visa in the old passport</li> <li>• Refugee status request</li> <li>• External borders</li> <li>• Tourist with an expired visa</li> <li>• Expired residence permit</li> <li>• Forgotten residence permit</li> <li>• Potential impostor</li> <li>• Impostor</li> <li>• Risk indicators</li> <li>• Entry/exit conditions</li> <li>• Genuine tourist</li> <li>• Tourist with no money</li> <li>• Financial means</li> <li>• Non-genuine tourist</li> <li>• Student</li> <li>• Parental custody</li> <li>• No parental consent</li> </ul>	<ul style="list-style-type: none"> <li>• In the public area</li> <li>• Arrivals area</li> <li>• Post office</li> <li>• Giving directions to a bus stop</li> <li>• Giving directions to an ATM</li> <li>• Video: Lost passport</li> <li>• Passengers late for departure</li> <li>• Giving information at the border</li> <li>• Providing contact numbers</li> <li>• Cancelled flight</li> <li>• Lost child</li> <li>• Medical situation</li> <li>• Emergency evacuation</li> <li>• Explosives in a suitcase</li> <li>• Drugs detected</li> </ul>	<ul style="list-style-type: none"> <li>• Checking documents</li> <li>• Layout of the BCP</li> <li>• Best practice</li> <li>• Services at the BCP</li> <li>• Transport of livestock</li> <li>• Lorry stop</li> <li>• Checking a rental car</li> <li>• Rules for land border checks on road traffic</li> <li>• Discussion with border guards and carriage attendant</li> <li>• Rules for land border checks on rail traffic</li> <li>• Dog handler finds drugs</li> <li>• Refused passenger travelling by coach</li> <li>• Irregular migrant</li> <li>• Local border traffic permit annulment</li> <li>• Searching a bus for irregular migrants</li> <li>• Possible stolen car</li> </ul>	<ul style="list-style-type: none"> <li>• Entry border check cruise ship</li> <li>• Crew member disembarkation</li> <li>• Seafarer in transit</li> <li>• Crew member transfer</li> <li>• Checking an anchored pleasure boat</li> <li>• Check on a fishing vessel before departure</li> <li>• Arrival of a ship</li> <li>• Refusal entry on a pleasure boat</li> <li>• Cargo ship – expected Ebola case</li> <li>• Cigarette smuggling on the ferry</li> <li>• Stowaway on a cargo ship</li> <li>• Border checks on cargo ships</li> <li>• Border checks on cruise ships</li> </ul>

<b>Unit 2</b>	Personal Information (Travellers, Border Guards)	Security	Surveillance	Sea Surveillance
	<ul style="list-style-type: none"> <li>• Travelling with the family</li> <li>• Verifying a passenger's identity</li> <li>• Interview</li> <li>• Facial identification</li> <li>• At the academy</li> <li>• First visit of guest officer</li> <li>• Background discussion</li> <li>• Guest and host officers</li> <li>• Training a dog handler</li> <li>• Arranging transport to the airport</li> </ul>	<ul style="list-style-type: none"> <li>• Random check</li> <li>• At the security check point</li> <li>• Instructing a new border guard</li> <li>• Carrying a laptop</li> <li>• Carrying liquids</li> <li>• A weapon in the luggage</li> <li>• Scissors in the luggage</li> <li>• Staff entrance</li> <li>• Disabled passenger</li> <li>• Passenger with a pacemaker</li> <li>• Restricted access</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger near the land border</li> <li>• Irregular migrants on the green border</li> <li>• Apprehending migrants using the TVV</li> <li>• Tourists stopped on the green border</li> <li>• Meeting a local lady at the border</li> <li>• Pursuit of irregular migrants at the green border</li> </ul>	<ul style="list-style-type: none"> <li>• Radio communication</li> <li>• Crew briefing before patrol</li> <li>• New target on the radar</li> <li>• AIS incident</li> <li>• Stowaways on board</li> <li>• Sailing boat</li> <li>• Technical checks</li> <li>• Traffic situation</li> <li>• Briefing border surveillance</li> </ul>
<b>Unit 3</b>	Equipment and Tasks (Equipment Tasks and Duties)		Special Tasks Land Border Tasks	Special Tasks Sea Border Tasks
	<ul style="list-style-type: none"> <li>• Border check – car</li> <li>• Guest officers about TVV</li> <li>• Border check 1</li> <li>• Border check 2</li> <li>• Green border incident</li> <li>• Tobacco smuggling</li> <li>• Introduction of a guest officer</li> <li>• First day at the new office</li> <li>• Tasks and equipment 1</li> <li>• Tasks and equipment 2</li> </ul>		<ul style="list-style-type: none"> <li>• A migrant with special needs</li> <li>• Migrants in the detention room</li> <li>• First aid</li> <li>• Searching clothing</li> <li>• Control of technical equipment</li> <li>• Open Doors Day at BCU</li> <li>• Open day at BCU</li> </ul>	<ul style="list-style-type: none"> <li>• Radio conversation</li> <li>• Trawler in trouble</li> <li>• Blackout exercise</li> <li>• Characteristics of a boat</li> <li>• A cargo visit</li> <li>• Search and rescue</li> <li>• Towing</li> <li>• Illegal fishing</li> <li>• Distress call – man overboard</li> <li>• Interception in the territorial sea</li> </ul>

