
E-LEARNING MODULE FOR TRAFFIC POLICE TO DEVELOP THE ENGLISH LANGUAGE

Petra Ferencíková*

* Academy of the Police Force
Sklabinská 1, 831 06 Bratislava, Slovakia
E.mail: petra.ferencikova@minv.sk

Annotation. The article deals with an e-learning research task of the Department of Foreign Languages at the Academy of the Police Force in Bratislava, Slovakia. A partial aim of the research project – “*Language Modules for Some Selected Services of the Police Force*” was to develop an e-learning material for traffic police officers in Slovakia – “*The English Language – Traffic Police*”. The author presents a needs analysis and a final survey conducted in Slovakia and the Czech Republic. The research methods were used to find out important information about the students and the police officers involved in the research, particularly about the level of their language competence, motivation and importance to learn a foreign language and about language learning methods and materials that they had experience of and about their satisfaction in relation to the new English language module for traffic police. The author shares her experience with developing the module and offers some examples of the activities included in the e-learning module.

Keywords: the English language, traffic police, e-learning, ESP

INTRODUCTION

A good command of a foreign language is a must in today’s multicultural Europe. Communicating in a foreign language is considered as a key competence of all EU citizens. Recommendation 2006/962/EC on key competences for lifelong learning specifies that EU citizens should “*be able to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.*” The EU language policy promotes a linguistic diversity. Multilingualism is a part of European citizenship and languages are an integral part of the European identity. Except from being able to communicate in a mother tongue, one should master two other languages (“*Fact Sheets on the European Union: Language Policy*”).

Slovak citizens are expected to be able to communicate in a foreign language as well. Foreign language proficiency has become a very urgent issue recently due to *Slovakia’s Presidency* of the Council of the European Union. Slovakia constitutes the presidency trio along with the Netherlands and Malta. It brings responsibility to manage the activities of the Council. Slovakia assumed the presidency for the first time on 1 July 2016, and it was held until 31 December 2016. The next day – according to rotating system – Malta opened the Maltese EU presidency (until 30 June 2017).

According to the “Národný program vzdelávania”¹, skills training in the English language as well as the language training itself were two out of four primary areas² on which education and training of public servants was focused in relation to our presidency. There was an increased interest in enhancing language competence, particularly in the English language. The demand for language courses specialising in English for Specific Purposes (ESP) was quite high. Considerable time, energy and resources³ were invested in language training in order for state administration to be well prepared for the presidency.

Police officers being in the front line of public order situations, directing traffic, providing guidance or advice to citizens, tourists or simply visitors to their country need to be well prepared to react not only in their mother tongue, but in a foreign language as well. To be able to master a foreign language, continual possibilities to develop it are necessary. According to the Charter of Fundamental Rights of the EU “*Everyone has the right to education and to have access to vocational and continuing training*”. Constant language training of officers in the field of their profession makes them more professional, raises the credit of the police force and the trust of the public.

In spite of the necessity of continuing language training, we, teachers at the Department of Foreign Languages at the Academy of the Police Force in Bratislava, received some complaints from Slovak police officers working in the frontline policing. They would complain about the lack of possibilities to develop their communicative competence in foreign languages. To better understand the situation, the international scientific research project “*Language Modules for Some Selected Services of the Police Force*” was launched with the aim to design e-learning materials available on the intranet of the Ministry of Interior of the Slovak Republic. On the basis of conducted needs analysis, the e-learning modules focusing on the English and the German language for specific purposes accessible to all the officers were designed and a dictionary and a textbook were published. The practical outputs of the research comprise four e-learning modules: 1 *The English Language – Traffic Police*, 2 *The English Language – Public Order Police*, 3 *Basic English for Air and Maritime Crews*, 4 *The German Language – Traffic Police, Riot Police, Investigation* as well as a university textbook – *Deutsch im Beruf – Polizei*

¹ Translation: National Training Programme of Public Servants for the Needs of the Presidency of the Slovak Republic in the Council of the EU.

² The other two areas of training were: institutional and procedural training and specific sectoral training.

³ According to the press release “*Rezort diplomacie dá státisíce eur na jazykové kurzy pre úradníkov.*“, the budget approved for language training by the Ministry of Foreign and European Affairs of the Slovak Republic was 660 000 Euro (exclusive of VAT).

and a terminological dictionary – *Slovak-English and English-Slovak Dictionary for Traffic and Public Order Police* –, but also journal articles and conference contributions.

