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BAKALÁŘSKÁ PRÁCE

Characteristics of typical features of the English language in emergency
situations in the Czech Republic

Jana Bidmonová

Anglický jazyk se zaměřením na vzdělávání (completus)

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Mgr. Jana Kořínková, Ph.D

I declare that I have prepared my bachelor thesis independently and used only the sources listed in the reference list. I agree that this thesis be deposited at Palacký University in Olomouc in the library of the Faculty of Education and made available for study purposes.

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podpis

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Contents

1. Introduction	6
2. Introduction to English	7
2.1. Standard English	8
2.1.1. Written Standard English	9
2.1.2. Spoken Standard English	10
2.1.3. Key feature of Standard English	12
2.2. Emergency English	14
2.2.1. Key features of Emergency English	16
2.3. Differences between Standard and Emergency English	18
3. Practical Part	20
3.1. Emergency Call Centres	20
3.1.1. Introduction to Emergency Call Centres	20
3.1.2. 112 Emergency line	21
3.2. Equipment for the operators	22
3.3. Description of the phases of receiving an emergency call	23
3.4. Skills and requirements of the operators in Emergency Call Centres	23
3.4.1. Required skills in English language	24
3.5. Emergency Calls	26
8. Conclusion	34
Bibliography	35

Anotace

Jméno a příjmení:	Jana Bidmonová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
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Název práce	Charakteristika typických rysů anglického jazyky při tísňových volání v České Republice
Název práce v angličtině:	Characteristics of typical features of the English language in emergency situations in Czech Republic
Zvolený typ práce	Výzkumná práce - přehled odborných poznatků
Anotace práce:	Tato bakalářská práce se zabývá charakteristikou a srovnáním standardní a nouzové angličtiny se zaměřením na jejich gramatické struktury, slovní zásobu, výslovnost, syntax, lingvistiku a intonační vzorce. Zkoumá jejich praktické využití v tísňovém volání v České republice, podrobně popisuje historii, funkci a provozní protokoly center tísňového volání a jazykové požadavky na operátory. Porovnáním skutečných tísňových volání s rysy tísňové a standardní angličtiny si projekt klade za cíl představit základní charakteristiky nouzové a standardní angličtiny, které jsou při tísňových hovorech používány.
Klíčová slova:	Nouzové situace, anglický jazyk, komunikace, typické rysy
Anotace v angličtině:	This bachelor's project explores the characterization and comparison of Standard and Emergency English, focusing on their grammatical structures, vocabulary, pronunciation, syntax, linguistic rules, and intonation patterns. It examines their practical application in Czech Republic emergency calls, detailing the history, function, and operational protocols of emergency call centres, and the language requirements for operators. By comparing actual emergency calls with the features of Emergency and Standard English, the project aims to present the key characteristics of Emergency and Standard English used in emergency calls.
Klíčová slova v angličtině:	Emergency situation, English, communication, typical features
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1. Introduction

The English language serves as a critical tool for communication across all the continents. This bachelor's project aims to characterize two forms of English, Standard and Emergency. It will focus on their key features and differences, and explore their practical applications during emergency calls in the Czech Republic.

The theoretical part of this project aims to characterize and compare features of Standard and Emergency English. It will be examining their grammatical structures, vocabulary, pronunciation norms, syntax, linguistic rules, and intonation and stress patterns.

The practical part of the project focuses on the history and function of emergency call centres, which are one of the most important places where Emergency English is employed. This section examines the operational protocols of these centres and the specific requirements, especially the language ones, needed for emergency call operators, and how these professionals use Emergency English in their interactions. Additionally, it compares actual emergency calls with the key features of Emergency English, showing which features are the most common and there for, which ones differ from the Standard English. It will include Standard English because the callers do try to remain in the realm of the rules.

This project aims to provide a deeper understanding of how different forms of English are adapted to meet specific communicative needs and the critical role of the English language plays in emergency management. Especially since it is the world's most used form of communication. The results of this project should contribute to enhancing communication strategies in emergency call centres, hopefully improving the efficiency and effectiveness of emergency response efforts.

2. Introduction to English

The usage of the English language in emergency situations within the Czech Republic presents a unique set of characteristics that are specifically made to ensure effective communication in high-stress situations. English, as a global, “common”, language often serves as the primary medium for communication in international emergencies and is increasingly significant in non-native English-speaking countries like the Czech Republic. It has been chosen because English the lingua franca, otherwise known as a common language in the world. “The prospect that a lingua franca might be needed for the whole world is something which has emerged strongly only in the twentieth century, and since the 1950s in particular.” (Crystal, 2003, pp. 12). This adaptability is crucial in helping swift and accurate information circulation during crises, where understanding and response times are paramount.

Emergency English in the Czech Republic has several unique features that help overcome language and situational challenges. One of the main characteristics is its use of simplified syntax and vocabulary. This simplification is crucial to make sure that instructions and information are easily understood by people who are not native speakers. This reduces the mental effort needed and the chances of misunderstanding in stressful situations. Emergency English often uses common and globally recognized words and phrases that go beyond language barriers, making communication during emergencies more effective.

Another important feature of emergency English is the use of imperative sentences. Commands like "Evacuate immediately," "Call for help," or "Stay calm" are used to show urgency and give clear, straightforward directions (Redlener, 2006). These commands are meant to prompt quick responses, which are crucial for reducing risks and ensuring safety during emergencies. Additionally, the training and preparedness of emergency personnel in the Czech Republic to use English effectively is very important. Emergency responders are often trained to communicate in English, which helps them work efficiently with international aid workers and foreigners (Zadina, 2020). This training includes learning common emergency phrases and being able to give clear and precise instructions under pressure.

The use of English in emergencies in the Czech Republic shows how flexible the language can be and highlights the importance of clear communication in managing crises. Emergency English focuses on being simple and direct and often uses short commands, that

are widely known, to help overcome language barriers, making emergency responses more effective. Knowing these features is crucial for creating better communication strategies during emergencies, which can lead to improved preparedness and response.

However, to fully understand and identify Emergency English, it is essential to recognize how it differs from Standard English.

1.1 Standard English

Standard English, considered the normal form of the English language, is very important in many formal and official settings. It follows set rules for grammar, sentence structure, and vocabulary. Standard English is usually what is taught in schools, used in official documents, and seen in media and academic writing (Crystal, 2003). Because it is standardized, it ensures that people can understand each other clearly and consistently, which makes it a key tool for effective communication among different regions and social groups.

One of the main features of Standard English is its focus on grammar. This means it consistently uses tenses, subject-verb agreement and the correct sentence structures. All of the mentioned examples help make the language precise and clear (Biber et al., 1999). Also, Standard English often has a formal tone and uses a wide vocabulary, which allows people to express complex ideas and detailed arguments. This formal style and rich vocabulary are especially important in academic and professional settings, where clear and accurate communication is very important (Hyland, 2002).

