

NATIONAL UNIVERSITY OF PUBLIC SERVICE

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**The role of ESP (English for Specific Purposes)
competences in the implementation of the international
cooperation of border policing organisations, their
development potentials**

Theses of PhD Dissertation

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The research problem

The evolution of international border policing cooperation, the harmonisation and unification process within the EU has been accompanied by the growing realisation of the fact that, in order to carry out the activities belonging to this field, it is essential that those involved in border policing communicate efficiently, in one common language. Thus, the development of foreign language training is indispensable and is often related to the concepts regarding the standardisation of training.

In the last 15 years, the gaps in the border policing professionals' foreign language skills and the need for further foreign language training courses (as the work of FRONTEX has been expanding, they should mainly be English) have been underlined several times in international and Hungarian professional and legal documents, such as:

- The Communication from the Commission “Towards integrated management of the external borders of the member states of the European Union” (41.)¹,
- the first, 2002 edition of the Schengen Catalogue²,
- its 2009 edition³ (Part One A/2.1., B/2, B/3.1.),
- the 2009 COWI report on the evaluation of FRONTEX⁴,
- the CEPOL report mapping law enforcement training in the EU⁵
- Communication from the Commission, Establishing a European Law Enforcement Training Scheme⁶,

¹ *Communication from the Commission to the Council and the European Parliament - towards integrated management of the external borders of the member states of the European Union (COM/2002/0233 final)* Downloaded: <http://eur-lex.europa.eu/legal-content/en/TXT/?uri=celex:52002DC0233> (26.05.2015)

² COUNCIL OF THE EUROPEAN UNION: *EU Schengen Catalogue; External borders control, Removal and readmission: Recommendations and best practices*, 2002. Downloaded: http://www.consilium.europa.eu/uedocs/cms_data/librairie/PDF/catalogue%20EN.pdf. 14., 29. (14.05.2015)

³ COUNCIL OF THE EUROPEAN UNION: *EU Schengen Catalogue, External borders control, Return and readmission*. Downloaded: <http://www.schengen.mai.gov.ro/English/Documente/utile/catutil/Updated%20EU%20Schengen%20Catalogue.pdf>, 11., 22., 24. (19.04.2015)

⁴ COWI: *External evaluation of the European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union, Final Report*. Downloaded: <http://www.statewatch.org/news/2009/may/frontex-eval-report-2009.pdf>, (10.05.2015)

⁵ CEPOL: *European Training Scheme: Mapping of Law Enforcement Training in the European Union – Final Report*. Downloaded: https://enet.cepol.europa.eu/fileadmin/documents/LETS/LETS_Management_Summary.pdf, (26.05.2015)

⁶ *COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Establishing a European Law Enforcement Training Scheme (COM(2013) 0172 final)* Downloaded: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52013DC0172> (13.08.2014)

- the FRONTEX study on the knowledge and interoperability skills of students who were trained according to the Common Core Curriculum, EU Border Guard Basic Training⁷,
- the Professional Strategy Programme for the border policing branch of service of the Hungarian Police⁸,
- the Concept of recruiting, training and career development system of the border policing branch of service of the Hungarian Police⁹.

Border guards of various nationalities who have regularly been involved in FRONTEX joint operations and the Schengen Evaluation Committees are of the opinion that insufficient knowledge of English and of the EU border policing English terminology often has its impact on the efficiency of joint operations. The English proficiency level of the Hungarian border guards does not hamper the implementation of the EU border policing cooperation but it cannot be considered as ideal.

However, the expectations related to the English knowledge of border policing experts needed for EU cooperation are mainly formulated in general terms. As the communicative competences required for the specific border policing activities have not been defined in details, in language teaching terms, there is no related uniform system of requirements, either.

I formulated my hypotheses in accordance with the possible reasons for this problem and the prospective solutions:

⁷ FRONTEX: *Interoperability Assessment Programme Study*. Warsaw, 2015. 61-62.

⁸ *Az általános rendőrségi feladatok ellátására létrehozott szerv határrendészeti szakmai stratégiája (2012-2017)* Szám: 29000/ 28714-9 /2011. Ált. 21.