The main objective of the international scientific research project was to design and pilot complex e-learning language modules for the following police services: traffic police, public order police, border and alien police and investigation. The aim of the tailor-made e-modules was to benefit to the enhancement of English or German specific language competences of police officers. The modules were based on the analysis of language training provided to police officers in the Slovak Republic, the Czech Republic and Hungary and on the requirements of participating EU member states and the Frontex Agency. The modules comprise learning materials focusing on language for specific purposes, developed according to the needs analysis.

One of the **partial objectives** to be focused on in this paper was to design and pilot the e-module: **The English Language – Traffic Police**.

The **objects of the partial research** were members of the police services and students of two police schools in Slovakia⁴ and one in the Czech Republic⁵.

To achieve the partial objectives, the following tasks were defined:

1. to collect and analyse the data on the current state-of-affairs of foreign language courses provided to police officers in the Slovak Republic and the Czech Republic,
2. to identify good practice and knowledge, applying efficient methods, techniques and tools used in teaching and learning foreign language for specific purposes,
3. to generalize the gained knowledge and experience in the form of the e-learning language modules for learning English,
4. by using the Hot Potatoes software, to design B2-level e-learning modules for traffic police services,
5. to pilot the e-learning material at police schools.

Methodology of the Research. We applied theoretical as well as empirical research methods to find out important information about the students and police officers involved in the research, particularly about the level of their language competence, motivation and importance to learn a foreign language and about language learning methods and materials that they had experience of. In order to process, analyse and interpret the information and the

⁴ The Academy of the Police Force in Bratislava, the Secondary Vocational Police School in Bratislava.

⁵ The Higher Police School and Secondary Police School of the Ministry of Interior in Prague.

collected material we used classification and causal analysis, content analysis of texts, selection, comparison, deduction, induction and generalization.

FOREIGN LANGUAGE TEACHING TODAY

At present, foreign language teaching is based on the Communicative Approach (CA) or Communicative Language Teaching (CLT). The approach emerged in the early 1980's after Dell Hymes published his work "On Communicative Competence". It was a period known as the age of methods due to the fact that new methods would come out and disappear very quickly.

The theoretical concept of the approach is built on the term *communicative competence*⁶. Up to now the approach has lacked commonly agreed principles or practices. Richards (p. 22) mentions that "*communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on.*"

Regarding prognoses in English language teaching (ELT) most scholars⁷ see the future in on-line courses and in using more specialized ELT materials produced for the needs of ESP.

ESP teaching is an area of ELT which dates back to early 1960's. Since there was no universally accepted definition of ESP in 1998, Dudley-Evans and St. John (p. 4-5) introduced both absolute and variable characteristics of ESP.

Absolute characteristics include:

- a) ESP is designed to meet specific needs of the learner.
- b) ESP makes use of the underlying methodology and activities of the disciplines that it serves.
- c) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics are as follows:

- a) ESP may be related to or designed for specific disciplines.
- b) ESP may use, in specific teaching situations, a different methodology from that of General English.

⁶ The term communicative competence: the ability to use the language to communicate. Canale and Swain (p. 27-31) distinguish four components of communicative competence: grammatical, sociolinguistic, discourse and strategic.

⁷ See Lynch ("Predictions of Trends"), Roberts (par. 6-9).

c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however be designed for learners at secondary school level.

d) ESP is generally designed for intermediate or advanced students.

e) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

According to Lynch (“Prediction of Trend”, “Past Trends”), the CA has already had its heydays and currently the elements of Computer-Assisted Language Learning (CALL) are at their growth. In his opinion there will be expansion of continued virtual education. CALL represents side of e-learning. The e-learning Švec (p. 101) defines the term e-learning as electronic learning supported by an intranet or the internet. Apart from that, Holická (p. 53) includes also audio or video conferences, on-line chats, CD-ROMs and other audio-visual means and electronic media as part of the e-learning process.

A NEEDS ANALYSIS

Before launching the research, a needs analysis was conducted in the form of a survey. Closed questions were employed to acquire information concerning the mother tongue and the foreign language of the respondents. Data on the length of their foreign language learning and their language level were collected, too. The need analysis concentrated on the possibilities of the learners in connection with language learning, on their current possibilities to attend language training courses focusing on language for specific purposes and on their opportunities to use the acquired language skills in face-to-face, telephone, written or professional communication with a native speaker or a foreigner and to the area of language proficiency they needed to develop.

The survey was distributed to students of three police schools in Slovakia⁸ and the Czech Republic⁹. The **research sample** consisted of full-time and part-time students. We received 1,169 answers from the respondents (1,053 from Slovakia, 116 from the Czech Republic). Most respondents were police officers and civilian students. The sample consisted of 46.1 % of full-time students and 53.9 % of part-time students. Table 1 shows exact numbers according to the countries.

