ESP Task-Based Coursebook Development for Border Guards Training

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Abstract: In accordance with Ukrainian border guards' professional competences; they have to speak in English while performing border checks and border surveillance on the state border. Therefore the creation of an up-to-date ESP task-based coursebook for border guards was of vital importance to target their needs. The article reflects the key issues connected with the ESP coursebook "English without Borders" for border guards' development, and offers some guidelines and solutions. Such stages of the ESP coursebook creation as needs analysis, curriculum development, materials selection and coursebook design, coursebook evaluation have been analysed. The structure of the coursebook, the organizing principles of the coursebook, types of tasks, and finally the design of teacher's notes have been considered. The organization of units in line with the ESP task-based approach has been discussed. The ESP task-based coursebook for border guards training includes such units: "Socializing with colleagues and counterparts", "Checking travelers' documents", "Questioning a traveler", "Giving advice and recommendations to travelers", "Conducting a vehicle/train/vessel/aircraft search", "Detaining and interviewing irregular migrants", "Interacting effectively with international counterparts", "Participating in joint exercises and training". The information obtained from this paper could be of interest for coursebook writers, ESP curriculum designers, teaching material developers and foreign language teachers.

Keywords: *coursebook creation; border guards training; English for Specific Purposes; curriculum development; task-based learning.*

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1. Introduction

Nowadays an effort has been made to improve border guards' training in close cooperation with European law enforcement stakeholders and academic institutions. In its turn Ukraine has been making steps as to harmonize Ukrainian border guards training with European standards. Systematic, harmonized education and training in the field of border control and return is the way to develop a European border and coast guard culture with high professional and ethnic standards and common practices. The increasing complexity of the environment in which border and coast guards operate requires abilities to perform in different contexts, addressing new challenges, frequently in cooperation with foreign colleagues. So language skills are essential due to the specific nature of border and coast guards' duties. Border guard officers control the legal movement of people across the border. Besides, they guard the state border from the entry of irregular migrants and criminals (connected with human smuggling, drug trafficking, etc.), which makes their service duties complex and challenging.

The level of English of Ukrainian acting border guards is still low that's why in 2008 at the National Academy of the State Border Guard Service of Ukraine (NASBGSU) the intensive 3-month English language courses for acting officers were initiated in the framework of the International Technical Assistance Project: HUREMAS-2 with the assistance of the US Embassy and European Commission. The general goals of the course are as follows: to develop students' general and professional communicative foreign language competencies that will enable them to communicate efficaciously at a basic level on the job; to demonstrate sufficient level of English proficiency in communication with foreign travellers and counterparts; to build the confidence necessary to communicate with internationals and overcome communicative problems while performing service duties.

The aim of the study is to analyse the main stages in English for Specific Purposes (ESP) coursebook development, to share our experience as to the elaboration of competency-based curriculum for border guards and principles of materials selection. It is proved that task-based learning approach is the most advantageous in providing sufficient practice to students in the framework of ESP teaching. The first factor which motivated the authors to develop their own coursebook was the fact that no published material available on the market suited the needs of our students, class organization, and learning outcomes. Secondly, to achieve the general course

goals we needed an up-to-date ESP textbook designed for acting Ukrainian border guards' training.

2. Literature review

Nowadays as many years ago the coursebook remains the basis for studying any professional subject. Therefore many scholars have regarded the coursebook as an aspect of their research. The analysis of papers on the methodology of English for Specific Purposes proves that the problem of teaching professionally-oriented communication has been studied for many years (Hutchinson, Waters, 1987; Dudley-Evans, St. John, 1998; Day, Krzanowski, 2011). Gai (2017) explored construction of ESP teaching system in universities of science and engineering from different aspects of teaching (materials, methods, teacher training and evaluation, etc.) and recommended developing personalized ESP teaching materials to make English learning more efficient and interesting.

Border guards are taught ESP to use English in a specific professional communicative environment, so the research is based on the works in the field of teaching ESP and implementation of task-based methodology, summarized namely in works of P. Skehan (1996), D. Willis and J. Willis (2007), Nunan (2006). They worked out teaching methods which make a teaching process unconventional, and turn learning of materials into discovery of new knowledge and skills. Besides it should be mentioned that F. Klippel (1994) proposed communicative fluency activities for language teaching which may be efficient in teaching ESP to border guards.