⁹ *Koncepció az általános rendőrségi feladatok ellátására létrehozott szerv határrendészeti szolgálati ág szakmai kiválasztási, képzési és karrierrendszerére.* 29000/11206-8/2013. ált.

Hypotheses for research

1. Because of the national peculiarities, the systems of border policing training are different in the member states, which makes it difficult to create a uniform system of requirements. In the majority of the border policing training institutions of the EU states, General English is taught, at B1¹⁰ level. Some of the staff of the border policing branch of service of the Hungarian Police do speak English but most of them have only B1 level competences. They mostly gained their knowledge in public education and at courses organised at their work and have learnt mainly General English. This knowledge is not sufficient to conduct efficient communication during international cooperation activities.
2. The communicative competences that need to be developed in order to master English for Border Policing¹¹ can be defined by the detailed analysis of the activities related to international border policing cooperation and their forms involving Hungarian participation, by using the methodology of linguistics for examining Languages for Specific Purposes and of needs analysis and based on the analysis of the available authentic texts and on the observation of the communication conducted during these activities.
3. Many of the staff of the Hungarian Police carrying out border policing tasks are interested in international border policing activities and in learning foreign languages. Therefore, by providing ESP courses employing the appropriate learning programme that uses relevant methodology and that has been developed using a detailed needs analysis of the learning environment in Hungary, the above discussed competences can be developed.

¹⁰ For more than a decade, experts of foreign language teaching and examination have been using the terms of the Common European Framework of Reference for Languages (CEFR) to define levels of language proficiency. Levels B1, B2 and C1 of the CEFR approximately correspond to what the public call the Basic/Pre-Intermediate, Intermediate and Advanced levels. A2 indicates a level lower than Basic/Pre-Intermediate and C2 means near-native proficiency. In the ESP context, however, B1 is usually identified as Lower Intermediate, B2 as Intermediate and C1 as Lower Advanced.

¹¹ This term is the translation of a specific Hungarian phrase. In most EU countries it would be English for Border Guards or English for Border Guarding.

The aims of research

1. Examination of the English courses at the institutions conducting border policing training in the EU and their comparison with those in Hungary. Survey of the knowledge of English (and of other foreign languages) of the staff of the Hungarian Police carrying out border policing tasks, of their experience related to in-service language training.
2. Detailed and systematizing exploration of the activities related to international border policing cooperation, a detailed examination of the ones involving Hungarian officers, with special regard to EU cooperation. The definition of the international activities concerning the largest numbers of the staff of the Hungarian Police carrying out border policing tasks, the identification of the language(s) used while carrying them out. The analysis and evaluation of the features of English for Border Policing in terms of linguistics and language pedagogy and the definition of the foreign language competences border guards need to develop.
3. The assessment of the interest of the staff of the Hungarian Police carrying out border policing tasks in participating in international cooperation and in learning languages, the analysis and evaluation of the obtained data. The analysis and evaluation of up-to-date educational models and methodology that can also be used in language teaching. The review and evaluation of international and Hungarian good practices, the development of their adaption potentials. Based on the results of all of the above investigations used as an expanded needs analysis, the development of a relevant methodology and educational programme needed for training in English for Border Policing, which can be adapted to other languages as well as to teaching English for Border Policing in other countries.

Research methods

While conducting the research, I kept in view the harmonisation of the aims of research, the applied methodology and the conclusions, trying to use a system approach. During my investigations I usually proceeded from the general to the individual, from the international scene to the phenomena in Hungary.

The research included several types of methods of analysis and data collection. While exploring the activities related to international border policing activities, the role of foreign language skills needed in their implementation, I based my statements on the review of the collected international and Hungarian legal and professional documents, using the findings of the relevant special literature (studies, doctoral dissertations). For the classification of the activities involving Hungarian staff and for their analysis from the aspect of communication, in order to define the levels within the organisation of the Hungarian Police concerned by them, I also used semi-structured interviews conducted with staff from the Border Policing Division of the National Police Headquarters, the Szeged Border Policing Office and the Airport Police Directorate.

