

# Peculiarities of the English Language Training of Military Administration Masters

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**Abstract:** The article deals with the methods of teaching English for specific purposes to border guard officers. Ability to communicate English is one of the core competences of border guards in order to provide the State border protection. The aim of the article is to characterise peculiarities and aim of the English language training of “Military Administration” masters. Particular attention is paid to the structure of educational program of the second (master’s) level of higher education on specialty “Military Administration (by branches of Armed Forces)” and development of working curriculum “English for specific purposes”. Our hypothesis is that it is efficacious to use modern methods of learning during the lessons of the English language that was verified by the experiment which was conducted from July 2017 to July 2018 in the form of a survey of the first year officers (162 people) in the Faculty of Executive Staff Training who were studying according to the new educational program on the basis of the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine. Analysis of the results of graduation examinations of border guard officers has shown that due to the use of the modern communicative methods of teaching in the educational process of the Academy, the quality of officers’ knowledge increased significantly. The result of the experiment confirmed that the officers generally acquired a good level of texts reading and translation skills, knowledge of professional lexical material, military terminology, and ability to make decision according the current legislation in the professional situation. It has proved the effectiveness of the implementation of working curriculum of English for specific purposes especially due to use of modern learning methods, forms of compatible collective activity, friendly atmosphere, attentive attitude toward partners on a communication and mutual help.

**Keywords:** *border guards; foreign language training; Master of Military Administration.*

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## Introduction

Ability to communicate English is one of the essential competences border guards (BG) are required to have in order to ensure efficient border control on the State border. Being aware of the importance of English knowledge for BGs in conducting service duties, the State Border Guard Service of Ukraine (SBGS) tries to find ways for organizing the English language training for its personnel. The SBGS is being reformed in order to comply with the Schengen standards of European Union. One of the Schengen requirements is staffing of the Ukrainian border crossing points (BCP) with personnel who freely enough communicates English with foreign tourists, discuss trans-border cases with international colleagues, and participates at international training and professional conferences. Modern training conception of BGs is predefined by considerable changes in socio-economic life of country and globalization of world economy, by transformation of professional functions and status of BGs.

According to the official duties, BGs communicate with people that cross the State border during border control, passport control, documents checking, vehicle and goods inspection. It is necessary to follow the standards of communication that are based on observance of rights and freedoms of citizens, politeness, restraint, culture and laconic brevity. BGs within the limits of their functions must communicate a foreign language for realization of the border-representative meetings; interview with a foreigner that is why a foreign communicative skills or communicative competence is one of component parts of professional competence of a BG must be formed. The term “communicative competence” is comprised of two words, the combination of which means “competence to communicate”. This simple lexical-semantic analysis uncovers the fact that the central word in the syntagm “communicative competence” is the word “competence” (Bagarich, Mihalevich, Dzhigunovich, 2007). Communicative competence (communicative skills) can be defined as the ability to use language or to communicate in order to accomplish official duties with efficiency and fluency through extended interaction. A communicative competence should be examined from the point of view of ability and readiness of person to carry out effective foreign communication with native speakers; ability and readiness to carry out foreign communication effectively.

In Common Core Curriculum (FRONTEX, 2017) it was mentioned that a BG is able to produce, understand and speak steadily and clearly, work-related phrases and dialogues in English concerning border checks and border surveillance-related situations. In order to achieve the above, a BG is

willing to develop listening and speaking skills and, if and when necessary, appropriate basic writing skills; a BG is aware that English language is important for their daily tasks relating to border checks or border surveillance at air, land or sea borders; a BG is able to use, in English, politely phrased greeting together with clearly and politely stated phrases related to basic border control; a BG accepts the use of English in their daily work, when required (FRONTEX, 2017). The purpose of this article is to characterise peculiarities and aim of the English language training of Masters who study according to the Working Curriculum “English for specific purposes” on “Military Administration” speciality.

## **1. The research context**

### ***1.1 Literature Review***

The analysis of works on the theory and methods of foreign language training showed that the study of the problem of teaching professionally oriented communication in a foreign language of different professions specialists was of great interest among researchers (Gordienko, 2015; Rymanova, 2013; Solovjova, 2011; etc.). Considerable attention is given to the use of interactive methods in teaching a foreign language (Dymova, 2011). A large number of works are devoted to the problems of formation and development of intercultural communicative competence in the field of professionally oriented learning a foreign language (Guseva, 2016; Mironova, 2008) as an important social phenomenon that ensures the readiness of a specialist for effective intercultural communication (Marinicheva, 2003) and promotes professional mobility of single-discipline specialists (Garaeva, 2006).

