

Designing ESP Online Course for Personnel of Law-Enforcement Agencies of Ukraine

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Abstract

The article reveals ESP distance learning course for foreign language training of the law-enforcement agencies personnel. Topics and stages of ESP online language learning course have been considered. The training of personnel of border security units is an integral part of the system of ensuring Integrated Border Management; it is necessary to provide coherence of units for the skillful organization of their operational and service activity. The authors focus particular attention on the structural and logical scheme of ESP distance learning course according to the separate modules. The purpose of the article is to reveal developed the ESP online course in the framework of border guards training in Ukraine. The purpose set required performing a thorough needs analysis of the target audience (border guard officers serving at the border). It has been determined that it is more efficient for border guards to study the English language without leaving their professional duties at the border. The results of the development and implementation of the English language distance learning course for foreign language training of the Border Guard Agency personnel allowed us to conclude that it is necessary and effective for border guards to obtain professional language skills for performing everyday tasks, organizing operational and service activity and during border control at checkpoints across the state border. The teacher during ESP online course acts as a catalyst for communication, provides feedback, takes into account a variety of learning styles, and pays considerable attention to the development of not only intellectual but also moral qualities of border guards. The developed online ESP course for Border Guard Agency personnel effectively functions in the system of professional training, providing an opportunity for border guards at the workplace without interrupting their main activity to improve their level of professional English proficiency. The course can be implemented in other law-enforcement educational institutions for independent learning of personnel in order to form foreign language competence, especially for officers who plan to participate in joint international programs and trainings.

Keywords: distance learning course, foreign language training, personnel of the law-enforcement agencies.

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Introduction

The formation and development of the Ukrainian state, its entry into the world community, requires increasing the level of professionalism of the State Border Guard Service (SBGS) personnel. The solution to this problem is impossible without the introduction of Distance Learning (DL) in the system of professional training of SBGS personnel, which will contribute to the constant updating of their knowledge and skills, readiness to professionally perform tasks on border protection, and the state of personal readiness of each border guard will determine the effectiveness of organization of Operational and Service Activity (OSA). Training of personnel of border security units is an integral part of the system of measures for training and education of personnel, coherence of units for skillful actions during the OSA. Taking this into account, one of the main requirements for the current training of personnel is to increase the level of foreign language communicative competence. This should happen directly in the State Border Protection Units, without referral to educational institutions. The training of personnel of SBGS is an integral part of the system of ensuring Integrated Border Management. It is necessary to provide coherence of border guard units for the skillful organization of their operational and service activity.

On the basis of the main center of the State Border Guard Service of Ukraine, it was planned to conduct distance learning courses with the personnel of the State Border Service of Ukraine. For the purpose of conducting a high-quality educational process, some activities were carried out to prepare for distance learning classes, namely: the lists of online tutors were defined to ensure the organization of the educational process, consulting work, development of training programs of courses for personnel of the State Border Guard Service for learning foreign languages online; training programs were prepared, as well as tests for the final and intermediate knowledge control, practical tasks, educational literature, educational audio and video materials, etc.; there were elaborated and placed reference materials accordingly on the DL server platform in the border guard departmental network Intranet, and the training of the first flow of personnel commenced, which lasted from April to September 2020.

The purpose of the article is to reveal developed the ESP online course in the framework of border guards training in Ukraine.

The mentioned purpose of the research enables to define the following objectives: develop an ESP distance learning course for practical foreign language training of the personnel of the SBGS; reveal the structural and logical scheme of ESP distance learning course with considerable attention to the separate modules.

The study is based on the analysis of pedagogical and psychological literature. It seeks to answer the following questions: What are the peculiarities of designing an ESP distance learning course for the border guards? What are the advantages of using DL in the conditions of operational and service activity by the border guards at the border?

Literature Review

The phenomenon of e-Learning as an innovative approach to border guards' learning has developed very rapidly. Hence it is essential to analyze and share the best practices of e-Learning approaches and models currently implemented (Spridzans & Pavlovičs, 2016). Whether

asynchronous, synchronous or mixed models of delivery the advantages of e-Learning systems based on Internet technology include: reliable, standards-based technology platform; broad reach and portability; relatively low technology costs for the learner (Stevens, 2001). Leading European organizations and agencies have done a lot to provide common and harmonized DL training courses via specialized educational web-platforms (Balendr, Korolov, Adamchuk, Iakymchuk, Sinkevych, Bloschynskiy, 2019a). Using DL courses in training of personnel of the Border Guard Service has been studied by Ukrainian researchers (Bloschynskiy, 2017; Balendr, Komarnytska, Bloschynskiy, Didenko, 2018; Zalis, Zukova, Madzule, 2016); peculiarities of designing DL training at the Latvian Border Guard Service (Spridzans & Pavlovičs, 2016); utilizing educational technologies in the field of military education in Belarus (Andriyanov, 2016).

