English linguistic knowledge of police trainees in SAPS training academies

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Abstract

This article reports on the findings of a study about South African Police Services (SAPS) training with specific reference to English linguistic knowledge of police trainees. English linguistic training in (SAPS) training academies have become central to both training and teaching and learning. Despite several benefits identified in literature regarding adequate English linguistic knowledge, the training in SAPS leaves much to be desired. Therefore, the impetus of this paper is to make a case to challenge the tacit and poignant factors affecting effective SAPS training program with specific reference to English linguistic competence. The researcher makes a case that the training program in its current state is faced with many challenges and intricacies that hampers it from achieving one of its goals which is to produce police officers with adequate workplace English linguistic competency. A mixed research approach was adopted to investigate the phenomena. The research instruments were a locally designed questionnaire complimented by in-depth interviews with a selected sample and extensive literature review of scholarly literature on the matter. Needs Analysis theory was adopted as the pillar in this study. Among the findings was the lack of expertise in teaching English writing by police instructors. The study also found that SAPS Language policy is 'completely' silent as far as pedagogy is concerned in SAPS training academies. The study also found the other a systemic problem called 'placement conundrum'. Furthermore, the study also found that ineffective English writing screening measures for police recruits contributes to the problem. In addition, the other unsurprising was the over dominance of physical training over academic teaching in the training colleges. This study underscores the crucial aspect of reflective research as a source of information for improving training in SAPS training academies.

Keywords: *language policy; standing order; workplace English linguistic competency*

INTRODUCTION

Recently SAPS have witnessed an exponential increase in total police trainees' output. The total number of new police officers has more than doubled – from 7230 units in 2005 to 18872 units in 2017. Nevertheless, while the quantity (volume) of police trainees' output has increased significantly, concerns over the quality of these police trainees have increased. The "demand" to put more police officers in communities continues to place a huge pressure on SAPS particularly

training academies to produce as many police officers as they can in order to meet the requirements of putting adequate police officers in various communities. However, the question arises whether this demand to produce more police officers at any cost has not at the same time compromised the quality of the type of police officers produced. According to Salem (2019, p. 03), "There is a lack of an effective training quality within SAPS procedures that is offered to its officers and the poor training quality has negatively impacted South African police officers' performance." Researchers such as Kekana, 2015 and Cox,1996 are in agreement with the above assertion. The reason why this aspect of English linguistic competence is chosen in this study is among other things because of a study by Cox (1996) who illustrated that police officers in the field have to show important relational communication skills. This encapsulates English writing. Thus, this study investigated the challenges pertaining to training as the cause of the deficit part (with specific reference to linguistic competency of recruits in the police academies in the English language). Studies in this area predominately focused on other aspects about police training (Sharma & Kurukshetra, 2013; Motsamai, 2017; Adonis, 2019) and this leaves a gap in the literature regarding the focus on the training as part of the bigger system. Thus, this investigation contributes to filing this gap or paucity of literature in that area of research. In an attempt to achieve this aim, the study formulated the following research objectives: 1) To establish the systematic challenges engulfing the SAPS training program with specific reference to English linguistic competence of SAPS trainees, 2) to establish the root causes of SAPS' Training Academies lack of effective training program to police officers when it comes to English linguistic competence, and to suggest the possible strategy that can be used to raise the current level of SAPS training program.

The researchers strongly believe that information collected from the results of this study will help enhance the SAPS training program the training academies with regards to English linguistic competence. With regards to the objective of the study, which focuses on examining challenges that the SAPS training program faces as far as English linguistic competence of trainees is concerned. This section reviews various perspectives related to the training of SAPS trainees with specific reference to English linguistic competence.

Fisher (1993) maintains that the evaluation of training sometimes is done neglectfully or not done at all. Thus, the researchers focused on investigating if training in the SAPS is evaluated regularly, negligently or not at all. Police training should be carried out to improve officers' performance as well as their institutions, the offered training should be tied to the way of ameliorating police officers' core and functional competencies, so to raise distinct and personal on the job and meet the organisational performance standards (INTERPOL, 2016). Baldwin and Ford (1988) suggested that, for employees or trainees to utilise their new skills or competences, their training must be relevant and adjusted to their work necessities within a reasonable length of time. However, Bayley and Bittner (1984, p. 35) assert "that training given in police academies is irrelevant to real police work".