Such important issues as barriers and motivation, as well as interactive teaching strategies and technologies of practice-oriented approach in foreign languages teaching and learning were investigated by many scholars (Biryukova, Yakovleva, Kolesova, Lezhnina, & Kuragina, 2015). Some researchers analysed a number of strategic documents, programs and legislation creating conditions for lifelong foreign languages education (Ctibor & Grofčíková, 2016), problems of teaching foreign languages to the seniors (Viktorova, Lashkul, Lahodynskyi, Nitenko, Sablina, 2019), development of electronic teaching and methodical complex for professional English language training (Mikheeva, Petrova, Dvoryadkina, 2019).

There are some interesting aspects on effects of age and experience on English pronunciation by Korean speakers (Baker, 2010; Krashen, Long

& Scarcella, 1979). Issues of enhancement of cadets' practical training and the usage of information and communication technologies for the training purposes of the personnel of the Ukrainian Border Guard agency have been studied by I. Bloschynskyi (Bloschynskyi, 2017a; 2017b).

However, the problems associated with the use of English by border guard officers while accomplishing their service duties remain unresolved. That's why it is important to change traditional approaches in training of Military Administration masters because graduates on this specialty are the base of officer staff. Taking into account adoption of Standardized requirements of the European Union to border guards there is a necessity to work out new educational program of the second (master's) level of higher education in specialty 253 "Military Administration (by branches of Armed Forces)" and enhance their foreign communicative skills by development of working curriculum "English for specific purposes" according to Integral competence, General competencies and Professional competencies; and Program learning outcomes.

## **2. Method**

To solve determined tasks we have used the complex of interconnected research methods: theoretical – analysis, comparison, generalization, systematization of scientific works in order to find out the state of development of the research problem, specification of essence, content and peculiarities of core points of the English language training of Masters who study according to the Working Curriculum "English for specific purposes" on "Military Administration" specialty; empirical – questionnaire, testing, interviewing, discussion, observance, pedagogical experiment – to check the results of the educational process with the suggested methods applied, mathematical statistic – quantity and quality analysis of the research results.

### ***2.1. Participants***

Experimental training was conducted in the Faculty of Executive Staff Training with officers of 4 training groups who were studying according to the educational program of the second (master's) level of higher education on specialty 253 "Military Administration (by branches of Armed Forces)" on the basis of the Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine (NASBGSU) in 2017-2018. We conducted a survey of the first year officers (162 people) in July, 2018. Four groups (116, 117, 118, and 119) took part in the experiment.

Two groups (116 and 117) were control groups (CG) – 79 officers, and other two groups (118 and 119) were experimental groups (EG) – 83 participants. At the beginning of experiment, the initial assessment on the English language proficiency was conducted to determine the level of officers' English language knowledge and at the end of experiment, we made the final assessment in order to compare results. So control groups studied according to the current curriculum with traditional methods of training and experimental groups studied according to improved curriculum; the suggested set of methods and professionally oriented themes was implemented in the educational process to teach officers the discipline "English for Specific Purposes" according to the educational program of the second (master's) level of higher education with amendments of 2018. This allowed us to obtain statistical data to confirm our hypothesis about the practical significance of methods of teaching "English for Specific Purposes" by Military Administration masters.

## **2.2. Materials**

According to the educational program of the second (master's) level of higher education in specialty 253 "Military Administration (by branches of Armed Forces)" NASBGSU provides training of border guards on professional qualification – Officer of operational and tactical level. The purpose of the educational program is to educate border guards in the field of 25 "Military Sciences, National Security, State Border Security", which provides employment in the SBGSU. The educational program has an applied orientation with a professional emphasis on the development of competencies necessary for solving the actual problems of ensuring the State border security at the operational and tactical level. Particularities of the program is that practical in-service training (in-service educational practice) in units of the SBGSU is required.

Teaching and training include problem-based and context training, activity and competency-oriented technologies, practical execution of combat training missions, practical in-service training and daily activities.