A lot of works are devoted to the methodology, process and main issues of ESP coursebooks creation and their evaluation (Špiranec, 2016; Zohrabi, 2011). Lubina, Kulenović, Lumezi (2015) discussed the subject content of coursebooks used in ESP courses in order to satisfy the needs of the target learner. Richards (2007) studied coursebooks in the framework of curriculum development in language teaching, Docking (1994) described ESP course learning outcomes in terms of competences. Tomlinson (2010) focused on the principles and procedures of materials development. Howard and Major (2004) pointed out advantages and disadvantages of teacher-produced materials for teaching a foreign language and made guidelines for writing effective English language teaching material. Yong Chen (2015) researched needs analysis as the starting point and the most important step in designing an ESP course by means of which the target audience group and their needs should be well defined.

Many scientific works are devoted to the study of the border guards' training. The professional training of border guards with the use of modern informational-communication technologies was analyzed by Bloshchynskyi (2017). In the study of Žukova (2016) the analysis of ESP courses for border guards in Latvia, the topics covered within the courses and its training materials was carried out. Ukraine's external priorities for the European Union and NATO, as noted by O. Lahodynskyi and I. Semeniako (2018), clearly demand from future Ukrainian specialists not only a high level of professionalism, but also proper linguistic knowledge, skills and abilities in working with foreign counterparts. Such Ukrainian scholars (Balendr, Komarnytska, Bloshchynsky, 2018) researched Ukrainian border guards' foreign language training in the framework of European language standards. They described Border Guards' English proficiency requirements and the communicative learning methods tailored to the needs of Ukrainian border guards. The main attention in their study is focused on improving listening and speaking skills of border guards. Zhytska (2014) researched cadets training in higher military institutions for professional communication in English using task-based learning.

The above-mentioned studies reveal different aspects of ESP coursebook developing, modern teaching material creation, teaching ESP for different professions.

However the peculiarities of ESP task-based coursebook development for border guards training have not been revealed yet. We consider coursebook from a point of contemporary pedagogy as a basis for successful teaching and teachers' constant ability to improve lessons, find new approaches to teaching students, fostering cognitive interest and increasing the quality of students' knowledge. That's why it is important to develop a specialized coursebook for border guards in order to provide them with the effective source of forming English language competencies required for service on the border.

3. Materials and Methods

Four English teachers from the personnel of the English language department were motivated to develop the intensive 3-month English language courses for acting border guard officers at the National Academy of the SBGSU. 83 informants were surveyed. The course creation was administered by the English language expert from the USA. The product of their joint activity resulted in the preparation of the curriculum and the coursebook for border guards "English without Borders" in two levels. To

identify our future students' needs we have used such kinds of research instruments: face-to-face and written interviews of instructors of professional courses and acting border guard officers, questionnaires administered to SBGS administration, program sponsors, international liaison officers and counterparts, and English language instructors, tests of current students' proficiency level, site visits to international border crossing points, border guard training centers, temporary holding facilities to observe border guards at work, and job descriptions.

Yong Chen (2015) points out that needs analysis is of vital importance to design an ESP course on the stage of which the target audience group and their needs should be well defined. Based on such analysis a course curriculum is devised. Only then the material production can follow. In other words, the structure of the coursebook, the organizing principle of the book, selection of input texts, organization of tasks, and finally the design of tape script and teacher's notes need to be considered. Having analysed the modern materials and basic books in methodology of English as a Second Language (ESL) and ESP, curriculum development and contemporary communicative approaches, reviewing existing curricula and resource materials we created our own strategy of the research. We used "Curriculum Development in Language Teaching" (Jack C. Richards, 2007) as a guide for developing our own coursebooks. First of all we created our needs analysis informants list to define the categories of people who can give us necessary information, what should be discussed and what methods should be used. The sample of the Needs Analysis Informants List is shown in Table 1.

