

ENGLISH FOR POLICE PURPOSES AT UNIVERSITY LEVEL IN SERBIA – CURRENT SITUATION AND CHALLENGES

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Abstract Since its origins, police education and training in Serbia have gone through many reforms. This paper offers an overview of police education in Serbia in general, specifically the learning of foreign languages and more recently English for Police Purposes at the only institution of higher police education in the country. Foreign language learning within police education has never been the focus of any reform. On the contrary, it has been cast aside, resulting in a reduced number of classes and English-only policy. This situation reflects other state universities in Serbia, the paradox being that all this has been happening since the adoption of the Bologna Declaration. The challenges teachers face in teaching English for Police Purposes include work in large multi-level classes, difficulties related to obtaining authentic materials and a reduced number of classes.

Keywords:

police education,
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policy,
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classes

1 Introduction

A century ago, in 1921, the Education Gazette, the official journal of the Ministry of Education at the time, published an article by dr Milan Šević (1921: 229), a Professor at the First Grammar School, titled *Teaching Modern Languages*. The author was writing about reform in the teaching of modern languages, referring to the decisions made by the Association of New Philologists in Hamburg on June 05, 1920, which stated that in addition to teaching English, French and Spanish (as modern languages) this group should include other languages such as Portuguese, Italian, Russian, Polish, Dutch, Danish-Norwegian and Swedish, which may be required because of international relations. Speaking about the education of new philologists at universities, he recommended that university curricula be made in such a manner as to provide an opportunity for foreign language learning to be connected with other non-linguistic courses, such as philosophy, history, geography, political economy, legal sciences, art, etc. In this way it could successfully improve the knowledge of foreign nations. The main task of such education is to encourage understanding of spiritual and material culture of a foreign nation based on the relevant foreign language: (Šević, 1921: 229; Mićović, Anđelić-Nikolendžić, 2019).

A century later there is still debate on the same issues when it comes to foreign language learning. The situation in Serbia today is that two foreign languages are learnt in primary and secondary schools, but when these same students go to universities the situation changes completely. There is also a great difference between private and state universities.

In order to better understand the current situation and challenges that English for Police Purposes at university level faces today, a few various perspectives must be taken into consideration. First, it is necessary to go back to the past to the origins of police education in general, as foreign language learning for police purposes cannot be considered without providing an overview of police education. A brief history of police education in Serbia shall be given, the first part will cover police education before World War II and the second part will cover police education since World War II. We shall consider the teaching and learning of English for Police Purposes through the prism of foreign language learning at university level in Serbia in general, comparing it with the situation at other universities. Finally, the challenges we face today shall be addressed.

2 How did it all begin? A brief overview of police education in Serbia

Police education in the late 19th and early 20th century was not institutionalized, and the first professional education was organized for gendarmerie members, while the training of other police personnel developed more slowly and consisted of sporadic attempts to lay a more permanent foundation for the education of traditional police. With regard to professional police education, Serbia did not differ from other European countries, where at that time police forces also relied on learning through practice (Jaćimovski et al. 2021: 18). In the following section police education development in Serbia, classifying this development into two periods, pre and post World War II will be discussed.

2.1 Before World War II

In order to be able to follow the chronology of foreign language learning within higher police education, it is necessary to go back a century and follow the development of police education in Serbia in general. Articles and information published in the *Police* journal proved to be quite helpful in this quest. As one of the most significant journals dealing with organization, development and improvement of policing, this journal published articles on education of the gendarmerie of the time from the very beginning. What used to be called Gendarmerie School (established in 1909) was actually a course which lasted three to four months and their goal was “that the gendarmes, in addition to their military knowledge, get acquainted in detail with their police duties” (Policija, 1910 (3): 63-64). The curriculum included both military and police courses. Military courses covered the regulations and rules of service, training in fire arms and drills. Police courses included the Constitution, penal law, criminal proceedings, police regulations, conduct of gendarmes with citizens, the rules of gendarmerie service, police orders for Belgrade and administrative division of the country. Course attendants also learned about legal regulations on the press, municipalities, hunting and fishing, public gathering and associations, and a part of curriculum included general education courses such as history with geography, reading, writing and calculus (Jovanović, 1911: 324). The first time foreign languages are mentioned is in Issue no. 3 in 1912, in an article reporting on the 8th course having been completed in the Gendarmerie School and that the journal launches the initiative for the gendarmes

to apply to learn foreign languages. After this reference on the initiative, there is no further information whether language courses were held at all.