The assessment is conducted at such forms of control: oral and written questioning, tests (including computer testing), results presentation of practical in-service training (practice), reports for individual tasks, modular tests, credits, differentiated credits, examinations, certification (qualification work defence). Assessment of educational achievements is carried out as: current control – according to the four-point scale ("excellent", "good", "satisfactory" "unsatisfactory"), verbal scale ("credited", "not credited"); the final control – according to the four-point

scale (“excellent”, “good”, “satisfactory”, “unsatisfactory”), ECTS scale (“A”, “B”, “C”, “D”, “E”, “FX”, “F”); 100-point scale. Program competencies consist of Integral competence, General competencies and Professional (specialized, subject) competencies.

Integral competence is ability to solve complex problems and problems in the field of Military Administration or in the process of study that involves research and/or innovations and is characterized by uncertainty of conditions and requirements. General competencies are ability to apply knowledge in practical situations under conditions of incomplete/insufficient information and contradictory requirements; ability to plan and manage time; ability to communicate a foreign language; ability to learn further autonomously and independently. Professional (specialized, subject) competencies are subdivided into the Professional competencies in specialty, Competencies selected by the educational institution and Competencies selected by students. Professional competencies in specialty are: knowledge and understanding of the potential capabilities of units (divisions) of the SBGSU, armies of NATO member states and the enemy; ability to effectively use various theories in the field of communication in the Military Administration; understanding of factors that have a positive or negative impact on communication, the ability to identify and take into account these factors in specific communicative situations; ability to command a unit of the SBGSU during operational and service activities (combat deployment); ability to communicate with representatives of other professional groups of different levels; knowledge and understanding of the basics of international cooperation, including in the context of NATO procedures and standards during the professional training of a unit (subdivision) of the SBGSU. Competencies selected by the educational institution are ability to build an effective system of information and analytical support to support decision-making processes for preventing, countering and neutralizing threats to border security at the level of a state border guard body and ability to organize moral and psychological support in everyday conditions, during operational and service activities and combat operations. Competencies selected by students are knowledge and understanding of the basics of international activities in the context of integrated border management and border representation work.

We determine that after completing the educational program officers will obtain program learning outcomes which are divided into program learning outcomes in specialty, program learning outcomes selected by educational institution, program learning outcomes selected by students.

Program learning outcomes in specialty are: to use different theories in the field of communication in the process of Military Administration, on the basis of the acquired understanding of the factors that have a positive or negative impact on communication, and be able to identify and take into account these factors in specific communicative situations; to command a unit of the SBGSU during operational and service activities (combat deployment) by taking effective decisions in an environment characterized by uncertainty of conditions and requirements; to act as a part of the military organizations, communicating with representatives of other arms and services, representatives of other professional groups of different levels in solving management tasks; to have sufficient knowledge and understanding of the basics of international cooperation including those for use of NATO procedures and standards during the professional training of a unit of the SBGSU. Program learning outcomes selected by educational institution are: to organize the integrated use of forces and facilities in different conditions of the situation, all types of combat, resource and engineering support of the SBGSU; moral and psychological support, measures to prevent involving the personnel into illegal activities. Program learning outcomes selected by students include organizing international cooperation in the context of integrated border management and border representation work.

On the base of Educational program, we have developed the Working Curriculum “English for Specific Purposes” for the second (master's) level of higher education in specialty 253 “Military Administration (by branches of Armed Forces)”. The term of study is 1 year 6 months based on the first (Bachelor's) level of higher education and includes 3 European Credits Transfer System.

The aim of the discipline is forming of foreign professional communicative competence that foresees the study of such aspects of language as speaking, reading, translation, auding and writing; development of dialogic and monologue skills in order to implement official duties during the State border protection; development of the knowledge and skills needed to become successful English users who can maintain simple communication for routine social and work requirements; development of general and professionally-oriented communicative language competencies in English to communicate effectively and confidently while performing service duties; demonstration of English proficiency in socially and culturally appropriate ways when interacting with international visitors and foreign counterparts; development of the skills for independent learning that will be used in the classroom and in future professional situations.

Upon completion of the discipline “English for Specific Purposes”, the officers must know: lexical material on topics that have been learnt; grammar material defined by the curriculum; border guard terminology; speech patterns for professional communication. The officers must be able to communicate English while accomplishing service duties, to translate the texts in specialty; to make decisions in the service situations that may arise during performing the service duties and require knowledge of the foreign language; to interview foreigners who violated the norms of the State border crossing, to make a report on situation.