The social implications of Standard English are also significant. It is often seen as a sign of education and socioeconomic status, affecting social mobility and job opportunities. Knowing Standard English can lead to better chances in higher education and career growth, showing its importance today (Trudgill, 1999). However, focusing on standardization can also push aside non-standard dialects and linguistic diversity, bringing up important questions about fairness and inclusivity in language use (Milroy and Milroy, 2012).

In short summary, Standard English is an important language standard that helps make communication clear and effective in, mostly, formal situations. Its consistent grammar, formal tone, and large vocabulary are essential in academic, professional, and media settings.

However, because it can contribute to social divides and push aside non-standard dialects, such as Cockney for example, it's important to keep talking about language diversity and inclusivity.

1.1.1 Written standard English

Written Standard English is prominent form of English used for clear and precise communication in formal and academic settings. It's known for following strict rules for grammar, vocabulary, and sentence structure. You usually see written Standard English in schools, official documents, professional emails, and published articles (Biber et al., 1999). This standardized way of writing makes sure everyone understands each other and information is shared consistently and effectively across different groups of people.

One of the main features of written Standard English is its strict grammar rules. This means always using the correct subject-verb agreement, tenses, and complex sentence structures to make the text clear and accurate. Biber et al. (1999) say that the grammar in written Standard English is more detailed and varied than in spoken English because writing needs to be more explicit and detailed. For example, written texts often use things like nominalizations, passive voice, and subordination to explain complex ideas and relationships more precisely than when speaking.

The lexicon of written Standard English is another significant aspect, characterized by its extensive and formal vocabulary. Written texts often use a lot more content words, like technical terms and academic jargon, which you don't see as much in spoken language. To explain, jargon is a group of words or expressions that is used by a specific group of people (Biber et al., 1999). This rich vocabulary helps explain specialized concepts and detailed arguments clearly, which is why written Standard English is great for academic and professional writing. Plus, the formal style of written language is kept up by using standard spelling, punctuation, and capitalization, all of which make the text easier to read and more professional.

In addition to its grammar and vocabulary, written Standard English stands out for its organizational structure. Written pieces typically have a clear setup, with introductions, well-developed arguments, and concise conclusions. This structure is crucial for guiding readers through complex information and ensuring the message comes across effectively. Biber et al.

(1999) highlight that written texts often use explicit markers and cohesive devices to improve the logical flow and connection between ideas.

The social and educational impact of written Standard English is significant. Being proficient in this form of language is often linked with academic achievement and professional competency, which are essential for success in education and career advancement. However, the focus on standardization may sideline non-standard dialects and linguistic diversity, leading to ongoing discussions about language fairness and inclusivity (Milroy and Milroy, 2012). Despite these challenges, written Standard English remains crucial for participating in global academic and professional circles.

In conclusion, written Standard English is known for its grammatical accuracy, rich vocabulary, and clear structure, making it indispensable for formal and academic communication. Its standardized nature ensures effective communication across various contexts, but it also raises questions about linguistic inclusivity. Understanding the features and implications of written Standard English is essential for navigating today's interconnected academic and professional environments.

1.1.2 Spoken Standard English

Spoken Standard English is one of the central elements in the landscape of global communication. It plays an essential role in academic, professional, and social settings. This variant of English is characterized by its adherence to traditional grammatical rules, standardized pronunciation, and structured syntax, which collectively contribute to its clarity, coherence, and wide intelligibility (Biber et al., 1999). The ability to communicate effectively in spoken Standard English is often associated with educational and professional proficiency, making it a critical skill for individuals seeking to engage in formal discourse.

One of the defining characteristics of spoken Standard English is its grammatical regularity. This encompasses the consistent use of verb tenses, subject-verb agreement, and standard sentence structures, which help to maintain clarity and prevent misunderstandings. Unlike non-standard dialects, which may exhibit considerable variability in these areas, spoken Standard English upholds a uniform set of grammatical norms that facilitate clear and precise communication (Biber et al., 1999). For instance, the careful application of auxiliary verbs, the

correct sequencing of tenses, and the appropriate use of modal verbs are all trademarks of this standardized form of speech.

In addition to grammatical consistency, spoken Standard English is distinguished by its standardized pronunciation. This often aligns with Received Pronunciation (RP) in the United Kingdom or General American (GA) in the United States, both of which serve as standards for clear and widely understood speech (Biber et al., 1999). Standardized pronunciation reduces regional accents and dialectal variations, therefore enhancing mutual ability to understand each other among speakers from different geographic and social backgrounds. The emphasis on clear articulation and the avoidance of colloquial slurs are crucial in maintaining the formality and precision expected in many professional and academic contexts.

The syntax of spoken Standard English is another integral and important feature that contributes to its effectiveness. While spoken language naturally includes elements such as ellipsis, hesitation, and repetition, spoken Standard English employs these features in a controlled manner to ensure clarity and coherence (Biber et al., 1999). The use of complete sentences, logical conjunctions, and appropriate discourse markers encourages the smooth flow of ideas and enhances the listener's comprehension. This syntactic structure is particularly important in formal presentations, lectures, and professional meetings where the clarity of information is paramount.

Vocabulary in spoken Standard English also reflects a balance between everyday language and a level of formality appropriate to the context of situation. While it incorporates idiomatic expressions and colloquialisms, at least to some extent, it also makes use of precise and technical terms when necessary. This lexical richness allows speakers to convey complex ideas and detailed information clear effect (Biber et al., 1999). For instance, in a business meeting, the use of industry-specific jargon alongside more general vocabulary can help to communicate both specialized knowledge and broader thoughts clearly.

The social significance of spoken Standard English is important. Proficiency in this language skill is often seen as a symbol of educational achievement and social flexibility. It provides speakers with the tools to participate fully in academic and professional environments, where effective communication is a key determinant of success (Trudgill, 1999). However, this area puts an emphasis on standardization too, which also raises important questions about linguistic diversity and inclusivity. Non-standard dialects and regional variations are often

pushed aside in favour of a more standardized way of speaking, which can cause problems related to linguistic discrimination and fairness. (Milroy and Milroy, 2012).

What is more, the role of spoken Standard English in educational contexts is extensive. It is the primary medium of instruction in many schools and universities, and students are often graded on their ability to use this form of the language with adequate results. This showcases the importance of teaching and reinforcing the conventions of spoken Standard English within the education system (Hyland, 2002). But at the same time, educators face the challenge of balancing the preference of standard language skills with the recognition and appreciation of linguistic diversity among students. In professional settings, similarly as in educational setting, spoken Standard English is necessary for conducting business meetings, presenting presentations, and participating in negotiations. Professionals who master spoken Standard English can interact more effectively with colleagues, clients, and strangers from diverse linguistic backgrounds, which means they are often enhancing their career prospects and professional relationships.