Police journal was not published for five years because of World War I. Publishing resumed in 1919, when police education and police schools become a serious topic. Although the journal had dedicated a lot of writing about the work of dr Archibald Reiss already, in 1919 it published his comprehensive article entitled *The Principles of Modern Police* (Rajs, 1919: 5-60), which was essentially a project on the creation of a contemporary police force in Serbia. According to Reiss, “the first condition for good police is to establish theoretical and practical schools” of both lower and higher rank.

The first double issue of *Police* 1–2 in 1921 published an article entitled *Ceremony of opening police school in Belgrade*, which was published on February 08, 1921 (*Policija*, no. 1-2, 1921: 59). Today this date is considered a benchmark of higher police education in Serbia, although this school actually delivered a four-month course attended by 18 police clerks and 10 agents, and the classes were held every work day from 08.00-12.00 and from 15.00 to 18.00 (*Ministarstvo i ministri policije u Srbiji 1811–2001*, 2002: 182). The principal and teacher of the school was dr Archibald Reiss. He taught criminology and general policing issues, and according to A. Todorović, one of the students, the classes were held in French, while “every sentence was translated from French into Serbian by an interpreter”. The courses included Criminal Law, Criminal Proceedings, Laws on police regulations and their implementation, General Political Education, Practical Exercises in Criminal Law and Procedure, Practical knowledge of chemistry and physics, Anatomy and Hygiene, Forensic Medicine, Scientific police, Identification and Description of Culprits, Criminology and General Policing, Practical exercises of technical police, Practical exercises in description and identification, Special gymnastic exercises and French. In addition to dr Reiss, the teachers in the school were inspectors of the Ministry of Interior Kosta Katić, A. Kuzmanović and the founder, owner and editor of *Police* journal Vasa Lazarević, then dr Ivan Đaja, Assistant Professor of the University, dr Đ. Đorđević, the Head of the Department for Venereal Disease Control, Aleksandar Andonović, the Head of Technical Service Department, Ž. Simonović, the editor in chief of the *Police Gazette*, etc. French language teacher was Aleksandar Polić (Božović, 2004; Mićović, 2017: 78).

As outlined, the first language taught at the first police school was French. Why French? In the early 20th century when the school was founded, French still held the status of the major world language, a status it was about to shortly lose to English. In addition to this, it is a very well-known fact that dr Reiss founded a school for studying police sciences at the Swiss University of Lausanne in 1910, where he was also a professor. Prior to founding the Institute for Scientific Police, dr Reiss was a protégé of Bertillon, the Head of the Department for identification in the Parisian police. Finally, French was still the language of diplomacy (it held this status from the 17th century until the mid-20th century), as well as the language of Interpol Red Notices for wanted persons at the time. Among those who would become the most prominent figures in Serbian policing and education was a famous inspector of the Ministry of Interior of Serbia at that time, Dušan Alimpić, a student at Reiss's school, who would later co-edit *Police* journal together with Vasa Lazarević. In 1912, year-long studies in Lausanne at the Institute of Professor Reiss were completed by Aleksandar Andonović, a clerk at the Anthropometric Division of the Ministry of Interior, who returned to the country as an expert for forensic technique (Božović, 2004: 47), who also became a teacher in the newly founded school in Belgrade. Therefore, if a choice had to be made which language to teach, French was the most logical choice at that moment.

However, as Reiss's forward thinking was difficult to accept in Serbia at the time, and due to insufficient support of the authorities, the school soon closed (Policija, no. 11-12, 1921: 571-574; *Ministarstvo i ministri policije u Srbiji 1811–2001*, 2002: 182). Still, based on Reiss's report, the Law on Internal Administration was adopted, and then in 1929 the Criminal Institute with Theoretical Section and Sections for criminal technique and criminal psychology and psychiatry was founded at the University of Belgrade. Two years later, on January 21, 1931, the Ordinance on central school for police executive officers was adopted. A school was opened in Zemun, where six-month courses were held for police officers and police agents (police officers – apprentices, sub-supervisors, commanders and supervisors, police agents – apprentices and chiefs, supervisors and sub-supervisors), and specialist courses were organized as well (*Ministarstvo i ministri policije u Srbiji 1811–2001*, 2002: 182).