The content of discipline embodies such themes as “State border protection”, “Organization of the United States Armed Forces”, “Law enforcement agencies of the world” and “Integrated Border Management”. Foreign language studying is conducted at practical lessons under the guidance of instructor, during self-preparation hours and self-guided work. The basis of training methods is system-active approach and professionally-oriented education, differentiation of language activity on basic kinds: oral speech, reading, translation, writing, auding, optimal balance, situational-role-play predetermination of educational activity, intensive complex use of technical equipment of training. Training of the oral speech is conducted by implementation of several of exercises, modelling of situations, from elementary speaking to participating in conversation in situations that arise up in official activity. The study of grammar must provide working off skills of grammatical forms use in speaking. Teaching new vocabulary, it makes sense to distinguish the synonym ring of words, word-formation elements that assist enlargement of vocabulary. During self-guided work officers perform exercises on mastering and fixing of lexical and grammatical material and automation of speech skills, improvement of skills of oral speech. Forms of results appraisal are oral questioning, writing questioning, testing, and examination. A successful course is one that meets the expectations of military learners and which facilitates genuine learning. We start the lesson with a brief revision of the preceding lesson, state the objective for the day’s lesson, and tell how the lesson fits into the course, what the learning benefits will be.

We think that communicative exercises (role-playing) in the English language training of masters on specialty “Military Administration” are the most effective. This type of activity fits into a foreign language lesson. Role-playing games help to develop real communication.

### 3. Results

#### *3.1 Characteristics of the Working Curriculum “English for Specific Purposes”*

The “English for Specific Purposes” is obligatory type of discipline. It consists of 3 European Credits Transfer System (90 educational hours). There are 2 modules (each consists of 2 themes). The first module includes such themes as “State border protection”, “Organization of US Armed Forces”, and the second module – “Law enforcement agencies of world countries” and “Integrated Border Management”. Educational activity is conducted at 90 hours: 42 hours of practical lessons, 2 hours for test, 2 hours for examination, 22 hours – individual work, 18 hours – self-guided work, 4 hours – exam.

There are various lessons at theme No.1 “State border protection”: “Structure of SBGSU”, “Border crossing points”, “Missions of the Border Crossing Point officer”, “Interviewing of people crossing the state border”, “Border Security in Ukraine”, “Border Guard Division Area of Responsibility”, “Counterfeited ID card”, “Passport Control”, “Illegal Migration”, “Map reading”, “Radio communication”, “Uniforms and Insignia”. Theme No.2 “Organization of US Armed Forces” includes such lessons: “US Armed Forces General Outlook”, “Recruitment and Training”, “US Infantry Weapons”, “Grade and Rank”, “US Armed Forces Organization and Reserve Components”, “US National Guard”, “US National Security Structure”, “US Army Organization by Branch”, “US Department of Homeland Security”, “Structure and Missions of the US Coast Guard”, “Border Patrol mission”. Lessons “Polish Border Guard”, “Romanian Border Police”, “Border Guard Service of Belarus”, “Hungarian Border Guard”, “Turkish Coast Guard”, “External Borders of the EU”, “Types of Borders” are included into Theme No.3 “Law enforcement agencies of world countries”. Theme No.4 “Integrated Border Management” consists of such lessons as “The Concept of Integrated Border Management”, “Efficient Border Management”, “FRONTEX: Risk Analysis”, “Main Agencies in the Field of Integrated Border Management”, “Tasks of Subjects of Integrated Border Management”, “Regulation of Internal Borders”.

We have worked out not only foreign language training exercises, such as filling in the gaps, multiple choice, crossword puzzles, rearranging, but also tasks that require a certain amount of knowledge from officers’ future activities: interview, role game and more. A role-playing game requires

a special organization, where it is necessary to take into account the following methodological aspects: officers are convinced of the need to perform their “role” well; creation of a friendly and creative atmosphere; the division into groups and the distribution of roles taking into account the level of knowledge (at the beginning they can use some cards with additional information). We selected lexical material taking into account border guards’ professional activities. We have developed role-playing games in which officers were asked to play situations where they accomplished the roles of shift leaders, commanders of divisions, detachments etc. All these roles are familiar to officers, so it possible to create a situation close to real communication, the exercises were accepted by them with great interest and were successful.

### ***3.2 Example of exercises of the lesson “Radio communication”***

Conducted analyses showed that during conducting educational discipline “English for Specific purposes” (theme №1 “State border protection”) the most effective and interesting lesson was “Radio communication”. According to it there is a necessity to reveal the methodology of its conducting.

