

ПРОБЛЕМИ ТЕОРІЇ І МЕТОДИКИ НАЧАННЯ ІНОЗЕМНИХ МОВ

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FOREIGN LANGUAGE EDUCATION OF ADULTS IN THE CONTEXT OF EDUCATIONAL GLOBALIZATION*

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Abstract. *The article deals with the content of foreign language education in different countries. There are presented the basic strategies, trends and forms of foreign language education of different categories of adults as well as the purpose and structure of language courses at specialized institutions. There are described peculiarities of language training centers for different categories of adults, special features of translation services functioning.*

Keywords: *foreign language education, learning strategies, foreign experience, foreign language, informal adult education*

Introduction. Foreign experience of studying the issue of non-formal adult education is rather broad and formalized, in particular it is worth to mention EU Law on adult education (2008), the Law on open public universities for lifelong learning (2011), Adult Education Strategy for 2010-2015, etc. The attention of foreign researchers is nowadays focused on the analysis of existing experience and advanced models of adult education, including foreign language teaching, statistic data and substantiation of foreign language teaching strategies. Available research papers of the foreign scientists should be adapted and empirically justified so that they can be used in the national non-formal education system, taking into consideration the differences in formalization of such education, population structure and categories, their needs, motivations and capabilities.

Studying the experience of foreign language education strategy reveals the interconnection between national and international educational processes, defines guidelines for the adaptation of educational policy of Ukraine and allows to determine the directions of education reform, based on the positive experience of other countries.

At the present stage of crucial importance is the fact that adults should master foreign language as a means of intercultural communication, which requires the explication of the notion "intercultural communication".

Analysis of recent researches and publications. The problem of searching for the ways to optimize foreign language teaching process has been recently attracting the attention of researchers in connection with entrance of countries into certain

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supranational structures in terms of globalization as well as with the achievement of results of work of national educational systems in such meta-systems and evaluation of economic risks form inefficient foreign language education system. Critical analysis and development strategies of the American foreign language teaching system are presented in the publications of US Economic Development Department [1] and in the speech of ex-director of CIA, ex-secretary of defense, professor L. Panetti on the conference in Stanford University. Efficiency and barriers in implementing the provisions of EU foreign language education policy are discussed in the scientific research [2-4].

Purpose. The purpose of the article is an analysis of conceptions and tendencies in development of foreign language teaching of adults in the conditions of globalization that is realized via separate tasks: the definition of content of foreign language teaching of adults, the factors of influence that specify the principles of foreign language policy.

Methods. To solve these mentioned tasks the complex of methods is used: analysis, systematization, generalization of philosophical, psychological, educational, and methodical literature, conceptual and comparative analyses.

Results. CIA management in the sphere of intelligence activity linguistic support among the most efficient forms and methods of training of their specialists considers the following: conducting foreign language training together with secret clearance test (for new employees), stimulating self-studying and development of foreign language skills in off-duty time; on-line foreign language studying during working hours; language training abroad; specialized language teaching for those employees who need to develop foreign language communicative competence in the languages that are defined as the most important for the purposes of national security and defense. The number of US security service staff with the foreign language skills is being performed by recruiting highly qualified linguists – experts in the languages necessary for fulfilling the priority tasks [2].

Foreign language teaching of US security service staff is performed in two specialized educational institutions: The Defense Language Institute of the US Department of Defense (Monterey, California) and in the CIA University (Chantilly, Virginia). In these educational institutions the future intelligence specialists study more than 20 languages that are divided in categories according to their difficulty. The study time budget for learning this or that foreign language is defined according to the category of difficulty [5, 6]:

languages of the first category – close to English language (575–600 hrs., 23-24 weeks with 25 class hours per week) – French, Italian, Norwegian, Spanish, Portuguese, Swedish, Romanian, Danish, Dutch, German;

languages of the second category – with significant linguistic and / or cultural difference from the English language – Azerbaijani, Bulgarian, Georgian, Greek, Dari, Farsi, Russian, Ukrainian, Hindi, Urdu, Pashtu, Hebrew, Thai, Serbian, Croatian, Turkish, Czech, Hungarian, Mongolian, Polish, Vietnamese (1100 class hours, 44 weeks with 25 hrs. per week);

languages of the third category – only languages that are difficult for English native speakers (2200 hrs., 88 weeks with 25 class hours per week) – Arabic, Chinese, Japanese, Korean.

While classifying languages according to the category of difficulty it is necessary to consider how much colloquial form differs from standard language (diglossia phenomenon). In some languages, Arabian for example, modern standard Arabic has never been used by native speakers. Such situation is complicated for teachers as well

as for students [5]. Similar problems exist in the process of language studying depending on the usage of various graphics systems (Latin alphabet, Arabic script, hieroglyphic script etc.).