I examined the courses conducted in the institutions of EU member states with the purpose of teaching English for Law Enforcement and for Border Policing and the language proficiency of the staff of the Hungarian Police carrying out border policing tasks, their experience in learning languages, their interest in being involved in international activities in two quantitative, questionnaire-based surveys. The first phases of the EU and of the Hungarian surveys (pretesting, data collection, data processing and analysis) lasted from February to August 2014 and from September 2014 to January 2015 respectively.

I used an inductive method to explore the features of English for Border Policing. Mapping the theoretical background of research in the field of languages for specific purposes, with a view to the aims of the present dissertation, I reviewed and classified the relevant special literature (international and Hungarian) in linguistics. I compared the findings of research of languages for specific purposes (especially the language of the police forces) with my observations and with the information gained from interviews with Hungarian and foreign border policing experts.

Using the up-to-date needs analysis methodology applied in teaching English for Specific Purposes, I studied the Hungarian and foreign border guards' communication in English during FRONTEX joint operations conducted at the Serbian-Hungarian border in July 2015.

Using the level descriptions of the Common European Framework of Reference for languages as models, through the analysis of model-dialogues, vocabulary and phrases lists created by border guards of several European member states, and based on my own observations, I gave a detailed description of the foreign language competences to be developed at English for Border Policing courses.

Using interviews with the teachers involved in them, I examined the English courses conducted at the Airport Police Directorate, the distance learning courses at the Estonian Academy of Security Sciences and the CEPOL pilot online course in Police English as good practices.

I compiled the educational programme applicable in the training of Hungarian border policing staff in English for Border Policing by synthesizing the findings of the research described above.

Summary of the investigation and of the research findings

In Chapter 1 I reviewed the framework of international border policing cooperation and the activities in its scope (with special emphasis on the forms concerning Hungary's involvement in EU activities) in the system of the Integrated Border Management model. I gave a detailed description of the international activities involving Hungarian officers. I defined the languages in which they are conducted and the level of the border policing branch of service at which they are carried out. Based on Hungarian documents and interviews I established that the Hungarian border policing staff are concerned by two large areas: One is cooperation with neighbouring countries, requiring the knowledge of their languages. The other is a range of activities carried out under the auspices of FRONTEX, which comprises communication in English. In order to be involved in the latter, a lot of Hungarian border policing experts want to be admitted to the European Border Guard Teams (EBGT) but many are rejected because of lack of proficiency in English for Border Policing.

In Chapter 2, based on the data obtained from 22 institutions of 18 EU member states, I established that, because they are so diverse and so closely connected to the national specialties of the law enforcement organisations and education, it is difficult to analyse the various systems of education of border policing experts and the English courses within them. Still, I was able to detect uniform tendencies in terms of the circumstances, language proficiency levels, learning material and content, which also apply to Hungarian training institutions. I came to the important conclusion that in more than two thirds of the responding institutions (future) border policing officials are trained as or together with police or other law enforcement officers. In spite of this, border policing needs are definitely manifested in the content and character of the English courses examined; more than two thirds of them are labelled by respondents as English for Border Policing or as mixed (Police English and English for Border Policing) and only 11% as 'purely' Police English, and this is also shown in the number of students involved. Contrary to my hypothesis, in the large majority of the responding institutions students involved in border policing training study an ESP subject (English for Border Policing or the mixed Police English and English for Border Policing) and not General English.

As described in Chapter 3, through the analysis of the data obtained from the survey looking into the foreign language proficiency of the staff of the Hungarian Police carrying out border policing tasks and their attitude to international cooperation, it was proved that English is the language mostly spoken by them, but at most border sections the knowledge of the language of the neighbouring country concerned is also significant. 65% of those who speak English have only B1 level knowledge. They gained their language skills mostly in secondary and higher education but the ratio of autonomous learning is also significant. The ratio of General English and ESP courses covered is 78:22. The respondents stated it in unambiguous terms that the largest obstacle hindering participation in international activities was the insufficient knowledge of foreign languages.

