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Specialized Language Training for Adult Professional Learners: Strategy-Based Instruction in Public-Sector Education

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Abstract

This paper examines specialized language training for adult professional learners through an implementation-informed qualitative case study of a three-volume instructional sequence for police-cadet education in Greece. The sequence was consolidated into its final three-volume form in 2024, following prototype use of earlier police-oriented ESP materials in the 2023 winter semester, and was subsequently implemented and refined with cohorts in 2024 and 2025. The empirical basis combines document-based analysis of the three-volume corpus with classroom-use evidence from two implementation cohorts in 2024 and 2025, supported by a 2023 historical baseline cohort. Across the three cohorts, the study draws on anonymized evidence from 90 third-year advanced police cadets. Data included classroom observation, learner tasks, written reports, oral role-plays, trainer notes, questionnaires, informal feedback, and cohort-level assessment results. The analysis identifies recurring patterns in task sequencing, terminology-in-context, guided practice, occupational communication, and transfer-oriented output. Assessment evidence indicated movement from pre-implementation average score bands of approximately 14-15/20 to post-implementation bands of approximately 17-18/20, supported by qualitative evidence of more accurate description, more appropriate terminology use, more organized report writing, and stronger participation in role-based tasks. The paper concludes that specialized language training in public-sector adult education should be treated as a pedagogically serious field in which discourse, professional function, and instructional design are deliberately aligned.

Keywords: adult professional learning, curriculum design, occupational discourse, strategy-based instruction, transfer-oriented pedagogy

1 Introduction

Specialized language training in adult professional education occupies a pedagogical space that general language teaching does not fully explain. In professional settings, language is not learned only for broad communicative enrichment. It is learned for institutional procedures,

role-specific interaction, documentation, and workplace encounters that carry practical consequences. The central question is therefore not whether learners acquire lexical items or functional expressions, but whether they can mobilize language accurately, appropriately, and situationally in the communicative demands of their occupational setting.

This distinction is especially important in public-sector education. Public-sector communication is constrained by procedural clarity, institutional responsibility, interaction with citizens or service users, and the need for precision under operational conditions. It often involves formality, explanation, clarification, reporting, record-keeping, and the management of role-sensitive exchanges. In police training, these demands become particularly visible because communication is tied to descriptive accuracy, incident narration, observational detail, witness interaction, and professionally constrained response.

The present paper examines this issue through a bounded case: a three-volume English-language police-terminology sequence for police-cadet training in Greece. Earlier prototype materials were used with a 2023 winter-semester cohort, while the sequence was consolidated into its final three-volume form in 2024 and then implemented and refined across the 2024 and 2025 winter-semester cohorts. Across the sequence, Volume I introduces foundational descriptive and reporting work, Volume II extends the sequence to property- and suspect-related communication, and Volume III moves toward more advanced institutional and operational themes. The corpus includes learning outcomes, unit-based progression, vocabulary and grammar support, scenario-based speaking tasks, writing components, and reporting templates. It therefore offers a coherent site for examining how specialized language training is designed across levels rather than within a single isolated lesson. The sequence also belongs to a broader anonymized programme of materials development in police-oriented English for Specific Purposes (ESP) (Fountoulakis, 2024a, 2024b, 2024c).

The argument advanced here is that strategy-based instruction provides a productive framework for understanding the pedagogical logic of this sequence. Strategy is not treated as a separate inventory of learning tricks. Rather, it appears as an organizing design principle: learners are guided to notice, rehearse, monitor, organize, and apply language in relation to a professional task. This logic is visible in the sequencing of activities, the embedding of terminology in communicative action, the use of prompts and templates, the staging of speaking activities, and the transition from controlled practice to report-based writing.

The study addresses three questions: first, how is strategy-based instruction embedded in the design of the three-volume instructional sequence? Second, what recurring design patterns connect specialized terminology, task sequencing, guided practice, and occupational communication across the corpus? Third, what implications follow for specialized language training in public-sector adult professional education? The paper proceeds through a focused literature review, a description of the implementation-informed qualitative methodology, an analysis of recurring design patterns, and a discussion of their pedagogical implications.

2 Literature Review

2.1 Specialized and Professional Language Education

Research in ESP has repeatedly shown that specialized language education is more than a simplified or relabelled version of general language teaching. ESP curriculum design should move through needs analysis, discourse knowledge, syllabus design, implementation, and evaluation rather than merely append technical vocabulary to an existing syllabus (Chan, 2018). This position is important because it frames specialized language provision as a response to communicative realities in a professional domain, not as cosmetic topic adaptation.