In addition to the above matter, Vergie (2006) in his study with the title "*Die diskrepansie tussen Taalbeleid en –Praktyk: Implikasies van Taalhoudings*

van SAPD-konstabels in Gauteng" also found that there is a deficit in linguistic training in basic police training academies and in-service training. This seems to be the bane of SAPS training and it should not be left to perpetuate. In the UNDP's (United Nations Development Program) *From a Training Need to Learning Approach: A Training Strategy for Bangladesh Police* (2007, p. 39) report it is stated as follows:

> *In many police training institutions assessment and evaluation are poorly handled … assessment is often based on a test of rote learning ability and evaluation…Encouraging rote learning, often linked with surface learning, is not considered appropriate for a police service...*

Rauch (1992) discussions with students at SAPS revealed that the current training is too easy and boring. The fact that students identify the program as 'easy and boring' could point in the direction that the program followed in the SAPS training is not challenging and this should not be the case given what police officers are confronted with in their daily work. The other problem that Birzer (2003) identified is that they are trained and learn their work in a very punitive, authoritarian and paramilitary environment.

In addition to the above, the issue of expertise from the trainers comes to light. For example, in the study by Salem (2019), 53% of the research respondent indicated that they believe police trainers lack expertise to train them while in Kekana (2015), 71% of the research respondents also indicated the same thing. This is a serious challenge regarding the program and the system at large within SAPS. Sheehan (2012, p. 171) stated that, "well-trained and well-educated police officers are the key to ensuring safe societies". Palmiatto et al. (2000, p. 19) assert "that when recruits are allowed to engage in self-directed group discussions with instructors allowing for the airing of many viewpoints, the recruit-training classroom should begin to mirror the community with its many voices and perspectives."

The current study articulates to the issue of quality in SAPS training program. Thus, it is important to explain what quality means in this instance. Modise (2010) asseverates that the issue of quality is determined by the formulation of the mission statements of various institutions and organisations. Letuka (2000) also concurs with the above assertion. Asfaw et al. (2015, p. 95) confirm, "Job performance depends on the effectiveness of the training of employees. This is very vital particularly in environments where a situation of life and death can arise. Besides all the various perspectives raise by various scholars regarding training in the SAPS Ross (2000) sums this up nicely by arguing that poor training causes the government to face unnecessary civil litigation.

Determining and identifying the challenges that SAPS training program faces (with specific reference to the teaching of English linguistic competence) was key to this investigation. Therefore, the conceptual framework in this study was based on the Needs Analysis and Code theories. Hutchison and Waters (1987); Nation (2000); Richards (2001) concede that the central principle of this framework is that of lacks, necessities and wants. Hutchinson and Waters (1987) define deficiencies as the deficit between what the learners know and the requirements. They further maintain that necessities are what the learners have

to know to be able to perform efficiently in the target context. Code theories treat communication as involving, a set of observable signals, a set of unobservable messages and code (i.e. a set of rules or procedures pairing messages with signals) (Wilson, 1998). Furthermore, this study answers in the form of statements, where decoded for a deeper meaning (i.e their implication) so that the researchers can infer (using inferential analysis) from them and be able to come up with assumptions. All this was done through an assessment of what the program entail. Thus, this framework was relevant and pivotal in providing a solid grounding to this study and this framework provided relevant principles for assumptions to be made.

METHODS
Setting
The choice of the site of a study resulted from amalgamation of aspects including availability, accessibility and theoretical interest (Schwedt, 1997). This study was part of a bigger study about Workplace English Writing Needs (Kekana & Mogoboya, 2021) conducted in the city of Tshwane, Gauteng province in South Africa. The new program of training in SAPS called Basic Police Development Learning Program (BPDLP) was the focus in this study. This new BPDLP takes 24 months to complete instead of the old program, which had 12 months duration. It consists of academy phase, which takes 12 months, and workplace learning phase that takes 12 months to complete. The learning program consists of six various learning areas as shown by Table 1.