Through the analysis of the data of said survey, it was also proved that a large majority of respondents understand the significance of foreign language competences and consider it important to develop their foreign language skills. They think that language courses organised at their work are efficient and there is an essential need for more such courses. More than half of the respondents would like to be involved in some type of international border policing cooperation, among which FRONTEX joint operations and international further training are the

most popular. The demand for in-service language training organised by the place of work was also manifested, as well as (apart from the need for learning major world languages) the demand for acquiring the languages of the neighbouring countries.

Both of the above mentioned surveys showed that the dominant English proficiency level of the population examined was B1. In the case of the institutions in the EU it is closely followed by the B2 level, whereas the ratio of these two levels is 2:1 in the case of the Hungarian respondents. This leads us to the conclusion that there is a need for the further development of English competences among those carrying out border policing tasks, because, in order to clarify a suspicion in connection with a passenger or to cooperate efficiently with foreign border policing experts, at least a (near) intermediate (B2) language level involving English for Border Policing skills are essential.

In Chapter 4 I elaborated on the qualitative analyses done by adapting the findings of research into Languages for Specific Purposes in general, those into the language of the police forces and the needs analysis model of CEFR Professional Profiles to English for Border Policing, and based on my own collected data and observations. Using these, I drafted the vertical layers of English for Border Policing, defined its typical oral and written genres and settings. I established that, with the help of the CEFR level descriptions, the relevant FRONTEX professional training requirements, based on the analysis of the texts available and my own observations, the Specific Purpose English language competences needed for international border policing cooperation (involving the skills needed for communicating with passengers/irregular migrants) can be described, and, based on my research, I defined them. Using the aspects of applied conversation analysis, I explored the connections between the external context of oral language use and the character of professional tasks and the English language competences needed when carrying them out.

In Chapter 5 I classified the conclusions drawn from the various fields of the research according to the elements of the (ESP) learning/teaching process. By analysing, selecting and applying up-to-date educational models and methods (also applicable in language teaching), by using international and Hungarian good practices, based on the findings of the research listed above I created an ESP programme also involving the teaching methodology of English for Border Policing. The two courses, designed for those having (near) B1 and B2 level of English utilizes the opportunity of self-study provided by the English learning tools already published by FRONTEX and the ones that will be available in a few years.

New scientific findings

Based on the examination of the hypotheses, on the fulfilled aims of the research and on the summary of its findings I offer the following new scientific findings to be accepted:

1. Through analysis and evaluation, I proved that at most institutions conducting border policing training in the EU and in Hungary, ESP subjects including Police English and English for Border Policing are taught, mainly at B1 and B2 levels. Through analysis and evaluation I defined the languages spoken by the staff of the Hungarian Police carrying out border policing tasks and the level of their foreign language competences. Through analysis and evaluation I proved that General, B1 level of English is not sufficient for efficient professional communication during international cooperation.
2. Through analysis and evaluation from the aspect of language usage, I proved that the Hungarian staff involved in international border policing cooperation activities mainly need English language competences but the knowledge of the languages of the neighbouring countries is also important. Based on the methodology and the results of linguistics, language pedagogy and needs analysis and through the comparison, analysis and evaluation of English professional communication during international border policing cooperation activities, I defined the details of communicative competences to be developed to master English for Border Policing at B1 and B2 levels.
3. Based on the conclusions drawn from the research, I defined the methodology relevant for the teaching of English for Border Policing and an up-to-date, scientifically based programme for its acquisition at B1 and B2 levels.

The application potentials of the research findings, recommendations

The findings of the present investigation can be used in further research concerning the fields of linguistics, language pedagogy and law enforcement training, as well as in the development of the foreign languages training strategy of the border policing branch of service of the Hungarian Police, thus in the training of border policing experts.

The defined B1 and B2 level ESP competences needed for the border guards' everyday activities and for international border policing cooperation, the presented methodology and educational programme can be directly applied in training courses in Hungary, can be adapted to border guards' training in other countries and can contribute to the unification of the training in English for Border Policing in the EU. The defined ESP competences can be used for the development of courses in English for various law enforcement areas or in other languages for Border Policing, for example those of the neighbouring countries.