⁸ The Academy of the Police Force in Bratislava, the Secondary Vocational Police School in Bratislava

⁹ The Higher Police School and Secondary Police School of the Ministry of Interior in Prague

Table 1 The number of respondents according to the countries

	SK		CZ		TOTAL	
	No.	%	No.	%	No.	%
civilian students	369	28.0 %	2	2 %	371	31.7 %
public administration employees	47	3.6 %	24	1.8 %	71	6.1 %
police officers	637	68.4 %	89	96.2 %	726	62.1 %
TOTAL	1053		115		1169	

In accordance with the needs analysis, 73 % of all the respondents use a foreign language at work. We can see a close connection between a need and want to learn a foreign language among adult learners. This fact is demonstrated by the question concerning the level of a respondent's interest to develop his/her language competence. On overall, most respondents gave positive answers. All respondents from the Czech Republic and 88.8 % from Slovakia were interested in the improvement of their foreign language skills.

The needs analysis revealed that only 37 % of the Slovak respondents had attended a language course focusing on language for specific purposes in an institution different than a police school. The Czech respondents had more opportunities. Half of them underwent language training.

According to the survey the respondents considered written communication and then reading comprehension as their least developed skills. Most of them assessed their language skills to be at B-level (SK 49 %, CZ 51 %) in accordance with the Common European Framework for Languages (CEFR). The rest of them assessed their language skills to be at A-level (SK 34 %, CZ 38,8 %) and C-level (SK 17 %, CZ 10 %).¹⁰

Table 2 Learning materials used by the respondents

	SK	CZ
textbook	96 %	97.4 %
CD	0.7 %	0.9 %
internet	3.4 %	1.7 %

The results concerning the learners' experience with the learning material showed that the traditional material – a textbook – was used most often. Surprisingly, only a very small number of the respondents had some experience with multimedia learning or the Internet. Table 2 shows the results.

¹⁰According to the CEFR: A-level – basic user, B-level – independent user, C-level – proficient user.

When measuring the respondents' preferences concerning their way of learning, we discovered that they preferred a language course taught by a teacher (SK 51.4 %, CZ 73.3 %) to a traditional self-study on the basis of a textbook (SK 39.9 %, CZ 25 %), a CD (SK 1.4 %, CZ 0 %), watching films in a foreign language (SK 6.8 %, CZ 1.7 %) and some on-line courses (SK 0.5 %, CZ 0 %). On the one hand, hardly anybody expressed any preferences for using on-line courses when learning a foreign language. On the other hand, when answering a similar question on their attitude (whether they would welcome access to an on-line learning material focusing on language for specific purposes), the majority of them (SK 91.8 %, CZ 94.8 %) gave positive answers. We suppose it is due to the fact that the majority of the respondents have problems to find suitable language learning materials on the Internet themselves. But when offered a complex "pack", they are more willing to use it so as to benefit from it.

The analysis of the survey provided us with valuable data which we took into account and prompted us to design a self-study e-learning module: *The English Language – Traffic Police*.

The module was developed in the following stages:

- 1 conducting literary research and collecting the material,
- 2 sorting the material, checking the relevance of the collected terminology and model sentences,
- 3 translating the terminology and the model sentences into the English language and having the corpus proofread by an English native speaker,
- 4 adapting texts for reading comprehension,
- 5 elaborating exercises in the Hot Potatoes software,
- 6 recording audiotexts, the vocabulary and the model sentences,
- 7 piloting at police schools,
- 8 editing according to the recommendations and the comments received from the users,
- 9 selecting suitable pictures for the layout,
- 8 launching the e-module on the intranet website.

Designing an e-module focusing on the ESP is an interdisciplinary activity which requires participation of experts from several fields. Our working group consisted of 17 members. There were 9 lecturers of the English language from the Academy of the Police Force in Bratislava and the Secondary Vocational Police School in Bratislava, an English native speaker, an IT expert and 6 experts on frontline policing, particularly police officers working in the area of traffic police.

THE ENGLISH LANGUAGE – TRAFFIC POLICE

Since the aim of *The English Language – Traffic Police* module was to reflect Slovak officers' needs, the Slovak language was the source language of the texts, model sentences and vocabulary included in the module. The texts were adapted to B-level according to the CEFR. In order to guarantee authenticity and preciseness, the corpus was checked and edited by an English native speaker having wide experience in policing.

