

English for Specific Purposes

Selected
Readings from the
Field of English for
Criminal Justice
and Security

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Foreword

In the monograph titled *English for Specific Purposes – Selected Readings from the Field of English for Criminal Justice and Security*, we present a range of topics connected with the field and subfields of criminal justice and security. The monograph is divided into two parts.

The first part provides a theoretical frame that drives the reader, through basic linguistic concepts related to language and linguistics, to an insight into the overall topic of Language for Specific Purposes (LSP) and English for Specific Purposes (ESP) in view of the specific field(s) discussed. With the first part of the monograph the reader will become familiar with the position of the English language as a lingua franca, as well as the position and importance of terminology.

The second part of the monograph provides an applied frame with the presentation of an overview of language resources and dictionaries for the field of criminal justice and security available on the web portals Fran and Slovarji.si, as well as two terminological dictionaries, namely of abbreviations and collocations. In the second part a synchronic and diachronic overview of forensic linguistics is also provided, where the classification of forensic linguistics and text typology are discussed.

The present monograph is an important contribution to the field of Language for Specific Purposes (LSP) as well as English for Specific Purposes (ESP), and will help in the further development of the field-specific terminology, language resources and translational studies.



The First Part

The first part of the monograph is written with the aim of providing a theoretical frame, where in the first chapter some basic linguistic concepts are introduced, starting with some definitions denoting language, followed by definitions of terms that span from Native Language (NL) to Target Language (TL) through the concepts of Language for Specific Purposes (LSP) and Second Language Acquisition (SLA). In relation to a more specific consideration of language, we present the fundamental aspects of English for Specific Purposes (ESP) and English for Academic Purposes (EAP), English for Occupational Purposes (EOP) as well as English for Science and Technology (EST), English for Vocational Purposes (EVP) and English for Professional Purposes (EPP). With the first part of the monograph, we present the position of the English language as lingua franca through a synchronic and diachronic prism, followed by a chapter where we discuss the importance of the development of terminology in both native and foreign languages. This chapter is then followed by an overview of terminology for the field of criminal justice and security.

1 Thinking About Language Concepts

Answering the question of what language is, Husain (2015) uses the following concepts, and states that apart from being a gift, man's finest asset that distinguishes him from the other animals, language is a collection of words each with its separate meaning, and this meaning changes when they are brought together to form sentences. Downes (1998) sees language as a "complicated business", where a word can be used in many different ways, and argues that it is not clearly stated how the word *language* is defined. In view of this he gives examples related to the beauty of a language, to grammatical concepts, to thoughts and to communication. The word *language* is also used when paired with other concepts, such as "body language" or "the language of music", where these uses refer to different aspects of language. Kompara Lukančič and Fabijanić (2020) define the meaning of *language* in a broader way, going beyond the idea of communication and exchanging words and thoughts with others, and into looking and understanding language as our home, our family. In line with the definition of *language*, any linguistic concepts that follow from this must also be defined.

According to the classification of Gass and Selinker (2008), a Native Language (NL) is defined as the first language a child learns, also termed the primary language, mother tongue, or L1. A Target Language (TL) is defined as the language being learned, and Second Language Acquisition (SLA) is the process of learning another language after learning one's native or primary language, and thus when learning a second, third and so on non-native language. The second language itself is usually referred to as L2, and commonly refers to any language learned after L1. SLA may refer to the acquisition of a second language in the classroom, as is the case of Slovene speakers learning English in Slovenia (Gass & Selinker, 2008), or through more direct exposure. In reference to language learning we can also add the concept of Language for Specific Purposes (LSP), which according to Garcia Laborda (2011) refers to language teaching as a second or foreign language, but in relation to the communicative needs of speakers in specific work-oriented contexts and a limited range of communicative events (Basturkmen & Elder, 2004). Kelly (1976) examines the role of the Native Language (NL) in the context of L2 teaching, where the value of using the native language in the classroom is outlined and the issue of its appropriate role in a pedagogical setting is discussed.

1.2 Second Language Acquisition (SLA)

Gass, MacKay and Pica (1988) note the importance of making a distinction between Second Language Acquisition (SLA) and foreign language learning. According to the authors, SLA usually refers to the process of learning a non-native language in the related language environment or the environment where the language is spoken (e.g., Slovene speakers learning English in England), and the learning process does not necessarily take place in a classroom. The distinction here is to be made with foreign language learning, where the learning process in SLA takes place with access to speakers of the language being learned. A number of prominent authors have considered SLA from different perspectives. For example, VanPatten and Benati (2015) argue that SLA research is too oriented towards learners and learning, and not enough towards teachers and teaching, while Saville-Troike and Barto (2017) expand the concept of SLA to include all those individuals and groups who learn another language after the one(s) they learned as young children. The concept goes further and thus also refers to the process of learning a second language (L2) or even the third, fourth or fifth. According to Gass, Behney and Plonsky (2013), SLA is the study of a new language system created by the learners. Gass and Selinker (2008) argue that SLA is a relatively new field that has developed significantly over the past 50 years and focuses on the acquisition of a non-primary language, or a language different from the speaker's native one. SLA focuses on how learners create new language systems after being exposed to the limitations of the second language, and researchers have also examined what has and what has not been learned in this context, and why native-like proficiency in more than one language is only achieved by some learners (Gass & Selinker, 2008). The concept of SLA has been defined using similar concepts, as seen in the overviews and discussions by Doughty and Long (2003), Gass and Selinker (2008), Ortega (2015), VanPatten (2003), VanPatten and Benati (2015), VanPatten and Williams (2015), and White (2003). VanPatten and Benati (2015) say it is common practice to distinguish foreign language learning where the language is not spoken outside the classroom, i.e., Slovene speakers learning English in Slovenia, and SLA, where the focal language is spoken outside the classroom, i.e., Slovene speakers learning English in the UK. To the definitions set out above, Sankar, Soundararajan and Suresh Kumar (2016) add SLA as the process of perceiving and comprehending the language being learned, as demonstrated by producing and using words and sentences in the process of communication.

ENGLISH FOR SPECIFIC PURPOSES: SELECTED READINGS FROM THE FIELD OF ENGLISH FOR CRIMINAL JUSTICE AND SECURITY

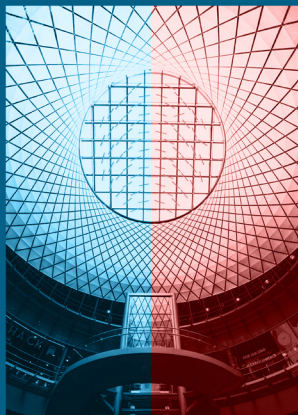
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Abstract The scientific monograph deals with the field of the language for specific purposes for the field of criminal justice and security, and consists of two parts. The first part is more theoretically based and it focuses on language concepts, language acquisition, the language for specific purposes and English as for specific purposes and "lingua franca", the development of terminology, and the position of terminology in criminal justice and security studies. In the second part, which is more applied, the focus is on language resources and dictionaries for criminal justice and security, the portals Fran and Slovarji.si are presented as well as reference dictionaries for the fields of security, police, law and the military. In the second part, we also find an outline of the English-Slovenian dictionary of abbreviations for the field of criminal justice and security and the English-Slovene dictionary of collocations in the field of criminal justice and security, as well as an overview of linguistic norm and an outline of forensic linguistics.

Keywords:

the English language, criminal justice and security, terminology, LSP, forensic linguistics



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