I think that one of the main tasks of the present PhD dissertation was to identify the fields related to its multidisciplinary subject matter and to throw light on the prospective directions of further investigations. I have summed up my recommendations and proposals as follows:

1. First of all, more detailed linguistic research based on oral speech acts recorded in typical situations and on written texts is needed so that the genres and layers of communication in English for Border Policing, the required competences at various proficiency levels can be defined more precisely.
2. It is also urgent to start the comparative linguistic analysis of Hungarian and English texts in the field of border policing, the research aiming at the naturalisation of the EU terminology and the standardisation of the Hungarian terms. A professionally and linguistically validated, special dictionary would be essential to help border policing work, even if there are still no lexicographic projects helping standardisation in this field, launched by FRONTEX, which would be badly needed.
3. An enhanced, conscious standardisation of teaching English for Border Policing would be needed in the EU. In order to obtain more precise data of the present situation, under suitable conditions, the research described in Chapter 2 should be extended to countries and institutions that failed to respond in 2014. With FRONTEX as a coordinator, having

this information, adapting good practices, a common curriculum in English for Border Policing, similar to the CCC should be developed at B1 and B2 levels to help harmonisation. This could be a basis of common learning material, textbooks and e-learning study aids that would include the content not covered in the FRONTEX e-learning and online tools. In the long run, it would be practical to develop a unified language examination and requirement system in this specific language, similar to NATO STANAG.

4. Since its establishment, FRONTEX has been coordinating numerous projects that directly or indirectly facilitate the development and standardisation of border policing experts' English skills. Using good practices, their palette could be expanded and the collected content should be made accessible for a wider range of border guards on the internet. CEPOL has been operating its LMS to provide autonomous learning opportunities on various law enforcement topics and organising webinars to convey the latest methodology and achievements for several years. The very efficient Virtual Aula was expanded in 2015 and has an LMS, so the necessary technical background is available in FRONTEX, too. In 2016 the first webinar took place (in English). Such development of professional learning material, available in English could be a priority area in the cooperation between FRONTEX and CEPOL.
5. It would be important for teachers of English for Border Policing in the EU member states to have the opportunity to meet annually, to get further training in English for Border Policing and methodology, to exchange experience and good practices and to keep in touch via the Forum of the above mentioned LMS.
6. The harmonisation of education and ESP training provides favourable conditions for students' and trainers' mobility, too. Opportunities offered by EU exchange programmes (e.g. Erasmus+) could be used more efficiently by border policing higher education institutions. It would be useful to increase the number of students and teachers involved in similar exchange programmes organised by FRONTEX (and CEPOL). A mobility programme for students and teachers of EU border policing training institutions (not only for Partner Academies) would help develop ESP competences, enhance the motivation to learn English, and could result in more efficient international border policing cooperation.
7. It should be defined as a medium and long-term objective in the Professional Strategy Programme for the border policing branch of service of the Hungarian Police that the members of the staff potentially involved in international border policing activities who do not speak English or the language of the relevant neighbouring country should acquire

(near) B1 level foreign language skills. Those already having this level of competences should develop their skills to get to (near) B2 level. In the long term, the majority of the staff carrying out duties at the external border would need to have B2 level knowledge of the above mentioned languages. It is also reasonable that the languages of the largest migrant groups that reach Hungary are taught for as many of the border guard staff as possible, at least at a level sufficient to conduct basic communication before an interpreter arrives.

