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**A COMPARATIVE ANALYSIS OF MODELS OF BACHELORS OF ARTS’
PROFESSIONAL TRAINING IN APPLIED LINGUISTICS
AT THE UNIVERSITIES OF UKRAINE AND THE USA**

ABSTRACT

The analysis of scientists’ researches from different countries dealing with different aspects of training in the educational systems of developed countries was carried out. The models of Bachelors of Arts in Applied Linguistics professional training in Ukraine were considered. It was analyzed a professional training of Bachelor of Arts in Applied Linguistics in the USA and the comparative analysis of models of professional training of Bachelors of Arts in Applied Linguistics at the universities of Ukraine and the USA was carried out. Different and similar approaches of using new learning technologies, the structure and content of educational programs, assessment systems and scientific methods of teaching, practical training Bachelors of Arts in Applied Linguistics, accreditation and certification of Bachelor of Arts in Applied Linguistics qualifications were defined. The general positive characteristics of professional training of Bachelor of Arts in Applied Linguistics in the United States and Ukraine were determined.

Key words: professional training, Bachelor of Arts, Applied Linguistics, new learning technologies, educational program, assessment, accreditation, certification, teaching methods.

INTRODUCTION

Professional training of Bachelors of Arts in Applied Linguistics in Ukraine now becomes of great importance. After professional training competitive specialists is essential to labor-market just because of society’s needs for specialists with technical and language training. In our point of view, this raises the problem of the professional training quality of such specialists in our country. To make a qualitative analysis of a Bachelor of Arts in Applied Linguistics’ training quality in Ukraine we turned to years of experience training professionals such leading countries, namely the United States of America.

THE AIM OF THE STUDY

The aim of the study is a comparative analysis of models of professional training of Bachelors of Arts in Applied Linguistics at the Universities of Ukraine and the United States, which we have set the following objectives: to analyze the professional training of Bachelor of Arts in Applied Linguistics in Ukraine; to make an analysis of the professional training of Bachelor of Arts in Applied Linguistics in the United States; to carry out a comparative analysis of professional training models of Bachelor of Arts in applied linguistics at the universities of Ukraine and the United States; to highlight common positive training characteristics of Bachelor of Arts in Applied Linguistics in the U.S. and Ukraine.

To make a qualitative analysis of professional training models of Bachelor of Arts in Applied Linguistics in Ukraine we turned to years of experience training professionals such leading countries, namely the United States.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

In recent decades, Ukrainian scientists actively carried out a comparative-pedagogical study of specialists' professional training in the educational systems of developed countries: the USA, Germany, Canada, France, Great Britain, China, Australia, Scandinavia, Poland (N. Avshenyuk, N. Bidyuk, V. Kudin, M. Leschenko, A. Matvienko, N. Mukan, O. Ohienko, I. Rusnak, A. Sbruyeva and others). Some aspects of professional training in foreign language teaching experience in the USA have been the subject of research I. Pasynkova (professional training of Bachelors of Arts in foreign languages), A. Martyniuk (Masters training in technical translation), O. Zinovatna (philologist training of Master's level), L. Chernykh (competency based approach to professional training of teachers) and others. The formation content of training, professional competence forms of learning activities, the use of innovative educational technologies in training were analyzed in scientific workshops of J. Dychkivska, R. Gurevich, T. Smith, L. Naval, L. Romanyshyna, R. Sharan and others. Retrospective analysis of applied linguistics in the works by P. Angelis, L. Bloomfield, A. Davies, R. Kaplan and others were carried out. Of great interest were the results of American scientists' researches such as W. Grabe, T. McNamara, D. Larsen-Freeman, M. Celce-Murcia, A. Howatt and others.

The research methods we used are: theoretical analysis, synthesis, the method of studying educational and historical documents.