The structure of the module

The module offers four units: Traffic Rules, Accident, Road Check, Vehicle / Common Situations on the Road. They reflect everyday communication needs of traffic police officers. Each unit has the same structure – vocabulary, model sentences, reading / listening comprehension and exercises. In total, the module provides 645 terms (pieces of vocabulary), 247 model sentences, 35 reading comprehension texts, 12 audiotexts for listening comprehension and 136 exercises.

Vocabulary and model sentences

An active use of specialized vocabulary is a key element in acquiring communicative competence in the ESP and evaluating the language level. According to James Milton (p. 224), an approximate size of the vocabulary for general English B CEFR level users is 2750 – 3750 words.

Our units contain 645 terms and 247 model sentences. We provide precise, clear and frequently used terms. We consider the volume of the vocabulary just right for a B-level user since the aim of the module is to focus on specific vocabulary.

The vocabulary and the model sentences are presented in the alphabetical order. Each Every single expression or model sentence contains a listening option. The audio version was recorded by an English native speaker for the learners to drill the correct pronunciation. The users are offered with a search box to be able to find the terms quickly.



Dopravná polícia -- Nehoda -- Slovná zásoba

Inštrukcie **Kontrola** Nehoda Pravidlá Vozidlo Extra cvičenia Slovník Kontakt

Zobraz: 10 záznamov Hľadať:

	slovensky	anglicky
Slovná zásoba	automobilová nehoda	car accident
Frázy	bezvedomie	unconsciousness
Čítanie s porozumením	bočný vietor nehoda	side wind, crosswind
Cvičenia	brucho	abdomen
	chodec	pedestrian
	chodník	pavement
	chrbtica	spine, backbone
	dodávkové auto	delivery van, van
	dopravná nehoda	road traffic accident
	dopravná špička	rush hour

Záznamy 1 až 10 z celkom 152

Predchádzajúca 1 2 3 4 5 ... 16 Nasledujúca

Figure 1. An example showing the vocabulary



Dopravná polícia -- Kontrola -- Frázy

Inštrukcie **Kontrola** Nehoda Pravidlá Vozidlo Extra cvičenia Slovník Kontakt

Zobraz: 10 záznamov Hľadať:

	slovensky	anglicky
Frázy	Odstráňte svoje vozidlo z vozovky.	Get your vehicle off the road.
Čítanie s porozumením	Odstúpte od auta.	Step away from the car.
Cvičenia	Oprite sa o stenu!	Lean against the wall.
	Otočili ste sa na mieste, kde je to zakázané.	You have made a U-turn in a place where such a manoeuvre is forbidden
	Pneumatiky na vozidle nespĺňajú zákonem stanovené požiadavky.	The tyres on the vehicle do not meet legal requirements.
	Pokračovať v jazde s poškodenými pneumatikami je prísne zakázané.	It is absolutely forbidden to continue with damaged tyres.
	Policajti dostávajú správy cez vysielaciu.	Police officers receive messages over the radio.
	Položte kľúče od zapalovania na kapotu.	Put the ignition key on the bonnet.
	Položte ruky na volant.	Put your hands on the steering wheel.
	Použili ste mobilný telefón	You have been using a mobile phone.

Záznamy 21 až 30 z celkom 67

Predchádzajúca 1 2 3 4 5 6 7 Nasledujúca

Figure 2. An example showing model sentences

Reading / Listening Comprehension

An authentic text is an important source of the ESP improvement. It provides the terms in the context. In case of dialogues, learners can benefit from meaningful and authentic

communication in different styles. The text offers the learners an opportunity to come across and fix new terminology and helps them use it actively.

Some texts included in the module provide an audio version recorded by a native speaker for the learners to practice listening comprehension. The learners may choose to work with the text either in the form of reading comprehension or in the form of listening comprehension.

Dopravná polícia - Vozidlo/Bežné situácie na ceste
ČÍTANIE S POROZUMENÍM - Kvíz 2/7

Na základe informácií z textu rozhodnite, či sú všetky pravdivé (True), alebo nepravdivé (False).

<p style="text-align: center;">TRAFFIC CONGESTION IN BRATISLAVA 🗣️</p> <p style="font-size: x-small;">Everybody is on the move at rush hour, trying to get to their destination quickly. Driving in Bratislava at peak periods can easily raise your blood pressure! Heavy traffic, reduced to a crawl, encourages some to drive like racing drivers, a style which is often accompanied by the sound of car horns. Tom Nicholson once commented that here every drive into work during the morning rush hour is noisy with the 'statements' of other drivers - following too close, driving down the ambulance lane at the side of the highway, overtaking on the right, not signalling, not giving way and going way too fast. This morning routine is due to a small number of intolerant and aggressive drivers who, if they cannot overtake, drive bumper-to-bumper, occupying any space in front of them by accelerating and braking over and over again. In fact, the drivers who allow some space between themselves and other vehicles and drive at a slow constant speed make the tailback move a bit. They also save fuel, improve the air quality and make the city a better place to live. Another reasonable solution to traffic congestion is to change from using private cars to alternative means of transport. To encourage the use of public transport, the Bratislava Transport Company offers car drivers free use of all means of public transport - trams, buses and trolleybuses, during the "European week of mobility".</p>	<p style="text-align: right;">1/4 ⇌</p> <p style="text-align: right;">Show all questions</p> <p>Driving a car in a city can make you feel nervous.</p> <p>A. ? True</p> <p>B. ? False</p>
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Figure 3. An example of a reading / listening comprehension exercise