The aim of the lesson is to enhance the general knowledge of radio communications through the use of appropriate radio procedures; procedure words (prowords); the International Phonetic Alphabet. On completion of the Radio Communication module, participants will be able to define communication, list the different parts of a hand radio, apply prowords and International Phonetic Alphabet, use appropriate radio procedures.

This lesson provides basic knowledge to the participants regarding radio communication and contains a variety of suggested learning activities to keep adult learners engaged. During the lesson we try all participants to be fully involved in the learning process through practical exercises, brainstorming sessions, working in small groups on specific tasks. A practical exercise is regarded as being essential for a better understanding of the topic.

Usually we start the lesson with the most effective method as a warming up activity “Brainstorming”. Brainstorming is a method oriented to the production of the ideas for solving problems; it is based on the process of joint attacking the problem at an organized discussion (Dvulichanskaya, 2011). The point of the brainstorming consists of developing children’s skills in expressing their ideas and thoughts quickly and effectively, in comparing, systematizing and analysing different information by means of the foreign language (Alioshina, 2016).

Activity: Brainstorming. Instructions: How do you understand the statement “Decide what you are going to say ensuring that it will be clear and brief THINK – PRESS – SPEAK +KEEP IT SHORT and SIMPLE (K.I.S.S.). Instructions: Complete the radio words (r\_g\_r, o\_e\_, o\_t). Now say when you use the words.

As the base for pre-class officers’ training we use different articles from “The Guardian” (about British troops serving in Afghanistan, their activities and problems), “Border guard of Ukraine” (service activity of border guard personnel). After reading we can check how they understood the information.

Activity: Comprehension. Instructions: Read and fill in the blanks to complete the sentences: Radio hops frequencies in order to... . There are two basic types of radios: the ... and the ... . Instructions: In pairs talk about how many types of radios there are and how they can be used: There are different types of radios, such as ....

Instructions: Read again and choose the correct answer: According to the text, what is true of the AN/PRC-148 handheld radio?

- A It can receive but not send data messages.
- B It is too large to fit into a soldier’s pocket.
- C It uses a rechargeable battery.
- D It has a longer than man-pack radios.

Instructions: Decide where the statements true or false: A - CHARLIE, B – BRAVO, D – DELTA, E – YANKEE, 136 - WUN THUH-REE SIX.

As an illustration for the radio communication exercises we use assorted pictures and photos. Each picture requires from officers reporting various events.

Activity: Picture description. Instructions: Look at the picture and answer the question: Say what you think is happening. Are the local inhabitants near the border? Does he traffic any prohibited goods? Instructions: Look at the picture and make a report according to coordinates: Eagle-02 what is your position?

Activity: Matching. Instructions: Match the levels of alert with description: green alert, red alert, yellow alert (high risk, higher level of security, situation normal).

Activity: Report. Instructions: 1) You encountered an aggressive group. Report the situation. 2) One terrorist detonated in a nearby house. What do you suggest? (Are there any survivors? Is it safe? Is there any subsequent attack to happen?).

Activity: Vocabulary. Instructions: Choose the correct definition for each word. Stay in contact (to replace batteries, to have communication, to turn off a radio).

Instructions: Complete the conversation with appropriate words or phrases from the word bank (negative, wilco, over, say again, out). Echo one-three, I didn't hear your last transmission. Please ... . I repeat, please advise. Is air reconnaissance available for this area?... .

Instructions: Complete the word or short phrase that is similar in meaning to the underlined part: I understand your last transmission. I am moving toward the objective now ( \_ \_ g \_ \_ ). Yes. All units have reported back to base ( \_ f \_ \_ \_ \_ \_ t \_ \_ \_ ).

Activity: Pronunciation. Instructions: Listen and repeat the prowords: destination, roger, out, over, mobile from ... .

Usually the instructor goes round the lesson practicing pronunciation with individual officer and point out the importance of pronouncing these words correctly.

Activity: Chaining. Instructions: Repeat the syllables after you to build up the whole word: batt, battalion, battalion. Back-chaining takes the opposite approach: ion, tallion, battalion.

Activity: Listening. Instructions: Listen to a radio conversation between a soldier in the field and his commander. Write down any key vocabulary that you hear. Listen again and answer the questions: Why does the man contact the woman on the radio? Why does the man ask the woman to say "again"?

Activity: Matching. Instructions: Listen and match the descriptions with the conversations:

The operator reports the convoy is leaving D1 (start point).

The operator joins the radio net again.