Table 1. Needs Analysis Informants List

Target group	Subject of research	Research method
1. Officers who will take the courses (future students)	Problems and Solutions, Priorities, Attitudes, Abilities	Questionnaire/Self-rating and follow-up interview (in person or telephone)
2. Select group of English Language Faculty	Problems and Solutions, Priorities, Attitudes, Abilities	Questionnaire/Meeting, Focus Group
3. NASBGSU Administration (Rector, Deputy Rector, etc.)	Problems and Solutions, Priorities	Questionnaire and follow-up meeting, if necessary
4. Border guard instructors of professional subjects	Problems and Solutions, Priorities	Questionnaire and follow-up with select group
5. IOM representatives	Problems and Solutions, Priorities	Questionnaire and follow-up interview, materials

6. Experts and English Teachers from other countries	Problems and Solutions, Priorities	Questionnaire, Letters, Materials
7. Acting border guard officers	Problems and Solutions, Priorities	Questionnaire, Follow-up Interviews, Observation, Language Samples, Materials
8. KYIV Administration of SBGSU	Problems and Solutions, Priorities	Questionnaire and follow-up meeting
9. FLETC representatives	Problems and Solutions, Priorities	Questionnaire, Materials
10. Working Group and English Language Department Instructors	Problems and Solutions, Priorities, Attitudes, Abilities	Questionnaire and follow-up meeting

Source: compiled by the author.

The language skills were defined and integrated according to questionnaires and other research methods mentioned above. Since we had never taught ESP to acting border guard officers, we wanted to define their needs and priorities. So, we worked out a questionnaire composed of two parts. The questions of the first part were focused on course content, where border guards were asked about the specific situations they need English on the border and skills they require. While the second part dealt with teaching approaches. It was aimed at getting information about border guards' opinions as for using traditional and contemporary teaching methods such as reading, translating and retelling professionally-oriented texts, learning grammar rules, using some Ukrainian at the lesson, pair work and role playing, etc. For both parts, we provided spaces for border guards to add more information. The questionnaire for border guards and their answers were laid in the basis of the course content and classroom methodology of the intensive English language courses for Ukrainian border guards. ESP courses are created for developing the specific professional and language competencies needed by particular learners for a particular purpose, and this purpose is always a professional purpose – a set of skills that learners currently need in their work (Day & Krzanowski, 2011:5). Therefore the topics comprised in the coursebook are connected with border guards' service duties and the situations are created especially for border guards to practice English and develop their professional competencies. Besides, speaking skills development takes priority over listening, reading and writing.

4. Results of Research

4.1. Curriculum development of English for specific purposes

Our next step was to select a curriculum framework. We wanted it to be communicative and strongly oriented on border guards' needs, so having analysed different types of communicative curricula we chose a competency-based curriculum which is based on a specification of the competencies students must improve in professionally-oriented situations and activities. Competence is a description of the essential skills, knowledge, and attitudes required for effective performance of particular tasks and activities (Richards, 2007: 159).

The aim statements of the course for border guards were defined on the basis of the information obtained during a needs analysis; the problem areas were identified as well. While developing ESP course aims and objectives, each problem area was examined and researched in order to understand what knowledge and skills each activity implies. The learning outcomes are described in terms of competences. Docking (1994) defines the relation between competencies and job. He describes job as a collection of units of competency, understanding a unit of competency as a task, a role, a function, or a learning module. Competences differ from students' objectives because they describe the students' ability to use professional skills in line of duties. Thus the curriculum is based on the outcomes derived from the analysis of professional tasks performed by Ukrainian border guards at border crossing points, and while border surveillance. The further process of developing a competency-based curriculum for acting border guards included: determining a list of topics for a curriculum, identifying specific competencies for every topic, defining competencies for every unit, lesson.

The curriculum we developed establishes learning standards for the border guards and the coast guards at the operational level. Our learning strategy reflects a learner-centred approach. It emphasizes students' autonomy and responsibility for their own professional development. They are equal, self-aware partners in the learning process. Furthermore, the learning strategy is built on the active methodology towards learning. Firstly, it is perceived to link the content with practice as much as possible to develop new skills and competences. Secondly, the learner-centred approach requires the transparency of learning outcomes and assessment methods in terms of active participation in the learning process. The sample of the competency-based curriculum of the intensive 3-

month English language courses for acting border guard officers is given in Table 2.

Table 2. The sample of the competency-based curriculum of the intensive 3-month English language courses