The exercises comprise interactive e-learning activities. Their aim is to practise the acquired vocabulary and model sentences. The vocabulary exercises were designed using four applications of the Hot Potatoes software – the JQuiz (quiz exercise), the JCross (crossword exercise), the JMatch (matching exercise), the JCloze (fill-in exercise). The model sentences offer one more application – the JMix (word order exercise). Although a designer can take advantage of only four or five applications if creative, a wide variety of exercises can be created.

The crossword, the fill-in and the word order exercises provide a “Hint” function. By clicking it, the user is provided with some help – the letters of the missing expression. But it is better not to use the function since it negatively influences the results (score). All exercises contain a “Check” function, too. It enables to check and see the results. For example: “Your score is 66 %. Some of your answers are incorrect. Incorrect answers have been left in place for you to change.” The user can correct the mistakes, but the results will still be negatively influenced. For example: “Correct! Well done. Your score is 93 %.”

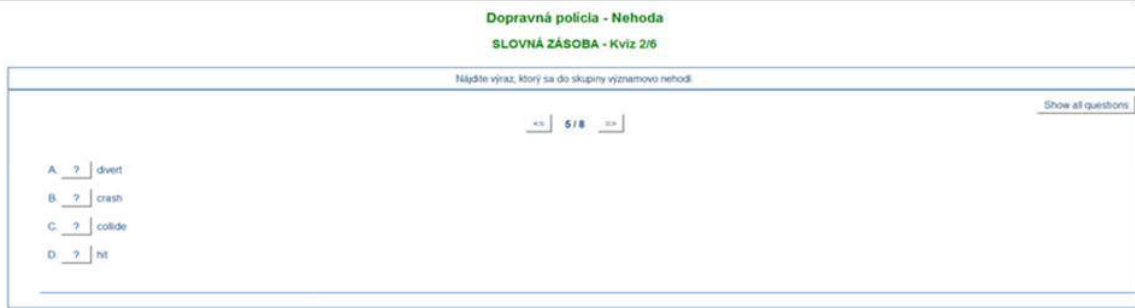


Figure 4. An example of a vocabulary quiz exercise with the instructions “odd one out”