The operator reports the convoy is at D2 (1st rest area) and he will leave the net.

The operator checks he has radio contact with the control station

The operator reports the convoy is leaving D2.

Since learning the universal ways of using unknown material is becoming an integral part of foreign language education, the method of algorithmic development, or algorithmic method, is of paramount importance as it represents a well-structured visual chart. This method implements another significant construct of the foreign language educational paradigm based on methodological compression (Semienov, 2006).

Activity: Speaking. Instructions: In pairs act out short radio exchange using the procedure words. Example of conversation №1:

ALFA - THIS IS CHARLIE - MESSAGE - OVER  
FROM ALFA - SEND - OVER  
THIS IS CHARLIE - WATCH FOR FALLEN ROCKS ON  
ROAD BIRKET' - I SPELL - BRAVO INDIA ROMEO KILO ECHO  
TANGO - BIRKET' - OVER

FROM ALFA - WILCO - OUT

Example of conversation №2:

52 THIS IS 11 - RADIO CHECK - OVER

THIS IS 52 - YOU ARE LOUD AND CLEAR - OVER

THIS IS11 - YOU ARE LOUD AND CLEAR AS WELL - OUT

Activity: Speaking. Instructions: Complete the conversations using  
the prowords:

Conversation 1: A Hello L1. This is L3. (1)\_\_\_\_. Over. B L1. OK.  
Over. A L3. OK. (2)\_\_\_\_\_.

Conversation 2: A Hello L1. This is L3. Leaving delta 1 in convoy.  
(3)\_\_\_\_\_ delta 6. Over. B L1. (4)\_\_\_\_\_ . Out.

Activity: Class – Open pairs – Closed pairs (suitable for practising  
short dialogues). Instructions: Class: After playing the recording repeat it line  
by line as a whole class. Open pairs: two officers act out the dialogue –  
either reading it aloud or reciting from memory. Closed pairs: whole the  
class practices the dialogue simultaneously. Communicative tasks are  
presented in the form of question-answer activities and aimed at the  
simultaneous participation of the entire group. In order to answer some of  
the questions they should analyse the textual material and compare this  
information with professional experience. At the end of the lesson officers  
use the learned material to resolve problem situations typical for their  
professional activity. As a rule, there different activities, such as:  
presentation, role play, interview, discussion. After practising general rules of  
radio communication we can conduct the field training combining map  
reading and radio communication. Usually officers are in fighting order, with  
personal weapon, special means for border protection, tripping device, radio  
station, etc.

Activity: Orientation. Instructions: place the correct mark on the  
map at the following grid coordinates: Grid 105615 (mark “A”), Grid  
139589 (mark “B”), and Grid 111606 (mark “C”). And report your  
destination. Instructions: listen commander instructions for a reconnaissance  
mission (by radio), note down the coordinates, and draw the route on the  
map.

Activity: Role-pay “Land navigation”. Instructions: class is divided  
into two groups, they have names of places where can be the enemy, they

should find the coordinates and draw it on the map (bridge, forest, and village). Instructions: your grid coordinates are 105617; go along the track to your left for about 1000 metres. You'll see a footbridge over a stream to your right. Cross the footbridge and take the track to your right. After about 500 metres you'll reach the operation tent. It's on your left-hand side hidden under the trees. Report every 30 minutes or in a case of necessity. Stay there and continue observation in the direction of the State border. Now you are at reconnaissance patrol. At any violations of the State border be ready to report using the radio and to detain the violator. Interview him. Officers should use such questions as "Who showed you the way to the border?", "Why did you hide from border guard?", "How did you get to the border?", "Who is a leader of your group?" etc.

### ***3.3 Assessment of foreign language skills***

Upon completion of the educational discipline "English for Specific Purposes" officers take an exam, the aim of which is to determine the level of foreign communicative competence, skills and habits to read the texts and speak on topic, to make decisions in the service situations that may arise during performing the service duties; to determine the level of lexical material on topics that have been learnt; to analyse the level of knowledge in order to optimise educational activity and improve methods of training. The term of exam is 4 hours. The card includes three tasks: lexical-grammatical test (20 test tasks), reading and translation of the text (1200-1500 printed characters); speaking on the topic according to the working curriculum of the discipline.

Criteria for the assessment of card:

1) Lexical-grammatical test: "excellent" – two or more incorrect answers; "good" – five or more incorrect answers; "satisfactory" – not more than ten incorrect answers; "unsatisfactory" – more than ten incorrect answers.

