Development of the National Security Masters' Communicative Language Ability

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Abstract: Knowledge of English language is very important not only for civil but also for the military personnel because there are a lot of changes in defence relations all over the world and English is the operational language. So, we should focus on high quality training of specialists who are able to work not only under standard conditions, but also to solve professional problems. According to the Ukrainian current legislation one of the professional competences of border guards is to speak in English while accomplishing duties on the state border. So there is a necessity to analyse methods and ways of organizing the educational process of this category. The article reflects the key issues connected with the educational program of border guards; investigates integral, general and professional competencies and program learning outcomes. The main attention is paid to peculiarities of English for Specific Purposes and its aim to form foreign professional communicative competence according to the NATO Standards at the 2nd level. The hypothesis of our article is that development of the national security masters' communicative language ability depends on use of up to day learning methods at the English language lessons. The discipline ESP for border guards training includes such themes: "Conceptual bases of politics and public administration in the sphere of national security and defence of Ukraine", "Border security of Ukraine", "Border Security of the USA and EU country-members" and "Conceptual bases of politics and public administration in the sphere of national security and defence of the USA and EU country-members". The organization of the lesson "Land navigation: map reading" has been discussed and its five-stage plan (introduction, input, practice, production and conclusion) has been investigated. The information obtained from this paper could be of interest for English for Specific Purposes teaching material developers and foreign language instructors.

Keywords: *border guards, foreign language training, Master of National Security.*

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Introduction

Importance of English study is not appraisable. It is important not only in civil sphere but also in military and capable of defending relation. Globalization and competitiveness in education have certain demands on the training of future specialists where only focusing on professional knowledge and skills is not enough. The focus needs to be on high quality specialists' training which presupposes working not only under standard conditions, but also solving professional problems (Herasymenko et al., 2019).

Knowledge of English language by the military is very important because there are a lot of changes in defence relations all over the world. Military forces are used for humanitarian help and participate in peace keeping operations where English is the operational language (King et al., 2004).

There are a lot of reasons why military personnel will need English: need to have chatted by telephone with foreign colleagues, read letters, documents and complete forms, read orders and provide briefings, attend meetings and organise negotiations, to train men and women from different countries. So we can conclude that there are various needs which require specific English language based on mission, position and rank. Nowadays an effort has been made to improve border guard s' (BG) training in close cooperation with European law enforcement stakeholders and academic institutions. In its turn Ukraine has been making steps as to harmonize Ukrainian BGs 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. So, languages skills are essential due to the specific nature of border and coast guards' duties (Moroz, 2020; Lemeshko et al., 2019). Current European legislation determines ability to communicate English the essential competence of BG in order to ensure efficient border control (Frontex, 2017).

We consider that development of the National Security Masters' communicative language ability can be achieved through English for specific purposes.

The aim of this research is to analyse peculiarities and objectives of the Working Curriculum "English for specific purposes" for Masters who are trained according to the specialty "National Security".

The hypothesis of our article is that development of the national security masters' communicative language ability depends on use of up to day learning methods at the English language lessons.

We have investigated various national and foreign sources concerning the methodology of English for Specific Purposes (ESP) and found out that the problem of teaching professionally-oriented communication has been studied for a long period and was of great interest among researchers (Baker, 2010; Hutchinson, Waters, 1987; Dudley-Evans, St. John, 1998; Klimova, 2014; Day, Krzanowski, 2011; Solovjova, 2011; Rymanova, 2013; Gordienko, 2015; Malykhin et al., 2019; Rackevičienė et al., 2019; Viktorova, 2020;). Moskalenko & Didenko (2018) specifies the problems of Pilots' training of Aviation English in order to develop intercultural communicative competence; Biryukova et al. (2015) consider that it is useful to apply interactive teaching technologies in English languages training; Hwang & Chang (2011) and Lam et al. (2010) focuses on a mobile learning approach usage with the aim of improving students' achievements; Határ & Grofčíková (2016) analyse foreign language education of seniors (lifelong foreign languages education) through the electronic teaching; Nunan (2006) describes task-based language teaching in the Asia Context and Melnychuk et al. (2018) study usage of Anki specialized program application during future BG officers' independent foreign language professional training for passing state examination.