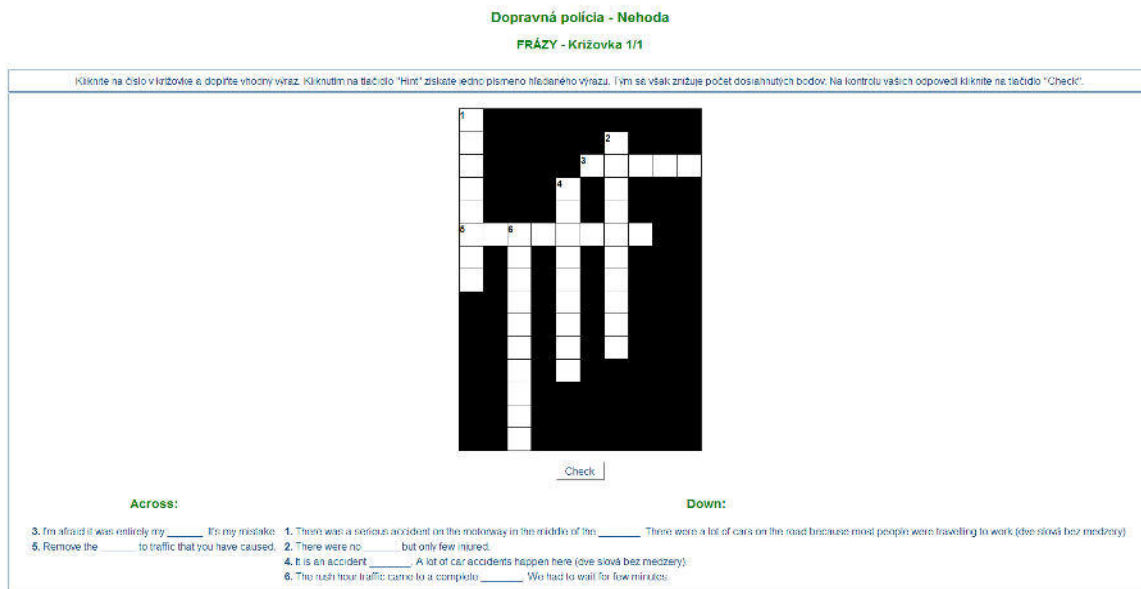


Figure 5. An example of a crossword fill-in exercise

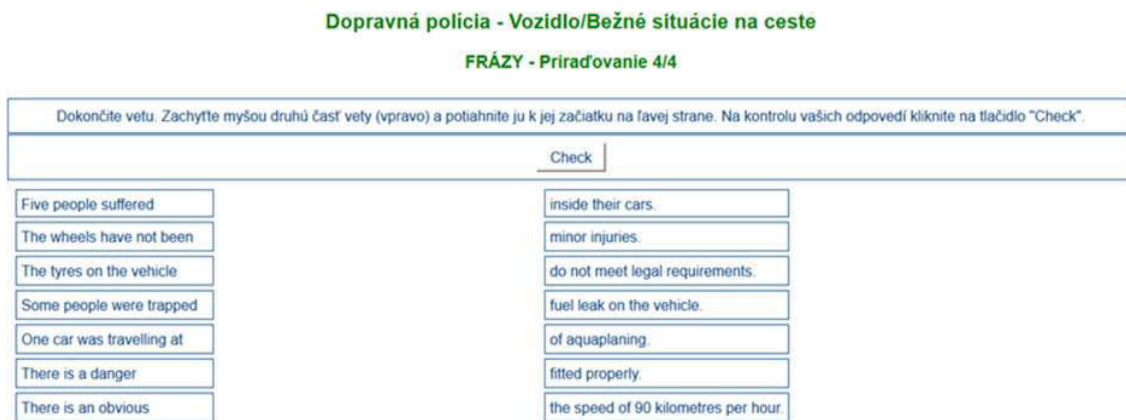


Figure 6. An example of a matching (drag and drop) exercise

After mastering the knowledge included in the four units, the user will be able to communicate on: collisions, accidents, injuries, first aid, speed limits, compulsory equipment, traffic rules, traffic jam, on-the-spot fine, traffic infractions, interrogation, common situations on the road, road safety, accident prevention, vehicles, roadside check, DUI spot check, and police check.

FINAL SURVEY

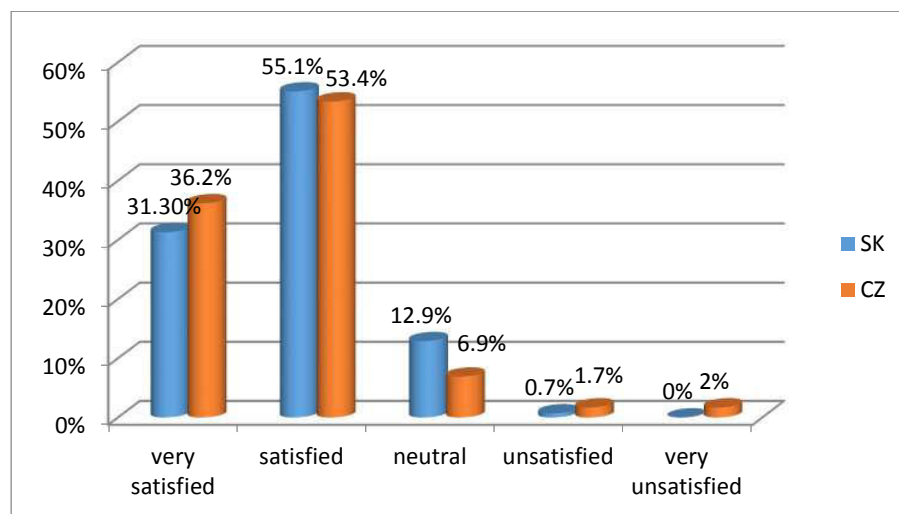
280 respondents (SK 140, CZ 140) answered the final survey on The English Language – Traffic Police. The number was reduced to the number of active module users. The survey contained 12 likert scale questions.

The analysis focuses on two statements:

- 1 I am satisfied with the selection and quantity of the vocabulary and the model sentences.
- 2 The e-learning module helped me develop my English in the area of traffic police.

