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INTEGRATING ENGLISH FOR SPECIFIC PURPOSES INTO FIRST AID TRAINING FOR FUTURE LAW ENFORCEMENT OFFICERS

Abstract. *The article explores the integration of English for Specific Purposes (ESP) into the curriculum of first aid (pre-medical) training for cadets at law enforcement academies. In today's interconnected and unpredictable world, police officers and other uniformed personnel are increasingly required to operate in international, multicultural, and multilingual environments. Whether participating in UN peacekeeping operations, assisting during natural disasters with foreign rescue teams, or interacting with international civilians in border or crisis zones, cadets must be prepared not only to act swiftly and competently in emergencies, but also to communicate clearly and effectively in English.*

Given this context, mastering essential medical English vocabulary, standard phrases used in emergency response, and culturally appropriate communication strategies becomes a vital professional skill. English in this domain is not limited to technical terms like "fracture" or "pulse," but includes the ability to ask simple but life-saving questions ("Are you allergic to anything?"), give instructions ("Stay still, I'm going to help you"), and describe injuries or interventions to foreign medics or team members.

The integration of ESP into pre-medical training is therefore not a linguistic add-on, but a functional necessity that enhances both the linguistic and practical competence of future law enforcement officers. This article outlines the pedagogical rationale for such interdisciplinary integration, presents methodological approaches suitable for the Ukrainian context, and offers sample classroom tasks designed to support cadets in acquiring first aid communication skills in English. The proposed strategies aim to create more confident, competent, and internationally capable professionals who are ready to respond to emergencies — not only with their hands, but with their words.

Key words: *English for Specific Purposes, law enforcement, first aid, professional communication, medical English*

АНОТАЦІЯ. *У сучасному взаємопов'язаному та непередбачуваному світі поліцейські та інші представники силових структур дедалі частіше виконують завдання в міжнародному, мультикультурному та багатомовному середовищі. Участь у миротворчих операціях ООН, надання допомоги під час стихійних лих у співпраці з іноземними рятувальниками, взаємодія з іноземними цивільними особами в прикордонних чи кризових зонах — усе це вимагає від курсантів не лише оперативних і фахових дій у надзвичайних ситуаціях, а й здатності чітко та ефективно спілкуватися англійською мовою.*

У цьому контексті оволодіння базовою медичною лексикою англійською мовою, стандартними фразами, які використовуються під час надання екстреної допомоги, а також культурно чутливими комунікативними стратегіями стає важливою професійною компетентністю. Англійська мова в

цій сфері — це не лише технічні терміни на кшталт “fracture” (перелом) чи “pulse” (пульс), але й уміння ставити прості, проте життєво важливі запитання (“Are you allergic to anything?” – “Чи маєте ви алергію на щось?”), надавати інструкції (“Stay still, I’m going to help you” – “Не рухайтесь, я допоможу”), а також описувати травми або виконані дії іноземним медикам чи членам команди.

Таким чином, інтеграція ESP у підготовку з надання домедичної допомоги є не просто додатковим мовним компонентом, а функціональною необхідністю, яка підвищує як мовну, так і практичну компетентність майбутніх працівників правоохоронних органів. У статті подано педагогічне обґрунтування такої міждисциплінарної інтеграції, розглянуто методичні підходи, адаптовані до українського контексту, та запропоновано приклади навчальних завдань, спрямованих на розвиток у курсантів навичок комунікації англійською мовою під час надання домедичної допомоги. Запропоновані стратегії мають на меті сформувати впевнених, компетентних і міжнародно підготовлених фахівців, здатних діяти в надзвичайних ситуаціях — не лише руками, а й словами.

Ключові слова: англійська мова професійного спрямування, правоохоронна діяльність, домедична підготовка, професійна комунікація, медична англійська

Background. In the context of modern law enforcement training, the ability of future police officers to provide effective first aid is crucial. With growing international cooperation, participation in joint missions, and the adoption of best practices from global policing standards, there is a clear need for Ukrainian police cadets to master English for Specific Purposes (ESP), particularly in medical and emergency contexts. However, the current curriculum often treats language learning and practical police training as separate disciplines, which limits the real-world applicability of English language skills.

Furthermore, while cadets may acquire basic medical terminology or emergency response protocols in Ukrainian, they often lack the ability to communicate such procedures in English—a skill increasingly relevant for cross-border operations, international trainings, or interactions with foreign citizens. This gap hampers their readiness for international assignments and reduces their ability to operate effectively in multilingual and multicultural environments.

Thus, there is a pressing need to integrate medical English into the practical training modules on pre-medical aid for police cadets. This integration would not only enhance their language proficiency in a highly relevant domain but also ensure that communication during emergencies is accurate, timely, and professional—regardless of language barriers.