Table 1. The South African Police Service program (2015) called BPDLP

Learning Area	Name of the learning area
Learning Area 1	Orientation to the SAPS
Learning Area 2	Law
Learning Area 3	Community Service Centre
Learning Area 4	Crime Investigation
Learning Area 5	Crime Prevention
Learning Area 6	Street Survival

Research design
This study adopted a case study design (Gerring, 2004). In addition, Eisenhardt (1989) and Yin (1994) also share the same views regarding case studies. This study used quantitative and qualitative research methods. The research collection methods comprise of a questionnaire with mixed questions and a semi-structured interview schedule.

Sample and sampling procedure
The target sample for this study encompassed a total of 203 police constables. The research subjects were all police constables in 2014. All of them took a 24-month police basic training. All the research subjects spoke English as a Second Language (L2). A method of non-probability sampling was utilised adopted for the 203 research subjects who answered the questionnaire. Buckingham & Saunders (2004) define non-probability as a quota sampling. Convenience sampling method was utilised specifically for the 10 research subjects (i.e. for the interviews).

Data collection instruments and analysis

In addition, two (2) dissimilar methods were utilised to gather data and this was in line with Denscombe's (1998) declaration that it is adequate to utilise diverse data collection procedures to amass data about the same occurrence because by so doing the researcher gains multiple viewpoints on the occurrence itself. In this study a questionnaire (quantitative data) and interviews (qualitative data) were utilized. Some of the enquiries in this questionnaire contained Likert-type scales. Likert-type scales are self-rating gauges with groupings such as 'disagree', 'disagree slightly', 'agree' and 'agree slightly' (Neuman, 1997). These questions were closed-ended (Fink, 1995). The interview entailed 18 questions (not all of them have been used in here). These were semi-structured interviews. These questions were used to light the data sought by the questionnaire.

According to Vithal and Jansen (1997), the determination of data analysis is to make logic of data. Questionnaire or quantitative data were examined using statistical computer software called Statistical Package for Social Sciences (SPSS) (Pallant, 2005). Interviews or qualitative data were examined by means of a process called close examination of data in to find constructs, themes and patterns called interpretational analysis (Winegardener, 2001).

RESULTS AND DISCUSSION

The discussion in this section articulates the type of data obtained, analysis, results and the discussion. The below questions were helped in unearthing the challenges that bedevil the SAPS training program as a system.

- *What English percentage these police constables obtain in English and what is the implication to the SAPS training program?*

The percentage that these police officers obtained in matric (Grade 12) is not satisfactorily. It is found that only 58.5% got between 50-59 percent. This clearly shows that most of the police recruits have average English language skill/ability. This articulates to the issue of placement conundrum and the issue of adequate screening. All these issues will be ventilated further in the discussion section. This issue is shown clearly in Figure 1.
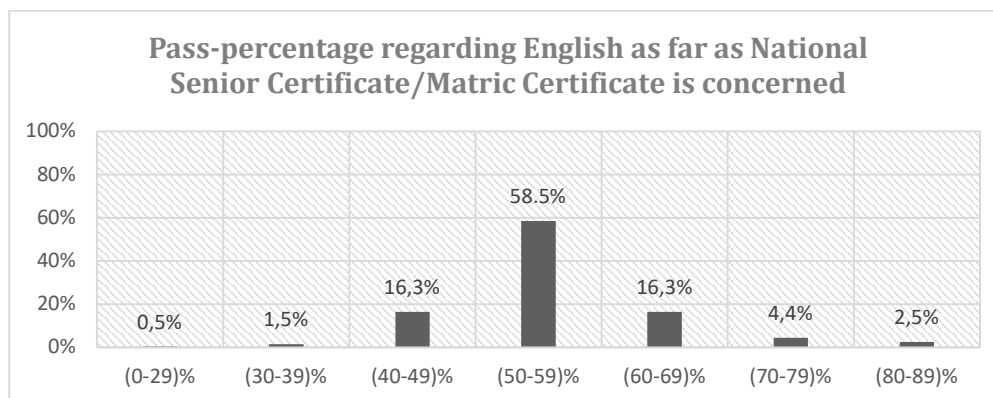