The German attack and occupation of the Kingdom of Yugoslavia in 1941 marked the discontinuation in education of personnel for the Ministry of Interior.

2.2 After the World War II until today

The first foundations of a new educational system were laid in Belgrade immediately after the liberation of the city. Short drill courses and courses in arms handling for national police officers were held from November 1944 in the building of today's Faculty of Mining and Geology, and after the completion of the course 10 to 15 police officers with a commander were sent to duty in individual city areas (Ibid: 183-184).

Education of the Ministry of Interior personnel was carried out mainly at local courses, but the greatest issue was the education of personnel management. There were various types of education for personnel management, at one point in time even divided according to the republics of the then Socialist Federal Republic of Yugoslavia, and the issue was given more attention in 1966/1967. This resulted in the founding of "Pane Djukić" High School of Internal Affairs in Sremska Kamenica, and then the College of Internal Affairs in Zemun. The College began operating on October 18, 1972 (Ibid: 184-186).

Until 1991, the College of Internal Affairs held the status of an independent institution, while in the period from 1991 to 2006 it was a special organisational unit of the Ministry of Internal Affairs of the Republic of Serbia. In addition to this, the College was also part of the educational system whose work was guided by the regulations in the field of higher education. The basic activities of the College of Internal Affairs included professional and scientific education for work in the field of public and state security and permanent training of police personnel. In addition to basic activities, there was also research and development work, supervised work with students and extra-curricular activities of its students. In the beginning the education lasted for two years (or four semesters), and later on for five semesters.

In addition to the courses required for education of police personnel and other security services both in the Republic of Serbia and other parts of former Yugoslavia, the College of Internal Affairs paid special attention to foreign languages. Although there were specialized language courses organized to develop communicative skills

in a number of languages, including regional and minority languages in former Yugoslavia, only English and German were mandatory courses for all students during four semesters (out of five), which in practice meant that the students had language courses throughout the entire educational process (Anđelić-Nikolendžić et al. 2017: 128-133).

In the late 1990s, acknowledging new trends and taking into account the expert opinion of foreign language teachers who worked at the College at the time, the management decided to introduce two more language courses – French and Russian, and thus complete the group of languages which were already learnt during primary and secondary schools respectively. This decision was motivated by the fact that all children in Serbia at that time were learning at least one or two mentioned languages (English, German, French and Russian), so that they could continue to expand their respective language knowledge at university level, learn police terminology, thus avoiding unnecessary repeating of general language rules (Anđelić-Nikolendžić et al. 2017: 128-133).

There was also a wide range of specialized language courses for police officers who were already in service, such as border police, traffic police, criminal police, etc. The majority of courses were either in English or German. In addition to this, there were tailor-made English and German language courses for a number of police stations and agencies, which included, among others, a helicopter unit, Special Anti-Terrorist Unit, and other specialized police forces. The most comprehensive and the most ambitious project of this type were the basic English and German language courses and comprehensive testing of all traffic police officers which started in 2003 and lasted for almost two years (Anđelić-Nikolendžić et al. 2017: 128-133).

In 1993 the Police Academy was founded in Belgrade, as an institution for educational and scientific activities significant for security and policing. The Academy had two levels of studies: four-year bachelor studies and two-year master studies. As an institution of higher education, the Academy educated the personnel management for police and security institutions. As for foreign languages, only English language was taught, at first in the form of two two-semester courses during the first two years of studies respectively, and one two-semester course at master studies.

In 2001 Richard Monk, the OSCE advisor for police issues conducted a study on policing in the Federal Republic of Yugoslavia.¹ First of all, it should be pointed out that this study referred primarily to the reform of policing, but stated that great changes were required in police training, and based on efficiency and financial justification a fundamental review of training was required (Ibid: 7). As for higher education, Monk stated that there are two institutions of higher police education, the Higher Police School or College for students 18 – 20/21 years of age, and the Police Academy (University) for students 18 – 22 and above, and that there is an overlap between the programs the two institutions offer. Two higher police education establishments, the Higher Police College and the Police Academy, provide training with inevitable overlap. According to him, police training is extensive, demanding and rigorous in both institutions but excessively theoretical and as a result of a decade of isolation, outdated. At the Police Academy, each student takes 3,600 lessons and 40 examinations. He also mentions that general education subjects including a foreign language account for 10% of the course, but the Academy is still considered the leading police academic institution in the Balkans (Ibid: 44-45). It is his opinion that “there is no national curriculum authority to ensure that the standards of training provided initially to officers is maintained throughout their careers and tested on a regular basis. The Police Academy should become a national curriculum and standards authority for all police training”.²

