

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

## III. English for Border and Coast Guards: Specific-Purpose English Language Skills and the FRONTEX Courses Designed for Their Development - Level B2

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*The aim of this series of papers is to present modern methods of linguistics and language pedagogy concerning specific-purpose language competences and to describe the English competences EU border guards need for their work and international activities and to explore the prospects for their improvement.*

*The first part discusses the dilemmas and methodology related to the definition of specific-purpose language competences, indispensable for language course design. The second and the third 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. Using the authentic material provided by border guards and the Common European Framework of Reference for Languages, the author also makes an attempt to define the ESP competences at various levels, needed for their work, according to the categories used in applied linguistics. The second and the third parts discuss elementary and intermediate (A2/B1) and upper-intermediate (B2) EBG competences respectively.*

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

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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 (EBG) in particular. (As mentioned in the first part, the *Sectoral Qualifications Framework for Border Guarding* formulates that “All learning in relation to languages should be described in terms of the level of the CEFR”.<sup>3</sup> Also, the latest edition of the *FRONTEX Common Core Curriculum for Border and Coast Guard Basic Training in the EU* establishes that “Because the language learning and competence does not align to the levels of the SQF for BG in terms of complexity of learning, the assessment of the language related learning outcomes should be done according to the basis for the assessment from the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR)<sup>4</sup>.”

In the further articles of the series I wish to prove that the ongoing FRONTEX (European Border and Coast Guard Agency) project entitled *English Communication for Border and Coast Guards* (ECBCG)<sup>5</sup> 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<sup>6</sup> 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 English for Specific Purposes (ESP) competences needed for their work can be defined according to the categories generally used in applied linguistics and the Common European Framework of Reference for Languages (CEFR). The second paper discusses the elementary and intermediate (A2/B1) EBG competences<sup>7</sup>, now called ‘Level 1’ in the ECBCG FRONTEX online course. This third part presents the upper-intermediate ones (B2, Level 2).

## **Needs analysis and working procedure: Selection of the main communication domains and speech situations**

Level 1 of the ECBCG online course was being launched at the time when the same core team that had developed it started working on Level 2. Following the good practices

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<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 Sectoral Qualifications Framework for Border Guarding. (See Lajos Kiss: A FRONTEX és a határőr tisztképzés; In: Varga, János (ed.): *A határrendészeti tisztképzés negyedszázada*, Budapest, Dialóg Campus Kiadó 2017 55–67)

<sup>3</sup> FRONTEX: *Sectoral Qualifications Framework for Border Guarding*, Vol. I. Warsaw, 2015, 40

<sup>4</sup> FRONTEX: *Common Core Curriculum for Border and Coast Guard Basic Training in the EU*. Warsaw, 2017, 37

<sup>5</sup> The term English for Border Guards was used in FRONTEX when the project started but after the establishment of the European Border and Coast Guard it was changed into English for Border and Coast Guards.

<sup>6</sup> Judit Borszéki: The Definition of Specific-Purpose English Language Competences Needed in Border Control and Their Development Potentials, I. The Issues of Defining Specific-Purpose Language Competences. *Magyar Rendészet*, 2017/4. 123–142

<sup>7</sup> Judit Borszéki: 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. *Magyar Rendészet*, 2018/5. 139–175

used for the development of Level 1, the same basic structure of modules, i.e. the General Part (now called Common Duties) module followed by three modules that correspond to the three types of external borders (Air, Land and Sea) were retained, in accordance with all the other training documents created by Frontex. However, as the work proceeded, it became clear that new, special modules covering document examination, pre-return and return procedures had to be added.