English for Specific Purposes is aimed to address students' specialised needs and expectations relevant for their respective academic disciplines and professional domains (Hutchinson & Waters, 1987). English for Specific Purposes courses, rather than general English courses, are then a good occasion to introduce university level students to disciplinary language and communication in their respective areas. Nonetheless, today disciplinary language is more and more present beyond language-centred courses in university settings around the world (Woźniak, 2018). English for Specific Purposes courses can better adapt to students' communicative needs as well as generate enriching opportunities for interdisciplinary collaborative initiatives (Arnó-Macià & Mancho-Barés, 2015) and satisfy the needs of the target learners (Lubina et al., 2015).

We have conducted analysis of scientists who investigated the ESP, so Nation & Macalister (2010) studied English for Specific Purposes content based on language curriculum design; language learning principles were determined by Tomlinson (1998, 2007); conceptualizing content and organization of content and activities were the issue of Graves (1996). English for Specific Purposes covers language course design, namely environment, objectives, aims, content, format, materials, assessment and evaluation (Nation & Macalister, 2010). According to Uso-Juan & Martinez (2006) who investigate current trends in the development and teaching of the

four language skills, there are receptive and productive skills and the purpose is actually to integrate them not to use it separately; and the knowledge concerning spelling, pronunciation, vocabulary, word formation, the grammatical structure in the area of linguistic competence. The analysis of the literature in the sphere of military English training shows that mostly the emphasis was made on developing language proficiency skills. There are a lot of scientific works devoted to the study of the training of BGs: Žukova (2016) describes BGs training in Latvia using the English for Specific Purposes courses; Zhytska (2014) investigates cadets training in higher military institutions for professional communication in English using task-based learning; Komarnytska et al. (2018) analyse Ukrainian BGs' foreign language training in the framework of European language standards; Lahodyn'skyi and Semeniako (2018) point out that future Ukrainian specialist should not only be highly qualified, but also have proper linguistic knowledge, be able to work with counterparts from different countries; Bloshchyn'skyi (2017) emphasises the professional training of BGs using modern informational and communication technologies. In the light of the unquestionable importance of the development of communicative skills of National Security masters we suggest improving the level of their English within the framework of English for Specific Purposes changing traditional approaches in training because officers after obtaining this specialty will be promoted at management positions.

An analysis of scientific papers reveals that the improvement of the quality of professional training through English for Specific Purposes remains out of focus, that's why there is a necessity to work out working curriculum "English for Specific Purposes" within educational program "National Security (sphere of border activity)".

In spite of the profound theoretical study of the analyzed problem in the scientific literature (Dmitrenko et al., 2020; Nikolaeva & Synekop, 2020; Bielousova, 2020), there is still not enough practical research demonstrating the proces of communicative language ability development for specific purposes. So it is important to analyse the educational program of the National Security Masters, its methods and ways of organizing the learning process in order to be used in other educational establishments both in Ukraine and abroad.

1. Methods

To achieve the purpose of the article, a complex of general scientific and specific methods has been used: theoretical and empirical (analysis, comparison, systematization, questionnaire, interviewing, discussion and

pedagogical experiment). Two English teachers from the personnel of the English language department were motivated to develop the English for Specific Purposes for National Security masters at the National Academy of the State BG Service of Ukraine named after Bohdan Khmelnytskyi (NASBGSU).

314 officers of the Faculty of Executive Staff Training of the NASBGSU (Khmelnytskyi, Ukraine) were selected to participate in this study in 2018-2020. They entered the educational establishment having a different level of language proficiency. 111 studying group was control group (CG) – 158 officers, and 112 studying group was experimental (EG) – 156 participants. At the beginning and at the end of experiment assessment on the English language knowledge has been conducted. Usage of different methods of training for control and experimental groups allowed us to confirm our hypothesis. A control group and an experimental group were formed with participants in each group being equal in English proficiency. The participants of the experiment gave their informed consent for participating in the study (were informed of the withdrawing possibility, with no other consequences on their status etc.)