Workplace communication needs also have to be made pedagogically visible. Such needs become useful for teaching only when they are identified, interpreted, and translated into instructional design (Chan, 2021). In professional language education, learners may be sensitive to relevance, yet relevance alone does not ensure transfer. A course may contain occupationally themed material and still fail if it does not connect language choices to the actual purposes, genres, and constraints of the workplace.

A related line of work treats specialized language learning as entry into a discourse community rather than the accumulation of terminology alone. Genre knowledge in business-oriented ESP shows that professional communication depends on learners' awareness of formal, rhetorical, procedural, and subject-matter dimensions of discourse (Zhang, 2023). Empirical workplace studies reinforce this view. English use in engineering workplaces is often frequent, written, informative, and transactional (Rahaman et al., 2026), while professional language learning among culturally and linguistically diverse nurses is strengthened when support is connected to work-community interaction (Komppa et al., 2024). Together, these studies support instruction anchored in communicative function, authentic discourse, and institutional action.

2.2 Adult and Workplace Learning

Adult professional learners have a distinctive pedagogical profile. They usually bring prior occupational knowledge, practical expectations, time constraints, and a strong orientation toward visible usefulness. These features do not automatically produce effective learning, but they shape the conditions under which learning becomes meaningful. In specialized language education, adult learners may recognize the importance of the target content while still needing explicit support in noticing discourse patterns, organizing study, and transferring classroom learning to professional action.

Self-regulated learning in continuing education is associated with learner-related, process-related, continuing-education-related, and work-related factors (Hemmler & Ifenthaler, 2024). The implication is that adult professional language training cannot rely on learner maturity alone. It must be instructionally structured so that strategic engagement becomes possible. Workplace learning is also shaped by individual antecedents, such as motivation and self-efficacy, and contextual antecedents, such as learning climate and job demands (Wijga et al., 2025). Transfer-oriented professional learning is therefore shaped by the interaction between learner agency and the institutional conditions of learning.

This point is particularly relevant to public-sector training. Public-sector learners are not simply private language learners pursuing personal development. They are future or current institutional actors whose communication may affect records, procedures, service delivery, and interactions with the public. Language training in this context must therefore provide relevance, structure, and guided rehearsal. Authenticity is important, but authenticity without sequencing can overwhelm learners; structure is necessary for turning professional relevance into teachable practice.

2.3 Strategy-Based Instruction and Transfer

Strategy-based instruction is useful for the present case because it links learning processes with task performance. Language learning strategy instruction has positive effects on English achievement and learner autonomy in tertiary English education (Wang et al., 2024). Particularly important is the view of autonomy as multidimensional: learners become more autonomous not because pedagogy disappears, but because they are helped to plan, monitor, evaluate, and adapt their learning in relation to communicative tasks.

The transfer literature provides a foundation for interpreting why professionally oriented classroom tasks require more than thematic authenticity. Transfer of training involves both generalization of learned material to the job and maintenance of that learning over time (Baldwin & Ford, 1988). Far transfer also depends on the relation between the learning situation and the application situation, including knowledge domain, physical context, social context, modality, and temporal distance (Barnett & Ceci, 2002). For police-cadet language training, these considerations indicate that classroom tasks should approximate occupational purposes while still giving learners controlled support before performance.

In professional language settings, learners need support not only with linguistic form, but also with how to prepare for a task, what to attend to during performance, and how to judge whether a response is adequate. Learning often remains trapped in the classroom when tasks are detached from workplace function. Transfer becomes more plausible when instructional design remains close to authentic communicative activity and includes structured opportunities for noticing, rehearsal, feedback, and reflection. These premises support the present analysis of police-cadet materials as a strategy-based instructional sequence rather than as a vocabulary-led ESP course.

2.4 Design-Based Research and Implementation Logic

The methodological orientation of the study is also informed by design-based research. Design-based research is commonly used to examine learning in naturalistic educational contexts where instructional artifacts, implementation, and analysis are closely connected (Design-Based Research Collective, 2003). It is especially relevant when the purpose is not only to test an intervention under controlled conditions, but also to understand how a designed educational sequence operates in practice.