The target group of the Level 2 tool was defined as “border guards who perform second-line checks, border surveillance and/or participate in Frontex Joint Operations, Focal Point activities and the return process and who need to improve their professional English language skills.”<sup>8</sup>

Again, according to the specific needs analysis methodology applied for Level 1, the scenarios were developed by expert border guards, who were also asked to collect the relevant terminology. As a starting point, they were given the possible speech situations and topics related to second-line work in their field. The related scenarios from Level 1 were also presented to them, because the underlying idea for Level 2 is that, in many cases, certain speech/job situations shown in Level 1 are finished at the stage where the competence of a first-line officer ends. The experts requested to write the new scenarios were asked to continue these situations, describing the duties and presenting the communication of second-line officers. Apart from that, similarly to Level 1, a certain part of the dialogues represents information exchange with so called ‘members of the team’, i.e. foreign colleagues deployed at the external border for a FRONTEX joint operation, focusing on tasks that require a higher level of English.<sup>9</sup>

Similarly to Level 1, the structure of this course was also determined by the English teachers. After proofreading the dialogues written by the border guards, they supplemented them with reading comprehension texts, arranged the scenarios (283 in all) according to difficulty and organised them into units and subunits, in accordance with the topics and speech situations. The audio recordings were made by FRONTEX, with the help of border guards having (near-) native command of the English language working at the Warsaw Headquarters, who acted out the dialogues. The video recordings will be made by an external company.

The way the user is recommended to work with the course is similar to that of Level 1, too: At the beginning of each lesson, the most common items of terminology are presented. Visual and auditory elements help the learner to understand, read, pronounce and learn them. The user then watches/listens to the dialogues in the form of a video or audio recording or reads short texts, and is supposed to do a listening/reading comprehension task related to them. After each subunit the student has the opportunity to deepen their knowledge gained in this way with the help of vocabulary exercises, by practising the usage of the terminology covered. Each unit and each

<sup>8</sup> FRONTEX: Course Outline – English Communication for Border and Coast Guarding Level 2 (Manuscript) 2019. 1

<sup>9</sup> János Varga: A nemzetközi együttműködés lehetőségei az illegális migráció rendőrségi kezelésében. In: Hautzinger, Zoltán (ed.): *Migráció és rendészet*. Budapest, Magyar Rendészettudományi Társaság Migrációs Tagozat, 2015. 231–240

module ends with an assessment phase to give the learner feedback on their progress. Of course, the exercises were also prepared by the English teachers, making sure that the lexical units to be acquired occur with sufficient frequency, in different contexts.

As in the case of Level 1, the scenarios are used for developing only certain skills (knowledge of terminology, listening and reading comprehension, orthography), but they can also be considered recorded corpora, models for language use, and this way, through their analysis reliable assumptions can be made 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.

The list of all the scenarios can be found in Appendix 1.<sup>10</sup> The modules and the main topics (subunits) presented by the scenarios in the units are as follows:

*Table 1: The modules and the main topics (subunits) of the ECBCG online course Level 2. Source: Compiled by the author, based on ECBCG online course Level 2.<sup>11</sup>*