The issues of implementing ICT in the educational process were investigated by (Karpushyna, Bloschynskiy, Zheliaskov, Chymshyr, Kolmykova, Tymofieieva, 2019; Sarkar, 2015). Certain aspects of distance learning, mobile learning, and the use of virtual reality technologies were studied by (Didenko, Androshchuk, Maslii, Balendr, Biliavets, 2020; Shunevych 2003). Scientific research on the issues of teaching a foreign language in a professional direction was presented (Lahodynskyi & Semeniako, 2018; Spirin, 2011). However, the peculiarities of the border guards' ESP online learning haven't been covered yet. Therefore, the article presents a grounded attempt to reveal developed an ESP online course in the framework of border guards training in Ukraine.

Methods

One of the main requirements during the development of the training course was that it is based on the needs analysis of the target audience, which was conducted from January to March 2020. It was determined that it is more efficient for border guards to study the English language without leaving their professional duties at the border. It also became necessary to perform a thorough analysis of how and for what purpose border guards will use English. In addition, training courses that focus on the needs and interests of the target audience are more motivating, as all decisions regarding their content and methodology are based on the defined learning outcomes. In particular, the purpose of this analysis was to determine: the professional situations in which the target audience will use English and the goals for which English is required.

A survey of the target audience (border guard officers serving at the border) was conducted using Google Forms in February 2020. One hundred twenty-nine responses to questionnaires were received. In addition, interviews were conducted with 43 persons in the form of individual interviews. Most respondents stated that they often use English for professional purposes. In particular, 40% of border guards use English when checking travelers' documents, 23% - when participating in international training courses or joint operations.

For the purposes to provide scientific background to the research were used general and specific methods of scientific research: analysis of scientific literature, pedagogical sources, comparison, extrapolation - to clarify the content of the main concepts of distance learning courses development; synthesis and abstraction - to define the optimal level and content of an ESP course for Ukrainian border guards; to formulate conclusions, defining directions of further research of the stated problem.

Findings

The purpose of studying the DL English language course is to master English for reading, translating texts on everyday, political and professional topics in accordance with the curriculum, developing the skills of dialogical and monologue speech while performing service duties to protect the state border. In the process of achieving the practical goal of training, a comprehensive implementation of educational and educational tasks is provided. The purpose of this DL course is to prepare students for the use of English in official activities, as well as when communicating with foreigners.

When developing this DL course, it was taken into account that after its completion, the graduates should:

- know: phonetic structure and basic intonation models of speech; lexical, grammatical and factual material;

- be able to: read and translate texts in the specialty; conduct a conversation in a foreign language in professional situations; communicate in a foreign language at an everyday and professional level; discuss current socio-political events and videos; use English while performing service duties; use communication strategies to overcome difficulties in communicating with foreigners; make decisions in service situations that require knowledge of a foreign language and may arise in professional activities;

- study: the methods of independent learning English; the main types of reference literature and peculiarities of working with them; features of working with general and special purpose dictionaries.

Materials on everyday communication, border protection, and document verification were proposed for the implementation of the ESP DL course. Oral speech training was carried out gradually from elementary statements to solving problematic situations in service activities. Learning grammar contributes to the formation of skills to construct oral statements during translation. In the process of learning vocabulary, it is advisable to identify word-forming elements that contribute to the expansion of the active vocabulary of listeners. In the course of independent work, future border guard officers perform exercises to consolidate lexical and grammatical material and improve the skills of oral speech, reading and translation.

The study of the DL ESP language course is related to the following academic disciplines: Firearms training, Personal security and the use of force; History of wars, Conflicts and state border protection; Tactics of the Border Guard Service; Border Control; Military engineering training; Fundamentals of administrative law; Migration Law; Fundamentals of border security and a cycle of academic disciplines of professional and practical training.