**Appendix 2. Words and Phrases from the Frontex English Communication for Border and Coast Guards, Level 1**

## General Part

access card	community code	expired
adult	conversation	external border
age	council	eye colour
agreement	counterfeiting	eyes
alert	credit card	financial means
alert issued in the Schengen Information System (SIS)	criminal records	fingerprints
ammunition	customs officer	firearms
apprehend	daily tasks	first line officer
asylum	database	first name
background	date of birth	fixed opening hours
badge	deployed	flight
basic training	direct flight	flight details
blonde	document	friend
boarding pass	document expert	funds
bonnet	documents	gate
boot	documents reader	girlfriend
booth	dog handler	glove compartment
border crossing points	driving licence	guest officer
border guard service	duty	gun licence
brother	duty officer	haircut
business	e-mail address	handcuffs
calibre	ears	hesitate
camera	enjoy the right of free movement	holster
car registration certificate	entry	hotel reservation
cargo container	equipment	identification
case	EU citizens	identity
cash	exam	portable
certificate of technical examination	exceed	possess a valid visa
check	identification	pregnant
child	incidents	profile
incidents	inexperienced	public health
inexperienced	insurance policy	public policy
insurance policy	intended stay	purpose
intended stay	invitation	queue
invitation	irregular migrants	radio
irregular migrants	issue	reason
issue	justify the purpose of one's intended stay	refugee
face	letter of guarantee	refuse
face mask	line	falsified documents
facilitator	local officer	father
falsification	experience	final destination
coercive measures	expertise	financial means
	experts	fingerprints
		firearms

first line officer	minor	reservation
first name	mother	residence permit
fixed opening hours	newcomer	responsibilities
flight	Non-EU-country nationals	return ticket
flight details	nose	right of free movement
friend	parental consent	risk indicators
funds	parental custody	rubber gloves
gate	parents	safe
girlfriend	parents in law	scar
glove compartment	passport	Schengen Borders Code
guest officer	passport controller	seal
gun licence	patrol	shift
haircut	pepper spray	shift leader
handcuffs	period	short-stay visa
hesitate	piercing	shotgun
holster	place of birth	single
hotel reservation	plastic collars	sister
identity	pleasure	smuggling
step daughter	police station	specimens
stuck	Thermo Vision Van (TVV)	stamp
stuck	thorough checks	stationery
subsistence	threat	uniform
sufficient means	threat to public policy	Union law
sufficient means of subsistence	to handcuff	utility belt
surveillance	torch	validity
suspicion	trade fair	Vehicle Identification Number (VIN)
suspicious	training requirements	verification
tactical risk analysis	travel documents	visa
Taser	trip	visit
task	truncheon	wagon
team leader	tutor	wait
magnifying glasses	Ultraviolet lights (UV lights)	weight
married	questions	X-ray gate
metal locker	regular shift	
minimum check	relatives	



- A customs officer will check your gun and documents.
- After basic training we have to participate in specific courses depending on the area we are going to work in.
- Are you here for business or pleasure?
- Are you married or single?
- Are you serious?
- Are you talking about the blonde woman's case?
- Asylum please!
- Before the shift starts you have to pick up your equipment from the duty officer.
- Can I see your team leader?
- Can you show me that money/credit card?
- May I see it please?
- Can you show me your visa or residence permit?
- Can you tell me your date of birth?
- Crossing the border is only allowed during the fixed opening hours.
- Do you have a reservation for the hotel?
- Do you have a hotel reservation?
- Do you have any brothers or sisters?
- Do you have any children?
- Do you have any enrolment letters?
- Do you have any other funds?
- Do you have the mother's permission to take the child out of the country?
- Do you use the same equipment?
- External borders may be crossed only at border crossing points.
- Give him my regards.
- Good morning/Good afternoon/Good evening.
- Have a safe trip.
- Have you been to Europe before?
- Have you been to this country before?
- He might be smuggling something.
- He must have lost some weight.
- Here is your new office with a metal locker for your gun and holster.
- Here you are.
- How long are you going to be deployed here?
- How long are you going to stay?
- How long will you stay here?
- How long will you stay here? How many days/weeks/months do you stay?
- How many days are you going to stay?
- How much money do you have with you?
- How much money do you have?
- How old are you?
- How was your first shift?
- I am here for a trade fair.
- I am here for skiing.
- I am studying here.
- I am travelling with my pregnant wife and my step daughter.
- I can check the VIN.
- I check and examine suspicious documents.
- I have 3 years' experience.
- I have a credit card.
- I have to check the data base.
- I have to refuse you entry.
- I need to deal with this queue first.
- I see you have a new Thermo Vision Van.
- I started as a first line officer 16 years ago.
- I think there are boxes of cigarettes hidden under the coal.
- I want to visit my parents-in-law.
- I was born in...
- I was born on...
- I was stressed because we had a long line of passengers waiting.
- I will be your tutor for the next few months.
- I will deal with your case as soon as I can.
- I will find something when I get there.
- I work in a team.
- I'll introduce you to our daily tasks and responsibilities.
- I'm a document expert.

I'm a first line officer.  
I'm a passport controller.  
I'm a tourist.  
I'm a first line officer and I specialise in the identification of vehicles.  
I'm a guest officer participating in a Frontex operation and I've just arrived.  
I'm the chief of this BCP.  
If you have any questions don't hesitate to contact me.  
In my case, it was detection and apprehension of armed persons.  
In order to enter you need more money.  
It's not enough.  
Let me show you our border crossing point.  
Let me show you the office of our document experts.  
May I see the letter of parental authority please?  
My flight leaves at 4:30 pm.  
No irregular migrants so far in our area.  
No, it has been trained in basic tracking and protection as well.  
Non-EU-country nationals are subject to thorough checks.  
Open the passenger door and glove compartment.  
Our police station usually has patrols with that equipment.  
Please open all of the car windows.  
Please open the bonnet.  
Please show me your return ticket.  
Please stay in line and wait your turn.  
Please wait here. Someone will come and see you shortly.  
Since then my profile has been advanced level document expert.  
Sorry, can anybody put a seal in my passport?  
The taser is considered a non-lethal weapon.