<b>Air module</b>	<b>Common Duties module</b>	<b>Land module</b>	<b>Sea module</b>
<b>Second-line checks</b> <ul style="list-style-type: none"> <li>• Travel documents</li> <li>• Visas</li> <li>• Supporting documents</li> <li>• Entry conditions</li> <li>• International protection</li> </ul> <b>Combating cross-border crime</b> <ul style="list-style-type: none"> <li>• Document fraud</li> <li>• Trafficking and smuggling</li> </ul> <b>Special tasks</b> <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Databases</li> </ul> <b>Joint operations and cooperation</b> <ul style="list-style-type: none"> <li>• Preparations for jo briefing and debriefing</li> <li>• Cooperation</li> </ul>	<b>Second-line checks</b> <ul style="list-style-type: none"> <li>• Checks on entry</li> <li>• Checks on exit</li> <li>• Completing forms</li> <li>• International protection</li> <li>• Conditions for entry</li> </ul> <b>Combating cross-border crime</b> <ul style="list-style-type: none"> <li>• Detention</li> <li>• Trafficking and smuggling</li> </ul> <b>Tasks and Equipment</b> <ul style="list-style-type: none"> <li>• Databases</li> <li>• First aid</li> </ul> <b>Joint Operations and Cooperation</b> <ul style="list-style-type: none"> <li>• Report writing</li> <li>• Organising Joint operations</li> <li>• Briefing</li> <li>• Making presentations</li> <li>• Cooperation</li> </ul>	<b>Second-line checks</b> <ul style="list-style-type: none"> <li>• Checks on exit</li> <li>• Checks on entry</li> <li>• Checks in the border zone</li> </ul> <b>Combating cross-border crime</b> <ul style="list-style-type: none"> <li>• Trafficking and smuggling</li> <li>• Modus operandi</li> <li>• Interviewing migrants</li> </ul> <b>Special tasks and equipment</b> <ul style="list-style-type: none"> <li>• Special tasks</li> <li>• Special equipment</li> </ul> <b>Joint Operations and Cooperation</b> <ul style="list-style-type: none"> <li>• Briefing</li> <li>• Flexible JO</li> <li>• Exchanging information</li> </ul>	<b>Second-line checks</b> <ul style="list-style-type: none"> <li>• Travel documents</li> <li>• Issuing visas</li> <li>• International protection</li> <li>• Refusal of entry</li> </ul> <b>Combating cross-border crime</b> <ul style="list-style-type: none"> <li>• Trafficking and smuggling</li> <li>• Incidents</li> </ul> <b>Border Surveillance</b> <ul style="list-style-type: none"> <li>• Tasks</li> <li>• Equipment</li> <li>• Databases and forms</li> </ul> <b>Joint Operations and Cooperation</b> <ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Briefing and debriefing</li> <li>• Forms and reports</li> </ul>

<sup>10</sup> <https://sites.google.com/site/tetutor/course-materials>

<sup>11</sup> FRONTEX: English Communication for Border and Coast Guards online course Level 2 2020 (Manuscript)

<b>Document examination module</b>	<b>Pre-returns module</b>	<b>Returns module</b>
<b>Passports: Training and equipment</b> <ul style="list-style-type: none"> <li>• Training</li> <li>• Equipment</li> </ul> <b>Detecting irregularities</b> <ul style="list-style-type: none"> <li>• Examination</li> <li>• Forgeries</li> <li>• Briefing at a JO</li> </ul>	<b>Initiation of procedures</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Contact with returnee</li> </ul> <b>Acquisition of travel documents</b> <ul style="list-style-type: none"> <li>• At the embassy/consulate</li> <li>• Travel documents</li> <li>• Organising an identification mission</li> </ul> <b>Final arrangements</b> <ul style="list-style-type: none"> <li>• Preparation for the return operation</li> <li>• Medical issues</li> </ul>	<b>Pre-departure</b> <ul style="list-style-type: none"> <li>• First contact before departure</li> <li>• Briefing</li> <li>• Dealing with returnees</li> <li>• Boarding</li> </ul> <b>In flight</b> <ul style="list-style-type: none"> <li>• Movement on board</li> </ul> <b>Arrival</b> <ul style="list-style-type: none"> <li>• Handover</li> <li>• Debriefing</li> </ul> <b>Use of force</b> <ul style="list-style-type: none"> <li>• Coercive measures</li> <li>• Returnee resistance</li> </ul> <b>Reporting and FAR</b> <ul style="list-style-type: none"> <li>• Reporting</li> <li>• Debriefing</li> </ul>