As a part of comprehensive police reform, and consequently police education in the Republic of Serbia, through integration of the Higher Police College and the Police Academy, the Academy of Criminalistic and Police Studies was founded in 2006, as an independent institution of higher education for the requirements of all levels of police education. It also provided other forms of professional education and training relevant for criminal investigation, police and security related tasks. As for foreign languages, the decision was made to keep only English language courses. The scope of the course also changed in such a way that two two-semester courses were reduced to two one-semester courses, the only difference in their place in the curricula being that English Language 1 and English Language 2 were taught during

¹ There are two versions of this study available, one from July 2001 in English, and one from October 2001 in Serbian. Although they have approximately the same number of pages, there are certain differences in content.

² One of the differences between the two versions, English and Serbian, is here. In Serbian translation it is said that “there should be a referent institution in charge of the curricula...” (Report in Serbian, p. 47), while the English version says that “the Police Academy should become a national curriculum and standards authority for all police training” (Report in English, p. 49).

the first and fourth semester respectively at academic and vocational undergraduate studies of criminal investigation. At undergraduate studies of forensic engineering and undergraduate studies of information and computer science these courses were taught only in the first year of studies – during the first two semesters.

Here a parallel can be made with what was noted in the research by Ignjačević (2014: 206), that it was exactly the same situation at other faculties in the country. She says that the data she gathered for the period until 2008 suggest without any doubt that any educational policy in the field of foreign language learning does not exist at university level. This is in stark contrast to educational policy related to foreign language learning in the European Union and the trends and practice in EU member countries (Ibid.).

Students of the Academy of Criminalistic and Police Studies, however, had their own opinion regarding foreign language learning. In her 2011 research on the subjective data as a part of needs analysis in syllabus design, Mićović (2014) also asked students the following question: “According to your opinion, should English Language be introduced as an elective course at the III and IV years of studies?”. The majority of 76 students (out of 102), or 74,51% gave a positive answer, 19 or 18.63% said no, while 7 or 6.86% did not provide any answer. What was also noted on that occasion was that the students who wanted to continue learning English were those who had good marks during previous education and the majority of beginners. A small number of beginners and those who had lower marks were in the group who said that English should not be introduced as an elective course at the III and IV years of studies. The data suggest that the students are aware that they would need English language in their professional career and that they would like to continue to expand their knowledge of specialized language which is not otherwise available at other courses in the market. These data also illustrate that what students want and what the language policy is are two different things. Language policies often do not take into account students’ wishes.

In 2014, by the decision of the Government of the Republic of Serbia the University of Criminal Investigation and Police Studies was founded, which marked the beginning of transformation into the university. The transformation was completed in December 2018. This was the period when some of the existing curricula were also reformed. This refers to Master Studies of Criminal Investigation, which were

completely transformed and the new curriculum began in the 2018/2019 academic year. As for foreign languages, the first positive step was made introducing the English Course for Criminal Investigators into the master curriculum, as one of the elective courses. For the first time after 12 years (since the integration of two institutions and founding of the Academy of Criminalistics and Police Studies) a foreign language became part of the curriculum at graduate level.

In addition to being a part of higher education in the Republic of Serbia, the University of Criminal Investigation and Police Studies is the only institution of higher police education, and it has become a part of the international system of higher education through both participation in Erasmus+ projects and Erasmus Charter of higher education. This document makes it possible for the institution to apply for and participate in Erasmus+ programs, and it also contains the basic principles the institutions of higher education should respect. It represents the basic framework of quality in both European and international cooperation. Such cooperation in the future and the mobility of students and teaching staff implies appropriate preparation in terms of foreign language knowledge, first of all general language and then language for specific purposes. In order for the students to be able to attend other courses in a foreign language (mainly English), it is necessary for them to get acquainted with language material and general language skills, language for academic purposes and language used in a specific discipline (Ignjačević, 2014: 209). Comprehensive experience in European countries concerning foreign language as a medium in teaching and learning, as well as the research results (see, for instance Sercu, 2004) suggest that if the students have insufficient knowledge of language and have not acquired the corresponding skills, they will not be able to learn the foreign language and the contents of some other course. Thus, they will not acquire satisfactory knowledge of either (Ignjačević, 2014: 209).

