LANGUE

A Systematic Literature Review: English Specific Purpose (ESP) for Police

Gatot Hadi Waluyo[1], Daniel Lucky[2], Nadila Mudea N[3], Habibullah[4], M. Syafiq[5], Akhmad Habibi[6]

[1] *Gatot Hadi Waluyo. Univeristas Jambi. e-mail:* gatothadi43@yahoo.co.id
[2] *Daniel Lucky. Univeristas Jambi. e-mail:* gatothadi43@yahoo.co.id
[3] *Nadila Mudea. Univeristas Jambi. e-mail:* nadilamudean@gmail.com
[4] *Habibullah. Univeristas Jambi. e-mail:* habibullahoppo@gmail.com
[5] *M. Syafiq. Univeristas Jambi. e-mail:* ss319112@gmail.com
[6] *Akhmad Habibi. Univeristas Jambi. e-mail:* akhmad.habibi@unja.ac.id

ARTICLE INFO	ABSTRACT
	Nowadays, the use of systematic review is essential in reviewing many types of research, including English for specific purpose (ESP) research regarding police department. The evidence based of the systematic review integrates best research theoretical data based on expertise. This review systematically explains several journal articles which are contained about ESP for Police. Using two databases, namely Google Scholar and Scopus, 6 articles were extracted out of 62, from 2019 to 2023, with exclusion and inclusion criteria taken into consideration. Generally, this review is valuable for practitioners to know what journal articles are ready to be used in identifying gaps for research in ESP for Police.

1. Introduction

Military occupational is still a reputable job in almost all countries. Police are one example of a military job that is often demanded by many people. To be accepted as a military member, a civilian is obligated to pass a particular military education. They are not only trained physically and mentally as military forces or Police forces but also taught to be knowledgeable officers by learning other general lessons. English is one of the lessons taught in military education as an extra lesson but is compulsory. The English Specific Purpose for Police subject material is arranged according to the real and empirical English used in the field. The reading material is taken from the context of carrying out police duties in the field. Vocabulary, phrases, and expressions used in ESP for Police are Police terminology. Conversational practice topics are also made in the context and atmosphere of the police. Thus, it is hoped that the process of

learning English for members of the police force is truly contextual, realistic, and relevant because it resembles the actual situation of the task in the field.

English language skills and abilities are very much needed by members of the Police, both during Police education and after completing education and carrying out tasks in the field. Equally important is the need for English language skills when members of the Police carry out international duties such as assignments to UN Peace Missions or participating in various international events. Furthermore, the Indonesian National Police has now provided opportunities for all members of the National Police to continue their studies in S-2 (Master's Program) or S-3 (Doctoral Program) at various universities abroad with the cooperation of several agencies providing foreign scholarships. Therefore, to achieve those aims police members need to improve their English skills.

Many speaking strategies can be used to improve English speaking skills such as English debate strategy, task-based learning strategy, oral presentation strategy, etc. Othman (2013:1507), stated debate encourages students to learn course content better, since they are engaged in the course content actively, broadly, deeply, and personally. Then, Nunan (2004:19) states that the task-based learning strategy focuses on learners using language naturally in pairs or group work, allowing them to share ideas. Girard, Pinar, and Trapp (2011) found that using oral presentations in their classroom leads to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills.

2. Literature Review
2.2 ESP (English for Specific Purpose)

ESP can be understood as English language instruction with a focus on applying it to a particular field (Celce-Murcia, 2001; Richards and Schmidt, 2010; Hossain, 2013; Otilia, 2015). One of the elements in a learning target setting is an ESP course. According to Gatehouse (2001), the focus of teaching English for Specific Purposes has always been on analyzing student needs and preparing them for the tasks required by their field of study or workplace. In ESP, "language is learned not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (Basturkmen ,2006). According to Krkgoz and Dikilitaş (2018:95), the need-related nature of instruction or the unique nature of the texts that learners need to be familiar with can be used to outline the theory of ESP.