## Upper-Intermediate (B2)<sup>12</sup> Specific-Purpose English Competences Border Guards Need

Before enumerating these competences, I want to highlight that the mastering of EBG at this language level is just as important as the B1 level. From the data gained through the surveys I conducted in 2014 and 2015 it became obvious that, although the dominant proficiency level of English spoken by border guards in Hungary is B1,<sup>13</sup> and in the border guards' training institutions in 18 EU countries the prevailing level of (general and specific-purpose) English courses is the same,<sup>14</sup> the next level following this prevailing one is B2, in both cases, showing a 30 and a 10 per cent difference in the number of responses respectively. Also, 48% of the 563 respondents in the Hungarian survey expressed their wish to participate in international activities in the future that require at least a B2 level knowledge of EBG. According to the Course description of the ECBCG tool, Level 2 "B2 is considered minimum operational for the Border Guards performing border control duties in second-line checks, border surveillance and/or participating in Frontex Joint Operations, Focal Point activities and the return process, due to the language complexity needed for achieving the envisaged transactions."<sup>15</sup>

<sup>12</sup> The audience of the ECBCG tool Level 2 is defined as B2/C1 level users of English, but most of the model texts from it, which I analysed to draw conclusions regarding the competences in question, do not represent a C1-level difficulty. C1-level skills are rarely needed, mainly for understanding more difficult, formal reading texts discussing e.g. legal procedures.

<sup>13</sup> Judit Borszéki: A rendőrség határrendészeti feladatokat ellátó állományának idegen nyelvi ismeretei és érdeklődése a nemzetközi határrendészeti tevékenységek iránt In: Szelei, I – Berki, G. (eds.) *A hadtudomány és a 21. század, Tanulmánykötet*. Budapest, DOSZ Hadtudományi Osztály, 2015 163–196

<sup>14</sup> Judit Borszéki: Training border policing experts in English for Specific Purposes (ESP): Uniform trends in EU member states. In: Kaljula, D. (ed.) *SISEKAITSEAKADEEMIA TEADUSARTIKLID: Valikkogu*. Tallinn, Sisekaitseakadeemia 2016 31–65

<sup>15</sup> FRONTEX: Course outline ... 2019 1 (Footnote 6)

Similarly to the second part of this series of papers, by comparing the corpora in the model texts of the tool with the relevant CEFR scales of descriptors, I compiled a version of the description of productive, receptive, grammatical, lexical, pragmatic, functional and sociolinguistic ESP competences necessary for border guards who communicate with passengers, migrants, service providers or foreign colleagues at B2 level. The descriptions indicated in the tables summarising the various competences below are illustrated by the selected collection of vocabulary and phrases from three modules of the ECBCG course in Appendix 2<sup>16</sup> and by the indicated sample dialogues in Appendix 3.<sup>17</sup>

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

Also similarly to my previous paper on the topic, I will first present the general competences necessary for the border guard (working in the second line and/or escorting foreign members of the teams) to create and understand oral and written texts. Based on the model dialogues we can establish that while interacting in professional situations, the B2 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 border guard also uses strategies for interaction (planning, execution, evaluation and repair) at his/her proficiency level, which has been established following the empirical observation of border guards' communication activities<sup>18</sup> but cannot be described here in detail. Also, due to the special circumstances in which the corpora were created by border guards for the ECBCG material, the model dialogues usually lack these features or the forms reflecting interactive strategies as well as the unexpected elements and the reaction to them so typical of everyday communication.<sup>19</sup> (See also Borszéki: The Definition of Specific-Purpose English Language Competences... II 2018, Footnote 5.)

<sup>16</sup> <https://sites.google.com/site/tetutor/course-materials>

<sup>17</sup> Ibid.

<sup>18</sup> Judit Borszéki: *Az angol szaknyelvi kompetenciák szerepe a határrendészeti szervek nemzetközi együttműködése megvalósításában, fejlesztésük lehetőségei*. PhD Dissertation. NKE, Budapest 2016

<sup>19</sup> Everyday communication and real life situations are indispensable for both language learning and linguistic research. According to Bernstein's hypothesis, a spontaneous discourse, as opposed to the unilateral, formal data presentation, interviews and questionnaires, takes the variants depending on the speech situation into consideration, it creates real life situations, and it does not yield artificial, sophisticated situational tasks. See Gabriella Ürmösné Simon: *A Case Study Based on a Spontaneous Discourse of Greek-Hungarian Bilinguals in Respect of Interjections, Swear Words and Syntactical Mistakes, as Regards Gender*. *Magyar Rendészet*. 2017/4