After this step forward, a new accreditation round further reduced the number of English language classes at undergraduate academic and vocational studies of criminal investigation (from four to three per week).

3 Challenges

When addressing the challenges, it becomes apparent that they do not differ from challenges other ESP teachers face today. In order to support this claim, it is important to present the current situation with foreign languages at other tertiary educational institutions in Serbia, and then present the challenges which need to be tackled in the future.

A pioneering research on the relationship between language for specific purposes and language policy was conducted by Ignjacević in 2014 (Ignjačević, 2014), as her contribution to the monograph titled *Languages in Education and Language Educational Policies*. In a brief historical overview of foreign language learning, it is stated that as far as university level is concerned, one foreign language was introduced after World War II, and at that time the Russian language was considered the most welcome due to social-political circumstances. The need for other foreign languages, especially English, did not emerge until 1948, when there was a shift in state politics and the country opened towards the West. The faculties had autonomy in deciding which foreign languages they would include in their curricula, as well as how long and when they will be learned in the course of the studies. The majority of faculties decided to include foreign language learning either in the first or in the first two years of studies. By the end of the 1950s, foreign language is given the status of elective-mandatory course, which meant that students could learn one foreign language, usually selecting the one they were learning in primary and secondary school respectively (English, Russian, French or German) (Ibid: 203).

The four mentioned languages were part of curricula of the University in Belgrade, but also part of the curricula of other universities in Serbia. Language teachers were part of the university teaching staff until 2005, when the situation started to change, i.e., when reform started and studies according to the Bologna declaration started. At the same time, this happens to be the period when foreign language teaching for professional and academic purposes has made considerable progress and when many textbooks and scientific papers on this topic were published (Ibid: 204).

Although in her paper Ignjačević speaks mainly about the University of Belgrade, the paradox which occurred spilled over to other institutions of higher education in Serbia as well. The studies reformed according to the Bologna declaration, at a time when it was quite clear that it was not possible to become a part of a system of higher education without the knowledge of a few languages at least (student mobility in Europe, cooperation and connections among institutions of higher education, etc. (Ignjačević, 2009)), when plurilingualism was accepted globally as one of the essential civilizational values and learning various languages in Europe was paid special attention at all levels of education. Ignjačević concluded that the value of foreign language learning was not recognized at the University of Belgrade judging by the status, space and evaluation of these courses at the majority of faculties (Ignjačević, 2014: 205). According to the data that she gathered, there is a noticeable trend of decreasing the number of foreign languages at the faculties of the University of Belgrade (other than the Faculty of Philology). According to the results of an informal survey of the members of the group of university LSP teachers of the Society of Foreign Languages and Literatures of Serbia in 2009, the trend continues not only at this University but at other state universities in Serbia as well (Ibid: 205). It was then stated that foreign languages were to be given less and less space in the reformed curricula at faculties, the number of classes per week was reduced drastically and the languages to select were limited mostly to English (Ibid: 206).

In 2017, a Group of university LSP³ teachers conducted further research on the status of LSP at faculties other than the Faculty of Philology in Serbia, including an increased number of state and private universities. The results of this research were presented at a forum on the status of LSP within university education, held on February 23, 2017 at the Faculty of Philology in Belgrade. ⁴

This survey covered all state universities in Belgrade, Novi Sad, Niš, Kragujevac, as well as private universities (Metropolitan, Singidunum, Alfa, Union, John Nesbitt University), and three vocational colleges (Belgrade Polytechnic Vocational College, Vocational College of Applied Studies in Vranje, College of Hotel Management). The analysis showed that problems could be classified into two groups: the first group includes problems related to the status of foreign languages at faculties other

³ LSP – Language for Specific Purposes

⁴ Report from the forum on status of LSP in higher education which was held on February 23, 2017 at the Faculty of Philology in Belgrade (in Serbian).

than the Faculty of Philology in Serbia, and the second group includes the problem of losing plurilingualism.