The BCP is under constant surveillance, there are cameras and the duty officer can observe all activities.  
The facilitator tried to escape and we needed to use force.  
The family name of the child is different to yours.  
The model year of your car.  
The regular shift lasts 12 hours.  
The visa is in my old passport.  
Then I got some additional training for falsified documents.  
There are no direct flights to Munich.  
There is something suspicious in the cargo container.  
This is my personal equipment.  
This is my residence permit.  
This is the equipment that my colleagues use on duty.  
To enter the gates area, you will need your access card.  
Today we are going to teach you how to use our new document reader.  
Try comparing the colour of the eyes and the shape of the face and nose.  
Try comparing the shape of the ears.  
We also needed to handcuff him.  
We became suspicious about their identities.  
We have already been working together in the border guard service for 5 years.  
We have detected something suspicious in train number 42.  
We share parental custody.  
We used our dog to apprehend him.  
We worked together during a joint operation.  
We've just finished our shift and dealt with several cases.  
Well, can you please give me your e-mail address?

What are the training requirements for dog handlers?	Which were the risk indicators in this case?
What do you do at the airport?	Why have you come to Italy?
What is the calibre of your fire arm?	You always have to wear your uniform and bring your badge.
What is the purpose of your visit?	You are not allowed to enter our country without a valid visa.
What is the reason for your trip?	You must wait here until we have dealt with your case.
What is your destination?	You will learn how to identify risk indicators in the field.
What is your place of birth?	You will practise your skills making a tactical risk analysis.
What kind of equipment are you carrying on your utility belt?	Your documents, please.
What kind of force did you use?	Your main task will be checking passengers and their documents.
What time is your flight?	Your passport/visa is no longer valid. Your passport/visa has expired.
What's your family name?	Your passport and ticket, please.
What's your field of expertise?	Your residence permit has expired.
What's your real date of birth?	
What's your real name?	
When do you plan to return?	
Where are you going?	
Where have you come from?	
Where were you born?	

## Land border

12V DC charger	backup battery
230 AC charger	banned
3 <sup>rd</sup> country passport	best practice
according	bilateral
actually	body search
aerial means	bonnet
affix	boot
agreement	booth
alert	border
alight	Border Guard Risk Management Database
All Passports Lane	border patrols
allow	border sign
amphetamine	border surveillance
applied	borders secured
apprehended	breathe
apprehension team	bring
asylum	bump
authorisation	bus lane
authorise	carriage attendant

carriages  
cattle  
cavities  
child seat  
clothing search  
CO2 detector  
CO2 detector  
coach  
coastline  
coercive measures  
colleague  
complaints  
concealed  
consignment note  
cough  
counterfeit items  
customs  
customs inspector  
customs seal  
daily routine  
dealing  
declaration of import  
designated parking place  
destination  
detention room  
device  
dog handler  
dog handlers  
driving licence  
Duty Free Lane  
duty officer  
empty  
entrusted  
equipment  
EU funds monitors  
EU/EEA/CH Lane  
expect  
explosives  
facilitator  
faints  
fine  
fined

fraudulent  
free movement  
garage  
glove compartment  
goods trains  
green card  
Guest Officer (Frontex)  
heartbeat detector  
hidden  
holiday  
humanitarian aid  
immigration  
incident  
indelible  
inspect  
inspection  
interpreter  
interviews  
investigator  
irregular migrants  
Kosovars  
land border patrol  
leading  
lighter  
livestock  
local traffic permit  
lorry  
lorry  
lorry  
luggage compartment  
metal detector  
minors  
misuse  
narco test  
neighbouring  
neighbouring countries  
number plate  
occupy  
on duty  
one stop check  
operational security  
order

over  
 passenger list  
 passenger seats  
 patrol car  
 perform  
 Phytosanitary  
 pocket knife  
 Police Officer key ring  
 pregnant  
 prohibited  
 railway  
 reason  
 received  
 rechargeable battery  
 rental agreement  
 rental car  
 rental contract  
 report  
 resolved  
 responsibility  
 restricted goods  
 road traffic  
 routine check  
 rubber boats  
 safe position  
 search  
 searching clothing  
 sensitive information  
 serial number  
 shaking  
 shoelaces  
 situation normal  
 smooth flow

smuggle  
 smuggling  
 sniffer dog  
 snow chains  
 sore throat  
 spare tyre  
 special tools  
 spike mat  
 sticker  
 surroundings  
 tactical situation  
 thermal imager  
 Thermo Vision Van (TVV)  
 to use force  
 trafficking in human beings  
 train inspector  
 transit  
 trip  
 TVV (Thermo Vision Van)  
 tweezers  
 undocumented  
 user manuals  
 valuable information  
 vehicle  
 vehicle expert  
 Vehicle Identification Number (VIN)  
 vehicle insurance  
 vehicle registration  
 vehicle registration certificate  
 Veterinary and Phytosanitary station  
 VIN (Vehicle Identification Number)  
 X-ray machine  
 zoom

A group of irregular migrants is escaping from our patrol.

All the documents are in order.

Are these all of your passengers?

At land BCPs in Finland, heavy commercial traffic is processed by a one-stop method.

Border Guard Service, Customs and Veterinary and Phytosanitary inspection.

Border guards have received basic customs training.

Checks shall be carried out both on train passengers and on railway staff.

Could you lift the blanket up off the floor?

Did you apprehend those irregular migrants that I reported yesterday?

Do you usually keep the luggage compartment locked?

Don't come out or we'll have to use force.

Ensure the safety and smooth flow of road traffic.

Get out of the car.

Get undressed.

Have you got a passenger list?

I am afraid that you will be refused entry.

I can see there is a sticker from a car rental company.

I just wanted to check that you are authorised to leave the territory of the EU in this car.

I see that you are carrying an extra passenger.

Identify yourself.

Immigration officers are dealing with their case now.

It helped us to detect and detain the migrants.

It is forbidden to cross the border at this point.