In conclusion, spoken Standard English is characterized by its grammatical consistency, standardized pronunciation, structured syntax, and balanced vocabulary. These features make it an essential tool for clear and effective communication in academic, professional, and social contexts. The social and educational implications of proficiency in spoken Standard English are significant, highlighting its role in promoting educational attainment, professional success, and social mobility. However, the emphasis on standardization also brings to light important considerations regarding linguistic diversity and inclusivity. Understanding and mastering spoken Standard English, while acknowledging and valuing linguistic variation, is crucial for navigating the complex landscape of global communication.

2.1.3. Key features of Standard English

Standard Spoken English follows specific grammatical rules to ensure clear and precise communication. Important aspects include subject-verb agreement, where the verb must match the subject in number and person (e.g., "She runs" vs. "They run"). Keeping tense consistent is crucial to place actions correctly in time (e.g., "I have eaten" for present perfect, "I ate" for past simple). Proper pronoun usage means using pronouns correctly in terms of case, number, and gender (e.g., "He gave her the book"). Forming negatives and questions follows set patterns (e.g., "He doesn't know" and "Does she know?"), making sure the meaning is clear. Using

prepositions correctly in phrases and sentences helps avoid confusion (e.g., "at the office," "on the table") (Biber et al., 1999).

The vocabulary in Standard Spoken English uses a standard set of words that are widely understood. This type of English avoids regional expressions, slang, and colloquialisms in formal situations. It uses different registers, changing the level of formality depending on the context (e.g., "request" vs. "ask"). Words are chosen carefully to convey precise meanings (e.g., "assist" instead of "help" in formal contexts). Vocabulary is also chosen with the audience in mind, ensuring effective communication in both professional and everyday situations (Biber et al., 1999).

Standard pronunciation in Standard Spoken English usually follows norms like Received Pronunciation (RP) in the UK or General American (GA) in the US. This standardization ensures phonetic clarity, with clear articulation of consonants and vowels to prevent confusion (e.g., the difference between "pin" and "pen"). Intonation patterns are important, with rising intonation often used for yes/no questions and falling intonation for statements. Stress patterns within words and sentences are kept to convey meaning accurately (e.g., "record" as a noun vs. "record" as a verb). Overall, standardized pronunciation helps people from different regions and social groups understand each other (Biber et al., 1999).

The syntax of Standard Spoken English is known for its clear and logical sentence structure. Most sentences follow a subject-verb-object order (e.g., "The cat sat on the mat"), making them easy to understand. Complex sentences with dependent and independent clauses (e.g., "Although it was raining, we went for a walk") allow for more detailed expression of ideas. Logical sequencing within sentences and throughout the discourse ensures coherence and clarity, often using conjunctions like "and," "but," and "because." Correct placement of modifiers is essential to avoid confusion (e.g., "She only drinks water" vs. "She drinks only water") (Biber et al., 1999).

Standard Spoken English follows important linguistic principles to make communication effective and efficient. Coherence and cohesion are achieved through discourse markers and cohesive devices that link ideas smoothly (e.g., "firstly," "however," "on the other hand"). The language used is appropriate to the context, adjusting to the audience, purpose, and situation (e.g., formal language in business meetings, informal language in casual

conversations). Conversations are managed with effective turn-taking to ensure smooth exchanges and avoid interruptions. Politeness and social norms are also observed (e.g., using "please" and "thank you"), ensuring respectful and effective communication. Pronouns are used clearly to maintain coherence by referring back to previously mentioned subjects or objects (e.g., "John took the book. He read it") (Biber et al., 1999).

Intonation and word stress are crucial features of Standard Spoken English that greatly affect meaning and comprehension. Intonation is the rise and fall of the voice when speaking, which can indicate questions, statements, commands, or emotions. For example, rising intonation is common for yes/no questions (e.g., "Are you coming?"), while falling intonation is used for statements (e.g., "She is here"). Word stress emphasizes certain syllables within words to distinguish meaning (e.g., 'record as a noun vs. re'cord as a verb). Proper intonation and stress patterns help convey the speaker's intent and ensure that the listener accurately understands the message (Biber et al., 1999).

2.2 Emergency English

Emergency English is a specialized form of communication that is crucial for clear and effective interactions during stressful situations like natural disasters, medical emergencies, and security threats. Its main purpose is to quickly and accurately convey critical information to reduce risks and save lives. The characteristics of Emergency English—simplicity, directness, and universality—are specifically designed to meet the needs of emergency situations (Redlener, 2006). Not only is Emergency English used during emergencies, but also during different courses for school or workplaces.

One key feature of Emergency English is its simplified syntax. The language avoids complex grammatical structures and uses short, direct sentences that can be quickly understood, even under stress. This simplicity reduces the mental effort needed to understand the message, allowing people to act on the information immediately. For instance, using straightforward syntax with imperative sentences like "Evacuate now" or "Call for help" is crucial for prompt and clear directives. This economical use of grammar is essential in emergencies where every second matters.

The vocabulary of Emergency English is also very important. It uses accessible and universal words, avoiding technical jargon and complex terms that might confuse people. Words like "fire," "danger," and "safe" are easy to understand and quickly convey essential information (Redlener, 2006). This careful choice of vocabulary ensures that messages are clear to a wide audience, including non-native English speakers and people with different educational backgrounds. Additionally, using universally recognized symbols and pictograms along with verbal instructions helps improve understanding and overcome language barriers.

Redundancy in communication is a key feature of Emergency English. This means repeating important information and using different methods of communication—like speaking, writing, and visuals—to make sure the message gets through. In chaotic and noisy environments, where distractions are common, redundancy helps reinforce crucial information. Repeating instructions and using multiple forms of communication significantly improve the chances of successful information transfer during emergencies. Although operators rely solely on spoken information during phone calls, they can use visual aids to help locate the caller.

Emergency English is also very adaptable to different emergency situations. It needs to be flexible enough to handle various types of emergencies, from natural disasters like earthquakes and floods to human-made crises such as terrorist attacks and industrial accidents. Each situation requires specific vocabulary and phrasing. For example, during a fire emergency, communication would focus on evacuation routes and fire safety, while during a medical emergency, it would emphasize first aid procedures and contacting medical personnel. This adaptability involves balancing standardization with customization to meet the specific needs of each emergency.

