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EDUCATION OF TEACHERS FOR LANGUAGE ETHNIC MINORITY STUDENTS IN THE USA

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The article investigates the system of training teachers for language minority students in the USA. Particular attention is paid to teachers and tutors prepared to implement a bilingual program. The article focuses on the data of American researchers.

Key words: *ethno-cultural education, ethnic minorities, language minority, the language barrier, teachers for language minority students.*

Statement of the problem in general aspect. The U.S. Census Bureau predicts that by 2020, the U.S. people of color will make up 39% of the total U.S. population. There are compelling reasons for diversifying the education workforce to better reflect the students being served. Educators of color serve as cultural brokers, not only helping students navigate their school environment and culture, but also increasing involvement of families and communities of color which in turn impacts student attendance, achievement, graduation rates and postsecondary aspirations. Teachers are social and moral agents. Teachers are either part of the problem, by maintaining the status quo, or part of the solution, in taking active role toward advocacy. Hones D. classifies teachers of language minority students as border guards or border crossers. The border guards expect all students to fit into one mold, the mythological American melting pot. Their teaching is one size fits all. They believe minority students must assimilate into mainstream America and leave their cultural and linguistic roots behind to succeed. The burden of fitting in and succeeding rests with the student. The border crossers are cultural mediators whose practices assist minority students into adjusting to the American school culture and developing social identities without sacrificing identity and connection with the home language and culture [20].

The analysis of recent research and publications. The problem of educating teachers for language ethnic minority students in the USA were studied by Boser U., Clewell B. C., Dee T. S., Easton-Brooks S., Gay G., Ingersoll Y., Lewis C. W., Lucas T., McKay S. A., Milner H., Nieto S., Porter S., Puma M. J., Strom, K., Umbach P. D., Villegas A.M., Zhang Y., Lucas T. offered two key reasons supporting the urgency of intentional

efforts to prepare, recruit, and retain the number of culturally and linguistically diverse teachers enrolled in teacher preparation programs leading to teaching and administrative positions: teachers of color serve as role models for all students and teachers of color are uniquely positioned to teach students of color [3; 6; 21; 24; 31]. Survey of the States' Limited English Proficient Students and availability of Educational Programs and Services for such category of students was carried out by Chan Tse., Fleshman H., Greenberg G., Hopstock P., Marcias F., Reynaldo F., Rhodes D.

The low rate of academic achievement and high dropout rate among language minority youths in U.S. secondary schools has been a cause for concern and the subject of numerous publications by Morse A., Ruiz-de-Velasco.

The impact of a diversified workforce in closing the academic achievement gap between white and non-white students was shown in special investigations by Dee T., Easton-Brooks D., Boser U., Dickson L., Porter S., Umbach P., etc. Studies by Bireda, Boser U., Chait C., Ingersoll R., May H. also shows that teachers of color are two to three times more likely than white teachers of color to work in schools with students from families and communities with high stress factors [3; 7; 8; 21].

Easton-Brooks D., created the State Teacher Diversity Index based off of Boser's Teacher Diversity Gap Index and found that, as the gap in percentage of diversity of teachers to the percentage of diversity of students in the state increased, the state's achievement score gap between Spanish-speakers/white and African American/white students increased significantly [8].

The aim of the given paper is to disclose pedagogical foundations of preparing teachers and tutors for language ethnic minority students in the USA, to show education services provided for such group of students in U.S. public schools and other educational establishments.

Main material presentation. Some nations across the globe are becoming more linguistically diverse as a result of the transnational migration of peoples. Others are experiencing an increase in their language diversity as a result of differential growths of their populations, resurgence of language and ethnic nationalism, language revitalization movements, and the official recognition and promotion of multiple languages. Governments may be recognizing the needs of regional or immigrant populations within their borders, or they may be recognizing the fruits of foreign language programs in their nations. This increase in linguistic diversity is taking place at the same time that the estimated total number of different languages in the world

is decreasing. While most nations have a multilingual history they recognize as part of their heritage, some view themselves as predominantly monolingual in a dominant language—the United States is one such country. Language diversity in the United States is not a new phenomenon, but language minorities begrudgingly receive recognition and continue to struggle for acceptance [25].