The main task of The Defense Language Institute is organization of foreign language training for the purposes of national security on the US territory and overseas; conducting research and scientific work in the sphere of linguistics to improve the process of studying; elaboration of testing and competence evaluation standards. Here the training is provided for different US armed forces, FBI, border guards, NASA, Drug Enforcement Agency personnel etc. Language teaching is performed according to the following stages: basic, advanced and specialized. In the Washington branch of the Institute representatives of various departments study on the contact basis. The institute can host over 3000-3200 students, its branch – up to 300 students. According to services of the armed forces the military staff is divided into: 40–45 % – land forces, 30 – air forces, 15 – BMC, 8–10 – Marine Corps [7].

Foreign language teaching of the military staff in US is based on the team (brigade) studying concept, i.e. a team of 6 teachers give classes in three groups, each up to 10 students. Most teachers (90%) are native speakers of the language they teach. In the educational institution there are usually no teachers that work part-time or hourly. Profession-oriented approach assumes that teachers and students should pay special attention to the development of the foreign language professional and communicative competence. Subject-matters of the lessons are: medical supply, counter-terrorism, social and political communication, maintaining the security of the armed forces, public access to the information, mass communications, communication in crisis situations.

The Institute itself is administratively divided into nine language schools. For example, Middle-East language school is responsible for training specialists for cryptologic service, military intelligence, and also for teaching civil experts for the Ministry of Defense and other institutions (FBI) modern Arabian language. This program includes basic, intermediate, advanced, final and also refreshment course. Each of them is based on the principles of intensive learning [5].

Except foreign language classes with advanced speech practice students also get intensive training in country studies: history, culture and actual problems of the countries which language is studied. In the branch of the Institute more than 50 languages are studied. The duration of training – from 4 to 63 weeks. The permanent teaching staff is over 1300 people, among them 300 are military personnel. Most of them teach their native languages. The institute has advanced scientific and research base: over 50 language laboratories and almost 10 computer classes; video library includes up to 5000 items, in the foreign literature library there are over 80 000 books in 40 languages [7].

The academic workload is rather intensive. Language training includes 7 class hrs and 34 hrs of self-studying per day. Periodically tests with the assessment of the achievements are conducted. According to the long-term experience, over 15% of students cannot resist the stress and are expelled at the different stages. Most of The Defense Language Institute graduates are directed to the intelligence service departments and research and information structures of different special services.

One more important component of the linguistic education for the US military department is teaching English for foreigners. English language center at the Ministry of Defense (ELCMD) located on the air force base in Leland, San-Antonio (Texas) is responsible for its realization. ELCMD works in two directions. First one is teaching English for the military and civil staff that are obtaining technical or professional military education in the US.

Language proficiency level needed to enter a military educational establishment is set by the corresponding ministry and is defined by ECL test (English comprehension level) on the 1-100 scale. For example, to enter a course that gives profound technical knowledge or is connected with higher risk, ECL needs to be 65, 70 or 75. Foreign military staff can pass ECL in their countries before coming to US. Those whose language proficiency is not enough should improve it in ELCMD first.

Second direction of this center is the realization of all the overseas foreign language teaching programs approved by the military department – these are US military staff that come from another countries and also civil employees from the Ministry of Defense and their families for whom English is not native. Groups of English teachers work in universities and colleges of Puerto-Rico according to ROTC programs (Reserve Officer Training Corps), on ship repair yards of US navy in Japan (Yokosuka and Sasebo etc.).

ELCMD provides significant support for the state department in the country as well as abroad directing its experts for doing managing, consultative, translation or educational work to the post-graduate US Navy School (California), US Navy airbase Pensacola (Florida), Marshall Institute of European Studies, former Institute of Russian and East-European Studies (Garmishpartenkirchen, Germany), Asian-Pacific Center on Hawaiians, and also military schools in Romania, Slovakia, Slovenia and Switzerland. For the last ten years experts of the center have taken part in making contacts between representatives of US armed forces with their colleagues from Albania, Bosnia, Chili, Croatia, Georgia, Lithuania, Latvia, Jordan, Mali, Nicaragua and Ukraine [7].

CIA University provides indoor teaching of foreign languages necessary for the fulfillment of the given tasks. Beginning from 2009 CIA management emphasizes multilingualism of its employees. One of the efficient forms of maintaining high foreign language proficiency in the US special departments is the implementation of Language immersion Program that assumes certain isolation (1-3 days) from the native (English) as well as language training of the future specialists abroad.

According to some publications [7], intelligence services such as CIA and NSA possess a significant amount of documents that need to be translated; three of ten diplomats that work in foreign countries do not have enough experience in local dialects. In the countries where main languages are Arabic and Chinese this proportion is four to ten. According to famous american experts in the sphere of national security, US intelligence service is experiencing problems with recruiting specialist with fluent Arabic, Chinese and Turkish as well as Farsi, Hindi and Urdu. It is emphasized that modern informational technologies are not able to solve this problem. Though during the last years a number of good translation tools appeared, they can't catch the peculiarities of the speaker's intonation and also cannot use numerous Middle Eastern, African, Asian dialects.