RESULTS

A comparative analysis of professional training models of Bachelor of Arts in Applied Linguistics at the Universities of Ukraine and the United States has shown us that these models have similar and different aspects of the educational process in higher educational institutions of Ukraine and the United States; there are different and similar approaches of new innovative learning technologies using, the structure and content of educational programs, system evaluation, scientific methods of teaching, in a Bachelor of Arts in Applied Linguistics practical training, accreditation and certification of qualifications Bachelor of Arts in Applied Linguistics (The law of Ukraine "On Education", 1996, 178–179).

In Ukraine, as in the United States, education is available in both the public and private higher education institutions. Most private schools give graduation diplomas of state pattern. The U.S. has mostly state education and controlled and funded at three levels: federal government, state governments and local authorities (Бідюк, 2010, 443–447). Any talented students can go to study free at private university. In every state, there is a University of so-called "state" university. In addition, there is a rank of Universities, which determines the subsequent employment of graduates.

Note, that in the U.S. there are colleges where you can get a degree within 2 years, which is equal to the secondary level of education, as well as those where you can get a bachelor's degree for 4 years (Топчий, 2011, 203–205).

After graduation in Ukraine you can get a bachelor's degree (after 4 years) and Master (after 6 years of education).

For admission to the Ukrainian University, you must take IEE (independent external evaluation) of the subjects required for admission to universities in the chosen future profession, and pass the competition certificates. This allows applicants to apply for admission to a maximum of five universities. In the U.S., the selection and admission of applicants may be open, competitive and selective, depending on the prestige of the university. There are general requirements for admission to universities in the U.S. and in Ukraine: the presence of a graduation document of secondary education, the list of subjects studied and the estimates, the total number of credits for specific tests, recommendations, characteristics of teachers and school administration, an interview for admission. Taking into



account also the characteristics of the church, description of the work in public organizations, proof of participation in school competitions, festivals, scientific and technical groups, sporting clubs, amateur performances, etc. (Топчий, 2011, 203–205). These additional documents are important because they can be seen the carefulness, inclination, personal qualities applicant.

The academic year in American high schools usually lasts 9 months – from the end of January or September to May or June and consists of 15–16 weeks. In some universities the academic year consists of 10–11-week semesters 3 times a year (Топчий, 2011, 203–205).

It is worth noting that in the U.S. and in some Ukrainian university teacher chooses the form of the exam at the end of the semester; some students can get the “home free” without the exam. But in contrast to Ukrainian, U.S. students can make up tests and exams several times, and they are not expulsion.

After receiving a bachelor’s degree in Ukraine you can get a master’s degree, and post-graduate courses studies or as external PhD student (with successful results with minimal Ph.D.) – PhD. PhD is available on doctoral studies, but doctoral studies don’t a requirement. In the U.S., a PhD and postgraduate are missing. For the Doctor degree, student must enter into the presence of a master’s doctorate diploma. Some universities have a bachelor’s degree is sufficient (Топчий, 2011, 203–205).

Note that the comparison of professional training models of Bachelor of Arts in Applied Linguistics in Ukraine and the United States should start from the general organization of higher education in two countries. Thus, the system of higher education in the U.S. is not subject to a single governance and non-state ownership. Local governments and state controlled licensing schools and programs in force in their territory, and the process of accreditation and quality assessment dealing with non-governmental agencies. This applies to both public and private universities. In contrast to the American system of higher education in Ukraine universities are subject to state educational agencies such as the Ministry of Education, Youth and Sports, legal regulations such as the Ministry of Education of Ukraine “On Approval of the Regulation on the organization of the educational process in higher education” (Regulations of the Ministry of Education of Ukraine “On Approval of the Regulation on the organization of the educational process in higher education”, 1993), the Cabinet of Ministers of Ukraine № 65 dated 20 January 1998 “On approval of the educational and skill levels (stepwise formation)” (Regulations of the Cabinet of Ministers of Ukraine № 65, 1998), the Cabinet of Ministers of Ukraine of 13.12.2006 № 1719 “On the list of areas for which the specialists are trained in higher education for the qualification of Bachelor” (Regulations of the Cabinet of Ministers of Ukraine “On the list of areas for which the specialists are trained in higher education for the qualification of Bachelor”, 2006), the law of Ukraine “On Education” (The law of Ukraine “On Education”, 1996) and others. Unfortunately, we should noted that the legal framework of Ukraine in the field of Bachelor of Arts degree in Applied Linguistics in need of improvement and reform.