Figure 1. Percentage obtained for English in National Senior/Matric certificate

- *What is the highest qualification of these police constables and what is the implication to the SAPS training program?*

It is found that only 5.4% of the research respondents have a degree. The majority of them 56.2% have only grade 12 (Matric). This result has a bearing on the issue of 'English for law' or law nature of the type of English trainees should be exposed to during the training. This issue will be discussed in detail in the discussion section. This issue is shown clearly in Figure 2.
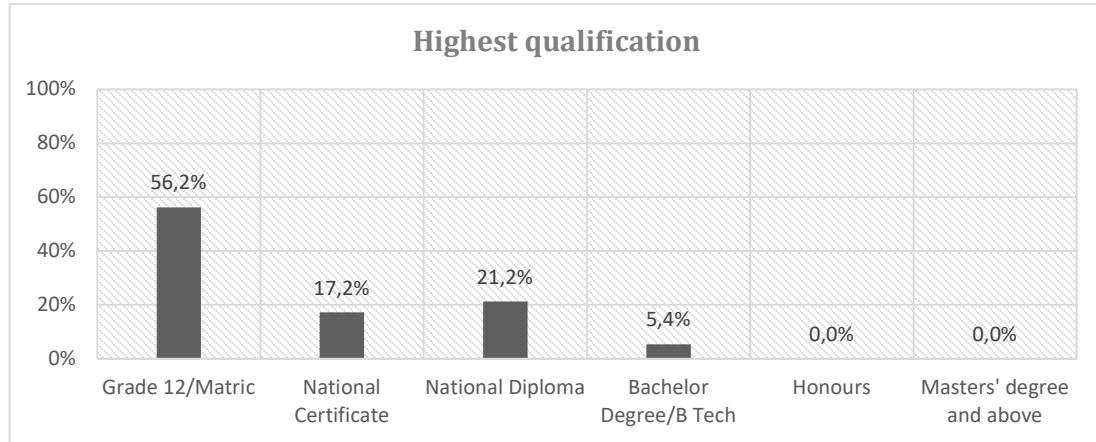

Figure 2. Highest qualification of these police officers

- *How do the police constables assess the pedagogy they went through during their basic training with regard to English writing and what is the implication to the SAPS training program?*

Investigative subjects were also requested to specify if they were content pertaining to type of pedagogy they were exposed to in relation to English writing. In reaction to the question, 133 (65.5%) replied by maintaining that the teaching did not satisfy them because it did not help them develop an satisfactory English writing ability that is well matched for a police workplace. During this investigation, they protested that the pedagogy was not 'understandable' and 'interesting'. The findings conversed in the above paragraph are shown in Figure 3.
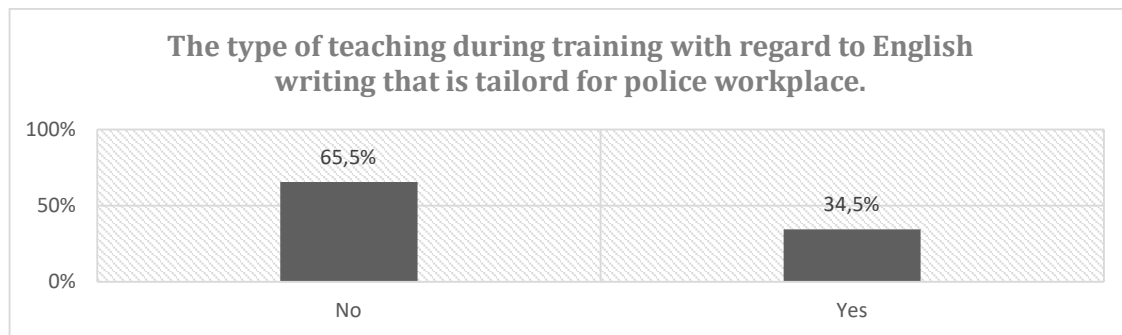

Figure 3. The type of pedagogy in SAPS training program

The results in the subsequent paragraphs are drawn from the interviews

- *Do the police constables perceive the police instructors during their basic training to be well suited to teach English writing and what is the implication to the SAPS training program?*

The above question motivated the researchers to ask the respondents the question: Do you think the police instructors during your basic training were well suited to teach English writing? Fascinatingly the result deliberated overhead, all the ten (100%) candidates pointed that the police trainers (i. e. in the SAPS training academy they went to) are not suitable to impart English and they provided numerous explanations why they think so.