Later reviews describe design-based research as a pragmatic approach that links educational design, iterative inquiry, and theory development in authentic learning environments (Anderson & Shattuck, 2012). The present paper does not claim to be a full iterative design-based research project with repeated redesign cycles and experimental comparison groups. It is more accurately described as implementation-informed: the analysis begins with a designed instructional corpus and interprets it alongside classroom-use evidence. This positioning allows the paper to report useful pedagogical patterns while avoiding overclaiming causal effectiveness.

3 Materials and Methods

3.1 Research Design

This study adopts an implementation-informed qualitative case-study approach. It does not claim experimental proof of instructional effectiveness through random assignment or controlled comparison. Rather, it examines the pedagogical logic made visible through the organization, sequencing, task architecture, treatment of terminology, and orientation to professional communication within a bounded instructional corpus and its classroom use.

The empirical basis consists of two connected components. The first is the finalized three-volume instructional corpus of English-language police-terminology materials, consolidated in 2024 as a sequenced resource for police education. The second is classroom-use evidence generated across three winter-semester cohorts of third-year advanced cadets at a Greek public-sector police-officer training school. The 2023 cohort used prototype police-oriented ESP materials that informed the later consolidation of the sequence, while the

2024 and 2025 cohorts used the finalized or revised three-volume sequence. The total empirical base comprised 90 cadets: 38 in 2023, 28 in 2024, and 24 in 2025.

3.2 Sampling of Units, Participants, and Evidence

Unit sampling was purposive rather than random. Representative units were selected from across the three-volume sequence because they displayed the full instructional chain from learning outcomes to contextualized input, controlled practice, oral interaction, and written output. The sampled units included suspect description from Volume I, identifying suspect features and pilfered possessions from Volume II, and suspect profiling from Volume III. These units were selected because they represented increasing lexical and cognitive complexity, included both oral and written professional tasks, and were directly connected to plausible police communication demands.

Participants were the intact cohorts enrolled in the relevant winter-semester advanced police-cadet course. No individual learner was selected for separate reporting; the analysis uses anonymized cohort-level and task-level evidence. Data sources included classroom observation, learner tasks, written reports, oral role-plays, trainer notes, questionnaires, informal feedback, and assessment summaries. The classroom evidence was used to interpret how the materials operated in practice rather than to make statistical generalizations beyond the case.

Table 1. Empirical basis of the implementation-informed case study

Cohort	N	Level	Semester	Status	Evidence
2023	38	Third-year advanced cadets	Winter	Prototype / pilot use of earlier police-oriented ESP materials	Tasks, reports, role-plays, observation, feedback, assessment
2024	28	Third-year advanced cadets	Winter	First implementation of finalized three-volume sequence	Tasks, reports, role-plays, observation, feedback, assessment
2025	24	Third-year advanced cadets	Winter	Continued/revised implementation of finalized sequence	Tasks, reports, role-plays, observation, feedback, assessment
Total	90	Advanced police-cadet cohort	Three winter semesters	One prototype cohort and two implementation cohorts	Document, classroom, learner-production, feedback, and assessment evidence

Note. Source: Author implementation records and assessment summaries.

3.3 Observation, Notes, and Analytic Coding

Classroom observation followed a structured implementation-notes protocol. The observation grid recorded task phase, learner grouping, terminology use, evidence of scaffolding, type of oral or written output, observed difficulties, and immediate trainer reflections. Trainer notes were written during or shortly after each session so that procedural details, learner difficulties, and examples of task performance were captured while still close to the classroom event.

The analysis was organized around five initial coding dimensions: sequencing, terminology in context, guided practice, occupational communication, and transfer orientation. Sequencing concerned the movement from recognition to controlled practice and situated use. Terminology-in-context examined whether specialized vocabulary appeared in communicative

and institutional scenarios. Guided practice concerned prompts, role allocation, scaffolding, and templates. Occupational communication focused on suspect description, witness questioning, reporting, and form completion. Transfer orientation concerned links between classroom tasks and plausible professional performance.

Coding proceeded in two cycles. The first cycle applied the five dimensions deductively to the sampled units and classroom records. The second cycle compared coded segments across volumes and cohorts in order to identify recurrent design patterns. Pattern development was supported by analytic memos that linked document features to classroom-use evidence. This procedure produced four cross-case patterns reported in Section 4: progression from recognition to situated use, terminology embedded in communicative action, guided practice and strategy support, and occupational communication with transfer-oriented output.