Table 2a: Competences needed for productive and receptive communicative activities

Competence	Example, Dialogue No.
Can use the language fluently, accurately and effectively on a wide range of vocational topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with (native) speakers quite possible without imposing strain on either party.	1, 2, 3
Can engage in extended conversation on most general and professional topics in a clearly participatory fashion, without unintentionally requiring the partners (even native speakers) to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences. Can respond to feelings. <sup>20</sup>	2, 11
Can take an active part in formal and informal discussion in professional contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	5, 10
Can participate actively in routine and non-routine formal professional discussion. Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker.	6, 11
While having goal-oriented cooperation with non-professionals (e.g. during thorough checks or while giving information), can contribute, account for and sustain his/her opinion by providing relevant explanations, arguments and comments. Can react to complex lines of arguments. Can understand and give detailed instructions reliably.	2, 3, 4, 5, 7, 11
Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.	2, 5, 7, 11
Can carry out an effective, fluent interview (e.g. debriefing migrants), in accordance with the professional requirements, following up and probing certain replies. Can take initiatives in an interview in a professional context, expand his/her professional views and develop ideas.	5, 7
Can give clear, systematically developed descriptions and presentations, on a wide range of subjects related to his/her professional field and service location, highlighting significant points and expanding and supporting ideas with subsidiary points and relevant examples.	3, 8, 11
Can understand standard spoken language (live, broadcast or on the telephone) in general or specific-purpose language normally encountered in vocational life. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in his/her field of specialisation.	9

Source: Compiled by the author, based on the CEFR

<sup>20</sup> Due to the (required) official and objective style, the emotions manifested during communicating with passengers/migrants usually include responding to feelings such as worries, impatience, protest etc. A limited circle of other emotions may be present when talking to colleagues. See also Judit Borszéki: The Definition of Specific-Purpose English Language Competences ...II 2018, Footnote 5.

At this point I wish to point out that along with the specific terminology, the (general English) linguistic tools needed for making presentations were deemed to be so important that a whole subunit in the Common Duties module was devoted to them.

The following competences do not appear prominently in the model dialogues but, according to my experience, they are also necessary in the work of border guards, speaking English at least at a B2 level:

*Table 2b: Mediation and other competences*

Can conduct oral mediation, mainly informal interpreting from or into his/her mother tongue in familiar professional contexts, transmitting straightforward factual information.
Can initiate, maintain and end discourse appropriately with effective turn taking. Can use stock phrases to gain time and keep the turn whilst formulating what to say. Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.

*Source: Compiled by the author, based on the CEFR*

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

Apart from the competences needed for the abovementioned types of communicative language activities, the language user also needs communicative language competences (general linguistic, lexical, grammatical (accuracy) and phonological competences) to perform speech acts.

Based on the CEFR and the dialogues in the EBCG tool, I compiled the following list of general linguistic, lexical, grammatical (accuracy) and phonological competences that the B2-level user of English for Border Guards needs. They are illustrated by the content presented in Appendices 2 and 3.

*Table 3: Linguistic (language) competences*

Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. Has a sufficient range of general and specific-purpose language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
Has a good range of general vocabulary and terminology for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
Shows a relatively high degree of grammatical control. Does not make mistakes that lead to misunderstanding. Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

*Source: Compiled by the author, based on the CEFR*

The audio and video recordings of the model dialogues also show that at this language level the border guard can communicate with clear, natural pronunciation and intonation, and his/her accent does not hinder understanding.

Part of the professional vocabulary required at B2 level is illustrated in Annex 2. At this level of language proficiency, the ratio of general words decreases and the expressions required for communication in specific areas of the profession (document examination, joint operations, human rights protection etc.) appear.