Among the conclusions were that it could not be expected for foreign language teaching to be harmonized and standardized even within one university (for instance, the University of Belgrade), since status is addressed by each faculty individually; the number of classes and related ECTS points often differ ranging from 3 to 6 per week, or 2 to 8 ECTS points. The duration of courses ranges from one to four semesters at state universities, and private universities offer either mandatory or elective courses during all four years of bachelor studies. The number of languages offered ranges from one (only English) to four (English, French, German and Russian) at state universities; private universities offer more options, students can choose two foreign languages at all levels of studies; the status of LSP at faculties which cover social sciences and humanities is better, and the range of various languages is also better. There is a need to include LSP as a part of Master and Doctoral studies (which is currently dealt with by each faculty individually). The general conclusion is that the status of LSP, in addition to being solved by each faculty individually, should be solved in close cooperation with other faculties, universities and the wider professional and academic community. It is necessary to conduct surveys which will deal with the attitudes of students towards foreign languages, and then according to specific desires and needs of students offer various options for language courses (beginner courses, organizing classes per language levels, teaching foreign language at senior years without grading them, including the possibility to teach them at master and doctoral levels). It is necessary to raise awareness on the need of foreign language knowledge, particularly LSP which opens possibilities for professional improvement and increases the mobility of experts in the labour market.

In this narrative related to English for Police Purposes, the background and the current situation so far have been presented. However, a few challenges for the future remain. The three most important in our opinion are very difficult to overcome: dealing with large multi-level classes, textbooks (or course materials) and the reduced number of classes vs increased requirements for language knowledge.

3.1 Large multi-level classes

These are regrettably commonplace in foreign language learning, particularly at university level in Serbia. At the University of Criminal Investigation and Police Studies English classes are held in groups which are usually large (at least 25 students, sometimes more, except for the programmes of Forensic Engineering and Information Science where less candidates are enrolled). In practice this means that teachers have to find a way to deal with quite varying previous knowledge of the students when teaching English for Police Purposes (EPP) courses. Sometimes finding a middle course can be quite challenging, since on the one hand, you have to be careful with students whose knowledge is insufficient and you must not make them lose interest in learning EPP because it is difficult. On the other hand, you have students who could easily find the course boring if too much repetition of what they already know is included.

Also, first year students in Serbia are expected to be at B2 level of English language proficiency according to CEFL. This estimation is made on the basis of the period of learning English as a Foreign Language in elementary and high schools. Depending on the availability of English teachers in elementary schools, they start learning English either in the first or in the third grade of elementary school, so this period ranges from 10 to 12 years. The selection of course books is made by relevant teachers, but no matter which course book is selected, the fourth grade of high school is completed with a B2 level course book. This is also confirmed in the research by Danilović and Grujić (2014) as well as Danilović-Jeremić (2015) who confirm in their study that “the students had spent between eight and ten years learning English in elementary school and high school. Their level of proficiency in English was estimated as B2 (according to the Common European Framework of Reference)”. From personal experience, the actual level of knowledge is rather different from the expected level, in that there are students who are actually B2 level, but there are also those who are only A2, and some are even C1 (if they learned English additionally at extracurricular courses). Although this claim should be investigated additionally in the future, one illustration of how much the students can vary is offered by the results of previous research by Mićović (2020). Investigating the influence of vocabulary size knowledge on reading comprehension of technical texts, the author found that the number of years the investigated sample had been learning English ranged between 8 and 12, whereas the number of words they had

learned ranged between 2,000 and 10,100 based on the Vocabulary Size Test by Nation (2007).

As can be seen, these are the obstacles which make planning and designing lessons rather difficult.

3.2 Textbooks

One of the problems with textbooks is that from the very beginning, ever since the first police college was founded back in 1972, textbooks for foreign languages for police purposes simply did not exist. Therefore, taking into account the specific needs of their students on the one hand, and the unavailability of relevant textbooks at the time on the other, teachers had to create their own materials and it was not a matter of choice, as Mićović and Stojov (2011) noted. Sometimes, even when there are published materials, they do not always provide the type of texts and activities that a teacher is seeking for a given class (Ibid: 420). This situation yielded a number of textbooks for the courses mentioned in the first part of the article, such as border police, gendarmerie courses, as well as more recently various English for Police Purposes courses at the University.