Italian heli is pursuing the group of escaping irregular migrants near the village of Dragon.

Member States may cooperate with neighbouring countries.

Move the child seat and take the spare tyre out.

My colleague will check this with the rental company.

My colleagues will inspect the exterior of the vehicle using a dog.

Next time you will be fined.

Organise a team and send them here to help us.

Our dog-handler team apprehended them and two facilitators later.

Persons may be requested to alight from their vehicles.

Persons or objects subject to border checks are not concealed.

Persons travelling in vehicles may remain inside them during checks.

Please follow my colleague and he will direct you to the exit.

Please park in the designated parking place.

Put her in a safe position

Search the interior of the vehicle.

Separate lanes at certain border crossing points.

Smugglers might use rubber boats to bring boxes from the neighbouring country.

States may conclude bilateral agreements.

Thank you for your cooperation!

The border guard may order the cavities of carriages to be inspected.

The female migrant is pointing at her bump/belly.

The head of our BCU has ordered you to occupy the road from Dragon to Snake in order to apprehend all the irregular migrants.

The interpreter is on the way.

The patrol is ready for their border surveillance tasks.

The person has a previous record for trafficking in human beings.

The search has been completed

The serial number is OK.

The tactical situation at the border is clear.

The valuable information you provided us with.

Thermal imagers don't require light.

These devices are used during normal patrol activities near the border line.

They are going to use a facilitator's car.

They can see persons crossing the border where it is prohibited.

This black device is Night Vision Goggles.  
This equipment in front of you is very interesting.

This is a thermo vision van, it's also called a "TVV".

This is an external border of the European Union.

This is sensitive information.

This is the CO2 detector.

This vehicle is equipped with some special tools and devices.

We are on a European trip as part of our holiday.

We expect cigarettes to be smuggled across the river.

We had no intention of crossing the border.

We have a group of undocumented migrants here.

We worked late last night until their case had been resolved.

We'd like to examine the vehicle using a dog.

Welcome to the border crossing point.

What kind of documents would you like to see?

With your binoculars you can spot a man far away.

You are going to observe the coastline and its surroundings.

You are only allowed to cross it at border crossing points.

You can use a spike mat and other appropriate coercive measures.

You'll be questioned.

You're doing important work to keep our borders secured.

## Air border

access

afraid

ahead

allow

allowed

ammunition

Arrivals

ATM (Automatic Teller Machine)

Automatic Teller Machine (ATM)

bag

bank

behind

belt

blocked area

boots

bracelet

bus stop

camera

cancelled

car rental

carry

case

cash dispenser

cash machine

chapel

check-in

check-in desk

city centre

close

closed area

coat

coins

confiscate

conveyor belt

corner

delayed

Departures

downstairs

enterescalator

exchange office

explosives	public area
false arm	public transport
false leg	put
far	railway station
fireworks	remove
flammable liquids	restricted area
floor	right
games console	round
gas containers	scarf
gate	scissors
gun	screening
hand luggage	security control
hat	security pass
hope	sharp item
in front of	shoes
in the middle of	show
information desk	skirt
inside	smoking area
instruction	spread
jacket	stairs
key	stay calm
left	straight
lift	switch
lighter	take
lost and found office	take off
luggage reclaim	tax free counter
medical certificate	tear gas
metal detector	terminal
metal object	ticket sales desk
mobile phone	train station
music player	transit area
near	turn right
necklace	turning
next to	unattended luggage
open	upstairs
opposite	voucher
outside	wallet
pacemaker	watch
passport control	weapon
pepper spray	X-ray scanner
prohibited	



Access to this area is only allowed with a security pass.	Please wait.
Are you carrying any prohibited items?	Sharp items are not allowed in your hand luggage.
Are you nervous? Why?	Sit down. I will call an ambulance.
Because you have a pacemaker, you need to go around the metal detector.	Spread your arms wide please.
Can you tell me the way to the Post Office please?	Switch it off please.
Did you pack your luggage yourself?	Take bus number 34.
Do you have a laptop with you?	Take the first turning on the left.
Go to the check-in counter for your airline to get your boarding pass.	Take the lift and go up one floor.
How can I get to the city centre?	There is a bus stop and a train station opposite.
I have got a pacemaker.	There is a fire on the second floor.
If you have a pacemaker, please show me the medical certificate.	This area is closed (is a blocked area).
Is it far from here?	This is a restricted area, nobody is allowed to enter.
Is there a restaurant or a bar here?	This is an emergency situation.
Is this your bag?	This is the security control.
It is around the corner.	Try to breathe slowly and deeply.
It is just behind you!	Turn around please.
It is opposite the transit area.	Walk straight ahead and then go left.
Nobody is allowed to enter.	What is his nationality?
Not as far as I know.	What kind of passport does he have?
Please follow the exit signs!	Where is gate number 8?
Please leave this area right now!	Yes, I am because I'm afraid of flying.
Please open your bag.	You are not allowed to leave your luggage unattended at any time!
Please remove your belt before passing through the metal detector.	You can ask at the information desk over there.
Please take off your jacket and coat and put them in the tray.	You cannot take that with you.
Please take your laptop out of its case and place it in the tray.	You need to go downstairs and you will see the exit.
	You will see the Post Office on your right.