As opposed to Level 1 of the EBCG tool, Level 2 also covers second-line activities that require skills for written production, e.g. writing reports, etc. Due to the nature of the online course these skills cannot be intensively developed, as the tasks must not be open-ended ones so that immediate feedback can be provided.<sup>21</sup> However, the sample reports<sup>22</sup> included in the course illustrate that, even when they need to fill in templates for reports, the border guards must have accurate spelling skills, while possible occasional slips might occur. They should also be able to produce clearly intelligible continuous writing. On the whole, spelling and punctuation should be reasonably accurate but may show signs of mother tongue influence.<sup>23</sup>

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

Sociolinguistic competences<sup>24</sup> 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>25</sup> dialect etc.<sup>26</sup>

Pragmatic competences are related to the principles according to which texts are organised, structured and arranged (discourse competences, e.g. flexibility, turn taking, coherence and cohesion); 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>27</sup> and according to which messages are sequenced (design competence).<sup>28</sup> Based on the CEFR and the dialogues

<sup>21</sup> See Borszéki 2018 Ibid. (Footnote 5) and Nóra Barnucz: IKT-eszközökkel támogatott (rendészeti) nyelvtanítás. *Magyar Rendészet*, 2019/4, 15–31

<sup>22</sup> These reports contain non-public information, therefore cannot be shown as illustrations.

<sup>23</sup> János Varga: International training cooperation for Schengen-compatible border security. In: NISPAcee (ed.) *Government vs. Governance in Central and Eastern Europe: From Pre-Weberianism to Neo-Weberianism? Presented Papers from the 22nd NISPAcee Annual Conference*. Bratislava, NISPAcee, 2014 10–20

<sup>24</sup> Sociolinguistics is an interdisciplinary linguistic scientific discipline that studies the lexis of the diverse linguistic registers, the phonetic and morphological discrepancies of dialects, and, in accordance with the obtained results, draws conclusions about the language users' social status, age and gender, see Gabriella Ürmösné Simon: A nemek közötti lingvisztikai eltérések In: *Tavaszi szél konferenciakötet*, Pécs, Doktoranduszok Országos Szövetsége 2011

<sup>25</sup> Erna Uricska: Közösségi rendészet – közösségi média, Elméleti háttér és a rendészeti digilektus fogalmának bevezetése. *Magyar Rendészet* 2020/2 (forthcoming)

<sup>26</sup> Council of Europe: *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg, 2001 118

<sup>27</sup> Gabriella Ürmösné Simon: Gender, szubkultúrák, genderpragmatika. In: *Transzdiszciplináris üdvözetek Lengyel Zsolt számára*. Budapest-Veszprém, Gondolat, 2014 (2014)

<sup>28</sup> Council of Europe: *The Common European Framework* Ibid. 125–130, Footnote 21

in the ECBCG material we can state that the B2 level user of English for Border Guards needs the following competences:

*Table 4: Sociolinguistic and pragmatic competences necessary for the B2 user of English for Border Guards*

Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions about general and professional topics, even when speech is fast and colloquial. Can express themselves appropriately in situations and avoid errors of formulation. Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.
Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases to gain time and keep the turn whilst formulating what to say.
Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse.
Can communicate spontaneously in a professional context, often showing remarkable fluency and ease of expression in even longer, complex stretches of speech. Can produce stretch of language with a fairly even tempo; although he/she can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.
Can pass on detailed information in a professional context reliably.

*Source: Compiled by the author, based on the CEFR*

In relation to the style of working meetings within FRONTEX Joint Operations, e. g. briefings and giving accounts, it is worth mentioning that, apart from the formal rules related to the structure of these events (greetings, opening the meeting, presentation of and following the agenda, thanking the participants and closing the meeting) usually done in a formal way, casual, friendly style, too, and even humour appeared in the speech situations I had the opportunity to observe. The model dialogues in the ECBCG tool lack these features and also certain phenomena in real language use (reactions to surprising turns, avoidance strategies etc.). A degree of formality higher than in real-life situations is also typical of them. The reason for this is probably that the experienced border guards who compiled them wanted to create textbook models, and these examples have the specific features of written and edited texts. (However, this problem is also common in general English textbooks).