ESP was a phenomenon that resulted from several convergent trends, the three most significant of which was highlighted by Bojovic (2014: 487): 1) the growth in the demand for English to meet specific professional needs; 2) developments in the field of linguistics (attention shifted from defining formal language features to discovering how language is used in real communication, necessitating the development of English courses for a specific group of learners); and 3) the development of ESP. "ESP is a facet of applied linguistics that concentrates on relating the education process to learners' needs" (Masoumpanah & Tahririan, 2013). A course in ESP should have as its primary goal to introduce students to the language forms they will require in their chosen professions. Therefore, an ESP course is more suited to meet the needs of students in a real-world learning environment.

2.3 ESP for Police

One overriding research in police-geared ESP was conducted by Basturkmen (2010). She provided a detailed account of the creation of the English for Police course and described the five-step methodology used to construct the English curriculum for police officers. The

procedures listed below were used by Basturkmen (2010, p. 19) for conducting the NA for police officers:

1. *Target scenario analysis* (TSA): Identifying the tasks, activities, and skills that students are/will be utilizing English for; outlining the knowledge and abilities that students should, ideally, have.
2. *Specialist discourse analysis* (SDA): Descriptions of the language used in a context.
3. *Present scenario analysis* (PSA): Determining what the learners already know and don't know, as well as what they are able to and are unable to do in regard to the needs of the goal situation.
4. *Learner factor analysis* (LFA): Identification of learner variables like motivation, learning style, and need perception.
5. *Teaching context analysis* (TCA): Determining aspects of the setting in which the course will be taught. Taking into account what the ESP class and teacher can actually provide.

According to Basturkmen (2010), general descriptions of curriculum development may not adequately convey how courses are developed in response to a given situation and in light of the unique characteristics of the learners. He acknowledges the significance of NA in the development of ESP curriculum for police officers. This study explained how the first crucial phase in curriculum building, namely NA, was carried out in the particular context of police training by following the processes she had previously established. Therefore, using Basturkmen's (2010) model, the researcher made an effort to look into the demands of ESP learners in order to comprehend the target situation, examine relevant expert discourse, the current situation, learners' components, and the teaching setting.