The following four (4) selected responses from the respondents were noted (NB they are quoted verbatim):

Table 2. Answers from the interview respondents

Respondent 3
"(Nna) I think the trainers they are not teachers, so why do I expect them to teach English. They are not trained teachers finish."
Respondent 4
"It was not enough cause they don't teach us how to put the words they just teach us how to write the statement. If I remember very well there was no a subject were specifically for these things."
Respondent 8
"They did not teach us English writing but they did teach us the things we should know when we do things like writing a statement. These trainers are not like lecturers, no they not. Everyone has his or her own work like you."
Respondent 10
"No they did not train to be teachers"

The presented data in Table 4 is very important if one wants to understand and answer the question on the efficacy of a training program which is the crux of this study. Thus, the below section discusses the findings in detail and also illustrate what their implications are on the SAPS training program. In addition to the above data presented, the following part of the section discusses the above results in detail making connections based on what the data revealed.

Placement conundrum

Important as theoretical justifications may be, more pragmatic concerns have driven most higher education institutions on how they organise their first entering students and this happens in SA. Two areas that have received special attention are placement and pedagogy. With respect to placement, policies vary widely among post-secondary institutions. Therefore, SAPS trainees because they come to the police training academies (some fresh from school and other from post-secondary education institutions), the SAPS training should develop some form of diagnostic testing where these L2 police trainees are placed (For example, English for those who come straight from grade 12/Matric, English for

those who come post-secondary education and those who come from various workplaces). The argument is that it might not be possible for a single program to cater for the English linguistic needs of all varieties of police trainees all at once. In making placement decisions, universities and colleges are guided in part by standardized test scores. A place decision can be based on this test scores. It would it will be better if police training academies in SA could follow a similar approach? This approach will take into cognisance their own locally developed literacy testing instruments. This will significantly enhance the training program and also help in the development of relevant and proper curricular. This move might be welcomed by trainees and instructors/trainers alike.

Silence of the SAPS Language Policy on the Teaching and Learning of English in SAPS training academies

Pedagogy as far as academic training in SAPS training academies should be guided by policy and in particular the Language policy. However, the SAPS language policy is found to be 'completely' silent on how pedagogy should be dealt with in the SAPS training academies. Thus, no specific pedagogy based on any existing and reliable theories is followed or adopted and this impact negatively on the training program itself. During the time of this investigation, the SAPS training academies relied on Standing Order Generals (SO(G)'s which were very silent (just like with the current Language policy) on the issue of pedagogy in training academies. There are various teaching methods that can be applied or relied on to better teach English writing in police training academies. Trainers/instructors do not follow any tested and reliable Teaching Method backed by any existing theory. This is the problem as it seriously affects the training program. In South Africa, most of the citizens have limited English language proficiency and therefore is imperative for South African police officers to be able to communicate well in English with these people including being able to write English at the level (lower levels) at which these people will comprehend the message. Car l R. Pee d, the Director in the U.S. Department of Justice Office of Community Oriented Policing Services (Cited in Shah, Rahman, and Khashu, 2007) asseverates as follows:

> *"Recognizing the need to improve communication and interaction with limited English proficient individuals is among the next steps in advancing community policing."*

A need-focused syllabus will have significances for the teacher, the curriculum designer and as well as for policy making at a broader societal level (See also Cooper,1989). The researchers argue that the SAPS training curriculum is not need-focused.