Competences	Level 1	Level 2
Socialize with colleagues and counterparts		
Give and understand basic autobiographical information: introduce oneself and others, talk about rank, position, nationality and service duties	X	X
Maintain simple conversations on familiar topics e.g. family, hobbies, weather, hometown, sports	X	X
Use greetings, closings, and other courtesy expressions appropriately	X	X
Use communication strategies to overcome language limitations	X	X
Give directions and general advice		X
Check travelers' documents		
Ask for travelers' documents	X	X
Read and understand travel documents i.e.: - passports, visas, immigration cards, passenger and crew lists, drivers' licenses, other supporting documents - certificates, proof of vehicle insurance	X	X X
Question a traveler		
Ask questions about a foreigner's personal data while checking documents, i.e.: citizenship, place of residence, information on the time, place, and reasons for entry/transit/stay, ownership of vehicle/ship, registration of vehicle/ship, relationship with individuals traveling in a group, security issues	X	X
Understand and respond to above questions	X	X
Explain why a person is refused entry	X	X
Discuss passport problems with foreign embassies		X
Give advice and recommendations to travellers		
Provide explanations and handle travelers' problems regarding passports, visas, baggage loss, car rental problems		X
Give instructions regarding the border crossing procedure, rules and regulations	X	X
Give orders in unusual situations i.e., : using force, emergencies	X	X
Conduct a vehicle/train/vessel/aircraft search		
Give instructions to travelers and crew members during a search	X	X
Use basic technical terms while conducting search (parts of the vehicle, vessel, train, etc.)	X	X
Read cargo labels, examine cargo and ask questions about that cargo		X
Detain and interview irregular migrants		
Explain the reason for detention, the routine procedures, rights, responsibilities, and daily schedule in temporary holding facilities and	X	X

migrant accommodation centers		
Ask questions and understand responses of irregular migrants claiming refugee status	X	X
Give irregular migrants instructions and directions during personal searches, medical examinations, application form filling for those claiming refugee status, and other routine processes	X	X
Ask questions and understand responses related to biographical information, medical and health conditions, and the background of the violation (how, who assisted, transportation, terrain, route)	X	X
Skim personal documents (i.e. address books, calendars, telephones, diaries)	X	X
Write simple changes in schedules, rules, and routines if necessary	X	X
Interact effectively with international counterparts		
Explain the Ukrainian SBGS structure, roles and responsibilities		X
Make phone calls to international counterparts on professional issues i.e., requests and inquiries about travelers, their documents, transportation, etc.		X
Search for and understand basic information on the Internet and in international databases		X
Read and understand professional terms and basic abbreviations for international border patrol and law enforcement agencies		X
Use greetings, closings, and other courtesy expressions appropriately in professional correspondence		X
Write and respond by email and fax to international counterparts on professional issues i.e., requests and inquiries about travelers, their documents, transportation, etc.		X
Participate in joint exercises and training	Level 1	Level 2
Understand basic commands, instructions, and directions	X	X
Give basic commands, instructions and directions		X
Name equipment used by BGs (uniform, weapons, transportation, etc.)	X	X
Use the radio to communicate with other vessels (give warnings, explain violations, etc.)		X
Use the NATO phonetic alphabet in simple radio communication	X	X
Discuss cross border incidents and issues		X
Make presentations using visual aids (i.e., PowerPoint) in training and conferences		X
Understand main points in a short professional lecture	X	X
Ask questions and understand responses of trainers in professional workshops and seminars		X
Guess unfamiliar words in context in professional readings and lectures	X	X
Read instructions (i.e. codes, regulations)		X

The ESP course based on the developed coursebook takes 126 hours.

4.2. ESP Materials Selection and Coursebook Design

The materials for the coursebook for acting border guards “English without Borders” we designed originally on the basis of resources which included authentic professional materials (samples of travel documents, rules and regulations regarding the border crossing procedure both in Europe and Ukraine, articles of current legislation of Ukraine, connected with illegal border crossing, refusal of entry, reasons for detention, etc.), ESP materials (existing textbooks), and teacher-produced materials. The lack of existing teaching materials oriented towards professional communication was compensated by adapting authentic professional texts, using as a sample communicative activities from existing ESL textbooks and creating new teaching materials according to the developed competency-based curriculum.

Contemporary ESP teaching materials combine modern methodology and professional content in order to develop border guards’ professional and language skills. They are created according to learner-centered approach and provide enough opportunities for self-study. The professional area of border control requires sufficient language proficiency for effective professional communication. The coursebook for border guards is based upon target situations in which they function as specialists and have practice for effective accomplishing service tasks.

The content of the coursebook is organized according to the competency-based curriculum (Table 2). Planning the organizational structure of the coursebook we tried to make the course logically connected and to provide a progression in level of difficulty. Thus the coursebook is organized by units and lessons, at the end of each unit students are assessed. Such organization logically combines the material and demonstrates students their achievements.