I am satisfied with the selection and quantity of the vocabulary and the model sentences

87.3 % of the respondents stated to be satisfied with the selection and the quantity of the vocabulary and the model sentences. The units contain 645 terms and 247 model sentences, which were chosen to fit the B2-level. Although the units cannot comprise all traffic police terminology, the quantity is sufficient from the users' point as well (see the Graph 1)

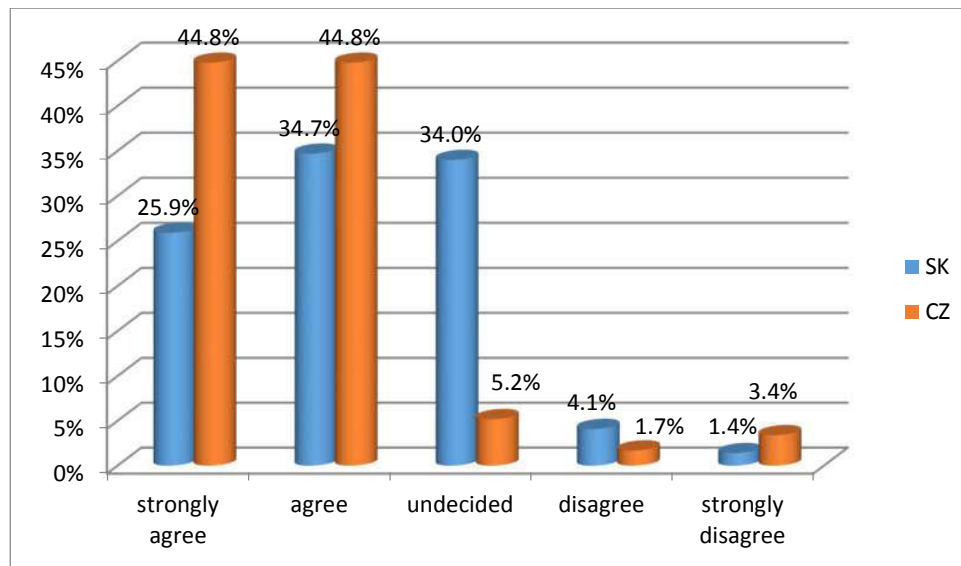


Graph 1. The results of the survey concerning selection and quantity

The e-learning module helped me develop my English in the area of traffic police.

68.8 % of the respondents declared that the e-learning module had helped them improve their English in the area of traffic police. We can state that we managed to satisfy their need to have an e-learning material for developing English in the area of traffic police.

We found surprising that although each exercise provides an instant check possibility, a large number of Slovak respondents find it difficult to evaluate their progress.



Graph 2 The results of the survey concerning the language development

CONCLUSION

The module reflects the attributes of an effective modern language teaching while focusing on the e-learning way of teaching foreign languages to police officers and responding to their real professional needs. The results concerning the module evaluation show that the e-learning material has a place in ESP teaching. Interactive technologies can help bring variety and a learner-centered material which can prompt learners' interest and motivation to develop their language competence. When effectively applied in accordance with a needs analysis it can be a very useful tool in the language development as well as in the independence development of the learner. Above all, the analysis of the application of the e-module and the evaluation of foreign language learning efficiency led to the formulation of some suggestions and recommendations: 1) to design higher level e-learning language modules, 2) to design more e-learning language modules focusing on some other areas of policing, 3) to give police officers

working in frontline policing space and time for their language development at police stations, 4) to provide researchers with a new software – Articulate, 4) to introduce an e-learning course as a part of foreign language classes at the Academy of the Police Force in Bratislava.

In April 2016, the research team from the Academy of the Police Force in Bratislava received the European Language Label Award for the research project “*Language Modules for Some Selected Services of the Police Force*”.

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E-MOKYMOŠI MODULIS, SKIRTAS TRANSPORTO KONTROLĖS POLICIJOS PAREIGŪNŲ ANGLŲ KALBOS ĮGŪDŽIAMS TOBULINTI

Petra Ferenčíková*

Policijos akademija, Bratislava, Slovakija

Santrauka

Straipsnyje atkreipiamas dėmesys į gero kalbos mokėjimo svarbą šiuolaikinėje daugiakultūroje Europoje. Pabrėžiama, kad nors bendravimas užsienio kalba yra viena iš svarbiausių ES piliečių kompetencijų, vis dėlto Slovakijos policijos pareigūnams dar trūksta atitinkamų kompetencijų bendrauti užsienio kalbomis. Pareigūnai turi būti pasiruošę reaguoti ne tik gimtąja kalba, bet ir užsienio kalba taip pat, turint omenyje tą aplinkybę, kad jie gali atsidurti įvairiose viešosios tvarkos situacijose, jiems gali tekti reguliuoti transporto eismą, vadovauti ar teikti pasiūlymus piliečiams, turistams ar į šalį atvykusiems asmenims.