Conflict of curriculum purpose in SAPS training academies

The other problem that arises based on the results of this study is that it would seem that SAPS assume that police trainees come to training academies with certain level of English writing ability (probably based on the screening method employed by SAPS) and it is often realised very late in their training (maybe even

at the end of their training) that these trainees do not have the expected English writing ability for police work. This creates a problem for the SAPS training academies. The people responsible for developing the curriculum find themselves caught between creating a curriculum that articulates to the workplace English writing needs of a police profession and the one that seeks to address English writing problems that could have been addressed at secondary school level. Designing a curriculum that would address the English linguistic challenges for both levels mentioned is time consuming given the little time police constables are afforded at a training academy (i. e.12 months).

Law orientated language in police profession
The study found that police trainers are not professional ESP (English for Specific Purpose) practitioners nor professional teachers who have teaching qualifications. Therefore, it is not surprising that they are struggling to teach (i.e in this case English writing) a course that is genre specific. The law and the ESL environments also complicate the problem further. English writing for law enforcement purposes is unique and requires a lot of training. English for law-enforcement purposes need a special training and not the 'general route' of training that police recruits undergo.

Police trainees develop a common language which they express themselves (Alpert & Dunham, 2004) Candlin et al. (2002) in their study titled 'Developing legal writing materials for English second language learners: problems and perspectives found that the currently available legal writing books are commonly inappropriate to be utilised in contexts like in EALP (English for Academic Legal Purpose). They further suggest that writing materials can be customized to meet the needs of second language users. The researcher contends that teaching and learning materials utilised at SAPS training academies are in their nature, written in 'legal English' (known as 'legalese') and therefore if these materials are not made 'suitable' to be used in contexts such as EALP (which encapsulates police workplace) and also made to meet the needs of ESL learners, then English writing deficiency in SAPS will perpetuate.

King in the article 'Making the right statement written by Donald Hiscock (The Guardian, 2003) emphasized the legal aspect in police profession as with regards to writing as follows:

> *Expression in (both written and spoken modalities) plays an important role in police work and police officers should be taught how to express evidence in a form that can withstand legal cross examination.*

Furthermore, in relative to the above, the research subjects were also requested to offer evidence on the occurrence of English writing tasks that they were delivered to them during their police basic police training (if any) (c.f. Kekana, 2015). One hundred and ten (54.2%) of them specified that they occasionally did English writing tasks. This variable also enunciates to the query about whether there was a course or module that was specifically focusing on English writing in a police workplace. During the time of this study, the SAPS training program did not have a module precisely meant for English for Police purpose including writing.

English writing assessment in police training academies

In the UNDP's (United Nations Development Program) *From a Training Need to Learning Approach: A Training Strategy for Bangladesh Police* (2007, p. 39) report it is stated as follows:

> *In many police training institutions, assessment and evaluation are poorly handled … assessment is often based on a test of rote learning ability and evaluation…Encouraging rote learning, often linked with surface learning, is not considered appropriate for a police service…*

Such authority relations also tend to impinge on the type of assessment to which the trainee is subjected. Assessments generally take the form of written tests, in which students are required to supply brief answers, which will be correct if they reflect what is contained in the manuals and lecture notes. The formal pass mark is 50%, students who obtain lower percentiles are coached so that they will pass the next test. It is unheard of for a student to "fail" the basic training course and average percentiles in class tests appear to be extremely high. This suggests that the tests are being set at an unacceptably low level in SAPS. Furthermore, high scores in tests do not seem to be functional in any way to the student's upward mobility (Rauch, 1992; Mahaye, 2010). Assessment including assessment of writing ability should be given a priority in SA police training academies. The evaluation phase is imperative to ensure if training was useful to the trainees or employees (Glober et al., 2011). Sharma and Kurukshetra (2013) confirm that evaluation provides clarity to what needs to be improved and also gives feedback, which will assist in future additional plans and actions. INTERPOL (2016) asserts that it is essential to put a comprehensive, consistent evaluation system in place in order to ensure continuous improvement in the planning and delivery of training programs and to measure the effects of training.