Training and preparedness are essential for effectively using Emergency English. Emergency responders, including police officers, firefighters, and medical personnel, go through extensive training to communicate well in crisis situations. This training includes learning common emergency phrases, using clear and calm speech, and strategies for overcoming communication barriers. Being able to stay composed and articulate under pressure is crucial for accurately and efficiently conveying critical information.

Technology plays a crucial role in making Emergency English more effective. Modern tools like mobile apps, emergency alert systems, and social media platforms provide new ways

to share emergency information. These technologies allow for real-time updates and can quickly reach large audiences, which is very helpful in managing and reducing the impact of emergencies. For example, automated alert systems can send standardized emergency messages to thousands of people in seconds, giving timely warnings and instructions that can save lives.

The importance of Emergency English goes beyond just responding to crises. It also includes being prepared before emergencies and helping with recovery afterward. Clear communication before an emergency can educate people about potential risks and what actions to take, while effective communication during recovery helps coordinate relief efforts and support affected individuals (Redlener, 2006). This shows that Emergency English is important throughout the entire emergency management cycle, from preparation to response and recovery.

In conclusion, Emergency English is simple, direct, adaptable, and uses redundancy, making it essential for effective communication in high-stress situations. Its focus on clear syntax, easy-to-understand vocabulary, and using multiple forms of communication ensures that critical information is delivered quickly and accurately. Training, technology, and ongoing communication throughout the emergency management cycle highlight its importance even more. As global challenges and crises become more complex, improving and effectively using Emergency English will continue to be vital for protecting lives and enhancing public safety.

2.2.1. Key features of Emergency English

Emergency English, used in urgent and high-stress situations, has specific grammatical features that ensure clarity and brevity. In emergencies, sentences are usually short and direct, with a focus on imperative and declarative structures. Imperatives give direct commands like "Stay here," "Call 911," or in the Czech Republic, "Call 112," because they are straightforward and action-oriented. Declarative sentences state facts clearly, such as "The building is on fire," to quickly convey essential information. Simple present tense is often used to describe ongoing or imminent actions, like "The fire is spreading" (Falk, 1979).

The vocabulary in Emergency English is specific, simple, and avoids ambiguity. Words are chosen for precision and ease of understanding. Emergency services use technical jargon like "CPR," "AED," and "triage" to communicate efficiently within their teams. However,

when talking to the general public, simpler terms like "heart massage" instead of "CPR" are used to ensure everyone understands. The focus is on clear terms that leave little room for misinterpretation, which is crucial in high-stress scenarios (Falk, 1979).

Clear pronunciation is also crucial in Emergency English to avoid misunderstandings. Emergency responders are trained to speak loudly and clearly, often repeating important information to make sure it is heard and understood, like "Exit the building immediately. I repeat, exit the building immediately." This clarity is essential in noisy or chaotic environments where background noise can interfere with communication. Emphasizing distinct word articulation helps prevent errors in understanding vital instructions (Falk, 1979). However, in practice, this level of pronunciation focus is more common in English-speaking countries. In the Czech Republic, operators focus on pronunciation just enough to ensure the meaning of the words is clear.

The syntax of Emergency English favours simple and direct sentences to improve understanding and speed up communication. Complex sentences with multiple clauses are usually avoided. Instead, short, simple sentences or phrases like "Evacuate now" or "Stay calm and follow me" are used. This approach reduces the mental effort required to understand the message and decreases the chances of misinterpretation. Additionally, redundancy is often used, meaning the same information is repeated in different ways to reinforce the message (Falk, 1979).

Emergency English is designed to minimize ambiguity and maximize clarity in stressful conditions. It uses a lot of redundancy and repetition to make sure important information is accurately communicated. The language is highly dependent on the situation, with the choice of words and phrases dictated by the context. For example, in a medical emergency, terms related to vital signs and immediate care are prioritized, such as "Check for a pulse" and "Administer oxygen" (Falk, 1979).

Intonation and word stress in Emergency English are crucial for conveying urgency and importance. Rising intonation is often used to signal questions or uncertainties that need immediate attention, like "Is everyone out?" Falling intonation is used for commands and statements to convey authority and finality, such as "Move to the exit now." Stress is placed on key words to highlight the most critical parts of the message, like "Fire in the building!"

Evacuate immediately!" This use of intonation and stress ensures that the listener quickly understands the urgency and acts accordingly (Falk, 1979). However, as mentioned above, word stress and intonation are more common in countries where English is the first language. In the Czech Republic's Emergency Call Centres, from what I've heard in Brno, intonation and word stress are not as emphasized and are practically non-existent.

2.3. Differences between Standard and Emergency English

The English language, known for its widespread use and adaptability, takes on different forms depending on the context, such as Standard English and Emergency English. Standard English, which follows strict grammatical rules, has a large vocabulary and a formal tone, and is essential for academic, professional, and formal communication. It ensures clarity, precision, and respect, which are crucial for discussing complex ideas and engaging in detailed conversations (Crystal, 2003).

On the other hand, Emergency English is used in high-stress, urgent situations where quick understanding and action are vital. This form of English focuses on being brief, direct, and simple, using commands and easily understood phrases to speed up responses and ensure safety. The difference between these two forms shows how English can adapt to meet different communication needs.

The differences between Standard and Emergency English are significant. Standard English is commonly used in schools, business settings, and legal documents, requiring careful attention to grammar and complex sentence structures. It helps express ideas clearly and in detail, supporting critical thinking and intellectual discussions (Biber et al., 1999). This form often includes technical terms and sophisticated vocabulary suited to the audience's level of understanding, adding precision and depth (Hyland, 2002).

In contrast, Emergency English is designed for situations like medical emergencies, natural disasters, or security threats, where the main goal is to communicate essential information quickly and clearly. This form removes unnecessary elements, focusing on straightforward commands and clear phrases that are easy to understand even under stress. This approach reduces the chance of misinterpretation and ensures that crucial instructions are followed promptly (Redlener, 2006).

The context determines the unique features of each language form. In educational and professional settings, Standard English not only ensures clear and respectful communication but also upholds social norms and formal expectations (Hyland, 2002). In emergencies, effective communication depends on conveying urgency and necessity without ambiguity, making the straightforward structure of Emergency English essential for reducing risk and ensuring public safety (Redlener, 2006).

Understanding these differences is important for effective communication in various situations. Being able to switch between Standard and Emergency English as needed highlights the language's flexibility and ability to adapt to specific requirements. This adaptability shows the dynamic nature of English, allowing it to stay relevant and useful in a wide range of communicative contexts.

