

## THE ENGLISH LANGUAGE IN THE LANGUAGE POLICY OF HIGHER EDUCATION IN LAW ENFORCEMENT INSTITUTIONS: A COMPARATIVE ANALYSIS OF NATIONAL AND INTERNATIONAL PRACTICES

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### Summary

The article examines the role of the English language in the language policy of higher education for law enforcement institutions, emphasizing its strategic importance for developing professional foreign-language communicative competence. The study provides a theoretical and empirical analysis of national (particularly Ukrainian) and international practices, highlighting the integration of English in professional curricula, the use of English for Specific Purposes (ESP) materials, and compliance with international standards, including the Common European Framework of Reference for Languages (CEFR). The analysis of domestic practices demonstrates that Ukrainian law enforcement institutions have established regulatory and methodological foundations for English language training; however, challenges persist, such as insufficient alignment with CEFR levels, limited practical and communicative methods, and weak integration of intercultural components. Comparative analysis of international experience, including CEPOL programs in the European Union, the UK Policing Education Qualifications Framework, and FLETC training in the United States, reveals effective implementation of competence-based, practice-oriented, and intercultural approaches, which can serve as a model for modernizing Ukrainian law enforcement language education. The study concludes that enhancing standardized English proficiency requirements, strengthening practical orientation, and expanding opportunities for international and intercultural professional communication will improve the quality and competitiveness of future law enforcement officers in a globalized security environment.

**Key words:** foreign language training, law enforcement education, competence-based approach, English for Specific Purposes, intercultural communication, CEFR alignment, professional communication, curriculum development.

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### 1. Introduction

In the context of globalization, the intensification of international cooperation in the field of security, and the increasing role of the European Union and NATO in ensuring collective security, effective foreign language training of future law enforcement professionals has become a matter of strategic importance. English, functioning as the lingua franca of international professional communication, serves as a key instrument for police officers and other representatives of law enforcement institutions involved in transnational operations, information exchange, and joint training activities.

At the same time, within the national language policies of various countries – from Ukraine to European and North American systems – the status and scope of English differ with regard to legal, regulatory, and educational support, which necessitates a comparative analysis of contemporary approaches and models. In the context of ongoing reforms in Ukraine's higher education system and the adoption of new policy documents aimed at strengthening the role of English in academic curricula, questions arise concerning the appropriate place of English within the language policy of professional law enforcement education, as well as its compliance with international standards, including the Common European Framework of Reference for Languages (CEFR), and the practices of specialized agencies such as the European Union Agency for Law Enforcement Training (CEPOL). This issue is particularly relevant in view of Ukraine's integration into the European Higher Education Area and the need to further develop national policies for the training of law enforcement personnel.

**Aim and Objectives.** The aim of this article is to provide a theoretical and empirical justification of the role of the English language in the language policy of higher education within law enforcement institutions, as well as to conduct a comparative analysis of national (particularly Ukrainian) and international practices aimed at developing the professional English-language competence of future law enforcement officers. The objectives of the study include:

1. Analyzing contemporary national and international practices of law enforcement language education.
2. Examining the integration of English in professional curricula.
3. Identifying challenges and prospects for improving language policy in Ukraine.

**Methodology.** The study is based on comparative, analytical, and descriptive approaches. The research methodology includes review and synthesis of domestic and international scholarly publications, analysis of legal and policy documents, examination of educational programs, and case-study evaluation of professional language training models in Ukraine, the European Union, the United Kingdom, and the United States.

## 2. Literature review

In domestic scholarly publications, issues of language policy in higher education are examined within the broader context of nationwide educational reforms, protection of citizens' language rights, and the legal and regulatory framework governing the functioning of the Ukrainian language as the state language (*Law of Ukraine "On Education", 2017*). Lanvers U. notes inconsistencies between formally declared principles of multilingualism and the actual practices of foreign language teaching, especially in the context of professional training (*Lanvers, Lunyova, 2023*).

Pedagogical research emphasizes the competence-based approach as the dominant paradigm of contemporary education. Bekh I.D. advocate reorienting education from mere knowledge accumulation toward developing the ability to act effectively in professionally relevant situations (*Bekh, 2019*). Savchenko O. further highlights the integration of content, methods, and learning outcomes according to societal and labor market needs, emphasizing the shift from formal language study to the development of communicative competence (*Savchenko, 2020*). Kostyk E. examines theoretical and practical foundations of language education in Ukrainian higher education institutions, noting insufficient alignment between educational standards and professional requirements. The authors emphasize the role of English for Specific Purposes (ESP) as a key instrument for professional communication and advocate the implementation of ESP courses across various fields (*Kostyk, Siliutina, 2022*).

The sociolinguistic perspective considers the “Anglicization” of higher education in Ukraine. Farion I. stresses the strategic role of English in international science, education, and professional mobility while warning of potential risks, including marginalization of the national language and unequal access to quality education (*Farion, 2023: 196*). These observations align with Ukrainian language legislation, which designates Ukrainian as the language of instruction while acknowledging the importance of foreign language learning (*Law of Ukraine “On Ensuring the Functioning of the Ukrainian Language as the State Language”, 2019*).