Literature Review. While there is a substantial body of literature on first-aid training for police officers and on English for Specific Purposes (ESP) within law enforcement settings, almost no published research directly addresses the teaching of medical English to police cadets within pre-medical or first-aid training. Our study addresses these gaps by combining medical English ESP with simulated first-aid scenarios in English for police cadets. It pioneers a model where cadets learn both the terminology and procedural communication required for first-aid—and how to deliver it in English during international or multilingual operations. As no prior publications exist on this exact intersection, our work offers an original contribution in bridging language education, emergency skills, and law enforcement training.

Studies on First-Aid Training in Law Enforcement

Research has consistently highlighted the increasing responsibility of police officers as first responders.

In Ukraine, the National Academy of Internal Affairs (2024) has implemented simulation-based training programs for future law enforcement officers to enhance their first aid competencies. These simulations replicate real-life emergencies, helping cadets internalize protocols such as CPR, bleeding control, and airway management. However, there is little mention of integrating language training or communication skills into such programs [1].

Kouvatsou et al. evaluated the impact of a Psychological First Aid (PFA) program tailored for police officers. Participants who completed the version of the WHO model adapted to the law enforcement context reported significantly higher confidence in their ability to provide support in crisis situations. The training led to statistically significant improvements in knowledge, attitudes, and practical skills compared to the control group [2].

Geoffrion et al. conducted a study confirming that PFA is a feasible and acceptable intervention for supporting the mental health of police officers exposed to traumatic events. The training contributed to reducing stigma and improving the organizational climate regarding mental health [3].

The essential role of police officers as first responders is well documented in global humanitarian and security literature. In particular, the IOM guideline *First Aid Kit for Use by Law Enforcement First Responders in Addressing Human Trafficking* outlines a strategic framework: law enforcement officers must be trained to identify trafficking victims, stabilize crisis situations, and provide immediate first aid support before medical teams arrive. Officers are encouraged to carry basic kits containing items such as bandages, antiseptics, gloves, and scissors, enabling them to manage injuries while respecting trauma-informed care principles [4].

Medical ESP (EMP) in Healthcare Education

EMP is a specialized branch of English for Specific Purposes tailored to meet the communicative and professional needs of healthcare students and professionals. Recent studies emphasize the growing importance of EMP, particularly in non-English-speaking countries, where healthcare workers increasingly interact with international patients and collaborate in global medical communities.

A study by Kim focused on implementing EMP in South Korean nursing education. The findings highlight a strong demand for ongoing, needs-based EMP training, especially in four key areas:

- 1. Doctor-patient communication**
- 2. Understanding medical terminology**
- 3. Case report writing and documentation**

4. Cross-cultural competence in clinical settings

Nursing students expressed a desire for more interactive and authentic learning experiences, such as role-plays, simulated patient interviews, and exposure to real clinical discourse. Despite improvements in vocabulary acquisition, learners often struggle with fluency, listening comprehension, and using empathetic language in professional contexts [5].

The article by Andrea Stötzer and Eva Farkas offers a timely and insightful examination of the evolving field of EMP. The authors thoughtfully argue for an updated terminology, suggesting the broader term *English for Health Sciences Purposes* (EHSP) to better encompass the diverse disciplines within healthcare education. This shift reflects the growing interdisciplinary nature of health sciences and the need for language instruction to adapt accordingly.

A notable strength of the article is its emphasis on the practical challenges faced by EMP instructors, many of whom lack formal medical training but must nonetheless deliver specialized content. The authors highlight the importance of continuous professional development and flexibility in teaching roles, advocating for educators to function more as facilitators and collaborators than traditional lecturers.

Furthermore, the article underscores the critical role of needs analysis tailored to the specific demands of medical students and healthcare professionals, calling for innovative approaches to better align language instruction with real-world professional contexts.

The authors also look ahead to the future, encouraging empirical research focused on student-centered methodologies that can enhance the effectiveness of EMP courses [6].

Results of the research. Implementing ESP within Ukrainian law enforcement academies requires culturally and contextually relevant methods. Task-based learning, role-plays simulating emergency scenarios, and multimedia resources featuring authentic communication with foreign rescue teams are effective strategies. Emphasis should be placed on interactive, student-centered activities that encourage spontaneous use of language in realistic contexts. Additionally, collaboration with

medical professionals can enrich language instruction by providing expertise and authentic materials.

Integrating English for Specific Purposes (ESP) into first aid training represents a purposeful pedagogical approach that connects language learning directly with the practical skills cadets must master to perform effectively in emergency medical situations. This interdisciplinary approach offers a holistic learning experience, enabling cadets to perceive language not as a separate academic subject but as an essential functional tool that supports their professional actions. By combining linguistic competence with medical first aid skills, learners better prepare for real-world situations where language and practical expertise go hand in hand—for instance, when a cadet needs to assess a victim's condition while communicating clearly in English with international medical personnel.

Such integration ensures that cadets develop language abilities that complement and enhance their medical knowledge. ESP in pre-medical training goes beyond memorizing technical terms; it emphasizes dynamic communication skills such as asking relevant questions, giving precise instructions, describing symptoms, and collaborating effectively with team members. This dual focus strengthens both language proficiency and practical competence, making cadets more effective responders.