According to the U.S. National Council for Accreditation of Teacher Education (NCATE) the national standards focused on diversity address the following questions: 1. What proficiencies related to diversity are candidates expected to develop and demonstrate? 2. What required coursework and experiences enable teacher candidates to develop awareness of the importance of diversity in teaching and learning and the knowledge, skills and dispositions to adapt instruction and/or services for diverse populations? 3. What assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments? 4. How diverse is the faculty who work with education candidates? 5. What efforts does the unit make to recruit and retain a diverse faculty? 6. How diverse are the candidates in the initial teacher preparation and advanced preparation programs? 7. What opportunities do candidates have to interact with candidates from diverse groups? What efforts does the unit make to recruit and retain candidates from diverse groups?

The single most difficult aspect of the schooling of language minority students is providing them adequate access to the core curriculum. Most school districts have opted to enforce a policy of learning English first—before these students can be taught other subject matter. This puts language minority students in a precarious academic situation. Many schools are beginning to require special preparation, professional development, and even licensing for their teachers to instruct these students in English. Many language minority students who enter the schools early in their life can sometimes catch up academically with native English speakers when they work harder than these peers. However, the concentrations of language minority students are in high-minority, high-poverty schools, which are often under-resourced and struggle with hiring a fully credentialed and qualified teaching workforce. Receipt of adequate instruction is the exception, not the rule, for language minority students. The absence of teachers and other school staff who can communicate with parents of language minority students is also a problem in informing parents about the academic performance of their children, about the activities of the schools, or even about the expectations of the teachers. As language minority students,

especially children, acquire some English, they often abandon the use of their heritage language. This creates another communication difficulty between children and parents in these homes that strains the quality of family interactions.

Recent research made by Anderson A., Clark E., Faltis C., Floden R., Garcia E., Greenberg J., Moll L., Thonis E. Velez-Ibanez C., allows teacher educators to readily generate a list of teacher competencies [1; 5; 9; 10; 13; 28; 38]. This list suggests a set of fundamental skills, knowledge, and attitudes that all teachers working with language minority students (including mainstream teachers) should possess: 1) an awareness of the kinds of special instructional services that second language learners experience at different stages of participation in bilingual and English second language (ESL) programs [9]; 2) the ability to work collaboratively in teams that include specialists and non-specialists in bilingual and ESL programs; 3) an understanding of how classroom settings (both social and physical) can be arranged to support a variety of instructional strategies; 4) an understanding of second language acquisition principles and how these can be incorporated into learning activities that require two-way communicative exchanges between teachers and students as well as between students; 5) an understanding of "how pupils use their existing knowledge to make sense of what is going on in their classroom...and awareness of ways in which pupils might misunderstand content that seems clear (even obvious) to the teacher" [10]; 6) the ability to draw parents of bilingual learners into classroom-related activities and to tap into the "funds of knowledge" which parents and community members can contribute to enhancing the instruction of language minority children [28]; 7) the ability to deliver an instructional program that provides "abundant and diverse opportunities for speaking, listening, reading, and writing along with scaffolding to help guide students through the learning process" [13]; 8) the ability "and disposition to create and to bring students into classroom dialogue" [1]; 9) the ability to "assess dynamically the initial 'ability' of individuals and groups so that instruction may be aimed above (but not too far above) that level" [1]; and 10) a disposition "to be tolerant of responses that are divergent from the teacher's point of view" [1] and to incorporate the culture of language minority children into the curriculum.

Given current demographic trends, mainstream teachers, as well as English second language and bilingual teachers, need to be prepared to teach language minority students and to take a more active role in these students' education. Hamayan E.V. describes six major functions that mainstream

teachers perform with regard to language minority students. These functions include: (1) mediator and facilitator of content learning; (2) facilitator of the acquisition of English as a second language (through multiple avenues, including integration of ESL instruction with content area subjects); (3) language model; (4) mediator of mainstream culture; (5) advocate for student empowerment; and (6) collaborator with administrators and other teachers to provide valuable information about language minority students in their classes and about the content of their classes [18]. In addition, mainstream teachers increasingly need to be prepared to meet the challenge of how to address "the social, communicative, and educational needs of both native English-speaking and second language learners of English" within the same classroom [9].