The specificity of foreign language instruction in Ukrainian law enforcement education has been addressed by Levashov O, who highlights the necessity of integrating real communicative situations into training. However, they note that traditional reproductive methods dominate in practice (*Levashov, 2020: 103-105*). Pyrozhkova Yu. and Larkin M. identify insufficient CEFR alignment, limited ESP courses, and low integration of blended learning and certification (*Pyrozhkova & Larkin, 2025: 364*).

International research emphasizes competence-based and intercultural paradigms. Byram M. developed the concept of intercultural communicative competence, which has served as a methodological basis for numerous European programs (*Byram, 1997*). The Common European Framework of Reference for Languages provides clear descriptors for language competencies, widely applied in professional training (*CEFR, 2020*). European Union Agency for Law Enforcement Training (CEPOL) offers specialized courses, English for Law Enforcement Officials, targeting CEFR levels A2–B1 (*CEPOL, 2019*). The UK Policing Education Qualifications Framework integrates language, professional, and intercultural training (*College of Policing, 2019*), while FLETC programs in the US focus on practice-oriented communication, simulations, and role-playing (*Federal Law Enforcement Training Centers, 2018*). The theoretical foundations of English as a global language and ESP methodology are discussed by Crystal D., Graddol D., Hutchinson T. and Waters (*Crystal, 2018; Graddol, 2006; Hutchinson & Waters, 2017*).

The literature review demonstrates a substantial theoretical and practical foundation for language policy and English-language training, yet a gap remains regarding comprehensive comparative studies focusing on the role of English in law enforcement higher education in Ukraine and abroad.

### 3. Language policy in Law Enforcement education

Language policy is understood as an integrated system of legal, organizational, and didactic measures determining the status of languages, the language of instruction, and the mechanisms for foreign language use in specialist training (*Bekh, 2019*). In law enforcement education, it serves strategic objectives: ensuring the functioning of the state language as a foundation of professional identity, developing foreign-language competence for international cooperation, and adhering to international standards (*Kostyk, 2022: 40-43*).

In Ukraine, the Law of Ukraine «On Education» establishes Ukrainian as the state language while permitting the teaching of disciplines in foreign languages, particularly English (*the Law of Ukraine «On Education», 2017*). The Law «On Ensuring the Functioning of the Ukrainian Language as the State Language» (2019) reinforces the priority of Ukrainian without limiting foreign language learning.

English occupies a special role as a global language of professional communication (*Crystal, 2018; Graddol, 2006*). Its integration into law enforcement curricula should follow a

clear methodological approach combining national legislation and CEFR standards (*Council of Europe, 2020*).

In the Ministry of Internal Affairs (MIA) institutions, English is incorporated through professionally oriented courses, including English for Professional Purposes, English for Law Enforcement Officers, and Legal English, aiming to develop skills in professional communication, document handling, and participation in international events (*Levashov, 2020*). Educational materials include professional texts, terminology exercises, translation tasks, and communicative competence development (*Haldetska, 2023*).

Challenges in foreign language education include insufficient alignment with the CEFR, limited use of communicative methods, and weak intercultural integration (*Pyrozhkova, 2025*), while English is often treated as an auxiliary subject and competence-based approaches are only partially implemented.

#### 4. International practices

In the EU, CEPOL integrates English as a mandatory component of professional training (*CEPOL, 2019*), using authentic materials, real-life scenarios, and intercultural competence development (*Byram, 1997*). In the UK, English is part of professional qualifications via the Policing Education Qualifications Framework (*College of Policing, 2019*), fostering professional discourse, ethical awareness, and pragmatic competence.

In the US, FLETC programs employ practice-oriented methods, including simulations, role-playing, and intercultural training. Despite the absence of standardized proficiency frameworks, these programs achieve high effectiveness due to their close alignment with real professional situations.

Internationally, the predominance of competence-based and communicative paradigms provides a model for the modernization of Ukraine's law enforcement education system.

#### 5. Comparative Analysis

Comparative analysis shows that in EU and North American countries, English is fully integrated into professional law enforcement training, aligned with CEFR levels, and supported by practice-oriented and intercultural methods. Ukrainian practices demonstrate progress but reveal gaps in standardization, practical application, and intercultural integration.

#### 6. Conclusions

English has become a strategically important tool in law enforcement higher education, enabling professional foreign-language competence, international cooperation, joint operations, and communication with foreign partners. Ukrainian institutions have developed regulatory and methodological foundations, including specialized courses and ESP materials. However, the absence of standardized CEFR-aligned proficiency requirements hinders objective assessment and international comparability.

Comparative analysis confirms that in EU and North American contexts, English is fully integrated into professional training, using competence-based approaches, CEFR alignment, practice-oriented methods, and intercultural components.

The findings suggest the advisability of further improving national language policy in law enforcement education by introducing standardized English proficiency requirements, strengthening practical orientation, and expanding opportunities for intercultural and international professional communication. Implementation of these measures will contribute to enhancing the quality of training and global competitiveness of future law enforcement officers.

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