Intermediate Spanish

for

Criminal Justice Response Professionals



### Course Number 2109

***June 2000***

**Introduction to Spanish for Criminal Justice Response Professionals**

Welcome to the classroom version of *Spanish for Criminal Justice Response Professionals*, a Spanish course designed for law enforcement and correctional custody officers. This course is designed to develop speaking and listening skills and to promote a deeper understanding of the Hispanic population in the state of Texas.

The utmost concern is to provide a foundation in the Spanish language that will not only lead to a strong repertoire for communicating with Spanish-speaking people, but also to the provision of officer safety.

**Abstract**

**Target Population**

Texas peace officers and correctional officers with limited Spanish speaking skills.

**Student Prerequisites**

None

**Length of Course**

A suggested instructional time of at least 20 hours, depending on the specific needs of the students.

**Material Requirements:**

Attached Instructor resource guide

Optional: TCLEOSE Spanish for Law Enforcement Distance Education Course #2110

It is also recommended the instructor use a wide variety of media as necessary to support this course.

**Instructor Qualifications**

***Required:*** The instructor must have experience teaching adults and be proficient in Spanish.

***Preferred:*** The instructor should have experience teaching spoken Spanish.

**Evaluation Process and Procedures**

This course is primarily designed to give the student the tools necessary to hear some words or phrases that could signal a threat and to respond verbally in situations where one or more subjects need to be controlled for the safety of the officer, the subject(s) and bystanders. The student must be tested in three areas:

1. The student will be able to identify and define those spoken Spanish words and phrases in the Jump-Start Unit that may signal an attempt to harm the officer or other bystanders. **(Formal Oral Evaluation Required)**
2. The student will be able to speak the Spanish words and phrases in the Jump-Start Unit that can be used to control an offender suspected of being a danger to the officer or other bystanders. **(Formal Oral Evaluation Required)**
3. The student will be able to use the course materials or other similar materials to find and use key Spanish phrases or words that can inform a person about circumstances or issues experienced by the officer during the course of duty. **(Informal evaluations and student certification based on course activities and exercises)**

A passing score of 70% is required for the Formal Oral Evaluations.

**Course Description**

This course is composed of seven units and is designed build upon the skills acquired during each unit. The jump-start unit is the main focus of this course. Within the jump-start unit are critical words and phrases that the student must completely master during this course. These phrases deal with safety and command and control during responses to a potentially dangerous incident. The student must be able to leave this course being able to repeat or interpret those phrases using only recall.

The other modules deal with Spanish within the context of situations the officers may find themselves in. These modules provide key phrases and words that may be used in a variety of situations. In addition, these modules attempt to refocus the student's learning back to the words and phrases identified in the Jump-Start unit.

1. Jump Start
2. The Basics
3. Field Interviews
4. Traffic Stops and Accident Scenes
5. Domestic Violence Situations and Violent Crime Scenes
6. Burglary, Auto Theft and Arrest, Search and Seizure Situations
7. Alcohol-Related Situations

**Teaching Strategy**

This course should be taught using the material provided in the Texas Commission on Law Enforcement Distance Education Spanish Course #2110.

Each unit begins with a **chapter overview** and a list of the **chapter objectives**. Each unit should be taught using the following guide. Instructors should not change the structure of the course. The instructor must:

1. **Explain** about the different aspects of the structure of the Spanish language;
2. Provide a **list of essential phrases** relating to the topic;
3. Conduct at least one **dialogue** that provides a sample of how to combine the essential phrases;
4. Conduct **practice activities** that reinforce the dialog throughout the unit;
5. Conduct **at least one practice activity that incorporates and ties in the key phrases and words located in the Jump-Start Unit** with the unit being taught;
6. Conduct a **cultural discussion** of a key issue related to the Hispanic population;
7. Conduct an **end-of-unit review or exercise**.

**General Goals and Expectations**

***Communication***

The criminal justice professional will be able to communicate in Spanish through speaking and listening. The criminal justice professional is expected to:

1. Engage in verbal exchanges of learned material to provide and obtain information;
2. Demonstrate understanding of simple clearly spoken language such as high frequency commands, simple explanations, and brief instructions when dealing with familiar topic;
3. Present information using familiar words, phrases, and sentences to listeners.