## Sea border

adrift	anchor
aground	anchor chain
AIS (Automatic Identification System)	AP (Automatic Pilot)
alter course	ARPA (Automatic Radar Plotting Aid)
amidships	ashore

Automatic Identification System (AIS)	distress call
Automatic Pilot (AP)	docking
Automatic Radar Plotting Aid (ARPA)	draft
bay	draught
bearing	embark
belts	embarkation request
berth	endurance
blackout	engineers
boarding team	engines
bond store	escort
bow	Estimated Time of Arrival (ETA)
bow locker	Estimated Time of Departure (ETD)
bridge	ETA (Estimated Time of Arrival)
bridge officer	ETD (Estimated Time of Departure)
bulk carrier	executive commander
capsize	explosives
captain	fairway
cargo ship	ferry
castle	fire extinguisher
certificate of registry	first mate
chart	fishing vessel
chart instruments	flag
chief engineer	flares
coast	fog
commanding officer	forecastle
container ships	forepeak
contiguous zone	form for refusal of entry
coordinates	free practice
course	full ahead
crew effects declaration	gangway
crew effects list	general declaration
crew list	geographical coordinates
cruise ship	Global Positioning System (GPS)
cutter	GPS (Global Positioning System)
dangerous area	gust
dangerous cargo declaration	harbour
deck	hatch
deckhands	heading
detection	hold
discharge	hull
disembarkation	IMO number
disembarkation request	infrared camera

interception	overboard
internal security	ownership
internal waters	passenger list
IR camera	passenger ship
itinerary	passenger Terminal
keel	pattern
ketch	peak room
knots	Persons On Board (POB)
last port of call	pilot ladder
latitude	pleasure boat
life boat	plotter
life buoy	POB (Persons On Board)
life jackets	pollution
life vests	port of registry
lighthouse	port side
logbook	portholes
longitude	post
Man Overboard (MOB)	power generators
manifest	power plant
manoeuvre	propeller
Maritime Mobile Service Identity (MMSI)	radar
Maritime Rescue Coordination Centre (MRCC)	radar operator
master	radio beacon
Mayday! Mayday! Mayday!	raft
merchant vessel	roadstead
MMSI (Maritime Mobile Service Identity)	rope
MOB (Man Overboard)	rubber boat
mooring	sailing
mooring line	sailing vessel
MRCC (Maritime Rescue Coordination Centre)	Sanitary Authorities
narcotics list	satellite phone
nautical miles	sea lanes
next port of call	sea state
NIL list	seafarer
notice of ship pre-arrival security information	seaman's books
oil tanker	search pattern
On Scene Coordinator (OSC)	semaphore
on-board	ship's particulars
OSC (On Scene Coordinator)	shipping agent
	steering gear
	steersman
	shipyard

shore  
shore pass  
shipping company  
sonar  
starboard side  
skipper  
sloop  
stern  
steward  
stowaway  
swell  
tanker  
target  
team leader  
territorial sea  
territorial waters  
tide

to strike sail  
tow  
tracking  
transfer request  
transit passengers  
tug  
unlit  
validity  
Very High Frequency radio (VHF radio)  
VHF radio (Very High Frequency radio)  
voyage  
warship  
waterline  
winch  
wreck  
yacht

A merchant ship is reporting that they have a man overboard.

A trawler (fishing boat) asks for help.

A yacht reports that they have a fire in the engine room.

After the arrival of a cargo ship a shipping agent comes to the BCP.

As there are no risk indicators.

Be aware of tankers!

Be ready on the deck with a rope and life buoy.

Before you discharge your cargo we will search your hold.

Calculate an interception course.

Calculate the search pattern and radius considering the datum and the weather conditions in the area.

Call the crew on deck and lock up the stowaways.

Can I have the crew list, certificate of registry, logbook, the list of last ports of call,

narcotics list, crew effects list, bond store and ship's particulars?

Can you put down the pilot ladder?

Captain, a new target has been detected on the radar.

Captain, can you gather the crew on the deck for identification?

Complete the embarkation formalities.

Conducting the vessel or persons on-board to the shore.

Contract with the Shipping Company has just expired.

Do you have any transit passengers?

Do you require any medical assistance?

Don't abandon the vessel.

Don't leave the fairway.

Everything is written down on the ship's particulars.

Form for seafarers in transit who are subject to visa requirements.

Full speed ahead!

- Have your life boat ready in case of any problems during towing.
- He is suffering from hypothermia and he needs medical assistance.
- He probably got on board during our stay in the last port of call.
- He was hiding in one of the holds.
- Here are all the manifests.
- Here is the transfer request and the travel documents.
- How long have you been at sea for?
- How many people are on-board?
- How many people are on-board?
- I am here to request the disembarkation of a crew member.
- I am in danger of capsizing.
- I assume that you can't issue the free practice for this ship.
- I expect to reach you in 10 minutes.
- I have ordered the captain of the ship to alter his course to the harbour.
- I have problems with my propeller.
- I need the crew list and the ID cards or seaman's books.
- I need to check your luggage.
- I need to see the crew list, the passenger list, the general declaration, the crew effects declaration, the dangerous cargo declaration, the port of call list, NIL list and the ship's particulars.
- I see that you are anchored here.
- I want a security guard at the gangway.
- I want to go to the peak room.
- I want to transfer a crew member.
- I will inform the Sanitary Authorities.
- I would like to see the crew effects declaration.
- I'm coming to your assistance.
- I'm going to relay your distress call and send you a raft.
- I'm just the skipper.
- I'm not under command.
- I'm not under command.
- Is the crew ready?
- Is there already an on scene coordinator (OSC)?
- It is towing a small rubber boat.
- It should be a sailing vessel.
- It's amidships starboard side on the main deck.
- It's foggy, I can't see the lighthouse.
- It's under my berth.
- Its waterline is too low.
- Master, can you tell me how many people are on-board?
- Mayday! Mayday! Mayday!
- Monitoring the roadstead and the marine traffic on the sea lanes.
- Naval bases should be chosen according to the ship's draught and availability of mooring posts.
- No person overboard.
- Ordering the vessel to alter its course.
- Our mooring line was too tight.
- Passenger acting suspiciously.
- Perform the border check on entry.
- Please show me your passports and certificate of registry.
- Please wait while we prepare the form for refusal of entry for that passenger.
- Prepare the pilot ladder on your starboard side.
- Seizing the vessel and apprehending persons on-board.
- Set course for interception, and increase speed to full ahead.
- Shut down all systems on board including the power plant.
- Some buoys are unlit.
- Someone will come to interview you.
- Stop your engines and prepare the vessel for boarding!
- Switch to VHF channel 9.
- Take your protective equipment.