Moreover, embedding ESP within the first aid curriculum helps build cadets' confidence to communicate under pressure in high-stakes emergency scenarios. Regular practice of pertinent vocabulary, phrases, and simulated interactions empowers learners to react quickly and accurately, reducing hesitation and the risk of misunderstandings in critical moments. As a result, English ceases to be an isolated subject and instead becomes an indispensable part of the cadets' professional toolkit, motivating them to engage more deeply by recognizing its direct relevance to their future roles in international and multicultural settings.

This interdisciplinary integration also aligns with modern educational paradigms that value transferable skills and real-world applicability. It encourages cadets to connect language learning with medical knowledge, cultural awareness, and

teamwork, fostering a comprehensive skill set vital for effective collaboration in multinational missions, peacekeeping operations, and cross-border emergency responses.

1. Role-Play Simulations of Emergency Scenarios

Purpose: To practice real-life communication in a safe and controlled environment.

Description:

Cadets are divided into pairs or small groups, taking on roles such as first responder, injured person, and bystander. Scenarios may include treating a fracture, managing bleeding, or assisting an unconscious victim. The “first responder” must ask key medical questions in English (e.g., “Are you allergic to any medication?”, “Where does it hurt?”), give clear and calm instructions (“Stay still, don’t move”), and describe the injury or care provided to others.

Benefits:

- Builds fluency in using medical vocabulary and standard emergency phrases.
- Develops confidence in speaking under pressure.
- Encourages cultural sensitivity by simulating interactions with people from different linguistic backgrounds.

2. Vocabulary Building and Phrase Drills

Purpose: To strengthen knowledge of essential medical terminology and useful expressions.

Description:

Cadets engage in focused drills that introduce and reinforce key terms (e.g., “pulse,” “fracture,” “consciousness”) and functional phrases (“Can you breathe normally?”, “I’m calling for help”). Activities can include matching terms with definitions or images, repeating and memorizing phrases, and creating flashcards.

Benefits:

- Improves recall of important vocabulary.
- Prepares cadets for spontaneous communication during emergencies.
- Provides a foundation for more complex communicative tasks.

3. Listening Comprehension Exercises

Purpose: To develop the ability to understand spoken English in emergency contexts.

Description:

Using audio or video recordings of authentic or simulated emergency calls, rescue team briefings, or medical interactions, cadets practice listening for specific information. Tasks may include answering comprehension questions, summarizing the situation, or identifying medical instructions.

Benefits:

- Enhances auditory discrimination skills.
- Exposes cadets to different accents and speeds of natural speech.
- Builds familiarity with common communication patterns in emergencies.

4. Problem-Solving and Coordination Scenarios

Purpose: To foster teamwork and complex communicative competence.

Description:

Cadets work in groups to solve realistic problems, such as coordinating with foreign medical teams during a disaster response. They must communicate clearly to share information about injuries, request supplies, or report patient conditions—all in English. This can be done through role-play, group discussions, or written communication tasks like filling out forms.

Benefits:

- Encourages cooperative learning and communication under realistic conditions.
- Integrates language use with decision-making and critical thinking.
- Simulates the intercultural and interdisciplinary nature of international emergency work.

5. Cultural Awareness and Communication Strategies Workshop

Purpose: To prepare cadets for effective cross-cultural communication.

Description:

This task involves discussions and activities that highlight cultural differences in

communication styles, body language, and emergency response expectations. Cadets practice polite expressions, clarifying questions, and strategies to overcome misunderstandings.

Benefits:

- Develops intercultural competence essential for international cooperation.
- Enhances ability to communicate respectfully and effectively with diverse populations.
- Reduces the risk of miscommunication in high-stress emergency settings.

Conclusion. The integration of English for Specific Purposes (ESP) into first aid training for law enforcement cadets is a critical step toward preparing future officers for the realities of international and multicultural emergency response. This interdisciplinary approach not only strengthens cadets' practical medical skills but also equips them with the essential language competencies needed to communicate effectively in high-pressure, multilingual environments. Mastery of medical English vocabulary, emergency phrases, and culturally appropriate communication strategies enhances cadets' confidence and their ability to act swiftly and clearly when lives are at stake.

Embedding ESP into the existing first aid curriculum transforms English from a standalone academic subject into a vital professional skill, motivating learners to engage with language learning as a practical tool directly linked to their future roles. Methodologically, task-based and interactive approaches, including role-plays, listening exercises, and problem-solving scenarios, provide effective means to develop both linguistic and communicative competence in realistic contexts.

Overall, the interdisciplinary integration of ESP within pre-medical training fosters a comprehensive skill set that aligns linguistic proficiency with practical expertise. This prepares cadets not only to respond competently with their hands but also to collaborate confidently with international teams and communicate clearly across cultural and linguistic boundaries. As such, ESP-enhanced first aid training contributes significantly to the development of well-rounded, internationally capable

law enforcement professionals ready to meet the demands of today's complex emergency environments.

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