8. Within a Human Resources Management Strategy, the concept of foreign language training for the border policing branch of service of the Hungarian Police should be elaborated in detail, broken down to regional and local levels. The first step in this process should be the assessment of the situation, which could use the information gained from the survey presented in Chapter 3 and the details of the input factors of the potential English for Border Policing courses in Hungary discussed in Chapter 5. To obtain more precise data, the research could be supplemented by further aspects.
9. Targeted foreign language competences should be defined on the basis of the activities for which they are needed. Therefore, the main profile of the planned language courses should be English for Border Policing. Thus, because of the limited number of communicative situations and functions, the learning material could be more focussed, smaller in size than in the case of General English courses, which could result in increasing time efficiency.
10. The launch of the language courses should be preceded by measures in HR management to ensure staff motivation and provide the necessary conditions for language learning. The minimum foreign language competence requirements and the higher level ones functioning as criteria for involvement in international border policing activities (which would mean a higher stage in career development) should be defined in the planned police career model. Contrary to the present practice, foreign language skills should not be proved by a certificate of an accredited language exam but – similarly to the EBGT teams' admittance test – in practice or by a document certifying the accomplishment of a course in English (or other languages) for Border Policing.
11. The present practice, according to which, due to the labour drain effect of remote places of residence, the staff needed for border control are mainly recruited from local inhabitants, will not change in the future. Therefore the majority of the new staff will mainly be holders of secondary education certificates and will have general, basic level language skills. They will need to develop their language competences by doing in-service training.

12. The institutions conducting basic and mid-level border policing training have an important role in teaching English for Border Policing, but, by increasing the weekly number of lessons, the efficiency of training could be significantly improved. (For efficient language teaching the minimum required number of lessons per week – with an average of 10-15 students per group – is eight. With fewer lessons it is difficult even to maintain a certain level of proficiency.) This would also contribute to raising the average English proficiency, so that the dominant level in law enforcement secondary schools will be a definite B1-B2 and B2 in higher education institutions.
13. To make teaching English for Border Policing more efficient at the Faculty of Law Enforcement of the National University of Public Service it would be essential to increase the number of English teachers who know this special language very well. Thus students whose English is lower than intermediate or only basic could also learn English for Border Policing, after an intensive phase of developing general English skills, in groups smaller than at present, perhaps at courses with higher numbers of lessons. When compiling the curriculum of this language for specific purposes, we should rely more on the learning tools created by FRONTEX and the requirements of the professional organisations concerned, and should involve colleagues from the Border Policing Department, although cooperation between them and the Language Training Centre is already efficient. The human resources and organisational framework of the Hungarian border policing training institutions (especially the Faculty of Law Enforcement and the Border Policing Training Base in Szeged) could be used to launch intensive in-service ESP courses.
14. Based on the interviews with Hungarian border guards and the survey presented in Chapter 3, it can be concluded that the main obstacle hindering in-service language learning is that the staff have too much workload. If developing their foreign language skills is really considered a priority, the staff should be able to use the minimum 40 minutes' autonomous training per shift (indicated in the above mentioned Concept of recruiting, training and career development system of the border policing branch of service) also to improve their foreign language competences, and a certain number of staff (defined according to local requirements) should continually be attending language courses. If applying the educational programme presented in the dissertation (Chapter 5), which involves both in-class and individual learning phases, the students would need to be away from work for a shorter time than if trained at a traditional intensive language course. Partial exemption

- from daily tasks, however, is needed, because learning a foreign language is one of the most complex mental processes, requiring focussing and very high levels of concentration.
15. Foreign language training that concerns the larger part of the staff of the border policing branch of service of the Hungarian Police should be funded from central resources and organised in a decentralised form, using a differentiated approach, based on the knowledge of the local circumstances. Thus at the service locations they should examine and define the positions which, because of the involvement in international border policing activities, require foreign language competences and their levels, the languages to be taught, the motivation of staff, the factors facilitating and hindering language training. The form, tools, content of and the support for the specific training courses should be selected according to local experience. Good practices of locally organised courses and the experience of the numerous efficient language courses conducted before Hungary's accession to the Schengen area should also be used.
 16. The preparation of the selected staff for interpreting and translating tasks during Schengen evaluation visits and similar events, their continuous training, having at least one session per year should be part of the training in English for Border Policing of the branch of service of the Hungarian Police.
 17. Specific training for the prospective teachers of English for Border Policing courses should be started. First and foremost, the teachers with relevant experience should prepare their colleagues for the new tasks (at local, regional and central level) at short training courses, which would include the showcasing of available teaching material and exchange of efficient teaching methods and techniques. After the English for Border Policing courses have been launched, the teachers conducting them should be given the opportunity to exchange their experience and update their border policing knowledge at annual conferences.
 18. The demand for autonomous language learning was manifested in the survey presented in Chapter 3. The development of learning material useable with electronic and ubiquitous devices, informing students of the ones published and being developed by FRONTEX as well as of the relevant (CEPOL and FRONTEX) webpages and webinars, via the intranet, for example, is of utmost importance.