National academy provides training of BGs on professional qualification – Officer of operational and strategic level and employment at commanding positions (Chief and Deputies of the State Border Guard Service of Ukraine (SBGSU), Heads of the BG detachments).

Program competencies include Integral, General and Professional competencies. Officers should solve complex problems in the field of National Security, use knowledge in practical situations, plan and manage time, communicate a foreign language, understand potential capabilities of the enemy, understand international cooperation.

Program learning outcomes in specialty are: to work out and organize processing of international agreement drafts, laws of Ukraine, decrees, programs, concepts, strategies, and also proposals to them on issues competence to which are assigned to the SBGSU, based on legislative technique, system analyses methodology and rules of law-creating process; to manage the process of state policy realisation at international, regional, national and local levels observing requirements of the current legislation and taking into consideration national interests; to manage projects and programs of the international and national character realised in the sphere of national security and integrated border management; to be able to represent the SBGSU at the international, regional and national levels and also to present activity results to wide circle of people; to communicate with representatives of other arms and services; to understand the basic of international cooperation. The main Program learning outcome is to foreign collaboration in the context of integrated border management. In order to master program learning outcomes on the discipline officer must:

- according to the forth level of complication (analyses): to find and analyse necessary information at thematic texts and professional documents;

to classify the main facts and less important information from thematic texts and professional documents; to analyse and compare information, to understand logical connections within the text and between its parts; to make conclusions on read information, to reveal the main idea;

- according to the fifth level of complication (synthesis): to organise communication within formulated thematic tasks; to generalise the read context, to distinguish key words and terms; to compile data from different sources in order to prepare oral or written professional direction message; to formulate instructions to different categories of people on rules and procedure of the State border crossing;

- according to the sixth level of complication (assessment): to organise cooperation on frontier problems at different levels; to organize processing of international agreement drafts, laws of Ukraine, decrees, programs, concepts, strategies, and also proposals to them on issues competence to which are assigned to the SBGSU, based on legislative technique, system analyses methodology and rules of law-creating process; to represent the SDGSU at the international, regional and national levels and also to present activity results to wide circle of people.

The purpose of Working Curriculum “English for Specific Purposes” is forming of foreign professional communicative competence according to the NATO Standards at the 2nd level in order to maintain cooperation between various Armed Forces of the world; mastering communicative skills in order to protect the State border (management and information exchange processes, document management, operational planning of troops usage, organisation representative delegation meetings, participation at peacekeeping operations. At the end of the course “English for Specific Purposes”, the officers must be able to translate the professionally oriented texts; to make decisions in the service situations that require foreign language knowledge; to make a report on situation in English; to clear up problems, give advice; conduct a briefing through the radio.

The content of discipline embodies such themes as “Conceptual bases of politics and public administration in the sphere of national security and defence of Ukraine”, “Border security of Ukraine”, “Border Security of the USA and EU country-members” and “Conceptual bases of politics and state management in the sphere of national security and defence of the USA and EU country-members”.

It's important to focus on what students actually need to be able to do in their target language use: to follow main points of a discussion or speech on topics in professional sphere; begin, maintain and close conversation; take part in decision-making meetings that require that objectives are answered, problems are clarified, policy are defended; read straightforward, factual texts; write formal correspondence and documents on professional topics. These activities are based on needs analysis. Our

instructors used language in creative way, engage students' intelligence by introducing critical thought activities: use problem-solving activities, role-plays, military case studies.

2. Results

The "English for Specific Purposes" is obliged to be studied. There are 6 ECTS and 2 modules. The 1st module encompasses such themes as "Conceptual bases of politics and public administration in the sphere of national security and defence of Ukraine" and "Border security of Ukraine", and the second module – "Border Security of the USA and EU country-members" and "Conceptual bases of politics and public administration in the sphere of national security and defence of the USA and EU country-members".