## Summary

I think that I have managed to add some more facts to prove the two hypotheses formulated in the introduction to the second part of this series of papers, also mentioned in this one.

The sample dialogues created by border guards for the ECBCG courses contain most of the context information (location, persons and communicative situations), which usually appears in the Narrator's text. The most frequent routine situations are presented by the dialogues. Actually, this method of developing learning material can justifiably replace the usual needs analysis applied to compile curricula for English courses.<sup>29</sup>

I think I have also managed to define some of the EBG competences, by adapting CEFR descriptors to border guards' communicative activities as they appear in authentic sample dialogues. Again, I wish to emphasize that these descriptors can only be considered one version of EBG competences and a first attempt to define them. Colleagues involved in teaching this specific-purpose language are hereby invited to continue this work and compile more complex and precise descriptions.

As for the "development potentials" indicated in the title of this series of papers, in the second and third part I briefly introduced an online tool that can be used for that purpose. In a future study I intend to elaborate on the difficulties that working border guards wishing to develop their language skills face nowadays and on some possible solutions.

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<sup>29</sup> See also: Judit Borszéki: Az English for Border and Coast Guards című nemzetközi szaknyelvi oktatóanyag fejlesztésének folyamata – a nem-nyelvész szakemberek szerepe. In: *PORTA LINGUA 2020: Szaknyelvoktatás és -kutatás nemzetközi kontextusban* Budapest, SZOKOE 2020 1785-2420 (forthcoming)

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### **Webpage (for the Appendices):**

<https://sites.google.com/site/tetutor/course-materials>

## ABSZTRAKT

### **Az angol határrendészeti szaknyelvi kompetenciák meghatározása, fejlesztésük lehetőségei**

#### **III. Angol határrendészeti szaknyelv: Angol szaknyelvi készségek és a fejlesztésüket célzó Frontex-eszközök - B2 szint**

BORSZÉKI Judit

A cikksorozat célja, hogy bemutassa a szaknyelvi kommunikatív kompetenciákkal kapcsolatos, napjainkban használt nyelvészeti, nyelvpedagógiai módszereket, majd ezeket az angol határrendészeti szaknyelvre alkalmazva feltárja az angol határrendészeti szaknyelvi képzések által kialakítandó kompetenciákat és fejlesztésük lehetőségeit.

Az első részben a szerző a szaknyelvi kompetenciák meghatározásához kapcsolódó dilemmákkal és módszerekkel foglalkozott. A második és harmadik részben azt igyekszik bizonyítani, hogy a jelenleg is folyó, *English Communication for Border and Coast Guards* elnevezésű Frontex-projekt jól illusztrálja, hogy a szükségletelemzés módszereinek új megközelítése miként használható az uniós határellenőrzéshez szükséges angol nyelvi készségek meghatározásához. A határőrök által előállított autentikus nyelvi anyag és a Közös Európai Referenciakeret felhasználásával kísérletet tesz arra, hogy az alkalmazott nyelvészeti kategóriáknak megfelelően meghatározza a határőrök munkájához szükséges, különféle szintű angol szaknyelvi kompetenciákat. A második cikk az alapfokú<sup>30</sup> (A2/B1) határrendészeti szaknyelvi készségekkel foglalkozik, míg jelen közlemény, a cikksorozat harmadik része a B2 szintű szakmai nyelvi készségeket tárgyalja.

**Kulcsszavak:** angol szaknyelv, határőrök és parti őrök képzése, Frontex, online tanfolyam, kommunikatív nyelvi kompetenciák, nyelvi, szociolingvisztikai, pragmatikai kompetenciák

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<sup>30</sup> Ez a magyar akkreditált nyelvvizsgarendszerek szintmeghatározásának megfelelő név, amely eltér a nemzetközi angolnyelv-oktatásban használt terminustól.