Although many teacher training programs clearly specify expected outcomes, the general consensus among teacher educators today is that a statement of outcomes alone is not sufficient. Indeed, it is becoming increasingly evident that the emphasis on competencies in teacher education (both pre-service and in-service) may be too narrowly focused. This narrow view of teacher education often fails to lead to change in instructional practices and to emphasize the need to create the kind of classroom environment for language minority students that will facilitate both language development and content learning [4; 26; 36].

In answering these questions, the challenge for teacher education shifts to how to prepare teachers (both beginning and experienced) to move from wherever they happen to be in their current approach to teaching toward becoming the kind of professionals who can create an optimal learning environment for language minority students. The nature of the challenge will vary with the kind of program in which a teacher is involved. In each case, the focus for teacher development shifts from "skills training" or "knowledge transmission" toward engaging teachers in a process which leads them to understand, at a deeper level, how learners learn language and subject matter. More specifically, teacher education programs would focus on how language minority students learn, given their particular needs as second language learners from non-mainstream cultural backgrounds. The specific features of a program may be less important than the reflective nature of the process in which the teachers (or future teachers) are engaged [9; 11; 12; 27; 30; 34]. In order for learners who are not yet fully proficient in English to progress academically, support systems must be created within the classroom to facilitate learning. Access to the native language provides one important element of support for comprehension and learning that is not available in

all-English classroom settings. Setting up activities in ways that establish direct connections with existing knowledge that the learner bring to the task is another element of support (often culturally based) that bilingual teachers must provide. The motivational prerequisites for learning need to be relevant and directly evident to the learner, and the participant structures which serve to engage the learner in the task or activity must be appropriate for that learner, as well. While certain aspects of good teaching undoubtedly cut across all learning contexts, teachers prepared to implement a bilingual program are distinct from mainstream teachers in at least three ways: (1) they are proficient in two languages and are able to use both to deliver effective instruction in all areas of the curriculum; (2) they are skilled in integrating "students' work at mixed of linguistic and conceptual complexity;" and (3) they "know the rules of appropriate behavior of at least two ethnic groups" and are able to "incorporate this knowledge into the teaching process" [9; 27]. As bilingual teachers plan strategies for pursuing academic goals, they must invariably draw upon their knowledge of the child's language and culture to deliver an effective plan for attaining the desired outcomes.

In addition to developing strategies for the academic achievement of students, bilingual teachers must create optimal conditions for learners to acquire English as a second language. Based on our current state of knowledge, factors that can directly enhance this effort include: (a) providing opportunities for interaction in all phases of student learning in order to promote language development; (b) contextualizing learning activities (e.g., providing visual supports) in order to assist comprehension; (c) creating cooperative learning environments that foster the development of social skills needed to access knowledge from others and provide mutual assistance in pursuit of common goals; and (d) infusing higher-order cognitive skills into all aspects of classroom activity and directly teaching metacognitive skills at appropriate points in the curriculum [19]. While there are many means to contextualize a lesson and multiple avenues for creating a highly interactive, language-rich environment, a key element appears to be teachers' conscious attention to these factors, in addition to an awareness of the kinds of classroom variables that can be successfully manipulated to generate a learning environment that promotes language acquisition. Modes of delivering English second language support for language minority students in mainstream classroom contexts vary widely. Depending on the program/school context, the needs of the student, and the kinds of resources available, arguments can be raised in support of different alternatives for delivering English second language services, but three key factors appear to

be particularly important as remark Allen V., Crandall J., Enright A., Kessler C., Richard-Amato P., Rigg P. [2; 13; 22; 34]:

1. Whatever path is chosen, the key to success includes close articulation between different program components [13];
2. Integration of ESL and content area instruction must be maximized wherever appropriate [34]; and
3. Classroom procedures must incorporate social aspects that meet second language learners' needs, such as organizing classrooms in ways that facilitate student-student interaction [34] and using cooperative learning activities [22].

