

інноваційних педагогічних методик та високого професійного рівня науково-педагогічного складу при викладанні іноземних мов.

Література

1. Тимофєєва О.Я. Підвищення мотивації до професійної комунікації англійською мовою у курсантів морських вищих навчальних закладів. Науковий вісник Ужгородського університету. Серія: «Педагогіка. Соціальна робота. 2019. Вип.2 (45). С. 191-195.

2. Чинники актуалізації проблеми освіти дорослих в Україні та світі в умовах розвитку інформаційного суспільства: матеріали наук.-практ. конф. 2019 р. Одеса: ОНУ ім. І.І. Мечнікова

OVERCOMING LANGUAGE BARRIERS: SOLUTIONS FOR LAW ENFORCEMENT

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In order to do their jobs effectively and safely, sworn and civilian law enforcement personnel must be able to communicate with the people they serve as well as numerous immigrants and foreigners whose first language is not Ukrainian. English as the most popular language of international communication has become an effective tool in achieving the set goals.

As police officers often work in conditions that are high stress and time sensitive, language assistance services and resources should be easy for them to access. All personnel – from officers to communication staff to front desk personnel – should therefore be trained on how to respond when interacting with individuals. Training can reduce delays that may arise and cause dangerous consequences, build ties of law enforcement agencies and community and set trusting relations between its non-Ukrainian members and the police officer. A demographic information about local population whose members aren't able to communicate in Ukrainian and a

guidance on accessing interpretation and translation resources are the first main steps on the way to overcoming language barriers.

It is of extreme importance that qualified police officers with experience of communication in a foreign language undertake assignments, regardless of whether it's face-to-face, telephonic, or via video remote. Professionals have knowledge and understanding of legal norms and laws and are trained in specific terminology necessary to communicate in law enforcement settings. If the interpreting is not conducted to a satisfactory standard, by an individual without proper education or field experience it could result in a communication breakdown, violation of rights, and even the breakdown of cases in a court of law.

Hiring bilingual officers is one of the effective solutions of the problem. It should be mentioned that the US law enforcement agencies succeeded in recruiting, hiring, and compensating staff with bilingual skills. However, these skills should be testified and field-tested as well as proficiency exams that include law enforcement terminology should be passed. For those who meet the requirements a variety of benefits are provided. For instance, the Anaheim Police Department and the Las Vegas Metropolitan Police Department, offer a base pay incentive for Spanish-speaking staff who pass the certification test.

Many bilingual staff may already have relationships with immigrant residents in their community and may not need to spend time identifying key community service providers. Because civilian staff are not uniformed, they may have the added benefit of inspiring less fear among residents and more willingness to collaborate. In some instances, bilingual individuals hired for civilian positions may later choose to join the police academy to become a police officer [2].

The existing programs for using volunteers' resources proved to be affective as well. For instance, the Boise Police Department's Community Outreach Division staff recruited volunteers to serve as interpreters. Volunteers were put on a resource list that staff used to match officers' requests for interpretation with interpreters. Tapping into existing community resources, police recruited volunteers who worked at local institutions, businesses, and non-profits and who spoke foreign languages.

While working with volunteers, staff began procedures – such as tracking calls for service in a foreign language – that they would later formalize in a paid interpreter program.

According to the recent research conducted by VERA institute of justice (USA) individuals who undergo training should receive tangible resources to carry with them in the field. These may include copies of the department's language access policy and procedure, translations of the Miranda warning, and specific instructions on how to access a telephonic interpreting service [1].

Law enforcement agencies may be interested in immersion of programs to increase officers' speaking and cultural competency. The Lexington Division of Police's Advanced Language Program uses U.S.-based language instruction and an immersion program in central Mexico to develop officers' Spanish language skills. The immersion component, which sends officers to Mexico for 5 weeks, develops officers' cultural awareness as well as their language skills. When they return to Lexington, officers have a better understanding of Mexican immigrants' expectations about how to interact with law enforcement. At the same time, the Oklahoma City Police Department made language training a major part of its overall training effort. New recruits in the academy receive 70 hours of Spanish instruction, which has fortified an agency-wide culture of Spanish language-learning [4].

However, law enforcement agencies nowadays deal with the reality of having fewer financial and personnel resources than they would like. Many simply cannot afford hiring full-time staff to provide language assistance. In this matter, they may use language resources of other government agencies as they often face similar challenges. The advice would be to share existing strategies, brainstorm new solutions, create a pool of interpreters to be used by several agencies.

Local and regional departments can coordinate to develop any affective and creative approaches for better communication with foreigners. One of such creative approaches was introduced by Marty Katz, a retired sergeant with the Broward Sheriff's Office in Florida. He states that for the officer out on the streets and responding to calls, unless there is a translator nearby or the officer speaks the foreign

language, valuable time and critical information can be lost. As he became frustrated by inability to communicate with victims and failure to understand what crime was committed and having the investigation become a game of charades, he created a two-page form using NCR paper that would assist in gathering essential information to begin an investigation. The top page of the form was a foreign language, one language per form. The form would be handed to the victim and they would complete the form by answering questions by marking a check next to the correct answer. The victim would read the question in their native language and provide as much basic information as possible. The check marks would be copied to the bottom sheet of the form via the NCR paper. The bottom sheet would be the English (Katz's native language) translation of the top page questions. At this point, the officer and the victim can read the page in their native languages and have a general understanding of the crime committed.

Overall, law enforcement agencies are affected by language support and show increased productivity, positive response to public safety, community integration as well as reduce staff frustration.

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