The boarding team is ready and has already been instructed.

The border check for persons on cargo ships is carried out on-board.

The border guards found a stowaway hidden in the hold.

The captain provides a list of the crew and passengers.

The ETD (Estimated Time of Departure) is 19.00.

The hull is white with two portholes.

The identification of passengers that go ashore is carried out in the Passenger Terminal.

The identity check for the crew members is carried out in the cabins or at their place of work.

The man in the water has been recovered and secured on board.

The migrants are your responsibility now and they cannot leave the ship under any circumstances.

The power generators are operational.

The presence of any stowaways on-board.

The rest of the crew can go to their posts.

The sea state is not good.

The swell is dangerous.

The thermal camera is also connected to the emergency batteries.

The validity of the documents is checked on-board.

There are some gusts.

They tried to contact you by semaphore.

This is a French Customs cutter, can you read me?

This is the normal procedure.

This person must remain on-board.

This ship is carrying a dangerous cargo.

To fill out a form.

We are having problems with the AIS (Automatic Identification System) and the sonar.

We are heading to Malaga Harbour.

We are investigating a sloop.

We are proceeding to your position.

We are using the emergency batteries for communication.

We can observe two people on the stern and another one on the port side.

We can summarise this as: detection, tracking, identification and interception.

We consider him a stowaway.

We have been informed of a possible case of illegal fishing in our internal waters.

We have received a distress call on channel 16!

We have seen something on the water with the binoculars, adrift at about 1 nm (nautical mile).

We must pay attention to a warship entering our bay today.

We need some new ropes and a new GPS for our tender.

We require immediate assistance!

We were in the shipyard cleaning the hull and the keel.

We will begin the departure manoeuvre!

We will continue surveillance on the contiguous zone.

What about your endurance?

What is the colour of the hull and the length of the sloop?

What is the position of the vessel in distress?

What is the situation on the bridge?

What is your cargo?

What is your flag?

What is your next port of call?

What was your last port of call?

What's your Estimated Time of Arrival (ETA)?

Which flag is it flying?

You are in a dangerous area and we will tow you.

You can drop anchor and moor.

You need to present an embarkation request.

Your AIS is not operating.

### **Appendix 3. Recommendations of the CCC Concerning the Skills to Be Achieved upon the Successful Completion of Border and Coast Guard Basic Training**

<b>Subject</b>	<b>In theoretical tests the border guard should be able to</b>	<b>In practical tests the border guard should be able to</b>	<b>Recommended related content (topics and vocabulary)</b>
1.7.1	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to personal and professional presentation</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to personal and professional presentation</li> </ul>	<ul style="list-style-type: none"> <li>name;</li> <li>date and place of birth;</li> <li>marital status;</li> <li>education;</li> <li>citizenship and nationality;</li> <li>address;</li> <li>profession;</li> <li>rank;</li> <li>position;</li> <li>tasks and responsibilities at work.</li> </ul>
1.7.2	<ul style="list-style-type: none"> <li>distinguish between the English terms for units, departments, sectors in the national BCG organisation</li> </ul>	<ul style="list-style-type: none"> <li>present the national BCG organisation and its competences</li> </ul>	<ul style="list-style-type: none"> <li>names of different units, departments and sectors in the national BCG organisation;</li> <li>names for different categories of BCG equipment used in BCG related activities;</li> <li>national BCG organisation;</li> <li>BCG duties.</li> </ul>
1.7.3	<ul style="list-style-type: none"> <li>explain general definitions and specific BCG terms, based on the EU legislation relevant for border guarding</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English using specific BCG terms defined in EU legislation relevant for border guarding, in a simulated situation</li> </ul>	<ul style="list-style-type: none"> <li>English BCG terms include but are not limited to:</li> <li>Article 2 of the Schengen Borders Code (2016);</li> <li>part one of the Schengen Handbook;</li> <li>Article 1 of the Schengen Convention (2000);</li> <li>Article 2 of the VISA Information System.</li> </ul>
1.7.4	<ul style="list-style-type: none"> <li>distinguish between English terms related to the enforcement of national, EU and international fundamental rights legislation</li> </ul>		<ul style="list-style-type: none"> <li>names of European and international agencies and organisations that protect and promote fundamental rights;</li> <li>fundamental rights to be respected in BCG-related activities;</li> <li>categories of persons that benefit from the enforcement of fundamental rights legislation in BCG-related activities.</li> </ul>
1.7.5	<ul style="list-style-type: none"> <li>distinguish between English terms related to border checks</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English in a simulated situation related to border checks</li> </ul>	<ul style="list-style-type: none"> <li>border checks;</li> <li>entry conditions for third-country nationals based on the Schengen Borders Code;</li> <li>types of means of transport, different vehicle/vessel parts;</li> </ul>