An analysis of the universities that train bachelors in applied linguistics, teaching students in this field are much cheaper in Ukraine than in America, even under the standard of living. However, unlike in Ukraine, in the USA there is a very attractive system of benefits for students (e. g. social). Also, a student can get a loan as financial institutions or directly to the university. There are also sponsor organizations or private/public enterprises that are fully paid for student learning, but on condition that future specialist will work at the sponsored company. Due to the high cost of education, the University may provide some benefits exclusive to students, and to build high-tech equipment and modern classrooms



and learning process. In Ukraine, the funding of higher education institutions is mainly by public funds (except private), and paid learning. Unfortunately, the economic crisis in the country has led to a lack of funds and under-funding of the educational sector, so far fewer places to train students for public funds stopped developing and improving the learning process through high-tech learning tools, hardware upgrades done enough classrooms with modern equipment for the use of technology for learning foreign languages.

Note that in the U.S. Bachelor of Arts degree in Applied Linguistics going full-time and distance learning in Ukraine – full-time and part-time. If Ukraine ratio of these forms of training – 50 % to 50 % in the United States dominates most full-time education and few institutions offer training Bachelor of Arts in Applied Linguistics remotely. Significant differences in the organization of Bachelor of Arts in Ukraine and the United States concerning the practical training, because in Ukraine to receive educational qualification of “Bachelor” with a specialty “Applied Linguistics” exists only teaching practice. In the United States for practical training of students is much more closely related, as university leaders released quite a number of hours to practice, and besides teaching practice the student is able to undergo practical training, as a future specialist in applied linguistics has a wide range of jobs to apply acquired during training skills. Ukrainian and American students-bachelors have an Internship in the final year of study.

Analysis of American and Ukrainian curricula (Корнієнко, 2012, 57–79, 147–168) showed that there was a significant difference in the content of training Ukrainian and U.S. professionals in applied linguistics. Thus, the curriculum for Bachelor of Arts in the United States traced the harmonious combination of a wide range of disciplines humanities and applied sciences disciplines under the professional and practical training. Note that even part of linguistics studied so deeply that covers a large number of subjects such as syntax, phonology, morphology, cognitive linguistics, historical linguistics, language and culture, mastering a second language, linguistics, philosophy of language, comparative syntax, psycholinguistics, Romance Languages and their history, semantics, bilingualism and many others. Unfortunately in the curriculum of universities in Ukraine, which train Bachelor of Arts in Applied Linguistics, in the cycle of professional and practical subjects studied training only speaking practice, the theory and practice of translation, methods of teaching science and methods of teaching foreign languages. That is, despite the employability of bachelors Ukrainian universities in positions related to IT technologies, yet the greatest emphasis on teaching practice, for example, according to the Volyn National University of Lesya Ukrainka a specialist with a Bachelor of Applied Linguistics may hold such positions: Teacher of English in higher and secondary education establishments of all kinds (including in-depth study of a foreign language) certification levels and degrees; Engineer scholar, linguist, researcher in the research institutes and laboratories; Professional translation; teacher of German in secondary schools of all types and degrees (including in-depth study of a foreign language) as well as in higher educational institutions of I–IV accreditation levels; teacher of French in higher and secondary education establishments of all kinds (including in-depth study of a foreign language) certification levels and degrees; Software Engineer; system administrator; scholar engineer; Engineer in schools, banks, medical centers, the Center for Applied and experimental linguistics, research institutes, Bureau of Standards, Bureau of applied social research, publishing and editorial offices; teacher of foreign languages (English, German), computer science; translator. It is because the list of subjects is quite limited and focused on the knowledge of two languages and methods of teaching; the student does not fully understand what he has done in his career. This



demonstrates the need for drawing up training standards applied linguist, and improving curricula and programs.