3. Practical Part

The practical part of the project looks deeply into the functioning of emergency call centres, which serve as critical interfaces where Emergency English is actively employed. This section provides an examination of the operational protocols that govern these centres, highlighting the standard procedures and guidelines that ensure effective communication and swift response times during emergencies. It also explores the specific requirements and rigorous training programs that emergency call operators must undergo to perform their duties proficiently and by the established laws. This training includes mastering the distinct features of Emergency English, such as its simplified grammar, precise vocabulary, clear pronunciation, direct syntax, and emphatic intonation and stress patterns, all of which are essential for conveying critical information quickly and accurately. Although not many operators stick to the syntax or intonation.

Furthermore, the section investigates how the operators use Emergency English in their interactions with callers, focusing on real-life applications and strategies to manage high-stress situations. Through a detailed analysis, the project compares actual emergency calls with the theoretical features of Emergency English. This comparison provides valuable insights into the practical competence of these linguistic features in promoting clear and effective communication during real-life crisis scenarios. The analysis includes examining recorded and transcribed emergency calls, evaluating how operators apply their training, and assessing the impact of Emergency English on the outcome of these calls. By doing so, the project aims to highlight areas where Emergency English enhances communication and identify potential improvements to further improve emergency response efforts.

3.1 Emergency Call Centres

3.1.1 Definition of Emergency Call Centres

First important information is that Emergency Call Centres in Czech Republic are made by fire brigades of the country. Each regional fire brigade establishes its own regional operations and information centre, KOPIS. All operational centres of the Fire Brigade of the Czech Republic are also the operational centres of the Integrated Rescue System, as stipulated in the Act on the Integrated Rescue System 239/2000 Coll. (Act No. 320/2015 Coll. on the Fire Brigade of the Czech Republic and on Amendments to Certain Acts, 2015). Since the 112 line is under the auspices of the Fire Brigade of the Czech Republic and is manned by its officers,

it would be logistically very challenging to run both crisis lines to their individual call centres. The reception and dialling of 150 has been unified with 112 and both numbers are handled by one programme on Emergency Call Centres 112.

The KOPIS is staffed by officers in service. They serve twelve-hour shifts, in the mode of two consecutive day shifts from 7 a.m. to 7 p.m., immediately followed by two consecutive night shifts from 7 p.m. to 7 a.m. This four-day duty cycle is followed by four days off. The KOPIS service is round-the-clock, 24 hours a day, 7 days a week. Service is also provided on public holidays. During the twelve-hour shift, the officer is entitled to two half-hour meal breaks, during which time he or she is listed as an on-duty officer. These shift cycles provide a total of four shifts.

The minimum number of officers per shift is ten, the full complement is fifteen officers per shift. Of these, there must always be at least three operations officers, the remainder of the shift being filled either by additional operations officers or operations technicians, as appropriate, up to the minimum strength. The operations officer has decision-making authority over the operations technician. He/she decides on the composition of the forces and assets to be sent to the incident, the course of action to be taken, the call for additional units and notification of persons or authorities concerned. On each shift, one Operations Officer is in charge of the shift and is responsible for the other members of his/her shift. The Operations Technician performs his/her duty either as a switchboard operator or operates the 112 and 150 emergency call centre programme. (Ryba, 2013). The work of a switchman consists in operating the exit program Switchman - mainly entries messages from the Incident Commander, calling other Integrated Rescue System units, operating radio traffic and recording information on the availability of all the units (Police, Fire Protection and Ambulances).

3.1.2 112 Emergency line

The 112 Emergency line is the single European emergency number. The line is open for 24 hours every day and is free to use. It can be reached from fixed lines and mobile networks of all operators. Compared to other 112 numbers, a person dials even with the phone keys locked and without a SIM card inserted (in this case the operator sees the so-called International Mobile Equipment Identity (IMEI) number phone - its serial number). It is also technically possible to call 112, even if your phone is not in range of the operator's signal. If the reporting

party is not able to speak in Czech, the call is handled in German or English, in exceptional cases Russian, Polish and French (Zadina, 2020).

In exceptional cases of life-threatening or imminent danger from delay on European Union territory, it is technologically possible to contact ECC 112 on the territory of that State where such an emergency has occurred and resolve the situation through them. Details of such a connection are set out in the EENA contracts (European Emergency Number Association, 2016).

The basic building block of the system is the so-called data sentence. It is an electronic document that the operator fills out during the call. It contains:

- (a) caller information (name and telephone contact);
- b) the address of the place of the emergency;
- (c) a brief description of what the incident is about;
- d) classification of the type and subtype of the emergency according to its type .

The data sentence is sent with one mouse click to all involved Integrated Rescue System (IRS) units simultaneously. Its delivery normally takes one to two seconds. This principle of simultaneous sending information to all IRS units at the same time is unique in the Czech Republic. No other emergency line established works in this way.

There are fourteen 112 Emergency Call Centres in the Czech Republic. All these centres are interconnected, both at the level of voice exchanges (voice distribution from to the operator), as well as at the data level (the Manager 112 application itself, GIS map documents, data sentences). Out of a total of fourteen ECC 112 centres, we have three centres of the platform type - the so-called "mother" and eleven centres of the remote type. The mothers are located in Prague, Plzeň and Olomouc and have a certain superstructure function, where individual remote centres are linked to them. The platforms are additionally equipped with a voice switchboard with control call distribution, NICE recording equipment (database of records call records) and servers with applications and GIS documents. At each of the platforms there are three to four remote centres. The remotes then use the technological resources of their "mothers" (Urbánek, 2024).

3.2 Equipment of the operators

Each individual workplace, where incoming calls to ECC 112 are handled, is equipped with a digital telephone and a headset as standard - these form the voice part of the equipment.

The data part of the equipment is used for actual call and event handling - it is the computer itself and three LCD monitors for access to the application superstructure. The application superstructure is used to support the operator's activities. These applications are TCTV Manager, TCTV Dispatcher, GIS Map Client. The set of these applications forms the ECC 112 operating system itself. They are the interface where individual emergency calls arrive and where the operator creates the aforementioned data sentence. This information has been discovered during my stay at KOPIS in Brno.

3.3 Description of the phases of receiving an emergency call

The caller dials the emergency number 112 or 150. The telephone operator directs the caller to O2 network, from where the call is routed to the appropriate platform depending on where it originated. The caller is automatically played the message "Emergency Call, Emergency Call". Next, the caller is redirected to the locally relevant remote and the first available operator. Here the call is picked up automatically, if the operator has set the personal message "Emergency, please speak", this message is played to the caller and the connection between the caller and the operator follows. At this point the ECC 112 operator also displays the caller's telephone number (or IMEI) and after opening the data record, the GIS map client shows the area of the call. All voice communications made through the ECC 112 system are recorded and recordings are archived. This includes both communications between the 112 operator and the caller, as well as communication between two 112 operators, or between a 112 operator and an operator of another EMS unit. It is also possible that the 112 operator calls "out" of the system, to a number that does not belong to any of the emergency services, but of course this communication also has its own traceable records. Thanks to the fact that each call is recorded and stored in a database, it is possible to replay the calls (Found out during visit to KOPIS in Brno).