The developed DL ESP course consists of three modules. The purpose of studying the first module is:

- learn grammar material (simple tenses, personal pronouns, numerals, adverbs, degrees of comparison of adjectives, passive state of the verb, modal verbs, use of articles with geographical and proper names), lexical and speech material on the topics: "Revision course" and "Political map of the world»;

- acquisition of skills and abilities of applying grammatical and lexical material on topics in oral speech; understanding and listening to information containing speech material on topics;
- familiarization of cadets with information about the geographical location, history and culture of different countries of the world; about the geographical location, economy, political structure, history and culture of English-speaking countries, with country studies material about Ukraine: political structure, geographical location and climate of the country, economy, history, customs and traditions.

The purpose of studying the second module is:

- assimilation of knowledge on English grammar (modal verbs, past tenses, structure there is / there are), lexical and speech material on the topic;
- acquisition of skills and abilities of applying grammatical and lexical material in oral dialogical and monologue speech; performing written translation, understanding and listening to information containing speech material on the topics "International organizations of the world" and "Service at the border";
- familiarization of SBGS personnel with information about the UN, UNESCO, NATO, European Union, Interpol, Frontex, IOM, OSCE, with information about the structure, tasks, features of the organization and service at the border, about the factors of illegal migration in the world.

The purpose of studying the third module is:

- to learn English grammar material (present perfect tense, present continuous tense, prepositions of time and place, expressions of future action, gerund and participle of present and past tense, pronouns, infinitive in the function of circumstances of the goal, ordinal and quantitative numerals, types of questions, active and passive state of the verb, lexical and speech material;
- acquisition of skills and application of grammatical and lexical material in oral dialogical and monologue speech; translation, understanding and listening comprehension of information containing language material on the topics "Passport Control" and "Illegal activity at the border", development of listening and speaking skills, conducting conversations, discussions and interviews, composing dialogues;
- familiarization of cadets with information about the border unit, checkpoint, types of passports, customs inspection, border control, visas and their types, detention and identification, actions of border guards in different types of checkpoints, features of compliance with the border regime in Ukraine; the main ways of illegal migration through the territory of Ukraine;
- familiarization of cadets with information about the problem of combating the smuggling of drugs and goods across the border, human trafficking, participation of the State Border Guard Service in the fight against smuggling, the fight against illegal migration, the problem of international terrorism, terrorist groups in countries of the world, the fight against terrorism, cooperation of the state border guard service with law enforcement services on combating international terrorism.

The information page of the study block contains a list of topics for DL ESP Course.

The names of the topics of the DL course are hyperlinks that open their content when clicked. Each topic (unit) covers the study of thematic lessons (Unit 1. Revision course (11

lessons); Unit 2. Political map of the world (6 lessons); Unit 3. International organizations of the World (5 lessons); Unit 4. Service at the Border. Service at the border (10 lessons); Unit 5. Passport control (7 lessons); Unit 6. Illegal activity at the border (7 lessons). Due to the presence of this block, cadets have the opportunity to get acquainted with the schedule of the educational process and the content of topics.

The structure, organization, and interface of each lesson is not difficult to use. Work at each lesson involves a step-by-step passage of thematic educational material, covering the study of lexical material, performing pre-text exercises, working out thematic texts, performing post-text exercises, working out typical expressions (used in various official situations), studying grammatical material and fixing it during various exercises, listening/viewing audio materials (video episodes).

The stage of studying lexical material contains familiarization with typical terminological units, features of their translation, and the provision of synonyms (antonyms) (Figure one).

III. Make up word-combinations using the following verbs and translate them.

1. to undergo	a. partnership
2. to be reformed (into)	b. international programs
3. to result (in)	c. checking points
4. to combine	d. great changes
5. to aim (at)	e. criminals and violators
6. to comply (with)	f. enhancement of protection
7. to provide	g. creation of a new division
8. to permit	h. the following missions
9. to guard	i. the Chief of the BG detachment
10. to identify	j. crimes and offences
11. to eliminate	k. effective border control
12. to prevent	l. protection of the border sector
13. to participate	m. the law enforcement agency
14. to perform	n. border crossing
15. to be responsible (for)	o. illegal entry of migrants
16. to ensure	p. operational and search activity
17. to be subordinate (to)	q. the functions of the CP an BP
18. to enhance	r. border inspection of travellers
19. to encompass	s. a particular sector of the border
20. to be assigned	t. European standards

Figure 1. Stage 1 - Studying

lexical material

The next stage of the lesson involves performing pre-text exercises, working out the text and performing post-text exercises: exercises to fill in gaps, invent appropriate adequate phrases, translate, build sentences, and so on (Figure two, three, four).