2) Reading and translation of the text from English into Ukrainian: "excellent" – pronunciation, reading technique meet all requirements. Translation is made adequately using grammatical and lexical transformations. The content of the text is reproduced correctly, clearly, objectively. Some small mistakes are permitted; "good" – pronunciation, reading technique meets all requirements but a little bit slow; verbal subtleties are limited but their usage is correct. Translation is made adequately using grammatical and lexical transformations. The content of the text is reproduced correctly, clearly, objectively but with some small mistakes of content character. Some small mistakes and omissions of not

important facts are permitted; “satisfactory” – pronunciation, reading technique not in full meet all requirements; verbal speaking is slow. The content of the text is reproduced in general terms. Some mistakes and omissions of facts are permitted; “unsatisfactory” – pronunciation, reading technique and verbal speaking don’t meet all requirements; poor skills and habits of verbal speaking. Translation is incorrect. There are rough lexical mistakes. Logical, thematic and structural integrity of the text in translation is broken.

3) Speaking on the topic: a monologue is based on the suggested official activity with the aim to test the English skills to explain the actions of the border guard officer during accomplishing his professional duties. It is important to understand the situation, to use of the professional lexical material, grammatical constructions. Also specific decision making according to the current legislation is required: The group of illegal migrants was detained while attempting to cross the border illegally, clear up the situation; During performing duties on patrol the border detail detained a group of 4 people without papers who tried to cross the border illegally, make up all possible questions to clarify the circumstances of border violation; In the cargo truck which tried to violate the border the border guards found an illegal migrant hidden under the goods. He was detained. Interview this person to clear up the situation.

General Mark for the exam is given on the base of three tasks for: lexical-grammatical test), reading and translation of the text; speaking on the topic: “excellent” – if all marks are “excellent” or two marks are “excellent”, and one is – “good”; “good” – if there is not more than one “satisfactory”, and other are “excellent” and “good”; “satisfactory” – if there is not more than one “unsatisfactory”; “unsatisfactory”– if two marks from three are “unsatisfactory”. General mark on discipline is given on total points: arithmetical current mark multiplied at severity 0.8 and mark on exam multiplied at severity 0.2.

### ***3.4. Data analyses of exam on discipline “English for specific purposes”***

The final exam was conducted with the officers of the Faculty of Executive Staff Training in four training groups who were studying according to the educational program of the second (master’s) level of higher education on specialty 253 “Military Administration (by branches of Armed Forces)”. The exam (final assessment) was conducted in order to test the level of knowledge and skills of professional foreign language communication based on the requirements of the English language

curriculum at the NASBGSU. The result of the examination confirmed that the officers generally acquired a good level of texts reading and translation skills, knowledge of professional lexical material, military terminology, and ability to make decision according the current legislation in professional situations. We have detected that officers were able to identify themselves in English; to ask and answer questions related to personal data; to complete, in writing, a form with personal data; to explain simply and accurately general definitions and specific BG terms based on the Schengen Borders Code; to give orders in clear, simple English in force-related situations at work; to verify the data and authenticity of data in a document; to consult a foreign colleague on suspicious document.

The dynamics of knowledge quality of officers of control and experimental groups who were studying according to the Working Curriculum “English for specific purposes” allows stating the significant positive changes. In particular officers who were studying according to the Working Curriculum “English for specific purposes” with amendments (experimental group) could reach much better results than officers who didn’t have such possibility (control group).

As a result of the examination conducted on July, 2018, the following grades were received: 28.92% of EG officers had the high level of English language proficiency (5A), that by 19.28% more than before the experiment; the middle level (4B/4C) – 65.06% (by 28.92 % more than before the experiment), the low level (3D) – 6.02% (by 48.2% less than before the experiment). 10.12% of officers had the high level, that was by 1.26% more than before the experiment, the middle level – 53.17% (by 16.73% more than before the experiment), the low level – 36.71% (by 18.99% less than before the experiment) (see Table 1).

**Table 1.** Dynamics of English language proficiency of Military Administration Masters before and after implementing the Working Curriculum “English for specific purposes”, n=162

Grades	At the beginning of experiment				In the end of experiment			
	CG, n=79		EG, n = 83		CG, n=79		EG, n=83	
	Persons	%	Persons	%	Persons	%	Persons	%
High level	44	55.7	45	54.22	29	36.71	5	6.02
Middle level	28	35.44	30	36.14	42	53.17	54	65.06
Low level	7	8.86	8	9.64	8	10.12	24	28.92

The number of EG officers who had high and middle levels of English language proficiency increased to 19.28% and 28.92%. Unlike EG, the number of CG officers who had high and middle levels of English language proficiency increased to 2.07% and 17.3% respectively.