***Culture***

Throughout this course, the criminal justice professional will gain additional knowledge and comprehension of the Hispanic culture. The criminal justice professional is expected to demonstrate an understanding of the practices of Hispanic people and how those practices are related to their outlook.

***Comparisons***

The criminal justice professional will develop an awareness of the substance of the Spanish language and culture by comparing the professional's own language and culture to the Spanish heritage. The criminal justice professional is expected to:

1. Demonstrate an understanding of the substance of language through comparisons of the officer’s own language and Spanish.
2. Demonstrate an understanding of the culture through comparison with own
3. Communities.

The criminal justice professional will participate in Spanish- speaking communities by using appropriate conduct and by communicating in Spanish when necessary. The criminal justice professional is expected to:

1. Use the language within the community when necessary to communicate with Spanish-speaking people;
2. Demonstrate appropriate conduct when encountering Spanish speakers.

**Bibliography and other Resources**

Benmamam, Virginia. *Bilingual Handbook for Public Safety Professionals*. Gould Publication, Inc, 1994.

Novas, Ana. *Essential Spanish for Law Enforcement*. Random House, Inc., New York, 1997.

(*Essential Spanish for Law Enforcement*. This book was very helpful because it provided many accurate translations of Law Enforcement Terminology.)

Dent, Robert L. *The Complete Spanish Filed Reference Manual For Public Safety Professional*. Constable Group, Inc. 1996.

Jarvis C. Sara, Spanish for Law Enforcement. D.C. Heath and Company, 1992.

**UNIT 1. JUMP START**

**Overview**

The words listed below are just some of the words and phrases that the student must be able to interpret and use during responses that may be or may become violent. The instructor is encouraged to discuss local dialects or slang words that may also convey danger to a responding officer. Although they are listed in the attached instructor resource, we have listed them again because of their importance to the student's safety and command of a volatile situation.

**Objectives**

**LEARNING OBJECTIVE 1.1:** The student will be able to interpret the Spanish words and phrases that may signal danger as they are spoken within a conversation during a simulated response.

***Words Signaling Danger***

Spanish English Translation

¡Policía! Police!

¡Desármalo! Disarm him!

¡Dísparale!/Tírele! Shoot him!

¡Bríncale! Jump him!

¡Pégale! Hit him!

¡Golpéalo(a)! Beat him/her up!

¡Quítale la pistola! Take away his gun!

¡Agarra el arma! Grab his weapon!

¡Corre! Run!

¡Arráncate! or ¡Córtalo(la) Cut him/her!

¡Pícalo! Stab him!

Dile un mentira. Tell him/her a lie.

pistola/cohete pistol

rifle rifle

escopeta shotgun

tijeras scissors

navaja/cuchillo/filero knife

botella bottle

vidrio glass

**LEARNING OBJECTIVE 1.2:** The student will be able to use the following formal Spanish commands and phrases to control a suspect in a simulated response exercise.

|  |
| --- |
| *Instructor Note:* Develop student activities based on department required response procedures and change the command words as required. For example listed below are some words for handcuffing an individual using a ground searching technique. Students should be comfortable with terms used for a wall search, kneeling search or other techniques mandated by their department. |

***Initial Encounter and Control Phrases***

Policía. ¡No se mueva! Police. Don’t move!

Suelta el arma. Drop the gun!

¡Manos arriba! Hands up!

Voltéese despacio. Turn around slowly.

¡Alto! Stop!

***Moving the suspect(s) into handcuffing position***

¡Al suelo! ¡Boca abajo! On the ground! Face down!

¡Extienda los brazos hacia adelante! Extend your arms in front of you!

¡Cruce los pies! Cross your feet!

¡No me mire! Don’t look at me!

¡Voltéese de espalda a mí! Turn with your back towards me!

Deme la otra mano.Give me your other hand.

Ponga las manos detrásde la espalda. Put your hands behind your back.