There are different classes at theme "Conceptual bases of politics and public administration in the sphere of national security and defence of Ukraine": "National Security Bases", "Ecological and Ethnic and political security", "Information Security", "Comprehensive national security evaluation", "The main national security system elements", "The Three Pillars of the Integrated Border Management Concept", "Regulation of Internal Borders". Theme No.2 "Border security of Ukraine" includes such lessons: "Border Security as a National Security Constituent", "Border Policy as a Border Security Mechanism", "The Concept of Integrated Border Management", "Levels of the Public management", "Forms of the Public management", Methods of the Public management", "Comparative analyses of public management of different countries". Lessons "Maritime and Land Borders of the European Union", "The Schengen Borders Code", "Agencies in the sphere of Integrated Border Management", "Types of Borders", "Land and Maritime Borders of Turkey", "Border Guard of Poland", "Romanian Border Police" are included into Theme No.3 "Border Security of the USA and EU country-members". Theme No.4 "Conceptual bases of politics and public administration in the sphere of national security and defence of the USA and EU country-members" consists of such lessons as "Written orders temporary duty assignment", "Headquarters multinational peacekeeping brigade", "Meeting in Belgrade", "Directorate of Peace Operations. United Nations Operation in Rafiki (UNOR)", "Hannibal and the Battle of Cannae", "The strategic corporal: leadership in the three block war", "Land navigation: map reading".

During the lesson we use various exercises (True/False statements, filling in the gaps, matching, grouping, interview, dialogue, briefing etc). The lesson "Land navigation: map reading" was the most interesting for officers.

Map reading is a vital military skill. Military commanders often rank it as being as important as weapon skills. A mistake in map reading not only costs valuable time, but may well lead troops into impassable terrain or needlessly expose them to the enemy. So, the aim of the lesson is to train officers be able to look at any terrain and imagine how those terrain features will appear on a map (King et al., 2004).

The lesson includes five-stage plan: introduction, input, practice, production and conclusion. While introduction we state lesson objectives, conduct warming up and review homework. Input is the main stage of the lesson at which new language is presented as a model. Practice stage is opportunity to get to grip with new language. The production stage focuses on communication. At the final stage we revise the objectives for the class, set home tasks and look forward to the next lesson.

Usually we start the lesson with “Brainstorming” which is a way to product the ideas for solving problems (Alioshina, 2016).

Activity: Brainstorming. Instructions: Explain how you understand the terminology for common maps features (landscape characteristics): draw, pass, ravine, ridge, saddle, spur. Instructions: One by one share your ideas, for example: spur is a part of a mountain that extends (horizontally) away from the main mass.

Instructions: Match the map symbols with the words in the box (marsh, desert, city, mountains). After that label the areas: front, left flank, rear area, right flank.

Instructions: Match the features (draw, communication centre, ridge, road, valley, spur) with the coordinates (167378, 165360, 171357, 173362, 175385, 178333).

Activity: Grouping. Instructions: Put the words (lake, hill, scrub, bridge, oasis, wadi, wood, mosque, sand dune, sea and village) in groups (water, terrain, vegetation, man-made features).

Activity: Comprehension. Instructions: Fill in the gaps: Maps are drawn in... . Small scale maps are used for Desert, mountain, ..., arctic and urban are the five main terrain features on a map. Maps are split into 1,000-meter

Instructions: Re-read the text and find two more words for landforms and places where people live: 1) three words for landforms: valley, ____, ____. 2) three words for places people live: town, ____, ____.

Instructions: Read and choose the correct answer: What is the main purpose of contour lines on a topographic map? (A to show elevation of terrain features. B to explain the location of true north. C to warn soldiers of

danger). Which of the following is NOT a man-made feature? (A depression. B fill. C cut).