List of the Author's Publications

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3. A webinárium helye az elektronikus tanulási környezetben, alkalmazásának lehetőségei a rendészeti képzésben
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5. The principles of modern language teaching represented in an EU training tool for border guards I.
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10. Drink Driving
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11. Shoplifting
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Crime on Video: Angol szaknyelvi gyakorlatok. Budapest: Rejtjel Kiadó, 1999. pp. 42-51.
13. Crime prevention
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20. *Crime and Justice Student's book 3*
Budapest: Rendőrtiszti Főiskola, 2011. 94 p. ISBN:978-963-9543-84-3
21. *Crime and Justice Teacher's book*
Budapest: Rendőrtiszti Főiskola, 2011. 104 p. ISBN:978-963-9543-85-0
22. *Traffic Policing*
Budapest: Nemzeti Közszerológati Egyetem, 2013. 48 p. ISBN:978-615-5305-27-6
23. *Migration and Asylum*
Budapest: Nemzeti Közszerológati Egyetem, 2014. 141 p. ISBN:978-615-5491-86-3

Presentations at scientific conferences

24. Using multimedia material in teaching Technical English at the Hungarian Police College
Innovative Methods for Teaching Languages.
Tallinn, Estonia, 15.03.2012.
Tallinn: Sisekaitseakadeemia
25. English for Law Enforcement
English Language Online Learning Module (webinar).
CEPOL, Bramshill, United Kingdom, 22.08.2013.
26. Egységes tendenciák a határrendészeti szakemberek angol szaknyelvi oktatásában az EU-tagországokban
Rendészeti Ágazat Doktoranduszainak VI. Országos Fóruma
Budapest, Hungary, 20.11.2014.
Budapest: Faculty of Law Enforcement, National University of Public Service

Curriculum Vitae

Positions, work experience:

- 1985- Department of Foreign Languages, Police College,
Language Training Centre, Faculty of Law Enforcement,
National University of Public Service (since 2012)

Main activities and responsibilities:

- teaching General English and English for Specific Purposes (law enforcement, police, border guarding)
- compiling curricula in ESP
- conducting general English and ESP language exams as an assessor
- compiling ESP textbooks for police officers, border guards and immigration officers
- development of an ESP language examination system
- translation, interpreting (in law enforcement context)
- teaching Russian

Training and Education:

- 1980-1985 Faculty of Arts, Eötvös Loránd University (ELTE), Budapest, Hungary
1985 MA in English Language and Literature,
MA in Russian Language and Literature
- 2008-2010 Faculty of Economics and Social Sciences, Szent István University,
Gödöllő, Hungary
2010 certificate: English-Hungarian, Hungarian-English translator
- 2012-2015 Doctoral School of Military Sciences, National University of Public
Service
2015 final (pre-degree) certificate

Further training:

- 2000 Garda Síochána College, Templemore, Ireland:
Operational Language Skills Course
- 2001 Centre for Advanced Language Learning, Budapest, Hungary
Basic Training for Assessors (English)
- 2007 CEPOL Bramshill, UK,
Seminar for English Language Teachers

Foreign languages:

English: Advanced
Russian: Advanced

International activities:

- 2008 FRONTEX
Translating the Common Core Curriculum (EU Border Guard Basic Training) into Hungarian
- 2008-2010 CEPOL
Developing an e-learning ICT Tool in English for police officers
- 2015- FRONTEX
Participation in the development of the on-line course *English for Border Guards*
- 2015 CEPOL European Police Exchange Programme

Membership

- 2013- National Association of the Doctoral Candidates of the Law Enforcement Branch
- 2016- Border Policing Section, Hungarian Association of Police Science