Levántese Get up

Siéntese Sit down

Está arrestado. You are under arrest.

**UNIT 2. THE BASICS**

**Overview**

Learning to speak another language always involves learning the basics. This unit deals with the basics of the Spanish alphabet and basic pronunciation of simple words, phrases and numbers

|  |
| --- |
| Discuss with the students, the following:   1. How does the pronunciation system work in Spanish? 2. Is the alphabet the same? 3. Will they be understood when they speak the language and will they understand what people   say? |

**Objectives**

***Communication***

**LEARNING OBJECTIVE 2.1:** The student will be able to use the Spanish alphabet.

**LEARNING OBJECTIVE 2.2:** The student will be able to pronounce Spanish words.

**LEARNING OBJECTIVE 2.3:** The student will be able to use essential Spanish phrases during a conversation.

**LEARNING OBJECTIVE 2.4:** The student will be able to pronounce Spanish numbers.

**LEARNING OBJECTIVE 2.5:** The student will be able to use Spanish numbers in conversation.

***Structures***

**LEARNING OBJECTIVE 2.6:** The student will be able to use gender and number agreement in a conversation.

**LEARNING OBJECTIVE 2.7:** The student will be able to identify Spanish accents and punctuation marks.

**LEARNING OBJECTIVE 2.8:** The student will be able use the diphthongs and cognates created by the Spanish language.

***Culture***

**LEARNING OBJECTIVE 2.9:** The student will be able to describe the importance of using the “usted” forms of Spanish language instead of the “Tú” forms.

**UNIT 3. FIELD INTERVIEWS**

**Overview**

An important duty for a criminal justice professional is gathering information during field interviews. One must be able to ask questions and be prepared to interpret the responses given by Hispanic people. This chapter will provide tips for identifying oneself and on how to ask questions necessary for establishing events, gathering details about times and dates, finding witnesses, and obtaining the description of suspects or victims.

**Objectives**

***Communication***

**LEARNING OBJECTIVE 3.1:** The student will be able to ask questions using Spanish.

**LEARNING OBJECTIVE 3.2:** The student will be able to identify him/herself in Spanish.

**LEARNING OBJECTIVE 3.3:** The student will be able to ask questions to establish an event.

**LEARNING OBJECTIVE 3.4:** The student will be able to get the time and date of an incident from a person speaking Spanish.

**LEARNING OBJECTIVE 3.5:** The student will be able to obtaining the description of an individual from a person speaking Spanish.

***Structures***

**LEARNING OBJECTIVE 3.6:** The student will be able to use subject pronouns.

**LEARNING OBJECTIVE 3.7:** The student will be able to list the forms of regular verbs in present tense.

**LEARNING OBJECTIVE 3.8:** The student will be able to use the verb SER and its various forms during a conversation.

**LEARNING OBJECTIVE 3.9:** The student will be able to use Spanish adjectives properly.

***Culture***

**LEARNING OBJECTIVE 3.10:** The student will be able to list the Myths and Stereotypes about Hispanic Americans.

**UNIT 4. Traffic Stops and Accidents**

**Overview**

Officers deal with traffic laws and violations everyday. Occasionally, the officer is the first person one sees after an accident. It is important to be familiar with the appropriate terminology when encountering Spanish-speaking people. It is especially important when they exceed the verbal speed limit and talk so fast that the officer doesn’t understand!

**Objectives**

***Communication***

**LEARNING OBJECTIVE 4.1:** Using a student handout, or some type of field aid, the student will be able to use vocabulary and phrases in verbal exchanges related to traffic offenses to provide and obtain information.

**LEARNING OBJECTIVE 4.2:** Using a student handout, or some type of field aid, the student will be able to use vocabulary and phrases in verbal exchanges related to traffic accidents and related to calming traffic accident victims.

***Structures***

**LEARNING OBJECTIVE 4.3:** Using a student handout, or some type of field aid, the student will be able to present information using formal commands to obtain and provide key information concerning a traffic related response.