In order for these factors to become incorporated as central elements within ESL programs, collaborative frameworks must be developed that involve clear communication and mutual support among all the adults who determine the quality of education for language minority students, including teachers with administrators, teachers with teachers, and teachers with parents. What skills, then, are needed by ESL teachers serving language minority students? ESL specialists must possess a thorough understanding of theory and research which allows them to become knowledgeable and informed advocates of language minority students within the school context [14; 15; 16; 17; 23; 29; 39]. Among the critical instructional issues that they must be able to understand and apply in the classroom and illustrate to non-specialists are:

- how to use modified speech appropriately with second language learners;
- how to create multiple opportunities for "negotiation of meaning" within natural learning contexts;
- how to contextualize learning (such as by providing additional visual support and planned, meaningful redundancy); and
- how to use those variables related to second language development that are under their control to maximum advantage (for example, by creating opportunities for talking and turn-taking, selecting topics, and insuring bi-directionality of communication in the classroom) [2].

Although this listing is incomplete and somewhat arbitrary, it serves to illustrate an important point: what is critical for ESL specialists is not merely to be able to do certain things in the classroom, but to understand at a deeper level why certain conditions must exist in the classroom in order for the needs of second language learners to be met.

As schools become more diverse, all teachers must ultimately assume more responsibility for the English language and academic development of

language minority students. Although it is becoming increasingly common for mainstream teachers to find themselves teaching language minority students, most of these teachers have not been trained to address the particular learning needs of these students [34]. Both pre-service and in-service training programs should begin to incorporate into their long-term plans appropriate goals and strategies for addressing the needs of this audience. For an example of a contemporary attempt to address the specific needs of mainstream teachers assigned to all-English classrooms with language minority students [9].

The recently completed study of alternatives to bilingual education programs, carried out by Tikunoff W., Ward B., van Broekhuizen L., Romero M., Castaneda L., Lucas T., Katz A., goes beyond the classroom to examine the administrative-and program-level features of these exemplary instructional programs. In documenting the characteristics of nine such programs nationwide, this study yields important information for the improvement of instruction for English language learners from diverse, low-incidence native language backgrounds a growing population. Four key findings from this study merit attention [33]. These are:

- The school leadership plays a critical role in providing instruction that responds to the needs of language minority students;
 - Intensive staff development is essential in responding to the changing concerns of even the most expert teachers facing a changing student population;
 - Exemplary programs extend students' educational experiences beyond school hours; and
 - The native language of students continues to play an important role in learning, even in settings where English is the primary language of instruction.
- In effect, this study suggests that creating effective learning environments for language minority students is the responsibility of all members of the school/ program community, not just of the classroom teacher. It also suggests that, in light of the changing demographics that characterize schooling in the United States, professional development must become a life-long process.

Collaborative research approaches are those in which teachers work as equal partners with teacher educators and researchers to create challenging learning environments for students. These approaches are exemplified by the work of the Innovative Approaches Research Project (IARP) funded in 1987. The IARP project included four separate studies. The process followed in

each study was complex and involved a number of phases, precisely because of its need to be inclusive of teachers, as Rivera C. [35] suggests:....the implementation of each project was a collaborative effort involving researchers, administrators, and teachers who worked together in classrooms and in schools and who jointly shaped the refinements in the processes and procedures of the individual models. For this reason, the research and demonstration phase of the project was particularly informative and led to important insights about effective instructional approaches for language minority students.

By working as equal partners in this effort, teacher collaborators gained increased understanding of the importance of the organization of schooling, the value of teaching and learning approaches that restructure the traditional teacher/student relationship, and the importance of presenting language minority students with challenging content that is relevant to their experiences and needs.

Another example of the collaborative research approach is reflected in the work currently being conducted by Mercado C. Mercado's approach is undergirded by two key elements:

- a belief that, in order to change instructional practice in schools, teacher trainers must practice what they preach" and teachers must experience what it is like to be a language minority student, and

- an inquiry-based stance oriented toward the creation of new knowledge grounded in the actual classroom experience of practitioners [26].