PRE-READING ACTIVITIES

I. Translate the following words.

Holder, bearer, valid, via, duly, issue, identity, competent, public, authority, alien, resident, sign, provide, therefore, receipt, insert, particulars, indicate, notify, accident, valuable, militia, consular, special passport, joint, certain age, legal effect, identity, competent, public authority, national, resident, receipt, permanent residence, address, indicate, province, report, diplomatic, consular, local police, militia authorities, normal passports, diplomatic, consular, service, certificate, limited.

II. Give Ukrainian equivalents to the following words and word-combinations.

Valid for all countries, crossing the state border, every person is required; to have a duly issued passport; all necessary visas; the property of the government; to sign the passport; immediately on the receipt; insert particulars stateless persons; permanent residence; a valuable document; the circumstances of the less; Passport

Figure 2. Stage 2 - Pre-reading exercises

V. Labeling.

Look at the picture from Activity IV. Write the name of the numbered parts.

1. _____ 6. _____
 2. _____ 7. _____
 3. _____ 8. _____
 4. _____ 9. _____
 5. _____

Answers: 1. Stern 2. Propeller 3. Hull 4. Anchor 5. Keel 6. Bow 7. Deck 8. Bridge

VI. Matching.

Match the word to its definition.

Stern	the room in which the ship is controlled
Keel	heavy object to stop boat from moving
Bridge	the back of the ship
False Pipe	the right side of the ship
Hull	the floor of the ship
Anchor	a beam running from stern to bow
Bow	the front of the ship
Deck	the main body of the ship
Water jet propulsion system	a propeller that makes a ship move
Starboard	large pipe that is not real
Port	room for the propulsion unit
Cabin	a room where a crew member lives
Hold	an area inside the ship used to carry goods
Engine compartment	the left side of the ship

Figure 3. Stage 3 - Text activities

An essential stage of the lesson is the development of grammatical material and its consolidation during the performance of various exercises.

IV. Insert the following prepositions where it is necessary and translate the sentences (over, by, to, off, out, for, on, of, at, with).

1. Will you get..... off the bus.
2. Get your papers ready..... passport control.
3. Do you carry..... arms or drugs?
4. Who is the driver..... the van?
5. Excuse me, I am line of duty.
6. Wait me, please.....car.
7. All passengers are asked to get.... ..off the car.
8. Proceed the office, please.
9. Your passport is not valid border crossing.
10. Take your things.....you.
11. The children are accompanied their father.
12. I would like to treat you.....some drinks.

Figure 4. Stage 4 - Post-text exercises

An exciting stage is viewing and working with thematic videos, which involve studying lexical units and providing answers to questions (or true or false statements) after viewing. The distance learning English course provides a technical opportunity to process individual video fragments and listen to them again (Figures five and six).

VI. Watching the video episode.

1. Before watching check the following words with the dictionary.
Thorough
Overlapping search pattern
Concealment areas
Point to point
Grid
Overlook
Natural voids
Pouch
To tap
Explosives
Clockwise/counterclockwise
2. Watch the video episode.
3. Answer the following questions:
 - What patterns of a car search can you name?
 - What are possible concealment areas?
 - What should an officer take into account while conducting a search?
 - What is the role of the other officer?