Table 2. Task artifacts and illustrative evidence indicators used in the analysis

Task artifact or phase	Brief excerpt, prompt, or output pattern	Evidence indicator
Officer-witness role-play	Officer: Please describe the suspect's height, build, clothing, and any distinctive marks.	Prompting supported fuller and more systematic oral descriptions.
Suspect-description form	Height; build; complexion; hair; distinctive marks; clothing; last seen; direction of movement.	Form fields supported organized retrieval and professional categorization.
Report-writing output	The witness reported that the suspect was approximately 1.80 m tall, of medium build, with short dark hair and a scar on his left cheek.	Post-guidance writing showed more precise modifiers and evidentiary sequencing.
Property-theft description	The stolen item was a small framed painting with a gold-coloured frame and visible damage to the lower corner.	Learners moved from generic object naming toward reportable descriptive detail.

Note. Examples are anonymized and condensed from instructional materials, trainer notes, and task records to illustrate the evidence types used in analysis.

3.4 Assessment Instruments, Reliability, and Ethics

Assessment evidence was treated cautiously and descriptively. The 2023 cohort provided a prototype-phase reference point, while the 2024 and 2025 cohorts provided evidence from the finalized or revised sequence. Across the three phases, course assessment used a 20-point analytic scoring scale aligned with the instructional objectives of the materials. The assessment tasks sampled descriptive accuracy, appropriate use of police-related terminology, grammatical control, report organization, completeness of required details, and communicative appropriateness in role-bound oral or written tasks.

Because the available results were reported at cohort level and as score bands rather than full individual-score distributions, the study reports them descriptively. Prototype-phase performance in 2023 was reported in the average band of approximately 14–15/20. After consolidation and implementation of the finalized sequence, the 2024 and 2025 cohorts were reported in the average band of approximately 17–18/20, with about one point of variation in mean improvement across implementation cohorts. These figures are interpreted as supportive descriptive evidence, not as causal proof of effectiveness.

Reliability was addressed procedurally through a stable 20-point rubric, common task types, repeated use of the same criteria across cohorts, and moderation of borderline or representative responses against the rubric before cohort summaries were finalized. Formal inter-rater reliability coefficients were not calculated; accordingly, the assessment evidence is interpreted as supportive descriptive evidence and not as psychometric proof of effect.

Ethics approval and institutional permission for reporting anonymized implementation evidence were obtained through the relevant institutional channel. The approving body and any administrative reference details are withheld in this blind-review version. No names, identification numbers, or individual grades are reported. Questionnaire and informal feedback evidence was anonymized and used only in aggregate or as condensed task-related evidence.

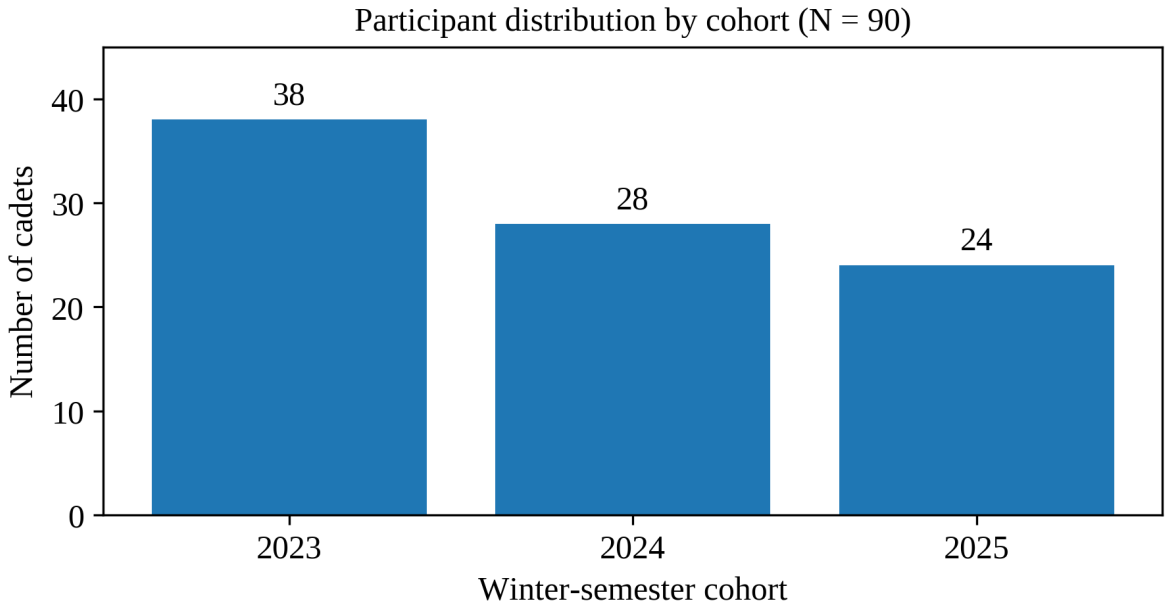


Figure 1. Participant distribution across the three empirical cohorts
Note. Source: Author implementation records.