3.4. Skills and requirements of the operators in Emergency Call Centres

Since these are positions for staff members, there are specific requirements that need to be fulfilled in order to be even considered for them. The applicant must first pass a standard admissions interview to demonstrate some knowledge of and interest in the field. This is followed by psychological tests, physical fitness tests and a comprehensive medical examination to determine medical fitness. If a member is assigned to the Operations Centre as

an Operations Technician - 112, he or she must also demonstrate communication skills in either English or German, very rarely Russian or another language, as evidenced by a minimum first level examination. With regard to the educational requirements, a candidate with an educational qualification culminating in a school-leaving certificate may join the Fire Brigade as an Operations Technician. For the position of operations officer, a higher vocational or university education in a bachelor's degree programme is already required (Act No 361/2003 Coll. on the service relationship of members of the security forces, 2003).

According to the Service Act, the following conditions must also be met:

- (a) be a citizen of the Czech Republic;
- b) be over eighteen years of age;
- c) be fully competent;
- d) be authorised to be acquainted with classified information of the Restricted type;
- e) not be a member of a political party or movement;
- (f) not be engaged in a trade or other gainful activity;
- (g) be of good criminal character (Act No 361/2003 Coll. on service relationships members of the security forces, 2003).

3.4.1. Required language skills for English

Emergency operators in the Czech Republic have an incredibly important role in keeping the callers safe, calm and focused. They are the first officers, that the caller comes into “contact”. This means they need to have a wide range of English language skills. Being able to communicate effectively in English is essential because they're dealing with constantly increasing numbers of situations where they have to talk to English-speaking people during emergencies. Be it foreign caller or calls from other international Emergency Call Centres. The main English skills they need are listening comprehension, speaking proficiency, specialized vocabulary related to emergency situations, and using correct grammar and sentence structure. Being proficient and adept at these skills is crucial for giving help quickly and accurately, which makes the whole emergency response work efficiently and accurately.

Listening comprehension is a significant skill for emergency operators. They must be able to quickly and accurately understand the information relayed by callers, who may be speaking in various English accents, dialects and in different language levels. Effective listening enables operators to process information rapidly, which is critical for providing immediate assistance. Operators must identify key details, such as the nature of the emergency,

the location, and any immediate threats, from the caller's narrative even through the surrounding noise (Kovářová, 2005). This skill ensures that operators can accurately assess situations and dispatch the appropriate emergency services without delay.

Proficiency in spoken English is crucial for emergency operators. Clear and articulate pronunciation is essential to ensure that callers understand instructions without confusion. Operators need to communicate concisely, providing information and gathering details efficiently. The use of standard emergency phrases and terminology is vital for maintaining consistency and clarity in communication (Kovářová, 2005). Additionally, operators should be capable of adjusting, or keeping, their tone and pace according to the urgency of the situation, ensuring that their instructions are both authoritative and reassuring. Effective verbal communication helps to calm distressed callers and promotes the accurate relay of critical information.

A robust vocabulary, particularly in emergency-specific terms, is critical for effective communication in crisis situations. Operators must be familiar with terminology related to various types of emergencies, including medical, fire, and police-related incidents. This specialized vocabulary enables them to communicate precise instructions and understand the caller's needs accurately (Kovářová, 2005). Furthermore, operators should be proficient in basic conversational English to manage basic interactions and put callers at ease. Clarity and simplicity in language use are essential to avoid any big misunderstandings, especially when dealing with non-native English speakers.

Proficiency in grammar and syntax is essential for emergency operators to construct clear and unambiguous sentences. Correct grammar and sentence structure help prevent miscommunication and ensure that instructions are understood as intended. Operators frequently use imperative sentences to give direct commands, such as "Stay calm" or "Evacuate the building immediately". Consistent use of correct grammar and syntax also enhances the overall professionalism of the communication, thereby reinforcing the credibility and authority of the emergency operator. And while the operators do try to meet the rules and regulations of Standard English grammar, most of them do not

Reading and writing skills are essential for emergency operators, as they often need to read aloud addresses, names, and other critical information accurately. Especially if the calls

need to be forwarded from Czech Republic to another country. These skills are also necessary for recording details from calls, including incident descriptions, caller information, and actions taken (Zadina, 2020). Accurate documentation is vital for coordinating responses and ensuring that all relevant information is available for follow-up actions. Operators must be able to transcribe information quickly and correctly, maintaining clarity and precision in their written records. This ensures that all emergency details are captured accurately, facilitating efficient response coordination.

3.5. Emergency Calls

This part of the thesis will rewrite and examine recorded emergency calls in English. It will aim to identify and analyze the most common features of Emergency English and how they differ from Standard English. By transcribing and inspecting these calls, the project seeks to uncover the key features that define Emergency English, including its reliance on brevity, directness, and clarity. Additionally, the analysis will assess whether the operators are clear and easy to understand, crucial factors for effective emergency communication.

A key focus of this examination is to determine what key features of the Emergency and Standard English are the most common within the context of emergency calls. While Emergency English prioritizes immediate comprehension and action through concise and unambiguous language, Standard English adheres to established grammatical conventions and structured communication. This project will also explore how these two forms of English interact during emergency situations, evaluating whether their integration enhances or hinders effective communication. Another criterion is if the Standard English is even present at all, or if the Czech operators try to abide by the rules of the Standard English.

Through this analysis, the thesis aims to provide an understanding of the language skills employed in emergency calls and their impact on the efficiency of emergency response efforts. By examining the features of Emergency English and those of Standard English, the study could contribute to the development of improved communication protocols in Emergency Call Centres, ultimately enhancing the overall effectiveness of emergency services. Especially since grammar is not exactly practised in language courses once the operators join the Emergency Call Centres.

Example number 1:

Caller: “Uhhh.. Dobry den. Prosim, mluvite anglicky?”

Operator: “Yeah. What’s the emergency?”

Caller: “I’m sorry, I have a daughter, XX years old. She has problems with self-karm”

slight pause “harm. She came home and just.. uhm.. cut her hand.”

Operator: “Is she bleeding?”

Caller: “She’s bleeding.”

Operator: “Where did she cut her hand?” *The signal got distorted during the sentence.*

Caller: “Sorry?”

Operator: “Where did she cut? Did she cut her hand.” *Here the operator paused before changing the question.* “On which part? Arms?”

Caller: “Ehm, arms. The inner part of the arms. The left one.”

Operator: “Uhum.” *sound of agreement.* “Like the vein?” “I think.” *Operator and caller spoke at once.*

Caller: “Sorry?”