Kad situacija būtų aiškesnė, Slovakijos policijos akademijos iniciatyva realizuotas tarptautinis mokslinis projektas *Kalbos moduliai, skirti tam tikroms policijos pajėgų tarnyboms*. Jo tikslas sukurti e-mokymosi šaltinius, prieinamus Slovakijos Respublikos vidaus reikalų ministerijos intranete.

Pagrindinis tarptautinio mokslinio projekto tikslas sukurti ir vadovauti kompleksiniams elektroninio kalbų mokymosi moduliams, skirtiems šioms policijos tarnyboms: kelių policijai, viešosios tvarkos pareigūnams, pasienio tarnybai ir kitoms institucijoms bei tyrimams.

Pagrindinis straipsnio tikslas aprašyti tyrimo objektą – kaip sukurti e-modulį ir jam vadovauti pagal schemą Anglų kalba – Kelių policija. Išsikeltą uždavinį padėjo pasiekti policijos pareigūnai ir dviejų Slovakijos policijos mokyklų (Bratislavos policijos akademijos, Bratislavos vidurinės šauktnių

polycijos mokyklos) bei vienos Čekijos Respublikos mokyklos (Aukštesniosios bei vidurinės polycijos mokyklos prie Vidaus reikalų ministerijos Prahoje) studentai.

Autorė taikė teorinius ir empirinius tyrimo metodus, siekdama nustatyti svarbius faktus, susijusius su tyrimu dalyvaujančiais studentais ir pareigūnais. Ypač svarbu buvo kalbos mokėjimo lygis, motyvacija, užsienio kalbos mokymosi poreikis. Be to, atkreiptas dėmesys į tai, kokius mokymosi metodus studentai ir pareigūnai yra išbandę ir kokiomis mokymosi priemonėmis naudojosi. Atsižvelgta ir į tai, ar naujasis anglų kalbos modulis kelių polycijai patenkino jų lūkesčius.

Atlikus poreikių analizę, buvo sukomplektuota e-mokymosi medžiaga Slovakijos kelių polycijos pareigūnams pagal schemą – *Anglų kalba – Kelių polycija*.

Straipsnio teorinė dalis apima komunikacinį aspektą, e-mokymąsi ir ESP.

Praktinėje dalyje pristatoma e-mokymosi medžiaga: *Anglų kalba – Kelių polycija*. Modulis apima keturis skyrius: Eismo taisyklės, Nelaimingi atsitikimai, Kelių kontrolė, Transporto priemonių / Bendrosios situacijos kelyje. Šie skyriai atspindi kelių polycijos pareigūnų kasdieninės komunikacijos poreikius. Visų skyrių struktūra vienoda – žodynėlis, pavyzdiniai sakiniai, skaitymo / klausymo užduotys ir pratimai. Iš viso modulyje pateikiami 645 terminai (žodyno vienetai), 247 pavyzdiniai sakiniai, 35 skaitymui skirti tekstai, 12 tekstų, skirtų klausyti, ir 136 pratimai.

Autorė pateikė tokius patarimus ir rekomendacijas remdamasi praktiniu e-modulio taikymu ir užsienio kalbos mokymosi efektyvumo įvertinimu: 1) sukurti aukštesnio lygio kalbos e-mokymosi modulius, 2) sukurti daugiau kalbos e-mokymosi modulių, skirtų įvairesnėms polycijos institucijoms, 3) suteikti pirminės grandies pareigūnams erdvės ir laiko kalbos įgūdžiams tobulinti polycijos nuovadose, 4) aprūpinti tyrėjus nauja programine įranga – Articulate, 4) Bratislavos polycijos akademijoje pradėti dėstyti e-mokymosi kursą kaip integralią užsienio kalbos paskaitų dalį.

Pagrindinės sąvokos: anglų kalba, kelių polycija, e-mokymasis, ESP

Petra Ferenčíková*, Bratislava Police Academy, Slovakia, Department of Foreign Languages, lecturer. Research interests: improvement of communication skills in English, ESP, e-learning, legal terminology in English and Slovak, preparation of methodological material.

Petra Ferenčíková* Bratislavos polycijos akademija, Slovakija, Užsienio kalbų katedra, lektorė. Moksliniai interesai: anglų kalbos komunikacinės kompetencijos tobulinimas, ESP, e-mokymasis, anglų ir slovakų teisinė terminologija, metodinės medžiagos rengimas.