Mercado C. has tested her approach in a study which examines a methods course organized around the development of thematic units and student portfolios. Units are developed in a process wherein all participants jointly plan, try out, and assess activities appropriate for achieving the desired goals. The course emphasizes submission of "works-in-progress," with substantial interaction focused on constructive evaluation of these works throughout the semester. The principles of professional development which the study exemplifies parallel those described in the literature on effective classroom practices for language minority students. That is, professional development is characterized by: (1) authentic dialogue over relevant content; (2) learning by doing; (3) ongoing collaboration; and (4) collective reflection over practice. Teachers experience the kind of instruction they are being encouraged to practice [26].

It is important to note that professional development cannot be imposed from the outside; the need and desire for change must grow from within each individual. The notion that knowledge comes from action and reflection on

that action is central to this pedagogical approach. Reflecting on shared experiences is essential to deepening our understanding of ideas and of individual interpretations, to confronting our beliefs as well as our biases, to making learning explicit, but also to creating new interests and awareness of new needs. our beliefs as well as our biases, to making learning explicit, but also to creating new interests and awareness of new needs.

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ПОДГОТОВКА УЧИТЕЛЕЙ ДЛЯ РАБОТЫ С УЧАЩИМИСЯ ИЗ ЯЗЫКОВЫХ ЭТНИЧЕСКИХ МЕНЬШИНСТВ В США

О.Е. Крсек

В статье исследуется система подготовки учителей для работы с учащимися из языковых этнических меньшинств в США. Особое внимание уделяется работе учителей и воспитателей, подготовленных для реализации двуязычной программы. Статья сосредоточена на данных американских исследователей.

Ключевые слова: этнокультурное образование, этнические меньшинства, языковое меньшинство, языковой барьер, учителя для учащихся из языковых меньшинств.

ПІДГОТОВКА ВЧИТЕЛІВ ДЛЯ РОБОТИ З УЧНЯМИ З МОВНИХ ЕТНІЧНИХ МЕНШИН В США

О.Є. Крсек

У статті досліджується система підготовки вчителів для роботи з учнями з мовних етнічних меншин в США. Особлива увага приділяється роботі вчителів і вихователів, підготовлених для реалізації двомовної програми. Стаття зосереджена на даних американських дослідників.

Ключові слова: етнокультурна освіта, етнічні меншини, мовні меншини, мовний бар'єр, вчителі для учнів з мовних меншин.

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ОБҐРУНТУВАННЯ ПЕДАГОГІЧНИХ УМОВ ФУНКЦІОНУВАННЯ ОНОВЛЕНОЇ ВИХОВНОЇ СИСТЕМИ ВИЩОГО ТЕХНІЧНОГО НАВЧАЛЬНОГО ЗАКЛАДУ

О. П. Лучанінова

Автор уточнює поняття «педагогічні умови» у контексті функціонування оновленої виховної системи вищого технічного навчального закладу, обґрунтовує найбільш сприятливі умови її функціонування та формування особистості студента як смислового ядра цієї системи.

Ключові слова: виховна система, педагогічні умови, функціонування виховної системи, формування особистості студента.

Постановка проблеми в загальному вигляді та її зв'язок з важливими науковими і практичними завданнями. Система виховання полягає в організації процесу формування особистості здобувача вищої освіти як майбутнього фахівця на основі сучасних, якісно нових підходів. Оскільки сучасний вищий технічний навчальний заклад – це лише ланка в ланцюжку соціальних інституцій, де формується особистість майбутнього фахівця та його культура, тому удосконалення й оновлення виховної системи закладу розглядається як багатоаспектна проблема, яка має важливе соціальне й наукове значення і потребує нового педагогічного осмислення, використання сучасних наукових і педагогічних підходів щодо її вирішення.

У вихованні студентської особистості загострилися певні суперечності, які виникли в суспільстві, що породило нові суттєві проблеми: зміна ціннісних орієнтирів соціуму; соціальна апатія, дезадаптація, поляризація суспільства; несформованість життєвих навичок молодого покоління, низький рівень культури мовлення; дефіцит живого спілкування.

Усе це дозволило виокремити суперечності, які склалися у суспільстві й вищій освіті, зокрема:

- між об'єктивною потребою в оновленні виховної системи сучасного вищого технічного навчального закладу та недостатньо розробленістю її концептуальних, наукових та прикладних положень;