1.7.5	<ul style="list-style-type: none"> <li>distinguish between English terms related to border checks</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English in a simulated situation related to border checks</li> </ul>	<ul style="list-style-type: none"> <li>types of goods transported through different types of BCPs;</li> <li>legal basis and reasons for imposing different penalties on persons at BCPs;</li> <li>person's purpose of visit;</li> <li>informing the person about the reasons and further procedures to follow, including the right of appeal, in case of refusal of entry;</li> <li>describing wanted or missing people, stolen or seized objects;</li> <li>polite requests in order to initiate the inspection of the means of transport, luggage/cargo.</li> </ul>
1.7.6	<ul style="list-style-type: none"> <li>distinguish between specific English terms related to cross-border crime</li> </ul>	<ul style="list-style-type: none"> <li>report cases of cross-border crime in English both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>types and instances of crimes;</li> <li>types of criminals;</li> <li>types of smuggled goods;</li> <li>types of weapons;</li> <li>phrases related to committing crimes;</li> <li>reporting cases of cross-border crime.</li> </ul>
1.7.7	<ul style="list-style-type: none"> <li>distinguish between specific English terms related to international protection</li> </ul>	<ul style="list-style-type: none"> <li>explain international protection procedures in English</li> </ul>	<ul style="list-style-type: none"> <li>English terms related to international protection procedures;</li> <li>identifying a request for international protection;</li> <li>BCG role in preliminary international protection procedures in English.</li> </ul>
1.7.8	<ul style="list-style-type: none"> <li>distinguish between specific English terms related to apprehension, detention and return</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with persons involved in activities of apprehension, detention and return in a simulated situation</li> </ul>	<ul style="list-style-type: none"> <li>informing persons on the legal basis and their rights when they are apprehended/taken into custody/removed;</li> <li>informing persons that they are the subject of a criminal investigation and need to follow defined procedures;</li> <li>requests and orders in situations of apprehending, taking into custody and removing a person;</li> <li>relevant procedures for the situations of apprehending, taking into custody and removing persons.</li> </ul>



1.7.9		<ul style="list-style-type: none"> <li>communicate in English to assist the persons by giving information and/ or directions in a simulated border control situation</li> </ul>	<ul style="list-style-type: none"> <li>types of information that can be given in public service situations related to border control</li> </ul>
1.7.10		<ul style="list-style-type: none"> <li>communicate in English to give orders in an emergency, crisis or force-related simulated situation related to border control</li> </ul>	<ul style="list-style-type: none"> <li>terms for potential emergency, crisis or force-related situations relevant to BCG activities but not limited to: <ul style="list-style-type: none"> <li>bomb threat;</li> <li>fire alarm;</li> </ul> </li> </ul>
1.7.10		<ul style="list-style-type: none"> <li>communicate in English to give orders in an emergency, crisis or force-related simulated situation related to border control</li> </ul>	<ul style="list-style-type: none"> <li>terrorist threat;</li> <li>terrorist attack;</li> <li>medical situations (including epidemic, pandemic diseases, death);</li> <li>giving orders in emergency, crisis or force-related situations in BCG activities.</li> </ul>
1.7.11	<ul style="list-style-type: none"> <li>distinguish between different terms related to document examination in English</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English in a simulated situation related to document examination in border control</li> </ul>	<ul style="list-style-type: none"> <li>terms related to document examination in BCG activities;</li> <li>asking questions to verify the authenticity of data in a document during border control activities;</li> <li>consulting a foreign colleague on suspicious documents.</li> </ul>
1.7.12	<ul style="list-style-type: none"> <li>distinguish between English terms related to human anatomy and first-aid</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English in a first-aid related simulated situation</li> </ul>	<ul style="list-style-type: none"> <li>external and internal parts of the human body;</li> <li>injuries and diseases related to BCG activities;</li> <li>asking and answering questions to victims and witnesses in order to identify what help is needed;</li> <li>explaining actions with regard to a defined first-aid related situation.</li> </ul>
5.3.4	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to non-complex border control activities at air BCPs</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to non-complex border control activities at air BCPs</li> </ul>	<ul style="list-style-type: none"> <li>terminology relevant to the airport environment, civil aviation and other categories of flights;</li> <li>information provided in air border-related documents;</li> <li>terminology relevant to air border guarding activities in communication procedures, in the context of cooperative activities.</li> </ul>

<p>7.1.18</p>	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to land border surveillance</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to land border surveillance</li> </ul>	<ul style="list-style-type: none"> <li>unauthorised border crossing;</li> <li>border reconnaissance;</li> <li>border patrolling;</li> <li>border pursuit;</li> <li>informing persons in need of international protection and vulnerable persons on their rights and the procedures to follow;</li> <li>stopping and checking vehicles by border surveillance patrols;</li> <li>apprehending dangerous people/suspicious people;</li> <li>searching buildings and premises;</li> <li>SAR operations by border surveillance patrols;</li> <li>orientteering.</li> </ul>
<p>7.2.11</p>	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to border checks at land BCPs</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to border checks at land BCPs</li> </ul>	<ul style="list-style-type: none"> <li>procedures related to performance of border checks;</li> <li>types of travel documents for persons;</li> <li>types of vehicles;</li> <li>types of documents for vehicles;</li> <li>procedures for refusal of entry at the land borders;</li> <li>informing persons in need of international protection and vulnerable persons on their rights and the procedures to follow;</li> <li>procedures relevant to the return, readmissions and removals of third-country nationals;</li> <li>entry/exit control infrastructure;</li> <li>separate lanes for EU/non-EU citizens, different types of vehicles;</li> <li>control booths or counters;</li> <li>specific technical equipment for document checks;</li> <li>heartbeat detectors, endoscopes, CO2 detectors, X-ray equipment;</li> <li>communications equipment (fixed and mobile);</li> <li>SIS, VIS, national databases;</li> <li>IT, logistics and office equipment.</li> </ul>

9.1.9	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to border check activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to border check activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>specific categories of persons and types of documents or certificates subject to sea border checks;</li> <li>types of maritime shipping at sea ports (BCPs) such as cruise ships, pleasure boating, ferry connections;</li> <li>safety and security measures at sea ports (BCPs) and on board operational assets for border checks at sea;</li> <li>tactical planning of sea border surveillance activities;</li> <li>border check procedures at sea ports (BCPs) and checks on board operational assets for border checks at sea;</li> <li>processes and procedures following refusal of entry at the sea borders relevant to return, readmissions and removals of persons;</li> <li>maritime facilities and technical equipment on board relevant to border checks at the sea borders;</li> <li>specific types of crimes, criminals, modus operandi and trends relevant to</li> <li>o sea border checks;</li> <li>cooperative framework with foreign actors involved in border check activities at the sea borders;</li> </ul>
9.1.9	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to border check activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to border check activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>names and abbreviations of foreign actors involved in border check activities at the sea borders;</li> <li>navigational and safety communications from ship to shore and vice versa, ship to ship and on board ships (internationally standardised maritime radio-communication phrases).</li> </ul>