In the Great Britain the linguistic teaching of the Ministry of Defense and other law-enforcement agencies is performed in The UK Defense School of Languages (DSL) that is a part of the department of studying and recruiting armed forces and is a leading educational institution that trains highly qualified specialists in linguistics. DSL is a teaching and guiding center for all the MD departments, where military staff study foreign languages. For the last years over 350 students graduated from it. Here they teach: Albanian, Arabic, Dutch, English (for foreigners), French, Hindi, Italian, Pashtu, Russian, Serbian, Spanish and Urdu. Education is performed according to several courses with different goals. Total amount of courses and number of students differ depending on operational environment. In cases when there is a need for several

uncommon-languages specialists DSL involves them from the specialized civil educational institutions. Thus, during 2002 over 80 students, proficient in 35 foreign languages, from civil educational institutions were involved in solving different tasks on behalf of MD [7].

From 2003 in this college special attention is paid to the Arabic language. Large number of military staff of different categories pass this training before coming to Iraq with British armed forces. Training time is one week (learning basis phrases, greetings etc.), six, nine and twelve months (to work as an interpreter and to fulfill intelligence tasks). Monthly courses, except intensive language training assume studying basic features of Arabic culture and Islam, for this purpose visits to Arabic cultural centers and short-term visits to Jordan and Oman are organized. According to the military management of the country, military staff that is fluent in Arabic, play the leading part in the activity of the British armed forces in the Middle-East.

There is also a range of courses where military staff and civil employees from overseas countries study English as a foreign language. Aim of creating such courses is to improve students' knowledge of military English and those of its aspects that can be useful for those who intend to work for NATO or UNO. Besides in case of necessity, short-term military English courses can be organized for those who will fulfill specific tasks, for example, take part in realization of explosives and armament utilization program. Except full-time and part-time education more and more popular becomes internet-training.

On the regular basis seminars for the representatives of foreign educational institutions (top managers, teachers, linguists-theorists) that deal with teaching languages on behalf of MD are organized. These seminars aim to discuss policy in the sphere of language teaching, improve teaching techniques, forms and criteria of testing academic progress during and after the training process, inter-academic cooperation etc. In spite of the balanced system of training foreign languages specialists for the military forces, in the UK Ministry of Defense admit a range of imperfections that prevent them from providing adequate reaction on the unexpected tasks that demand interlingua competence from the military staff [7].

Austrian Armed Forces have been supporting the united concept of organizing and implying linguistic preparation of the servicemen. Teresian military academy, Non-commissioned officers academy and English language express courses for ground forces operate on the regular basis. On the basis of these educational establishments there are held seminars, short term intensive courses for solving certain problems, preparation courses for foreign students. Significant attention is paid to developing teaching content: German-Albanian military phrasebook for Austrian military forces in Kosovo, similar phrasebook in Farsi/pushtu for the military forces in Afghanistan. The same phrasebooks were created for communication in Ukrainian, Slovenian and Slovak languages. Additionally, there have been developed a multilingual terminological database for machine translation.

Being a partner of the US in the "Five Eyes" intelligence alliance, UK has similar approaches to the formation and improvement of the foreign language training of its specialists. In case of necessity the employees of MI-6 (Secret Intelligence Service – SIS) [8] are given the possibility to study foreign languages on the language courses of the department and during Intelligence Officer's New Entry Course (IONEC). SIS Special agents often recruit talented spotters in premium universities and military academies. Young soldiers should first pass basic entrance examinations of the civil service before proceeding to a profound interview with a group of SIS officers. Training usually takes place in Fort Monkton, Portsmouth.

As it can be seen from language teaching report, that is a part of regular survey of military training of UK armed forces, the possibilities of further foreign language teaching are almost unlimited [9]. The primary directions of the language training development, according to the military management are: optimization of the teaching staff structure management and its usage; creation of a big “stock” of linguists mainly due to reservists in order to solve unexpected operative tasks; identification and recognition of all the existing linguistic forces and means; correction of plans for maintaining rotations of linguists, including stimulation projects for those who are in the process of studying; substantiation and establishment of the priority tasks for the linguistic training etc.

Discussion. Analysis of the foreign practice of language teaching of special and military departments personnel shows that in the world leading countries and in military (intelligence) blocks there is an active, complex and systematic policy in the sphere of linguistic maintain of the national security.

Urgent for the implementation and improvement of the departmental programs (concepts) of foreign language training considering the existing foreign experience are modernization and optimization of the educational model: involving and rational usage of the native speakers and highly-qualified linguists, systematic usage of forms and methods of competence, communicative and profession- and personal-oriented education (learning in small groups, training levels, penetration into the language environment, studying abroad etc); elaboration of standardized teaching methods and assessment of academic progress on the different levels of professional foreign language competence, financial and technical support of the departments that perform language training of the employees, introduction of new teaching services (courses, seminars, trainings) according to needs of practical departments.

Therefore, in order to improve the existing foreign language training concept on the basis of the world best practice the following provisions are considered to be urgent: modernization and optimization of professional foreign language communication learning model, development of standardized teaching methods and foreign language professional communicative competence assessment according to the international standard.

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