4 Results: Design Patterns in the Corpus

The sampled materials reveal a recurrent pedagogical logic rather than a set of isolated topic-based exercises. Across Volumes I-III, specialized language work is organized through a sequence that begins with learning outcomes, moves into contextualized input and controlled practice, and then extends toward speaking and writing tasks that approximate professional police communication. Four design patterns are especially visible: sequencing from recognition to situated use, terminology embedded in communicative action, guided practice and strategy support, and transfer-oriented occupational output.

4.1 Sequencing from Recognition to Situated Use

A central pattern across the corpus is movement from recognition and controlled engagement toward situated communicative use. In Volume I, the sampled unit on suspect description begins with learning outcomes and pedagogical processes such as observation, role-play, vocabulary enhancement, report writing, and communication drills. It then progresses into contextualized suspect-description work, vocabulary matching and gap filling, grammar support on past forms, an officer-witness speaking task, and a writing task culminating in a suspect report and structured description form. The sequence moves learners from noticing and classification to controlled manipulation and then to task performance under more realistic communicative conditions.

Volume II repeats this progression. The unit on identifying suspect features begins with outcomes, proceeds to contextualized suspect-identification input, develops through comprehension and vocabulary work, and then moves into grammar, speaking, and writing

tasks. Volume III applies the same design logic to more conceptually demanding content. In the unit on suspect profiling, learners move from stated outcomes to explanatory text, comprehension tasks, controlled lexical work, grammar support, role-based speaking, and structured writing. What changes is the cognitive and professional weight of the content, not the underlying architecture. Sequencing therefore functions as a cross-level design principle.

4.2 Terminology Embedded in Communicative Action

A second pattern is that specialized terminology is rarely presented as sufficient in itself. In Volume I, terms such as complexion, distinctive mark, height, build, and moustache are embedded in a wanted-poster scenario and followed by interpretive and productive tasks. Learners must not only recognize vocabulary but use it for identifying, classifying, questioning, and reporting. The writing section extends this logic by requiring a suspect-sighting report and a description form in which lexical selection is tied to evidentiary relevance.

Volume II reinforces this principle through property-related communication. In the unit on pilfered possessions, specialized language is introduced through an art-gallery theft scenario rather than through a detached word list. Learners attend to stolen-item descriptions, clues, and reporting priorities, then process the material through comprehension and follow-up tasks. Volume III extends the pattern through more advanced terms such as behavioural analysis, criminal psychology, DNA, modus operandi, surveillance, and fingerprinting. These terms appear within explanatory text and are then used in comprehension, classification, and completion tasks. Across the corpus, vocabulary is pedagogized as a working resource for discourse performance.

4.3 Guided Practice and Strategy Support

A third pattern concerns the way the materials guide learners in how to approach tasks. The units contain explicit learning outcomes, named subsections such as Getting Warmed Up, Grammar Corner, Speaking Nook, and Writing Nook, and prompts that direct attention to process as well as product. These features support a strategy-based reading because the materials do not merely present content and demand output. They stage the learner's path toward performance.

In Volume I, the suspect-description speaking task assigns one learner the role of officer and another the role of witness. The prompts guide information gathering and questioning, while the writing task specifies details to include and provides a report structure. The form supports organized retrieval and categorization of information. In Volume III, prompts ask learners to evaluate methods, discuss ethical issues, interpret evidence, and complete a structured description-of-robber form. In both cases, learners are directed to notice relevant information, select appropriate language, organize details, and align output with professional purpose. Strategy is therefore embedded in the task architecture rather than added as a separate study-skills component.

4.4 Occupational Communication and Transfer-Oriented Output

A fourth pattern is the orientation toward communicative output that can plausibly connect classroom activity to occupational performance. The corpus repeatedly culminates in professionalized tasks: witness questioning, suspect-description writing, report drafting, form completion, and scenario-based interaction. These are not generic role plays with police vocabulary attached. They are framed around discourse practices relevant to police work,

including description, clarification, information gathering, procedural communication, and concise documentation.