The comparison of EG officers' results of English language proficiency at the beginning and in the end of experiment confirmed the effectiveness of Working Curriculum "English for specific purposes" based on the Kolhomorov-Smirnov criterion.

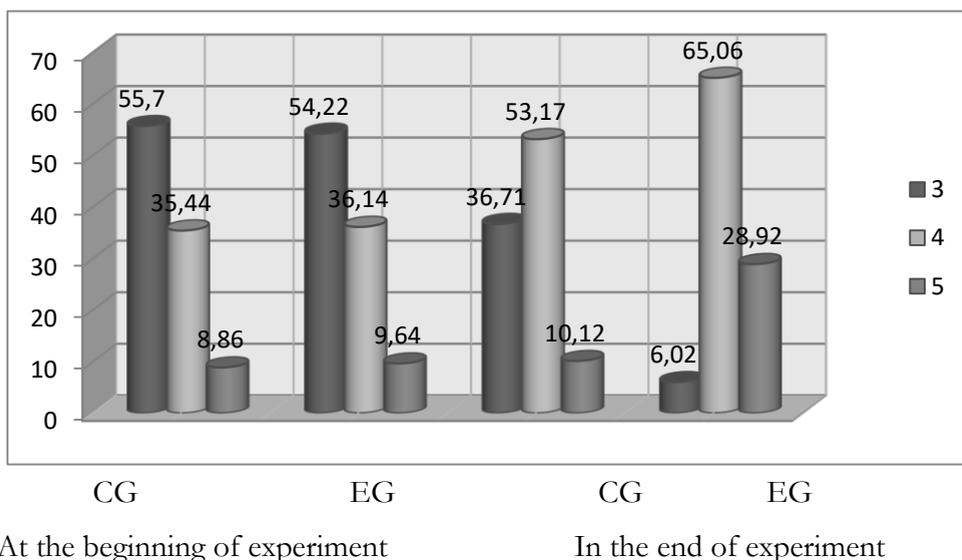
The participants of the experiment both in the EGs and CGs had the same timetable of the English language classes. Due to the overall intensive training program, they had no opportunities to attend additional English courses of any kinds: individual tutoring, e-learning, computer-based multimedia, trainings, etc. So, we can state that all the officers have undergone training in equal conditions with the only difference of the curriculum used, and no other factors could intervene during the experiment or have significant influence with the learning outcomes.

#### **4. Discussions and conclusion**

1. Foreign communicative skills have become an important agenda in the last years because Ukraine's task is to be integrated into the European Union. There is a task to develop English proficiency of SBGSU officials because ability to communicate in English is one of the prior BGs' competences required to obtain to provide border control at BCPs. The educational program of the second (master's) level of higher education in specialty 253 "Military Administration (by branches of Armed Forces)" has been developed with program competencies (Integral competence, General competencies and Professional (specialized, subject) competencies) and program learning outcomes (program learning outcomes in specialty, program learning outcomes selected by educational institution and program learning outcomes selected by students).

2. Taking into account the above mentioned educational program, the Working Curriculum "English for Specific Purposes" has been worked out with modern methods of learning which includes 3 European Credits Transfer System (90 educational hours) and 2 modules with 4 themes ("State border protection", "Organization of US Armed Forces", "Law enforcement agencies of world countries" and "Integrated Border Management"). Taking into account it we have worked out and characterized exercises of the lesson "Radio communication".

3. Thus, the obtained results approved hypothesis that it is effective to use modern methods of learning during the lessons of English. Nowadays traditional teaching methods of English studying are less active and don't enhance the process of BGs' education because require much time. That is why it is important to focus not only on practical lessons but also on self-guided work and extracurricular reading though the use of such learning methods as team learning, role play, practical development of listening and speaking skills, situation analysis, practical exercises, case studies, discussion and simulations (see Fig.1).



**Figure 1** – Results of English language proficiency of Military Administration Masters, %

Due to the use of the modern methods of teaching on the discipline “English for Specific Purposes” in the educational process of the NASBGSU, the number of EG officers who had high and middle levels of English language proficiency increased to 19.28 % and 28.92 %.

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