The biggest challenge in writing the coursebook for us was to generate purposeful tasks that would lead to efficient language attainments. A task is considered understood as an activity that is carried out using language. Tasks are activities which have meaning as their primary goal (Skehan, 1996: 20). The task is accomplished when students demonstrate some results. Nunan (2006: 17) defines a task as a piece of classroom work that involves students in producing or interacting in English while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. In other words, when creating a coursebook it is crucial to have the content specified and to devise purposeful tasks that help students

develop their language skills and prepare them for efficient communication in English.

In the coursebook “English without Borders” we used task-based learning approach which provides students with meaningful tasks of two kinds: pedagogical tasks and real-life tasks. Pedagogical tasks are created to improve English learning process. We used such tasks of this kind as: jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks and opinion exchange tasks, etc. Jigsaw tasks are tasks where students combine different pieces of information to form a complete text (e.g. the students are given sentences and their task is to create a logically connected text). Information-gap tasks are tasks in which students work in pairs. They have different sets of information. In order to accomplish a task they should negotiate and find out what information the other partner has. In the problem-solving tasks students are given some information about the problem and their task is to solve it. Decision-making tasks may be done in groups or individually. Students must make a professional decision on the given problem situation and explain it in English. Opinion exchange tasks are created for students to discuss and exchange ideas.

Real-life tasks are closely connected with border guards’ service duties (e.g.: checking documents at BCPs). Besides, the tasks are created to activate professional experience of our students as acting border guards. Learner-based activities are those in which the learners themselves provide information or material. Learner-based activities are very useful in ESP classes because they provide opportunities for the learners to make English relevant to their own needs and interests. Also, when learners perform tasks to which they themselves contributed, they feel a greater sense of confidence and belonging to the group. Such tasks increase learner motivation and stimulate learning. Regarding the teacher’s role, the teacher often serves as a kind of facilitator of the learners’ activities, helping to make sure the activity flows smoothly. Depending on the learner-based activity, the teacher may also be an active participant equal to the learners.

The use of interactive methods of teaching in the coursebook enables students to develop their speaking skills, eliminate communicative barriers so they can carry out their professional activities efficiently in the process of dealing with travelers or irregular migrants on the border. Many of the tasks in the “English without Borders” are designed for pair work or group work. There are several advantages of this approach: students have a possibility to share their ideas while discussing each activity; learners better remember the answers and conclusions they come to; students are more active working in small groups; weaker students feel safe and psychologically

more comfortable by writing down all the correct answers given in the group and being a part of a successful team.

Some communication activities are ‘scrambled’ at the back of the Student’s Book, so that the students (working in pairs or groups of three) cannot see each other’s information. Exchanging information and ideas using this technique tends to be very realistic and motivating for students. Different students benefit from individual completion of a task: learning new words, being reminded of words they don’t actively use, finding words with similar meanings and determining how they are used. Such tasks cover the skills required for performing border control. The students’ curiosity is aroused by texts containing missing information.

The Teacher’s Book contains teaching notes, background information, answers to all the activities, transcripts of the recordings, ideas for further discussion and a teacher’s resource pack of hand out materials. The sample of a lesson with teaching notes from the Teacher’s Book is given below (Table 3) to demonstrate the logical connection of the mentioned types of tasks created to achieve the lesson objective. The design of the lesson is preserved as it is given in the original coursebook.

Table 3. The sample of a lesson from the Teacher’s Book “English without Borders”

UNIT 3 Questioning a Traveler

Lesson 12: Refusal of Entry

Lesson Objective: explain why a person is refused entry

Opening Task: Listing

Instructions: 1. Make a list of possible reasons travelers can be refused entry.
2. Compare with your partner. 3. Share your lists with the whole class. *Do this with books closed since some answers are in Activity 1.*

Activity 1: READING AND COMPARING

Instructions: 1. Read the text. Use a dictionary to look up new words.
2. Compare your list from the Opening Task with the text. 3. Add new reasons to your list.
4. *As a follow-up, have students share what they had missing.* 5. *Do an oral comprehension check on difficult words.*

Refusal of Entry

According to the legislation of Ukraine foreigners are denied entry in the following cases:

- a) no travel documents;
- b) invalid document;

- c) false passport or any other document;
- d) not enough documents to confirm the purpose of the visit;
- e) not enough money for their stay;
- f) there is an international (or national) alert for this person in a database, etc.

Activity 2: GIVING EXAMPLES

Instructions: 1. Work with a partner to answer the questions. Explain or give examples to the phrases from the text in the previous activity. 2. Share your answers with another pair.