Activity: True/False statements. Instructions: Decide whether the statements are true or false and correct them: There is a brigade at grid 513819. There is a lake between grid 523897 and 543987. There is a hill at grid 508863.

Activity: Picture description. Instructions: Look at the sketch map and complete sentences. Use each letter one time:

- 1) ... is 7 km south of BLUE CITY.
- 2) ... is 1 km south of the RIVER FLY.
- 3) ... is 16 km east of the RIVER WASP.
- 4) ... is 2 km west of the border.
- 5) ... 18 km southwest of GREYVILLE.

Activity: Matching. Instructions: Match these terrain features with numbers on the map (marsh, ravine, ridge, flat land, hill).

Activity: Vocabulary. Instructions: Write the terrain type described by each definition: a long, narrow line of hills; an area that is higher than surrounding terrain; an area of land that has sunk below the surrounding land.

Activity: Vocabulary. Instructions: Write the terrain type described by each definition: terrain marked by a large number of man-made structures such as buildings, roads, bridges. A large area of terrain that is significantly elevated and marked by rising and falling elevation.

Activity: Vocabulary. Instructions: Choose the definition for phrase:

1. grid coordinates (A the land features shown on a map; B the numbers representing map positions; C a method of drawing maps).

2. concealment (A kind of land navigation; B a type of terrain; C the act of hiding).

3. topographical features (A the numbers on a map; B the relative size of a map; C a land formation on a map).

Activity: Sentence completing. Instructions: Complete the sentence using the words (in, on top of, between, over): There is a radio antenna ... the hill. There is a bridge ... the river at grid 513245. There is a ridge ... grid 555678 and grid 574321. There is a wood ... the vicinity of grid 570713.

Activity: Abbreviations. Instructions: Decode the abbreviations and translate them: tp, arty, dml, recco, sigs, engr, veh, str, posn, cam, OP, en, rfn, ptl.

Activity: Pronunciation. Instructions: Listen and repeat the words: terrain, features, valley, hill, draw, concealment, scrub, bridge, oasis, wadi, wood, mosque, sand dune.

Activity: Listening. Instructions: Listen to a company commander briefs his platoon leaders and write the company's mission (The mission is to destroy a communication centre located at grid 175385).

Activity: Listening and marking. Instructions: listen and mark the map with the symbols: enemy position, protective minefield.

Activity: Listening. Instructions: Listen and complete the text (1st platoon, 2nd platoon, 3rd platoon): Our forces will be organised into three elements. (1) ...will execute the assault. (2) ... will provide security for the flanks. (3) ... will be the reserve.

Activity: Listening. Instructions: Listen to a commander making a radio transmission to one of his fire teams. Draw the route described by the commander on the map and then note down the approximate coordinates. Listen again and answer the questions: Where do you guess that the enemy position is located? Give approximate coordinates. What will the fire teams do once it reaches the top of the hill?

Activity: Describing location and distance. Instructions: study the examples: A platoon size unit is located in the vicinity of grid 1637. Now match the two parts of the sentences:

The communication centre *about 200m south of the enemy position*

An enemy platoon size unit *are located 10 km north of the objective*

There will be *is about 100m south of the objective*

Other enemy units *is located at grid 175385*

Our current location *is located in the vicinity of grid 1637*

There is a protective minefield *other friendly forces 20 km south of the objective*

Instructions: Match:

Enemy HQ *is a grid 675432*

Some friendly forces *is moving in the vicinity of the wood*

There's a landing zone *is about 100 m south of the border*

A column of tanks *are located 5 km north of the river*

Our recon platoon's current location *200 m west of our current position*

Activity: Matching. Instructions: Put events in order, then listen and check:

1st platoon will assault the position from their attack position.

The coy will move from here to the assembly area by helicopter.

The coy will then establish a defensive position on the objective.

3rd platoon will land first and secure the landing zone.

A recon party with company commander will check the area south of the target.

Instructions: Complete the sentences using the words (remain, check, deploy, move, remain):

The coy will ____ from the assembly area in a column formation.