**LEARNING OBJECTIVE 4.4:** The student will be able to use the Spanish verb TENER within a conversation using Spanish.

**LEARNING OBJECTIVE 4.5:** The student will be able to use Spanish possessive adjectives within a conversation using Spanish.

**LEARNING OBJECTIVE 4.6:** The student will be able to use the Spanish verb ESTAR within a conversation using Spanish.

***Culture***

**LEARNING OBJECTIVE 4.7:** The student will be able to identify key facts concerning the Hispanic American Group Orientation Communication Style.

**LEARNING OBJECTIVE 4.8:** The student will be able to identify key facts about language limitations during interviews with those whose primary language is not the same as the students.

**UNIT 5. Domestic Violence Situations and Violent Crime Scenes**

**Overview**

Incidents of domestic violence are, unfortunately, far too common. That is why it is important to be prepared to communicate effectively with Spanish-speaking people who have witnessed or been the victimized due to a violent situation. In this unit the officer will learn phrases that will facilitate interviewing people involved in domestic violence incidents. This chapter will also help prepare the officer to ask appropriate questions concerning a violent crime.

**Objectives**

***Communication***

**LEARNING OBJECTIVE 5.1:** The student will be able to use Spanish vocabulary and phrases in verbal exchanges related to controlling domestic violence and violent crime scenes.

**LEARNING OBJECTIVE 5.2:** Using a student handout, or some type of field aid, the student will be able to use Spanish vocabulary and phrases in verbal exchanges about people and family members.

***Structures***

**LEARNING OBJECTIVE 5.3:** The student will be able to use the present tense of the Spanish verb IR.

**LEARNING OBJECTIVE 5.4:** The student will be able to use the verb IR with infinitives to express actions in the future.

**LEARNING OBJECTIVE 5.5:** Using a student handout, or some type of field aid, the student will be able to present information using formal commands to obtain and provide key information.

***Culture***

**LEARNING OBJECTIVE 5.6:** The student will be able to identify key facts about the traditional roles of men and women in various Hispanic-American Communities.

**LEARNING OBJECTIVE 5.7:** The student will be able to identify key facts about the role of children and youth in various Hispanic-American Communities.

**LEARNING OBJECTIVE 5.8:** The student will be able to explain the benefits and problems of using family members as interpreters.

**Unit 6. Burglary and Auto Theft / Arrest, Search, and Seizure Situations**

**Overview**

The following chapter provides a useful pool of expressions for dealing with actual arrests or burglary-related situations. It also provides some information on key issues concerning Hispanics.

**Objectives**

***Communication***

**LEARNING OBJECTIVE 6.1:** Using a student handout or similar product, the student will be able to use vocabulary and phrases in verbal exchanges related to burglary.

**LEARNING OBJECTIVE 6.2:** The student will be able to use Spanish vocabulary to making an arrest.

***Structures***

**LEARNING OBJECTIVE 6.3:** The student will be able to use Spanish verbs in the present with irregular “YO” forms during a conversation.

**LEARNING OBJECTIVE 6.4:** The student will be able to use Spanish stem-changing present tense verbs during a conversation.

***Culture***

**LEARNING OBJECTIVE 6.5:** The student will be able to identify local community policing issues in law enforcement contact with Hispanic-Americans.

**UNIT 7. ALCOHOL AND DRUG-RELATED SITUATIONS**

**Overview**

The last chapter of our course provides phrases that will facilitate the process of identifying people who may be under the influence. The chapter also ends with a discussion of establishing trust with the Hispanic-American Community.

**Objectives**

***Communications***

**LEARNING OBJECTIVE 7.1:** The student will be able to use Spanish vocabulary and phrases in verbal exchanges related to alcohol and drug situations.

***Structures***

**LEARNING OBJECTIVE 7.2:** Using a student handout or a similar tool, the student will be able to use demonstrative adjectives to point out people and **things.**

**LEARNING OBJECTIVE 7.3:** Using a student handout or similar tool, the student will be able to use the command forms of the GO & stem-changing verbs.

***Culture***

**LEARNING OBJECTIVE 7.4:** The student will be able to identify ways to establish trust with the Hispanic-American Community.