Over dominance of physical training

More physical training in police training sometimes truncate the time for academic classes. Some of the problems engulfing organisations do not necessarily lie with learning interventions programs but with organisational issues (Meldrum & Atkinson, 1998). In the current study, the nature of SAPS training seems to be the problem (the focus is more on physical training). Rauch (1992) cited in Mahaye (2010) maintained that there is also the general culture emphasises training or instruction over education. To add to this problem, it is the issue of 'generic' English that is offered in SAPS training academies.

Time frame for training

The first aspect to look at is that which concerns time frame. Police constables come to the police training academy with English writing deficiencies which they have inherited from their pre-academy writing experience, they are expected to address their English writing problem within a very short time. Therefore, a very intensive program to try and help these recruits within a short space of time provided (12 months) is needed. In other words, we argue that the program require reinforcement.

Failure by the SAPS training program to unearth the 'pre training experience of police recruits

The training needs of police should be scrutinised so as to reveal the extent to which it correlates with sound job performance (Salem, 2019). Miller and Osinski (2002) assert that it is essential, before designing a training program, to accurately ascertain the training requirements of those to be trained. The current screening method in SAPS seems to fail in unlocking the unknown background of the recruits. The department (SAPS) should have a tool to guide them design a relevant and effective training program based on the needs of police trainees and their background and this seems to be the big gap in the current SAPS training program. Kasanga (2006) argues that helping students overcome their writing problems also involves teachers' awareness of students' background.

Ineffective English writing screening measures for police recruits
SAPS training academies need to enhance their English linguistic competency screening measures because they seem to be ineffective. They should get professional linguists to help them in developing these screening measures. If the screening measures are found wanting, they will create problems in the system because they form part of the entire program.

Irrelevant and inadequate English writing pedagogies in SAPS basic training
Dissimilar exercise and development needs necessitate diverse training approaches (Motsamai, 2017). The present exercise methods utilised at SAPS are not as effective as expected. Meanwhile it has been specified that the police trainers are not trained teachers or lecturers (in other words, they are not academics) they will mechanically have a challenge in performing the work of teaching or lecturing). The probabilities are that they are likely to embark on unorthodox pedagogical praxis that might not essentially be effective and that is the challenge. In each training program, it has to be understood that trainers are part of a system (which includes the program itself). This is significant. Jamison (2000) argue that language can be a major pedagogical tool.

The above finding is also validated by the investigation done by Motsamai (2017, p. 151) where one of the research respondents remarked as follows:

> *They only tell us about having a certain qualification. So, we do not know whether, after qualifying, we will be trained again on how we must lecture or what is going to happen. As a result, we are not professional trainers as trainers or lecturers at universities, and we do not belong to a professional body of professionals.*

Recurriculation and curriculum development of SAPS basic training curriculum
Program review in academia is very important in every training. In the SAPS training program, there is no indication of a time frame about when a review of the program should take place. Rauch (1992) states that the work of curriculum development is done primarily by members of staff of the Pretoria Police College. He further maintains that these members have the closest liaison with SAP Headquarters and Head Office Training Division and they are generally assumed

to be the senior partner in their relationships with staff in the other colleges. Rauch (ibid), states that a major problem with the curriculum which was existing then was that it had been highly theoretical, with very little practical application of the academic course materials. Rauch (1992) discussions with students revealed that the current training is too easy and boring.

Lack of clear identified model in SAPS training academies

According to the INTERPOL (2016), effective police training should be done in five stages, that is, Training Needs Analysis, Design & Development, Planning & Delivery, Evaluation, Maintenance, and/or Certification (Quality Assurance). SAPS training academies do not have a clear pedagogical model and the argument could be that they are not academic institutions but a model is necessary for every training institution to be effective in the implementation of its program. The training program in SAPS need to be guide by a sound theoretical basis.

Lack of expertise by the trainers

Effective trainers can help trainees learn (Motsamai, 2017). In the study by Salem (2019), 53% of the research respondent indicated that they believe police trainers lack expertise to train them while in Kekana (2015) 71% of the research respondents also indicated the same thing. The individual designated to train the adult learner needs to have a extensive variety of expertise and aptitudes to be able to successfully convey both their expertise and knowledge so that the specific outcomes expected by the SAPS can be met (Motsamai, 2017).