Figure 5. Stage 5 - Pre-watching activities

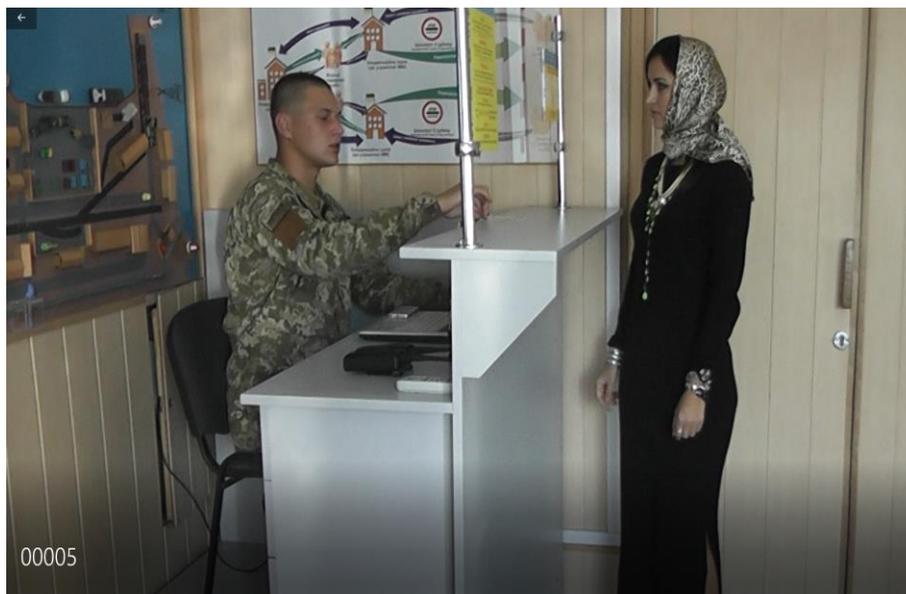


Figure 6. Stage 6 - Working with video

After studying the proposed topic for knowledge control, cadets answer (using a computer) test questions to consolidate lexical and grammatical skills. If the result is positive, they can continue studying the next topic, and if the result is unsatisfactory, they are asked to revise the material and re-sit the test. Passing the self-control test for the topic contains 15 tasks (Figure seven).

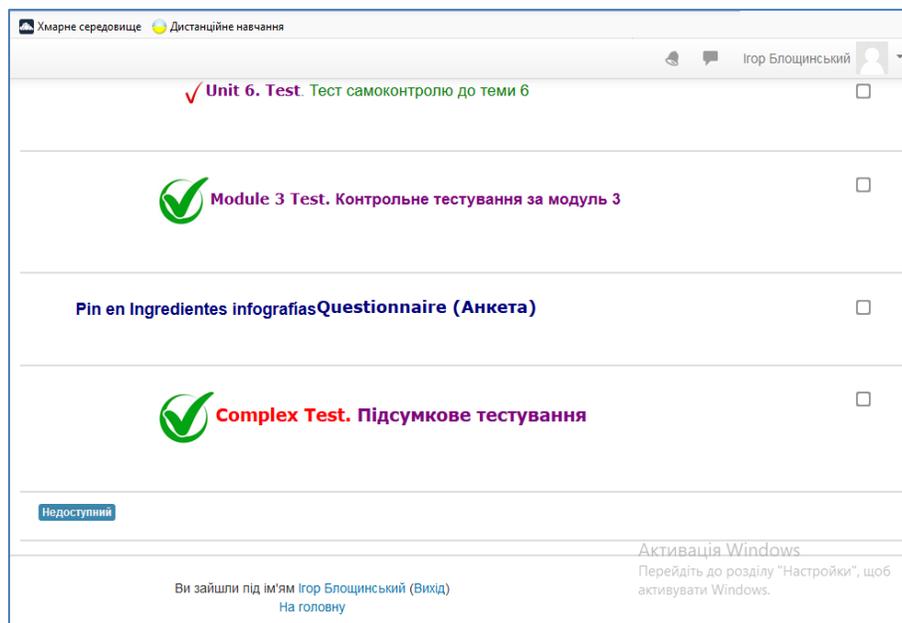


Figure 7. Stage 7 - Self-control test to the topic

In addition to Self-control tests for each topic (six tests), Modular control is provided, which provides for the possibility of assessing the quality of assimilation of the completed material (30

tasks). The final stage of the DL Course is passing the final test for the course (60 questions). Before testing, students must fill in a questionnaire.

Control (final) testing for modules is carried out by all topics of the studied educational material within the time limits determined by the schedule of the educational process. A serviceman has the opportunity to pass control (final) tests at any convenient time, but not later than the deadlines set by the schedule. Students who have fulfilled all the schedule requirements and passed self-control tests for the quality of learning educational material are allowed to take control test for the module. Military personnel who have passed all the tests of self-control of the quality of assimilation of educational material and received positive marks for passing control tests for training modules are allowed to participate in the final testing.

The results of passing self-control tests, control tests for training modules and final control are evaluated on a five-point scale in accordance with the average number of percentages received for correct answers: "excellent" – at least 90% of correct answers; "good" – at least 80% of correct answers; "satisfactory" - at least 60% of correct answers; "unsatisfactory" - less than 60% of correct answers.

The progress of the training process is monitored in real-time by the SBGS management, the main center of the DL, and officials who perform the functions of monitoring the progress of training of subordinate personnel. If cadets have questions about the material being studied, they can contact the course moderator for advice. To do this, they click the "Consultation" link in the window that opens, click the "Add topic to discussion" link, formulate your question, attach the necessary files if necessary, and click the "Send to Forum" link. The answer to this question can be found at the "Consultation" link.