1. Give an example of a person who is in an international alert.
2. Give an example of a public health threat.
3. What documents can a traveller use to justify the purpose of his/her visit?
4. Give an example of a threat to public security.
5. When is a travel document not valid?

Activity 3: WORD GUESSING

Instructions: Read the definition and guess the word from Activity 1.

Have a different student come up to the board and write the answer to each definition. Use the words on the board for Activity 4.

1. A large amount of information stored in a computer system in such a way that it can be easily searched or changed (database)
2. An official document that identifies you as a citizen of a particular country, and that you may have to show when you enter or leave a country (passport)
3. Made to look real to deceive people (false)
4. A reason; aim (purpose)
5. An official mark made in a passport which allows you to enter, pass through, or leave a country (visa)
6. Legally or officially acceptable (valid)
7. To give a good reason for what you have done (justify)
8. An official document that gives somebody the right to live in a country (residence permit)

Activity 4: TWO-IN-ONE VOCABULARY

Instructions: 1. Your teacher will circle two words from the list on the board. Work with a partner and make a sentence using both words. 2. The pair with the best sentence will win one point. Circle two words and give pairs 1 minute. Then check orally with the whole class. The class will vote on the best sentence (most creative, most accurate, most interesting...) Continue the game in the same way circling two new words. The team with the most points wins.

Task: Situations

Instructions: 1. Work in groups of three. Read the situations and discuss them in groups. Decide if the traveler can enter Ukraine or not. Explain why or why not. Then report to the class. If the decision is “no”, give a reason from Activity 1.

Situation 1

A citizen of India arrives at Boryspil international airport. During the first-line check he presents his valid passport and says he wants to study medicine in Ukraine.

Situation 2

A citizen of Nepal arrived in Ukraine by train and intended to travel via Ukraine to Poland. He produced a valid foreign passport and a Polish visa. It was noticed that some corrections had been made in the passport.

Situation 3

During passport control a citizen of Spain showed his ID and explained he left his biometric passport at home.

Activity 6: LANGUAGE FOCUS

Instructions: 1. Provide your students with the phrases they need to explain why a person is refused entry. 2. Have Ss go through the situations and practice using the expressions.

Homework

Instructions: Prepare explanations for each point of the text (Activity 1).

Language Note:

I'm sorry, but you can't enter Ukraine, because...

I'm sorry, but you are not allowed to enter Ukraine, because...

As we may see a typical unit in the coursebook starts with a warm-up discussion activity, followed by work on topical vocabulary. Nevertheless, there is no fixed sequence of activities: each unit is quite different from all the others and contains some surprises so that there are unpredictable elements. There is a progression in the coursebook: besides the sections dedicated to some particular topic students will encounter relevant vocabulary in other lessons and units. Students are encouraged to take notes in the coursebooks: separate pages are devoted to store useful new vocabulary items.

4.3. ESP Task-Based Coursebook evaluation

The main purpose of an ESP course is to prepare students to function efficiently in professional situations in which they should use English. That's why border guards' language and professional needs have

been analyzed at the very beginning, while developing an ESP course, and after the pilot course to make necessary changes and improvements.

After having finished a three-month pilot course we analyzed the coursebook by evaluating different aspects: method, appearance, teacher-friendly, extras, realistic, interesting, level, skills, etc. Some of the above aspects were analysed by asking students a few key questions in the form of a questionnaire:

- Was the coursebook's method (a way of teaching) comfortable for you to study?

- How do you like the coursebook's appearance (its cover, design, illustrations, etc.)?

- Have you got enough topical vocabulary to perform your basic service duties?

- Is the coursebook interesting to work with?

- Is the coursebook useful for your job?

- Is the level of English in the coursebook suitable for you?

- Does the coursebook cover all the skills you need for your job?

The English teachers who were involved into designing a coursebook for border guards and used it to teach ESP provided feedback on the pilot edition and made many helpful comments and suggestions. They discussed the following items in order to make some improvements and corrections:

- Does the coursebook's content and types of activities suit the general aims of the intensive English course?

- How do you like the coursebook's appearance (its cover, design, illustrations, etc.)?

- Is the coursebook easy for you to use? How do you like its structure?

- Is the teacher's book helpful to you? Does it contain enough extra materials? Does it have answer keys to all the tasks? Does it help you save preparation time?