<p>9.2.9</p>	<ul style="list-style-type: none"> <li>• distinguish between different English terms and phrases related to sea border surveillance activities</li> </ul>	<ul style="list-style-type: none"> <li>• communicate in English with foreign colleagues and partners or border crossers in a simulated situation related to sea border surveillance activities</li> </ul>	<ul style="list-style-type: none"> <li>• national sea border surveillance system;</li> <li>• operationally relevant external conditions;</li> <li>• safety and security measures taken on board;</li> <li>• tactical planning of sea border surveillance activities;</li> <li>• operational procedures relevant to sea border surveillance activities;</li> <li>• law enforcement tactics relevant to sea border surveillance activities;</li> <li>• operationally relevant maritime surveillance activities such as joint operations, pilot projects, multi-purpose operations;</li> <li>• technical equipment and technology for sea border surveillance activities;</li> <li>• specific types of crimes, criminals, modus operandi and trends relevant to sea border surveillance activities;</li> <li>• cooperative framework with foreign actors involved in sea border surveillance activities;</li> <li>• names and abbreviations of foreign actors involved in sea border surveillance activities;</li> <li>• navigational and safety communications from ship to shore and vice versa, ship to ship and on board ships (internationally standardised maritime radio-communication phrases).</li> </ul>
<p>9.3.7</p>	<ul style="list-style-type: none"> <li>• distinguish between different English terms and phrases related to search and rescue activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>• communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to search and rescue activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>• national search and rescue system;</li> <li>• types of emergency situations and components of distress messages received during search and rescue activities;</li> <li>• tactical planning of search and rescue activities;</li> <li>• precaution measures to ensure personal capability to render assistance to objects in distress;</li> <li>• preparatory actions on board search and rescue operational assets;</li> </ul>

9.3.7	<ul style="list-style-type: none"> <li>distinguish between different English terms and phrases related to search and rescue activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>communicate in English with foreign colleagues, partners or border crossers in a simulated situation related to search and rescue activities at the sea borders</li> </ul>	<ul style="list-style-type: none"> <li>specific tactics and techniques relevant to searching and rescuing objects in distress;</li> <li>establishment and maintaining communication with objects in distress as well as with the competent SAR Coordination Centres (RCC) and participating maritime-aerial-terrestrial operational assets;</li> <li>technology and technical equipment available for search and rescue activities;</li> <li>cooperative framework with foreign actors involved in search and rescue activities at the sea borders;</li> <li>names and abbreviations of foreign actors involved in search and rescue activities at the sea borders;</li> <li>navigational and safety radio communications from ship to shore and vice versa, ship to ship and on board ships (internationally standardised maritime radio-communication phrases).</li> </ul>
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#### **Appendix 4. Sample Dialogues from English Communication for Border and Coast Guards, Level 1**

(Abbreviations in the dialogues: PA: passenger, NA: narrator, BG: border guard, LD: lorry driver)

1.

BG: May I see your passport please?

PA: Of course. Here it is.

BG: What is the purpose of your visit?

PA: Leisure.

BG: How long will you stay?

PA: Two weeks.

BG: What plans do you have for your stay?

PA: Nothing special, just sightseeing.

BG: Have you got a hotel reservation?

PA: No. I hope I'll find a room somewhere.

BG: How are you planning to get back home?

PA: I don't know yet.

BG: How much money do you have with you?

PA: 100 Euros.

BG: I'm sorry but you can't enter Italy.

PA: But why?

BG: Because you don't have enough money to support yourself and to buy a ticket home.

2.

PA: Good evening.

BG: Good evening. Your passport, please.

PA: Here you are.

BG: Your visa has expired.

PA: No, my visa is valid until the end of this month.

BG: I'm sorry, but your visa was valid for a ten-day visit between the 10<sup>th</sup> of May and the 11<sup>th</sup> of July. You have already been in the Schengen area for ten days. This means that your visa is no longer valid.

PA: No, my visa is valid. I have to enter your country because I am here for business and my colleagues are waiting for me.

BG: Calm down. You are not allowed to enter our country without a valid visa. Please wait here. Someone will come and see you shortly.

7.

NA: The conversation takes place at a border crossing point (BCP). The newcomer is being introduced to the daily tasks and responsibilities at the BCP. It's his first day at work. BG1 is explaining the tasks to BG2 and presenting the officer's personal equipment.

BG1: Hello. My name is Codin. I'll introduce you to our daily tasks and responsibilities at the border crossing point.

BG2: Hello. I'm Milla. Nice to meet you.

BG1: Well, your main task will be checking passengers and their documents. Let me show you the BCP.

BG2: Fine. Let's go.

NA: BG1 and BG2 go outside. BG1 explains as they walk.

BG1: The regular shift lasts 12 hours. Before the shift starts you have to pick up your equipment from the duty officer.

BG2: What kind of equipment will I need on duty?

BG1: Radio, handcuffs, firearms and ammunition. You will also have a torch and truncheon.

BG2: What about the stamp?

BG1: You will get it later after passing the exam.

BG2: All right.

BG1: The BCP is under constant surveillance, there are cameras and the duty officer can observe all activities.

BG2: OK.

BG1: I will be your tutor for the next few months. If you have any questions, don't hesitate to contact me.

BG2: That's fine. Thank you very much for your help.