Analyzing the educational opportunities of higher education institutions for the Bachelor of Applied Linguistics, we have found that the level of educational qualification "Bachelor" with specialty "Applied Linguistics" in 2012 can be obtained at the following universities in Ukraine: Volyn National University of Lesya Ukrainka, Dnipropetrovsk University of Alfred Nobel, Donetsk National University, Zakarpatskyi State University, Kirovograd State Pedagogical University named after Volodymyr Vynnychenko, Kyiv National Linguistic University, Training and Research Institute of Ukrainian Studies and Social Communication, National Aerospace University named after N. Ye. Zhukovsky, National Technical University "Kharkiv Polytechnic Institute", National University "Lviv Polytechnic", Institute of Computer Science and Information Technology, Odessa National University named after I. I. Mechnikov, East Ukrainian National University named after Volodymyr Dahl, Ukrainian Institute of Linguistics and Management, Kharkiv National University V. N. Karazin, Cherkasy State Technological University. The list of institutions each year may vary as one university can be accredited to the teaching profession, and the other – to lose.

Analysis of the curriculum for Bachelor of Arts in Applied Linguistics has shown that both the U.S. and in Ukraine curricula consist of a block of compulsory (statutory) subjects and disciplines sample block. But the content of these blocks differs significantly. For example, in Ukraine block of compulsory subjects include: a series of humanitarian and socio-economic sciences subjects, block of general sciences training subjects and block of courses for professional purposes. The structure of the university curriculum in the USA depends directly on the institution and its internal structure. In summary it can be stated that the block contains core courses: general courses and courses for professional purposes. Regarding block of elective subjects, we note that the Ukrainian elective curriculum subjects consist of self-selection of subjects and university courses of free choice of students. In American High School curriculum only noticed that the student must choose elective courses. Some curriculum contains the list of items but in the other – no. In this case, the student has to apply to the faculty advisor. The student can choose any course from the list of courses to choose from to get the appropriate number of credits that meet the requirements for taking Bachelor degree. Note that there are also differences in the number of hours that are caused by legislative educational base of both countries. For example, in Ukraine the number of credits is 60 credit hours or 2160 hours. In the U.S., the number is 120 credit hours or respectively 4320 hours.

We want to mark general positive characteristics of Bachelor of Arts degree in Applied Linguistics in the United States:

1. Democratic approach to student learning, the teacher does not position itself as a leader. The teacher in the learning process rather adviser, senior fellow, that allows students to feel more free, and ready to accept new information.

2. Teaching discipline involving a large number of additional materials such as books, manuals, application materials, printing ; use of different teaching methods depending on the material being studied, as well as various non-traditional forms of learning.

3. Widespread use of the information, and interactive computer technology. These technologies are used as teaching aids, as well as major combined with traditional learning tools.

4. Abundance of courses for professional purposes, which enables students to obtain a complete and wide professional knowledge and skills.



5. Diversification of practical training, which takes quite a long time. The student has the opportunity to work directly on the future job that gives a complete understanding of their profession. Services employment at universities to help future professionals in applied linguistics decide on future employment.

6. High student mobility that enables the exchange of experiences both within the country and abroad for the Bachelor of Arts in Applied Linguistics.

Positive characteristics of Bachelor of Arts in Applied Linguistics in Ukraine:

1. Curriculum distribution of Bachelor of Arts in Applied Linguistics at different blocks of disciplines that enables students to be fully aware not only within the professional area.

2. Quite affordable tuition fees, which opens the possibility for applicants to get a date and in accordance with the new Ukraine profession that encompasses a wide range of positions for employment.

3. Opportunity to study full-time and part-time training that enhances the applicants to obtain the desired specialty in applied linguistics.

CONCLUSIONS

Thus, we believe that a combination of American and Ukrainian Bachelor of Arts in Applied Linguistics experience will improve the quality of teaching native students. Improving educational programs Bachelor of Applied Linguistics in Ukraine, creation of standards Bachelor of Applied Linguistics, associations, production practices, enabling student mobility are all of which significantly improve the training of Bachelors of Applied Linguistics in Ukraine and raise the quality of education past a higher level.

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