- Does the coursebook contain enough topical vocabulary for border guards to perform basic service duties?

- How do you like the tasks?

- Does the level of English in the coursebook correspond with the level of the study group you are teaching?

- Does the coursebook cover all the skills border guards need to have?

So we have made small changes to the existing material in the coursebook (corrected misprints and simplified some instructions to suit

them to beginner level students) and also added some extra activities in the areas not covered sufficiently in the book. In the end the final variant of the coursebook “English without Borders” was edited and published by the IOM office in Kyiv.

5. Discussion

ESP coursebooks development clearly plays an important role in the academic environment. Since a coursebook is regarded as the most effective tool in studying ESP we consider that developing a tailor-made ESP coursebook is a necessity because no suitable material is available on the market that can satisfy the specific requirements of Ukrainian acting border guards. Howard and Major (2004) mention the advantages of teacher-produced coursebooks, such as the fact that they are contextualised i.e. aimed at a specific group, they meet the individual needs of learners regarding their level of language competence and take into account their first language, they are personalised i.e. they allow greater choice and more spontaneity in the design. But in this case it is very important not to forget that modern coursebooks should be created by experienced teachers who have been teaching ESP for years.

In contrast to ESL students who learn English for its own sake or to pass exams, ESP learners study English to carry out a particular role (Richards, 2007: 28). For acting border guards who study ESP it is very important to have enough practice in real-life communicative situations in which they act as border guards and use English. To our point of view traditional textbook exercises are efficient first of all for communicative grammar practice but they don't prepare border guards for professional activity. Meaningful activities used in the task-based teaching provide for professional experience exchange and arouse personal interest which is eminently motivating for students (Klippel, 1994).

Language learning is considered as the attainment of knowledge and integrated language skills needed to interact in real-life situations (Council of Europe, 2001). While developing and selecting activities for the coursebook the following principles have been used: task-based learning, learner-centered approach, active learning, and cooperation. Nevertheless our main attention was focused on task-based learning. This approach helps students not to sit back and be ‘taught’, they have to ‘learn’ – by asking questions, by finding things out for themselves, by discovering what they can do well and what they are weak at, but above all by improving their ability to use the

English they already know in a flexible, confident way to perform a wide range of tasks.

In our opinion modern ESP coursebooks should give learners not only knowledge but what is even more important provide for a possibility to develop their professional language competences in order to function efficiently in the professional communicative situations.

6. Conclusions

The article deals with the peculiarities of the process of ESP coursebook development for border guards training. The most relevant issues related to that process have been raised, and the examples how to solve them have been given. The professional area of border control requires sufficient language proficiency for effective professional communication. We have shown that modern coursebooks for Ukrainian border guards who want to be up-to-date and professional should be flexible and motivating. The materials and types of activities proposed in the ESP coursebook should correspond with the professional needs of students and target situations in which they function as specialists. The students' skills of problem-solving, critical thinking, taking a decision are necessary to be developed. What we have learned from the experience is that task-based learning is effective for acting border guards because it is student-centered and oriented for using professional experience. Therefore the ESP task-based coursebook gives learners a possibility to practice in the professional real-life situations border guards may have while performing border control.

Presented process of developing a competency-based curriculum for acting border guards which included determining a list of topics for a curriculum, identifying competencies for every topic, dividing competencies into units and lessons resulted in the ESP task-based coursebook for border guards training. It encompasses such units as: "Socializing with colleagues and counterparts", "Checking travelers' documents", "Questioning a traveler", "Giving advice and recommendations to travelers", "Conducting a vehicle/train/vessel/aircraft search", "Detaining and interviewing irregular migrants", "Interacting effectively with international counterparts", "Participating in joint exercises and training".

Thus, more than 200 students have successfully completed the intensive 3-month English language courses for acting officers, among them 2 representatives of Border Police from Georgia, 9 customs officers of the State Fiscal Service of Ukraine. Two students were nominated to continue education at the Federal Law Enforcement Training Centre in the USA.

This paper describes our experience of writing an ESP task-based coursebook for the intensive 3-month English language courses for acting border guards at the National Academy of the SBGSU. Even though we focus in this paper on the creation of an ESP coursebook for border guards, we believe that creating ESP coursebooks for academic audiences in other courses faces similar problems. Therefore, the practical steps of the process itself, the challenges and solutions presented in this paper could be of interest for coursebook writers, ESP curriculum designers, teaching material developers and foreign language teachers.

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