One of the biggest challenges teachers face today is the problem related to use of authentic texts. Authentic materials are found to be a rich source of teaching and learning activities by many language teachers. They can help us achieve the aim of enriching students' experience in learning and practicing English, they can acclimatize them to the use of English in the real world and help them generate a strategy for learning English and other subjects too (Wong et al., 1995). Although the internet has made more authentic materials available than ever before, it must be said that the majority (if not all) of them are protected by some kind of copyright. This is fair and intellectual property should be protected. However, from the perspective of an English language teacher, this means that your work on any textbook will be made more difficult. It is practically impossible for any of us to be familiar with all copyright laws in the countries from which these authentic materials may originate, and it is very difficult to know the procedures to obtain relevant agreements and licenses to use these materials in textbooks. So, other ways to create our materials must be found, which then cannot be said to be authentic.

Despite all the difficulties, teachers at the University of Criminal Investigation and Police Studies in Serbia are not discouraged and continue to work on improving their teaching materials.

3.3 Reduced number of classes vs increased requirements

Another issue and challenge currently faced is something happening at other universities in Serbia as well – continued reduction of the number of classes as well as the English-only policy. Here we have a discrepancy between the students' needs and what they get from their respective curricula. As noticed by Anđelić-Nikolendžić et al. (2017) whenever education of law enforcement personnel is discussed, the focus tends to be on theoretical, mostly legal subjects, such as criminal law, criminal procedural law, international law and other areas of law that underline all policing and crime investigation activities. Instruction in foreign languages never seems to be given due attention, but is rather tolerated as part of general-education subjects.

In society today higher education has become more global than ever and this has resulted in students becoming more mobile than ever. Labour markets all over the world have also become available to the students worldwide. This leads to the main question: are our students prepared for this? As much as it is important for students to acquire various professional skills, one big requirement and a prerequisite to everything else is foreign language knowledge. English remains number one, and other languages being an additional benefit as well. Bearing this in mind, teachers of English for Police Purposes are faced with quite a challenge here attempting to deliver knowledge required by the students in an increasingly shorter period of time. It should also be pointed out that although there are a multitude of commercial courses available in the foreign language learning market, there is no commercially available course of English for Police Purposes. Therefore, the only opportunity and possibility for our students to learn this specific profession-related language is at courses prepared and taught at the University of Criminal Investigation and Police Studies.

It is clear that more work needs to be done to try to increase the number of classes, to offer more courses and to reintroduce other foreign languages, alongside English.

4 Conclusion

In order to give an overview of the situation and challenges regarding English for Police Purposes, we have also reviewed police education in general and higher police education from its origins until today. Although the primary focus is foreign language learning, it is obvious that it is not possible to talk about it separately from police education. Foreign language learning within police education started a century ago with the first police school in Serbia founded by dr Archibald Reiss and ended with the University of Criminal Investigation and Police Studies as the only institution of higher police education in the Republic of Serbia today. Police education has come a long way and has been changing over time for the better, but when it comes to foreign language learning it has followed the path of other institutions of higher education in Serbia. Paradoxically, the adoption of 1999 Bologna Declaration, promoting mobility of both students and teachers, has had a negative impact on foreign language learning at (primarily) state universities in the Republic in Serbia. Consequently, this process has not circumvented police education either. The negative trend, when it comes to state universities, mostly reflected a reduced number of classes and its English-only policy. Private universities seem to recognize the requirements of the new era and they offer a variety of foreign languages as well as more years of respective learning.

Focusing on the situation at the University of Criminal Investigation and Police Studies, after a step forward in terms of English language learning and introduction of an English course at the Master Studies of Criminal Investigation, the latest accreditation has further reduced the number of classes of English language at undergraduate studies of criminal investigation. However, there is hope that the need for reform will be recognized for the situation to change in the future.

Bearing all the above in mind, recommendations for police education and other universities to consider would be including other languages in the curriculum which were traditionally learned in previous education in Serbia, such as German, Russian and French. This would make it possible for students to continue to learn and improve their knowledge of the languages they have already learned. In addition to this, in order to achieve better results English language should be included in the curriculum of the third year of undergraduate vocational studies, and in the curricula of the third and fourth year of undergraduate academic studies respectively, at least

as an optional course. This would mean a step forward towards the goals of the Bologna declaration which were adopted a long time ago, which include enabling mobility to students in Europe, thus contributing to the competitiveness of European higher education in the world scene. It would also encourage institutions of higher education to get interconnected, as well as fulfil contemporary requirements of all professions, including thsmajla e police.

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