



УДК811.411.21

**COMPARATIVE ANALYSIS OF THE THEORETICAL APPROACHES  
TO PROFESSION TEACHING IN THE EDUCATIONAL  
SYSTEMS OF USA, UK AND AUSTRIA**

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*У статті розглядаються питання змісту іншомовної підготовки співробітників спецслужб США, Великобританії та Австрії. Висвітлено основні стратегії, тренди та форми іншомовної підготовки, мету та структуру мовних курсів спеціальних та військових відомств сфери національної безпеки США, Великобританії та Австрії. Описані особливості роботи центрів лінгвістичної підготовки для різних категорій військовослужбовців, особливості функціонування перекладацьких служб.*

*Ключові слова: іншомовна освіта, стратегії навчання, зарубіжний досвід, іноземна мова.*

In terms of intensive globalization and migration processes, the top priority on the global labor market in solving political, economic, cultural and other issues is given to multilingualism and multiculturalism that make it possible for the experts to communicate with people all over the world using different communication channels. High foreign language skills as well as communicative competence and inter-cultural sensitivity are nowadays considered to be essential features of human development in the XXI century. The comprehensive research of theoretical foundations and practice of foreign language teaching of US, UK and Austria special and military departments personnel will allow to analyze its problems and main tendencies.

Modern policy in the sphere of foreign language teaching that is being elaborated in different institutions in US, UK and Austria on different levels, from educational establishments to security services, is focused on solving political, economic, cultural and other issues. That is why in US, UK and Austria the researches of problems dealing with the conceptual foundations of foreign language teaching, problems of foreign language teaching in terms of teaching policy revision, problems of increasing the level of economic and national security, ecologic, social and cultural integration that requires high level of linguistic harmony, are conducted. In various scientific works depending on the aim of the research the highest priority is given to various aspects of perception, behavior and language differences, analysis of various aspects of intercultural communication using the methods of hermeneutics, cognitive psychology, linguistics, ethnosemantics and ethnomethodology.

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 [2] and also in the paper



of canadian scientist P. Duff[3].

CIA management in the sphere of intelligence activity linguistics support among the most efficient forms and methods of training of their specialists consider 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 [4].

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 hours, 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, Hungarian, Pashtu, Hebrew, Thai, Serbian, Croatian, Turkish, Czech, Mongolian, Polish, Vietnamese (1100 class hours, 44 weeks with 25 hours per week);

- ❖ languages of the third category – only languages that are difficult for English native speakers (2200 hours, 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 problem exists 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 hours 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 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 (Garmishpartenkirhen, 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.

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.

Modern foreign language training of the security sector specialists in different countries can be characterized by:

- multi-level structure that assumes the formation of different levels of professional communicative competence on the different stages (courses) of training (need in common communication, professional terminology, coordination with other departments, translation of technical or diplomatic documents etc);
- complex goal that is directed on professional, social and personal development of the employees while studying foreign languages by means of formation of the corresponding competences according to the given tasks;
- systematization that is reached by gradual implementation of profession-oriented foreign language teaching in secondary and professional education at all levels taking into consideration the peculiarities of organization and contents of training, specific character of the activity (sphere of economic, military, informational, ecological 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.

Austria, US and UK special and military departments offer different training strategies for their students: 1) meta-cognitive techniques for organization, focusing and self-assessment; 2) affective strategies for processing emotions or circumstances; 3) social strategies for cooperation with other participants of the learning process; 4) cognitive strategies for obtaining new information and implementing it into the existing schemes, its analysis and classification; 5) memorizing strategies for implementing new information into memory, its storage and withdrawal in case of necessity; 6) compensation strategies (guessing or using gestures) to fight the imperfections and gaps in the current language proficiency.

Further research perspectives can be directed to the analysis of the structure and contents of the foreign language teaching of the security sector specialists in Ukraine, optimization and elaboration of the modern training courses for the employees of practical departments, studying the possibilities of the SLP (Standardized Language Profile) – STANAG 6001 (NATO Standardization Agreement) implementation for foreign language training of the specialists from special departments of Ukraine.

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