3. Research Methodology

PRISMA's comprehensiveness and applicability to other investigations have made it a popular tool among researchers. The identification, screening, eligibility, and included processes are the four steps that make up the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology, as depicted in Figure 1. As a result, the following is the purpose of this study and how the systematic review was conducted:
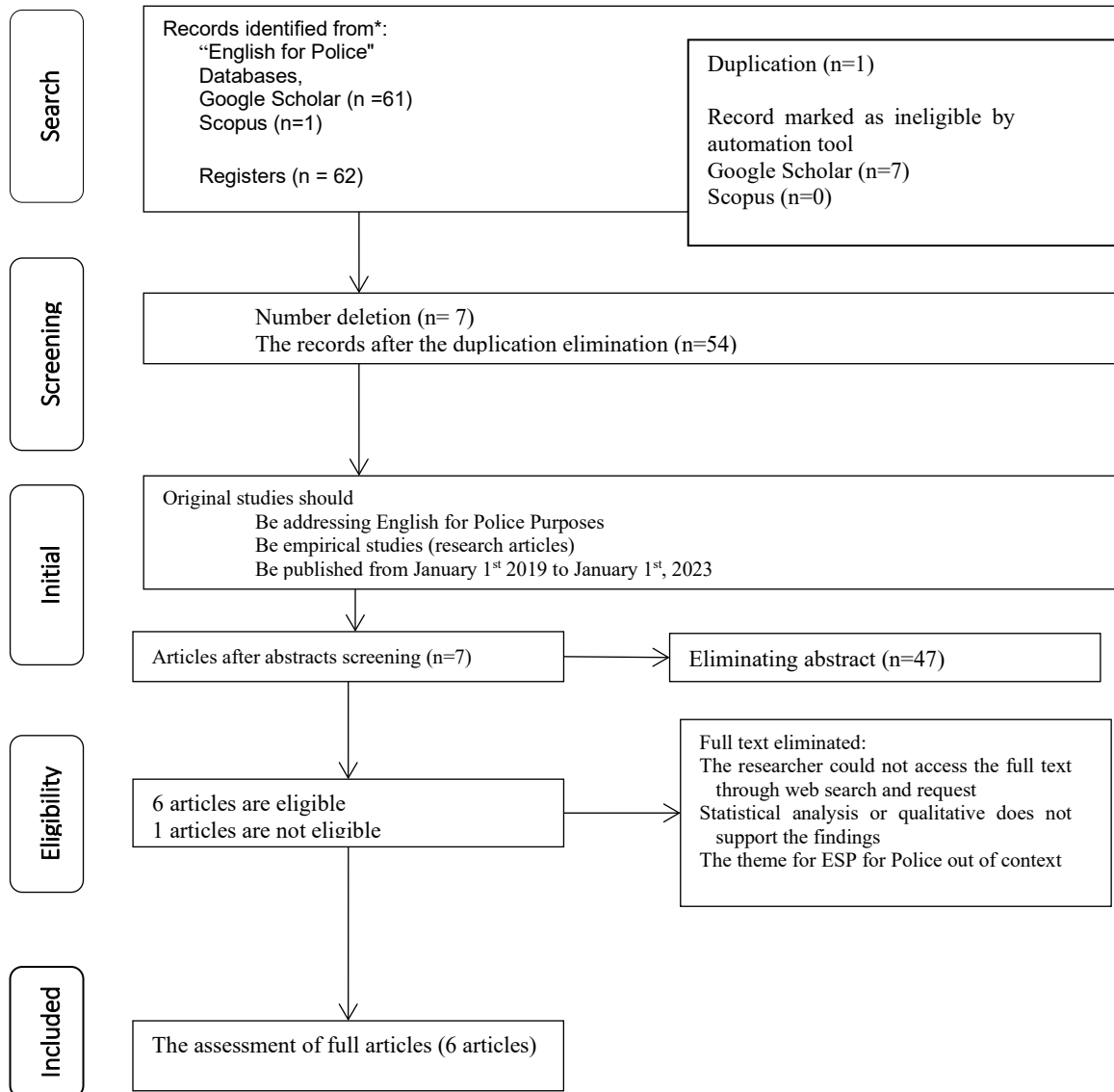
Search

Records identified from*:
"English for Police"
Databases,
Google Scholar (n =61)
Scopus (n=1)

Registers (n = 62)

Duplication (n=1)

Record marked as ineligible by automation tool
Google Scholar (n=7)
Scopus (n=0)

Screening

Number deletion (n= 7)
The records after the duplication elimination (n=54)

Initial

Original studies should
Be addressing English for Police Purposes
Be empirical studies (research articles)
Be published from January 1st 2019 to January 1st, 2023

Articles after abstracts screening (n=7)

Eliminating abstract (n=47)

Eligibility

6 articles are eligible
1 articles are not eligible

Full text eliminated:
The researcher could not access the full text through web search and request
Statistical analysis or qualitative does not support the findings
The theme for ESP for Police out of context

Included

The assessment of full articles (6 articles)

Figure 1. Prisma systematic review

In this PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) method, discussed the topic "English for Police" which focused on English related to the police academy. At the identification stage, we searched for related journals through several recommended sites such as Google Scholar and Scopus. By using the keyword "English for Police Academy" and published in 2019-2023 several results came out, where Google Scholar had 61 articles and Scopus had 1 article with a total of 62 journals and articles.

According to the PRISMA criteria, the identification phase process. The following three databases—Google Scholar and Scopus, In order to accurately reflect the constructions that were intended to be reviewed, the essential terminology used in this systematic review were

carefully crafted. English for Police and English for Specific Purposes (ESP)-related words were also added.