Transfer is not assumed to occur automatically. Instead, the materials prepare for it through successive narrowing and reapplication. A suspect-description unit begins with contextualized input, continues through vocabulary and grammar support, shifts into officer-witness dialogue, and finally requires report-like writing. This progression links recognition, rehearsal, interaction, and documentation within one instructional chain. Similarly, the property-theft unit turns lexical and descriptive material into reporting priorities and structured response. These designs do not prove workplace transfer, but they increase its pedagogical plausibility by keeping language work close to occupational action.

4.5 Implementation Evidence Across Cohorts

The classroom-use evidence strengthened the design-based interpretation of the corpus. Across the three winter-semester cohorts, learners moved from more general or incomplete descriptive language toward more accurate professional description, more appropriate use of police-related terminology, and more organized report-like writing. Oral role-plays also showed stronger participation when learners were assigned institutional roles, such as officer and witness, and when prompts guided the flow of questioning and information exchange.

The assessment evidence supported the same interpretation, although it should not be read as causal proof. Before the implementation of the strategy-based sequence, average performance was reported in the 14-15/20 band. After implementation, average performance moved to the 17-18/20 band. The pattern was repeated in the 2024 and 2025 cohorts, with about one point of variation in mean improvement. In practical terms, this suggests that the materials did not merely present terminology, but supported more structured task performance in describing, questioning, reporting, and organizing occupational information.

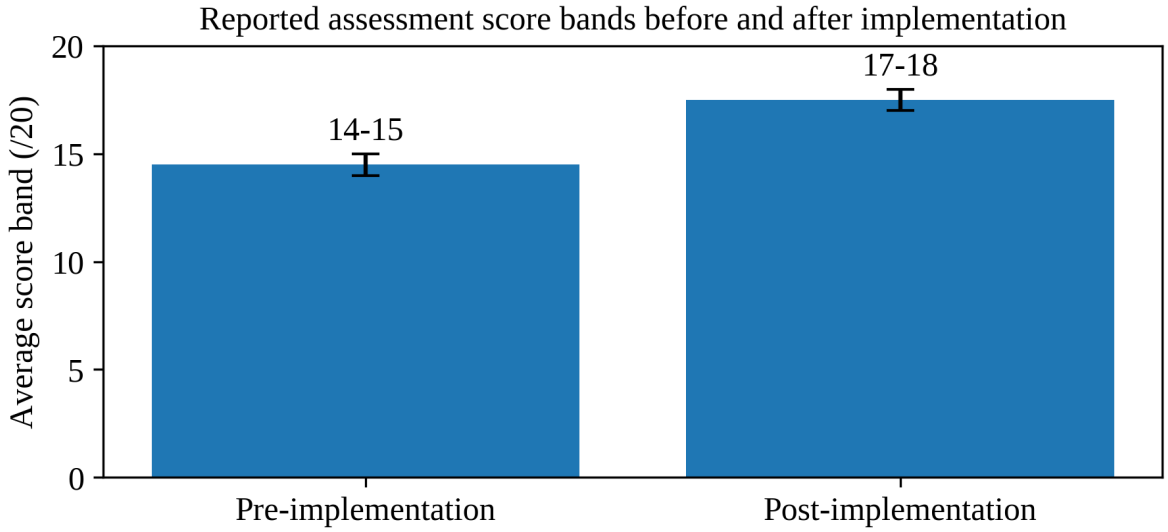


Figure 2. Reported pre- and post-implementation assessment score bands
Note. Score bands are plotted using the midpoint of reported bands (14-15 and 17-18) with range bars. The figure summarizes descriptive cohort-level evidence and does not represent inferential statistics.

Questionnaire responses and informal feedback were used as supportive qualitative evidence. They indicated that learners perceived the occupational scenarios, report templates, and role-based tasks as directly relevant to their professional preparation. Trainer notes were consistent with this pattern: the most visible gains concerned precision in suspect or property description, more purposeful selection of terminology, and greater confidence in structured

oral exchanges. These findings remain case-specific, but they give the paper a stronger empirical basis than a purely theoretical materials analysis.

