

**Competency 001—The beginning Bilingual Education teacher understands the foundations of Bilingual Education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the Bilingual Education program.**

1. The process in which members of different cultural groups within the same society reciprocally adopt and appreciate the attitudes, values, and language patterns of each other is known as

- A. assimilation.
- B. acculturation.
- C. transculturation.
- D. ethnoconvergence.

Answer \_\_\_\_\_

2. The bilingual education director for a school district meets with all the bilingual teachers and suggests that instruction should be interactive, student-centered, and anchored on the language and culture of the students' home.

Which of the following is the best rationale for the type of instruction described?

- A. Relating instruction to the students' cultural backgrounds promotes academic success
- B. Cooperative learning improves students' cognitive, academic, social, and affective growth
- C. Instruction that promotes multicultural awareness develops students' cross-cultural competency
- D. Creating opportunities for students to receive instruction from fluent speakers of both students' native

language and English is directly related to student success

Answer \_\_\_\_\_

3. Given that English-language learners (ELLs) often differ in their culture and degree of English-language proficiency, which of the following types of program models would best ensure their academic success?

- A. Programs that concentrate on English as a second language (ESL) instruction with an emphasis on the ELLs' quick assimilation into the school culture
- B. Programs that mainstream ELLs fully into grade-level classrooms in which the curricular standards are modified to their achievement level
- C. Programs that address the ELLs' needs by using a standards-based program in which content is taught in a comprehensible manner
- D. Programs that are individualized to each ELL's needs

Answer \_\_\_\_\_

4. In which of the following court cases did the United States Supreme Court rule that limited-English-proficient students should receive equal access to education under the Civil Rights Act?

- A. Castañeda v. Pickard
- B. Meyer v. Nebraska
- C. Lau v. Nichols
- D. Plyler v. Doe

Answer \_\_\_\_\_

5. Which of the following statements provides the best explanation for the improved academic performance that English- language learners (ELLs) experience in an additive educational program?

- A. The use of English (L2) as conversational language is enforced in order to acquire L2 academic language
- B. The exclusive use of primary language (L1) for language-arts instruction and L2 for other content instruction helps ELLs develop bilingual skills while avoiding language confusion
- C. The dual-language environment requires ELLs to develop stronger study skills than their peers require in monolingual L2 classes
- D. The continued development of ELLs' L1 validates their L1 knowledge and facilitates the acquisition of their L2

Answer \_\_\_\_\_

6. Which of the following strategies would be most effective in creating an environment that encourages the development of biliteracy and biculturalism?

- A. Incorporating materials related to students' home cultures and texts in students' primary language throughout the curriculum
- B. Building opportunities for English language and literacy development across all content curriculum
- C. Hosting food and clothing days that feature the home cultures of students in a class and encouraging the students' parents to participate
- D. Decorating the classroom with student drawings based on stories from students' home cultures and English

Answer \_\_\_\_\_

7. An administrator wants English-language learners (ELLs) to take standardized achievement tests of basic reading skills that have been directly translated from English into the ELLs' native languages. Which of the following best explains why that approach is likely to yield inaccurate results?

- A. A translated test will have slightly increased levels of validity and reliability but will not reduce student test anxiety
- B. Translations provide students with a better understanding of the test content but fail to reveal the full extent of students' English-language needs
- C. A translated test may evaluate students' intellectual capabilities but cannot measure students' performance of specific skills
- D. Translations change the language of a test but cannot eliminate cultural differences and discrepancies caused by translations

Answer \_\_\_\_\_

8. A middle school bilingual teacher regularly includes news and magazine articles in the curriculum that focus on multinational organizations or businesses that highlight careers in which it is advantageous or essential to have knowledge of more than one language. A primary benefit of using such reading materials for English-language learners (ELLs) is that they allow ELLs to

- A. identify the features of different types of bilingual communities and networks.
- B. recognize the benefits of being bilingual and bicultural in a global society.
- C. promote understanding of the circumstances that may have brought their families to the United States.
- D. decide where they would like to live and work when they grow up.

Answer \_\_\_\_\_

9. Ms. Liang's lesson plans for her third-grade classroom include native language (L1) support for academic concepts, including vocabulary development and a basic interaction with new ideas. She wants to ensure that the English-language learners (ELLs) understand the lessons they will be studying in the upcoming week, particularly since most of the instruction is in English (L2). She continues to emphasize L2 language development throughout the day, but uses L1 to ensure that the ELLs do not fall behind in subject matter studies as they become more competent in L2. Ms. Liang's planning indicates that she is working in which of the following special language programs?

- A. Self-contained English as a Second Language (ESL)
- B. Shared-teaching bilingual
- C. Transitional or early-exit bilingual
- D. Two-way bilingual or dual immersion

Answer \_\_\_\_\_