Then, the articles had been found, the screening procedure began. The first step in this stage was to weed out duplicate articles that appeared in many databases. There were 54 articles that were suitable for further screening because there were no duplicate articles after the initial screening. The titles, abstracts, and keywords of these 54 publications were scrutinized with the idea that they should be connected to Police and English for Specific Purposes (ESP). Forty-seven papers were eliminated from the screening procedure because they were unrelated to the goal of the study. The remaining 7 publications were evaluated using inclusion and exclusion criteria after being excluded.

Last but not least, 6 articles were chosen, and 1 article was categorized as ineligible article because it did not have a full text of an article. These databases were chosen because of the high caliber of the content, especially in the area of police. All of the studies' objectives had to do with police in the ESP setting.

Table 1. Search in Google Scholar

Keywords	Year	n.	Article title	n.	Journals	n.
"English for Police"	2019		The process of dictionarisation in English for Police Purposes: Dictionaries, glossaries and encyclopedias as entry points in the specialised language and communities of policing and law enforcement		Groupe d'étude et de recherche en anglais de spécialité URL: http://journals.openedition.org/asp/5842 DOI: 10.4000/asp.5842 ISSN: 2108-6354	
	2019		Learning And Teaching English At The People's Police University: A Cross-Cultural Perspective		International Journal of Innovation Scientific Research and Review	
	2020		English for Law Enforcement Purposes : ESP Needs Analysis of Border Guarding Officers		Iranian Journal of English for Academic Purposes	
	2021		A corpus-based study on oral language		ACM International Conference Proceeding Series	

	Year	n.	Article title	n.	Journals	n.
			education of police English			
	2021		A Computer-Based ESP Program to Develop police College Students' oral communication Skills		مجلة كلية التربية. بنها Journal of Faculty of Education	
	2021		Learning Semi Technical Vocabulary In English For Police Purposes: A Case Study		Romanian Journal Of English Studies Rjes 18 /2021	

Table 2 Search in Scopus

Keywords	Year	n.	Article title	n.	Journals	n.
"English for Police"	2019		The process of dictionarisation in English for Police Purposes: Dictionaries, glossaries and encyclopedias as entry points in the specialized language and communities of policing and law enforcement. A. Cartron (2019)		ASp (75), pp. 79-95, ISSN 1246-8185 . DOI 10.4000/ASP.5842	

4. Findings and Discussion

Table 3 Themes

Focus	Sources
The process of dictionarisation in English for Police Purposes: Dictionaries, glossaries and encyclopedias as entry points in the specialized language and communities of policing and law enforcement	Publisher: Groupe d'étude et de recherche en anglais de spécialité. SSN: 1246-8185,
Learning And Teaching English At The People's Police University: A Cross-Cultural Perspective	International Journal of Innovation Scientific Research and Review ISSN: 2582-6131

English for Law Enforcement Purposes : ESP Needs Analysis of Border Guarding Officers	Iranian Journal of English for Academic Purposes. ISSN: 2476-3187
ESP Curriculum Development through Analyzing the Needs of Border Guarding Police Cadets in Amin Police University	Journal of Language and Translation. Volume 10, Number 2, 2020, (pp.63-86)
A corpus-based study on oral language education of police English	ACM International Conference Proceeding Series. DSDE '21, February 18–20, 2021, Barcelona, Spain
A Computer-Based ESP Program to Develop police College Students' oral communication Skills	لة كلية التربية. بنها Journal of Faculty of Education. No (124) October, Part (4), 2020
Learning Semi Technical Vocabulary In English For Police Purposes: A Case Study	ROMANIAN JOURNAL OF ENGLISH STUDIES RJES 18 /2021 DOI: 10.1515/RJES-2021-0004