Discussion

The introduction of DL Course in the system of professional training of border guards of the State Border Guard Service reveals a significant potential in the process of applying the model of continuing education; it allows to improve the quality of educational services provided by educational institutions of the SBGS by attracting qualified teachers, practitioners from various industries, including specialists in the field of temporary detention; provides an opportunity to control the process of mastering training materials by cadets remotely; bring the educational process closer to international standards of education. As stated by Komarnytska, Balendr, Bloschynskyi (2018), developing an ESP course is nowadays indispensable for effective border guards' interaction with the counterparts of EU countries.

Today DL becomes of particular importance and opens up new prospects for studying the disciplines of all training cycles of border guards. In turn, this determines the further development of pedagogical science with the use of IT, especially the didactic capabilities of the Internet. Its rapid development and growing importance for DL and self-education contribute to the widespread use of "Social services" or "Web 2.0 services" in the educational process.

To ensure the functioning of the DL Course, the Moodle server platform is provided and configured, which gives ample opportunities for the instructor to deliver educational material and

contains tools for using electronic learning resources (methodological recommendations, catalogs, audio/video materials, links to files, etc.) and many different network tools in the form of interactive course elements, through which training and communication of participants in the educational process using network communication tools take place.

Using the capabilities of the DL, the SBGS Moodle platform allows to activate the work of cadets and significantly increase the effectiveness of advanced training courses, contributes to better training of future border guard officers for professional duties, provides unlimited access to educational information, expands the range of interaction between the teacher and the cadet, promotes the introduction of personality-oriented training.

DL using the Virtual Aula and Moodle platforms for professional training of border guards is the key to continuous improvement of their professional competence, allows them to understand the All-European dimension of law enforcement education and apply the latest approaches to training SBGS personnel in practice, provides an opportunity to improve the professionally important qualities of law enforcement agents in Europe, in particular, Ukraine (Balendr et al., 2019b).

A certain number of pedagogical software tools of various levels of complexity and application have been developed, in particular, e-textbooks. A new generation of learning tools – primarily Electronic Textbooks (ET) has significantly changed the modern understanding of the functions of the textbook. ET becomes not additional, but a leading tool at many stages of the educational process, freeing the teacher from mechanical reproductive work, providing him/her with new opportunities for the creative search of content, methods, and means of working with learning subjects. In the conditions of using the ET, the teacher has not only the functions of teaching border guards to use a specific ET but also such important and irreplaceable functions as a dialogue with and without the ET, education of a culture of working with educational information, consultations and control during the performance of various creative works, without which it is impossible to talk about the proper development of the individual.

The results of the development and analysis of the DL courses and ET for educational institutions and divisions of the state border service showed their effectiveness at the border during border control at airports, namely: checking documents, interviewing, and communicating in simplified English; as well as in the educational process of NASBGS to ensure the training of cadets in the process of studying such topics: border protection in Europe; reading and translating texts in the specialty; fighting smuggling, drugs, and international terrorism; reviewing texts on border topics; communicating with colleagues; conducting interviews; helping foreigners when crossing the border; working with illegal migrants; cooperation with foreign colleagues.

Conclusion

The results of the development and implementation of the English language distance learning course for foreign language training of the State Border Guard Service personnel allowed us to conclude that it is necessary and effective for the border guards to obtain professional language skills necessary for performing everyday tasks for organizing operation and service activity, and during border control at checkpoints across the state border of Ukraine. With a successful and professional organization of educational cooperation, the teacher acts as a catalyst

for communication, provides quick feedback, takes into account a variety of learning styles, and pays considerable attention to the development of not only intellectual but also moral qualities of border guards. Thus, the combination of an electronic environment with a full-time educational process has the following positive consequences: the process of informing future border guard officers about specific changes, additions, adjustments to academic disciplines is simplified; the possibility of active involvement and use of a methodological, literary base increases; feedback is accelerated; thus it is possible to effectively coordinate, plan and adjust the independent activities of the State Border Guard Service personnel.

The developed distance learning ESP course for State Border Guard Service personnel effectively functions in the professional training system, providing an opportunity for border guards at the workplace without interrupting their proper activity to improve their level of English proficiency in a professional direction. In addition, it is advisable to use this course: in the educational process of the Bohdan Khmelnytskyi National Academy of State Border Guard Service of Ukraine in various specialties; other educational institutions of State Border Guard Service of Ukraine for independent training of personnel to form foreign language competence; for training border guards who plan to participate in joint international programs and trainings.

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