5 Discussion

The analysis suggests that the pedagogical strength of the corpus lies not in the presence of police-related vocabulary alone, but in the coherence with which language, task progression, and occupational purpose are brought together. Specialized language training is treated as a sequenced process in which learners move from initial recognition and supported rehearsal toward forms of communication that approximate professional performance. This confirms the paper's central claim: specialized language provision for adult professional learners becomes educationally meaningful when it is organized around communicative function and role-sensitive action rather than lexical accumulation.

The first implication concerns materials design. The corpus shows that professionally oriented language education gains force when terminology is consistently embedded in communicative action. Learners are not simply introduced to lists of descriptive or procedural terms; they are repeatedly asked to use those terms in suspect descriptions, property-related reporting, witness-style exchanges, and structured writing. In police-cadet training, where linguistic precision is tied to accountability and role-sensitive communication, terminology becomes pedagogically valuable only when linked to action, judgment, and reportable detail.

A second implication concerns trainer mediation. The presence of learning outcomes, staged subsections, grammar support, role allocation, task prompts, and structured writing formats indicates that the materials presuppose an active pedagogical role for the trainer. Adult professional learners are sometimes mischaracterized as requiring less structure because they are experienced or goal-oriented. The present corpus points in the opposite direction. Adult learners benefit not from pedagogical withdrawal, but from designed mediation that helps them notice task purpose, control linguistic choice, and understand how communication is shaped by institutional role.

A third implication concerns adult learner agency. The corpus reinforces the view that adult learners require visible relevance, but it also shows that relevance alone is insufficient. The sequence does not assume that occupational familiarity automatically becomes communicative competence. Instead, it builds progression through observation, classification, retrieval, rehearsal, interaction, and formalized output. Agency is therefore cultivated through structured participation. Authenticity becomes teachable only when it is supported by sequencing, modelling, and opportunities for reflection.

A fourth implication concerns public-sector course planning. Public-sector institutions often invest in training for operational reasons, but the pedagogical specificity of language training may remain under-theorized. This analysis suggests that public-sector language provision should be planned as professional capability building, not as a peripheral add-on. Such planning requires clear articulation of communication needs, deliberate coupling of terminology with tasks, and recognition of the trainer's mediating role. It also requires materials close enough to workplace discourse to make transfer plausible while remaining sequenced enough to support learning.

The design-based perspective strengthens these implications because it foregrounds the relationship between instructional artifacts, implementation, and usable pedagogical knowledge. The paper does not claim that the sequence has been validated through controlled experimental design. Its contribution is more specific: it identifies how a coherent ESP

sequence can organize terminology, task architecture, trainer mediation, and transfer-oriented output in a public-sector adult learning context.

The study has limits. It is implementation-informed rather than experimental. It does not include random assignment, a control group, or full individual-score distributions for all cohorts, so the assessment results are interpreted as supportive cohort-level evidence rather than causal proof. The questionnaire and feedback evidence was also used qualitatively, not as a validated psychometric instrument. Formal inter-rater reliability coefficients were not calculated. Nevertheless, the combination of corpus analysis, classroom observation, learner tasks, written reports, oral role-plays, trainer notes, feedback, assessment bands, and concrete task artifacts strengthens the empirical basis of the case while preserving an appropriately cautious interpretation.

6 Conclusion

This paper has argued that specialized language training for adult professional learners in public-sector education should be understood as a pedagogically distinct field rather than as a profession-themed version of general language teaching. Through a bounded analysis of a three-volume police-training sequence, the study has shown that the distinctiveness of such provision lies not only in specialized vocabulary, but in the systematic linkage of language with institutional communication, role-sensitive interaction, reporting practices, and professionally consequential action.

The analysis identified four recurring design patterns: progression from recognition to situated use, terminology embedded in communicative action, guided practice and strategy support, and occupationally plausible output. Together, these features justify reading the corpus as strategy-based in design. Strategy-based instruction appears not as an external layer of study skills, but as a structuring principle through which learners are progressively prepared to interpret, rehearse, and perform language in relation to professional demands.

Although the case is specific to police-cadet training, it illuminates broader issues in specialized language education: how terminology is made meaningful through discourse, how adult learners are supported without being pedagogically reduced, how authenticity becomes teachable through sequencing and scaffolding, and how classroom tasks may be designed with transfer in view. The implementation evidence from 90 third-year advanced cadets further suggests that this design logic can operate in real public-sector training conditions, especially when trainer mediation and task sequencing remain central.

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