Table 4 Included sources

No	Author	Aim	Method	Findings	Recommendation
1.	Audrey Cartron	Intend to show that English for Police Purposes may be approached as a specialized variety of English (SVE), with linguistic, disciplinary and cultural specificities which deserve to	Qualitative :Discourse Analysis	The existence of specialized dictionaries, encyclopedias and glossaries indicates that police language is an SVE since it has specialized enough out of plain English to justify the	Useful in building pedagogical activities aimed at the discovery and acquisition of this specialized variety of English.

		be investigated and characterized. Dictionaries, glossaries and encyclopedias are interesting entry points in the process of characterizing this specialized language, since they provide access to its lexical specificities.		need to create a bridge between the two.	
2.	Nguyen Thi Van Anh Nguyen Thuy Ngoc Thieu Ngoc Hung	The first aim is to give some evidence to the cross-cultural validity of Western principles of student learning. The second aim is to study how Chinese students think and go about learning and teaching.	Quantitative: Role-play activities for speaking lesson.	Unquestionably cultural factors have certain influenced on education in general and on teaching and learning approaches in detail. However we can neither make any changes towards the culture itself nor its related in aspects such as people's points of view, their beliefs etc. The best solution should be not adopted but theoretical tenets in such a way	For teachers and educators it is time to reconsider the most suitable approach to teaching and learning.

				satisfying or meeting the cultural contexts in different countries	
3.	Mehdi Javid Ahmad Mohseni	Development of an ESP curriculum for police officers at Amin Police University (APU) in Iran.	a Qual/Quan design (exploratory sequential mixed methods design)	The curriculum and syllabus that resulted from NA research were accepted by the APU. Materials, textbooks and teacher's manuals were developed by the researcher based on the finding of specialist discourse analysis and corpus analysis which were conducted in other stages of the research. The suggested ESP course was implemented and evaluated in faculty of border guarding and the final model was revised and presented accordingly.	For any suggested curriculum should include a flexible ESP course that allows room for change based on the feedback of stakeholders. Teachers should be accountable and responsive in gaining feedback from students so that to improve the curriculum wherever needed.

4.	Yanyu Yang	Conducts research on the oral language teaching of police English	Quantitative: A corpus-based study	The application of information technology teaching methods, the oral English course shows the greatest significance. It can reflect the characteristics of the course in practical innovation, and the innovative course is more suitable for practical education	The content and form of the spoken language need to be updated and supplemented from time to time to provide a perfect platform for the further research of the professional oral language education of police English.
5.	Magdy SamyMagd Habib	Identifying the effectiveness of using a computer-based ESP program in developing police college students' active listening skills.	Quantitative: a quasi-experimental design.	The results revealed that the suggested program was effective in improving the active listening skills of the experimental group according to Blake's modified gain ratio (0.94) and Etta's square value (0.925).	Use computer based instruction in the Esp classroom, especially in university to improve students' various language skills and its domains Use E- learning environment to improve the four language skills and its domain
6.	DRAGOSL AVA MIĆOVIĆ LIDIJA BEKO	Determine if and to what extent the receptive vocabulary size acquired during previous education will influence the	Quantitative : A case study	There is a correlation between the results of the Initial and Final Semi-Technical Vocabulary	-

	NAILE MALA MAMI	acquision of semi-technical vocabulary covered by two one-semester English courses.		Test (columns 4a and 6a). The results were processed using R, a free software environment for statistical computing and graphics, version 3.6.1	

5. Conclusion

As police officers need to expand their knowledge, especially in the English language not only to train as the physical body or martial art but also the police must know the knowledge of language especially in English as well. In addition, for the research, ESP (English Specific Purpose) as a researcher must know what the students need to teach suitable material based on the major in order to make it easy to teach the needing of police officers as they work in the field. Therefore, the researcher had been found some articles related to English for police in Google Scholar and Scopus which had been extracted. So, the next researcher can look for several articles in the particular sites within the latest the year 2019 to 2023 then the researcher can find a gap to continue this research in ESP (English Specific Purpose) for Police.

6. Acknowledgement

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