According to Motsamai (2017), the SAPS Education and Training Development Act (SAPS, 2007) targets to guarantee that personnel are incessantly and sufficiently empowered with the essential information, services and approaches to do their chosen functions and obligations efficiently. However, the argument in this study is that training enhancement should not only be not be an intervention measure, it should happen at the basic training to avoid SAPS having to send members to various workshops to improve or learn things that they should have learnt at the academy. Thus, the researchers in study identify 'lack of expertise by the SAPS trainers' as one of the critical causes of English linguistic inadequacy in police officers. However, the researchers in this study acknowledge that the absence of police trainers voice in this study a significant gap that perhaps could be filled by another study. According to Rauch (1992), in some colleges one instructor will teach one or more course and in others, each course will be taught by a different instructor. Such variation fragments the relationship between students and instructors and discourages uniformity and co-ordination between different subjects (Mahaye, 2010). Furthermore, these are not lectures, they are instructors. They are not there to give the students 'academic education', but to train them (Rauch, 1992) (Mahaye, 2010).

Systematic challenges engulfing the SAPS training program with specific reference to English linguistic competence of SAPS trainees.

The above-mentioned findings articulate to the overall SAPS training program as a system. Thus, we argue that the following argue that the following are

stands out as the key challenges facing the SAPS training program with specific reference to English linguistic competence of SAPS trainees:

- SAPS training program as a system fails to provide trainees with relevant and professional English writing instructors to the trainees. This is probably due to inadequate staff recruitment of qualified and relevant personnel.
- The policy regulating and governing SAPS training program is less strong in areas that articulates to training mechanism. This is seen through an imbalance of training activities. Physical training dominates the training and academic training is very minimal. Thus, this pitfall with without any doubt negatively affect the English writing competency of trainees.
- The duration of training (i.e. as a system) is forces instructors to compress to many activities within the allocated time of training and this is a systemic challenge. The problem of training duration will without any doubt affect academic training (thus, English writing competency training will be affected because it falls within that area)

Intervention measures that can be used to aid the current level of SAPS' training program when it comes to English linguistic competence language

The SAPS training academy as a system is not unique to challenges encountered by various institutions of this nature. Thus, the researchers in this study argued that various intervention measures can be embarked upon to help lessen the challenges and as well as to aid the system. These proposed intervention measures are provided in the recommendation section of this paper.

CONCLUSION
The thrust of our argument in this study is that the SAPS training is challenged in imparting adequate English linguistic knowledge to police trainees. This small-scale case study focused on the perspectives of police constables in Tshwane, Gauteng province. By using the lens of NA theory, the study revealed that indeed there are quite substantial program challenges. These challenges also resonated with the entire SAPS training system. An analysis of the perspectives also revealed the systemic perpetuation of the status quo, like the dominance of physical training over academic training. Other studies also corroborate such results. The SAPS training is deemed not effective by the respondents in Salem's study where 49% indicated that 'SAPS is not helpful'. This results also corroborates what Kekana (2015) also found in his study about Workplace English writing needs. Furthermore, the SAPS training is deemed not effective according to the respondents in Salem's study where 47% indicated that 'SAPS training is not done efficiently'. Clearly, the data in study proved that there is a disconnect that exists between the type of training and what is required out there (i.e. from police officers) pertaining to English linguistic knowledge and all the evidence points to the type of training offered by SAPS. These following recommendations are made for improvement: Teaching and learning model should developed for the entire SAPS training Academy as system and an implementation plan must be developed. The model should take

into consideration the context. According to the INTERPOL (2016), there are numerous models used to develop effective police training courses or curricula. Professional linguists should be roped in when designing the curriculum. Police trainers should be taken for training on pedagogical methods. Curriculum review of the program should be clearly spelt-out and the deadline should be adhered to. Moreover, the training program should strive to create a balance in its offering between physical training and academic training.

AUTHOR STATEMENT

Malesela Edward Montle: Abstract, introduction, method: Setting, formatting and references. **Tebogo Johannes Kekana**: Research design, data collection instruments, sample analysis, sampling procedure, results and discussion, and conclusion.

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