

Bridging Language Barriers in Law Enforcement: Identifying English Language Needs of Indonesian Police Officers

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INTRODUCTION



Globalization → more interactions with foreign nationals in policing



English as lingua franca for law enforcement communication



Context: Polres Subang (industrial, tourism, transit area → need for English)



Research gap: lack of structured English for SEP training for ESP) training for Indonesian police



LITERATURE REVIEW



ESP in law enforcement: Focus on task-based, role-specific communication



Needs analysis framework: Target Situation Analysis, Present Situation Analysis, Learning Needs



Gaps: Limited studies on district-level Indonesian police units



Supporting references; Walters & Reeve (2023), Suwannarak & Chantarawirote (2022), Krishnan & Ward (2023)

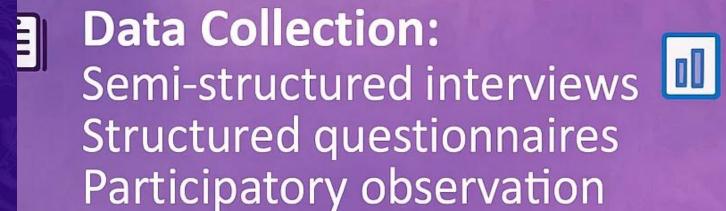


METHOD





Participants: 30 officers (SPKT, Traffic, Reskrim, Intelligence)





Data Analysis: Thematic analysis





Ethics: Informed consent & confidentiality



Findings: Current English Use



Frequency: 2-3 times / mont h



Situations: Directions (93%), Traffic (67%), Loss reports (55%)





Key quote: "I was confused...I called a member who could speak a little English."



Findings: Barriers



Linguistic barriers:

Limited vocabulary (82%), grammar (63%), listening (59%)



Psychological barriers:

Fear of making mistakes → low confidence



Structural barriers:

No training, no SOPs for foreigners



Observed example: Slower service due to reliance on peers/translation tools



Findings: Training Needs

87% officers highly interested in ESP training
Prefer task-based modules simulating real policicing scenarlos

Proposed 10-week training:











Module 1: Greeting & ublic Service Dialogue (2 weeks)

Module 2:
Report Taking
& Explaining
Procedures
(2 weeks)

Module 3:
Emergency
Response
Communication
(2 weeks)

Module 3: Roleplay & Situational Simulation (4 weeks) Module 4: Roleplay & Situational Simulation (4 weeks)



Discussion



Mismatch between workplace demands and officers' proficiency



Occasional but high-stakes interactions require clear communication



Barriers are mutually reinrforcing: lack of skill → lack of confidence → avoidance



Institutional changes needed alongside training



Conclusion

Three key findings:



Officers need English for high-impact interactions



Barriers include linguistic, psychological, structural



Strong demand for task-based ESP training

Recommendations:



Contextualized training



Collaboration with educational institutions



Multilingual SOPs



Technology support



Longitudinal research



References

- Basturkmen (2022),
- Bremner (2023),
- Braun & Clarke (2022),
- Creswell & Poth (2023),
- F Krishnan & Ward (2023),
- Leclercq & Moore (2022),
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