Operator: “The vein?”

Caller: “No, no, no. That’s not like.. uhhh..” *The caller pauses for a few second.*

Operator: “Well, is she.. uh.. yeah, is she bleeding a lot? Is it massive bleeding?”

Caller: *sound of curse.* “Pardon? Uh... So... I’m trying to talk to her.”

Operator: “Yeah, uhuh. And are you able to get to her?”

Caller: “She doesn’t want.. uh.. she doesn’t want... I’m sorry, but she doesn’t want to show anything.” *Here the operator and caller jumped over each other again.* “I see, okay, that the, okay, pillow is in blood.

Operator: “Can you approach her? Is it possible to get to her.. to, to her room? Or is she locked in a room? Or where is she?”

Caller: “No, she’s not locked. She’s not locked. I can come into, uhh, the room, but actually she drank alcohol.”

Operator: “Okay, yes. Tell me where you are calling from.”

Caller: “Brno. *Name of the place.*”

Operator: “Number of the building?”

Caller: XXXXXX.

Operator: “Yes, which floor are you on? Which floor are you on? First, second, third?”

Caller: “The second floor, I’m sorry. The second floor.”

Operator: "The number of the apartment? The second. Yes, second floor and number of the apartment?"

Caller: "And the second, the number of the apartment is X."

Operator: "Is there a name on the door, on the bell?"

Caller: "Yes, Mrs. XY."

Operator: "Mrs. XY."

Caller: "Yeah, right, right."

Operator: "What's your name?"

Caller: "My name or my daughter's? My name is XXXXX."

Operator: "And your surname?"

Caller: "XXXXXX."

Operator: "Okay. Okay, I'll pass the information to the ambulance. Okay. Hold on. Do not hang up. They might have some additional questions, okay?" *Spoken with calm voice.*

Caller: "Okay."

Operator: "Hold on."

Caller: "Okay. Okay. Okay." *Here the call ends.*

In this example, the call initially starts in Czech language but due to the strong accent, moves into English for better communication. There are key features of both, Emergency English and Standard English. In terms of Emergency English, precision and clarity are the most prominent features. The operator uses short and direct phrases to prompt the caller to deliver the essential information quickly, but calmly. For instance, the caller's curt description of the emergency situation - "She came home and just cut her hand" - demonstrates the necessity for briefness in conveying urgent details and for speeding up the process to get help for the patient. Surprising detail is that the caller was very calm during this phone call. Similarly, the operator's straightforward questions such as "Is she bleeding?" and "Where did she cut her hand?" demonstrate the use of precise language to gather critical information swiftly and efficiently. Another key feature of Emergency English is calm and emphatic tone of voice from the operator. This ensures the conversation has less chance to go astray. These characteristics of Emergency English are essential for ensuring rapid communication and prompt a quick response during emergency situations. Another difference from the Standard English is the repetition of sound "uh" and "uhum", and the large amount of hesitation. The syntax of the Standard English is built to minimize the usage of such feature.

On the other hand, some features of Standard English can be found in the interaction as well. While the primary goal is to address the emergency, both the operator and the caller at least attempt to heed the grammatical rules and maintain clarity in communication. This could be found in the longer pauses in the conversation as they try to speak according to the rules of Standard English. Because despite the urgency of the situation, the conversation follows a structured pattern with greetings, inquiries, and responses, reflecting the formal aspects of Standard English. Additionally, the use of complete sentences and grammatically correct expressions, albeit very brief, indicates an underlying instinct to apply standard linguistic norms.

Overall, this interaction showcases how Emergency English and Standard English intersect in the context of emergency communication. It showcases the need for cooperation between Emergency and Standard English. While Emergency English prioritizes brevity and clarity for rapid information exchange, Standard English principles still underpin the conversation, ensuring clarity and coherence even in high-stress situations.

Example number 2:

Caller: "Hello."

Operator: "Hello."

Caller: "Do you speak English?"

Operator: "What's your emergency?"

Caller: "I have, uuuh, a woman here, I think with her friend, they're both drunk and he's beating her up. He's giving her like serious teeth and she's really hurt. I'm near XXXX street where the Lidl is."

Operator: "Uhhmm." *Sound of a thinking.* "And she's drunk or she's.. she needs an ambulance or?"

Caller: "I think she needs an ambulance. She hit her head. She fell and she hit her head a few times in the ground. And he's trying to pick her up and slamming her on the ground. So I think should also bring a police or something."

Operator: "Uuhm." *Sound of agreement.* "How old is she probably?"

Caller: "I think around 30, 40, 35 maybe. She currently lost consciousness. I think she hurt her head."

Operator: "She lost consciousness?"

Caller: "I think so." *Sounds of small movements, caller is probably checking the patient.* "No, she is still conscious, but she is hurt. She is holding her head."

Operator: "Is she bleeding?"

Caller: ", Xea, yeah. She is bleeding also."

Operator: "Where on XXXX street?"

Caller: "XXXX street near the central where the Lidl is."

Operator: "Uh-huh. Uhuh-uhuh." *Multiple sounds of agreement.* "Okay, please wait. I'll call the ambulance. Okay, please wait. I'll call the ambulance."

Caller: "Okay, thank you." *The call ends here.*

In this example, the call showcases, once again, key features of both Emergency English and Standard English, although Standard English is minimally used here. Emergency English is marked by its urgency, directness, and very frequent use of interruptions and fillers. The caller uses spontaneous and informal language, evidenced by hesitations ("uuuh"), fillers ("uhhmm"), and fragmented sentences ("I have, uuuh, a woman here"). This reflects the high-stress nature of the situation, where the priority is on conveying critical information quickly rather than on grammatical precision.

The operator's responses are the ones that exhibit the characteristics of Emergency English the most, such as the use of minimal encouragers ("Uhuhm," "uh-huh") and prompts to keep the caller focused on providing essential details. Short, direct questions like "What's your emergency?" and "Is she bleeding?" illustrate the need for clarity and precision, enabling the operator to gather necessary information swiftly. The operator keeps their instructions short and clear, leaving no room for hesitation or misinterpretation. The repeated sounds of thinking and agreement ("uhhmm," "uh-huh") further emphasize the conversational and immediate nature of Emergency English, which relies on real-time interaction and rapid exchange of information. In this example, the vocabulary is once again focus around medical terms, such as consciousness, ambulance or bleeding, for example.

In contrast, elements of Standard English are present in the structured format of the conversation, despite the urgency. Albeit briefly. Both the caller and operator attempt to maintain clarity and coherence in their communication, but it is hindered by the accents and varying levels of English. The interaction follows a structured pattern with greetings, inquiries, and responses, reflecting the formal aspects of Standard English. The use of complete sentences

and grammatically correct expressions, though brief and sometimes fragmented, indicates an effort to adhere to standard linguistic norms.