A recon party with a company commander ____ the area south of the target.

2nd platoon ____ in firing position at grid 173372.

1st platoon ____ the position 100 m to the rear of the attack position.

3rd platoon ____ in a reserve position 100 m to the rear of the attack position.

Activity: Speaking. Instructions: Put students in pairs/ Divide the pairs into Student A and Student B/ Student A turns to File A and Student B turns to File B. Ask Student A to describe the features on his map using coordinates/ Ask Student B to draw the features that Student A describe in the correct place on the map. Then ask students to check answers.

Activity: Speaking. Instructions: Work in pairs. Ask and answer questions about the points. Say what is there:

1. 700 m east of the objective.

A What's 700 m east of the objective?

B There's a communication centre.

2. 100 m north of our current position.

3. at grid 172367.

4. 80 km north of our position.

Instructions: Work in groups. Prepare to give a briefing: Student A you are the commander of 1st pl. Student B you are the commander of 2nd pl. Student C you are the commander of 3rd pl.

It's important for the instructor to go round the class and assist students. Also to check that they are using the right language, e.g. first phase, second phase, title of the different operations, future tense, etc.

Activity: Speaking. Instructions: What does a military maps show? How can a soldier determine the locations shown on it?

Activity: Word map. Instructions: Complete the word map. Use a dictionary to help you: ravine, wood, railway, marsh, town, depression, jungle, river, forest, pass, grass, road, church, ridge, lake, pound, terrain features are man-made, terrain, vegetation, water.

Instructions: Make a word map of terrain features for your country, or a country where you will work.

Activity: Orientation. Instructions: find the place on the map place according to grid coordinates: 576431, 139798 and 178606. Instructions: listen instructions for a reconnaissance mission and put down the route.

Activity: Role-play “Land navigation”. Instructions: you are near the barn; go round the open ground for about 1000 metres, turn left to the village, you’ll see a forest. After about 600 metres you’ll reach the observation post.

On February, 2020 we conducted the final examination with the following results: EG – 10 officers obtained the high level, 98 officers – the middle and 48 officers had the low level. The high level increased at 2 %, the middle level – at 25 % and the low level reduced at 27 %. 16 officers of CG had the high level (1 % more than before the experiment, 62 – the middle level (by 5 % higher), 80 participants had the low level (by 6 % less) (see Table 1).

Table 1. Dynamics of English language proficiency, n=314

Grades	At the beginning of experiment				In the end of experiment			
	CG, n=158		EG, n = 156		CG, n=158		EG, n=156	
	Persons	%	Persons	%	Persons	%	Persons	%
High level	14	9%	6	4%	16	10%	10	6%
Middle level	56	35%	60	38%	62	40%	98	63%
Low level	88	56%	90	58%	80	50%	48	31%

As it is clear from Table 1, the high and middle levels of English language proficiency increased to 27 % and the low level reduced on 27 % at EG. The high and middle levels of CG increased to 5 % and the low level reduced only on 6 %. We used the Kolhomorov-Smirnov criterion in order to confirm the results. The participants of the experiment were in the same conditions.

3. Conclusions

1. The English language training for the military is extremely important because English is the operational language of various missions all over the world. Due to it the educational program in specialty “National Security (sphere of border activity)” has been developed with program competencies and program learning outcomes.

2. This paper describes our experience in development Working Curriculum “English for Specific Purposes” which includes 180 educational hours and 4 themes (“Conceptual bases of politics and public administration in the sphere of national security and defence of Ukraine”, “Border security

of Ukraine”, “Border Security of the USA and EU country-members” and “Conceptual bases of politics and public administration in the sphere of national security and defence of the USA and EU country-members”. The practical lesson “Land navigation: map reading” has been characterized.

3. The hypothesis that it is efficacious to use up to day learning methods at the English language lessons was approved and was verified by the experiment conducted in the Faculty of Executive Staff Training on the basis of the NASBGUSU with enhancement of high and middle levels to 31 % and reduction of the low level on 25 %.

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