The conversation also highlights the differences between Emergency English and Standard English, such as the frequent use of fillers ("uhhmm," "uhuh-uhuh") and hesitations, which are minimized in Standard English. The operator's calm and emphatic tone ensures that the conversation remains focused and clear, minimizing the chance of miscommunication. These features of Emergency English are essential for rapid information exchange and prompt response during emergencies, while the underlying principles of Standard English ensure that the communication remains coherent and understandable.

Overall, this interaction illustrates, once again, the positive intersection of Emergency English and Standard English in emergency communication. Emergency English prioritizes brevity and clarity to facilitate quick and effective information exchange, while Standard English principles underpin the conversation, ensuring clarity and coherence even under high-stress conditions.

Example 3:

Caller: *The call starts.* "link through your country. What do we do?"

Operator: "What happened? You have a car accident or your car is broken?"

Caller: "Car is broken."

Operator: "Car is broken. So it's for car assist. Okay. And if you want I can connect you with car assistance on the phone."

Caller: "Yeah."

Operator: "They will be English speaking also so you can solve this problem with them."

Caller: "Okay."

Operator: "Tell me where are you?"

Caller: "I need to look up exactly what this place is, but we are close to Brno."

Operator: "And you are going direction to Brno from Znojmo or?"

Caller: "Yeah, that direction is..."

Operator: "To Brno?"

Caller: "Yeah."

Operator: "Okay. Is there some village that is close to.."

Caller: "We are like 35 km outside we are we managed to pull in to the gas station but I don't know the name of it and they don't speak English here."

Operator: "The name of the gas station you remember?"

Caller: "No it's like Avia or something like that?"

Operator: "I will try to find it. But this, this gas station, it was in Znojmo? Or where it was?"

Caller: "This gas station. We are at this gas station."

Operator: "You are still on gas station?"

Caller: "Yes."

Operator: "Okay I will try to find it on the internet okay?"

Caller: "Yeah."

Operator: "I found it probably. There is a crossroad close to you, behind you."

Caller: "Yeah, yeah, there is a crossroad behind me."

Operator: "Okay, okay. So, hold the line. I will connect you with care assistance on the phone. So, don't hang up. So, don't hang up."

Caller: "Okay, perfect."

In this exchange, both Emergency English and Standard English are utilized, with certain features distinguishing them. In this case, the communication is concise and focused on immediate problem-solving. The operator employs direct questions and prompts to gather necessary information quickly, such as inquiring about the nature of the issue, "What happened? You have a car accident or your car is broken?", and confirming the caller's location and needs ("Car is broken. So it's for car assist. Okay. And if you want I can connect you with car assistance on the phone."). Additionally, the language used tends to be simplified for clarity and efficiency, as seen in phrases like "Okay, okay" and "So, hold the line." Vocabulary is, just as in the previous examples, focused around the emergency. It's also very simple and "basic" ensuring that both, the caller and the operator, understand each other clearly and efficiently.

On the other hand, Standard English is not abided much in this example. Both the operator and the caller utilize more formal register when discussing specific locations and details, such as when the operator asks for confirmation on the direction of travel ("And you are going direction to Brno from Znojmo or?") and the caller provides additional context about their location ("We are like 35 km outside we are we managed to pull in to the gas station but I don't know the name of it and they don't speak English here."). But there are grammatical

mistakes in the conversation, mostly from the operator. Such mistakes include inversion “Or where it was?” or incorrect phrasing “They will be English speaking also so you can solve this problem with them.” The correct phrasing would be “They will also speak English, so you can solve this problem with them.” Standard English also minimalizes repetition, so the repeat of “So, don't hang up. So, don't hang up.”, would be unnecessary.

Overall, both styles serve the purpose of effective communication in this example. While the features of Emergency English prevail, there are instances of Standard English, although flawed. Thankfully it does not affect the comprehension of the passed information. While the context of the conversation is not affected, it would be preferable to pay attention to the word order of speech.

All in all, all three example calls showed us, that the transition from Czech to English and the interplay between Emergency English and Standard English showcase the adaptability required in emergency communication. The key features of Emergency English—precision, clarity, and a calm, emphatic tone—are crucial for efficiently managing crisis situations. The operator’s use of short, direct questions and minimal encouragers exemplifies the need to quickly gather essential information while maintaining control over the conversation. This approach ensures that the caller remains focused and does not become distracted or panicked, which is vital for timely and effective assistance.

Despite the high-stress context, elements of Standard English also emerge in the interaction. Both the caller and operator attempt to adhere to grammatical rules and maintain structured communication. This is evident in the use of complete sentences and a formal conversational pattern, albeit interrupted by the urgency of the situation. The structured format, including greetings and inquiries, reflects an underlying effort to apply standard linguistic norms, even as the priority remains on addressing the emergency.

The interplay between Emergency English and Standard English in these scenarios highlights the balance between urgency and coherence. Emergency English prioritizes rapid information exchange and immediate response, often incorporating hesitations and fillers that reflect the stress and spontaneity of the situation. Meanwhile, the remnants of Standard English in the conversation provide a framework for clear and organized communication, even under pressure.

Overall, all the examples illustrate the importance of both linguistic precision and adaptability in emergency situations. The ability to seamlessly shift between different types of communication—while ensuring that essential information is conveyed clearly and promptly—is critical for effective emergency response. This balance between urgency and structure ultimately facilitates better outcomes in high-pressure scenarios, ensuring that help arrives swiftly and accurately.

4. Conclusion

In conclusion, this thesis has aimed to explore the delicate nature of the English language, especially in emergency situations. By examining both, Standard and Emergency English, the project has looked at their main characteristics, differences, and how and where they are used.

The theoretical part studied the grammar, vocabulary, pronunciation, syntax, and linguistic rules of both types of English. This helped understand how each form is adapted to meet specific communication needs, depending on the different situations.

In the practical part, the project focused on Emergency Call Centres, emphasizing their vital role in using Emergency English. By studying the internal regulations and language requirements for call operators, it showed how Emergency English is applied in real emergencies. Comparing the actual emergency calls with the key features of Emergency English, mentioned in the theoretical part, helped us identify common patterns and differences from Standard English, providing insights into effective communication strategies during emergencies between callers and operators.

Ultimately, this project contributes to a better understanding of how important the English language is in emergency responses, even in Czech Republic. As the most widely used language, English aids communication across different cultures and countries during crises. By improving communication strategies in Emergency Call Centres, this Bachelor's project aims to make emergency responses more efficient and effective, ensuring better understanding during the calls and continued impressive language skills of the operators.

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