

Competency 002—The beginning Bilingual Education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

10. A third-grade bilingual teacher, Mr. Rivas, reads aloud a procedure for a student science investigation. After reading aloud the procedure, he notices that the students are confused about how to begin their investigation. Mr. Rivas then decides to repeat the procedure step-by-step, modifying the language used in the written instructions so that it is more comprehensible to the students. Which of the following does Mr. Rivas best demonstrate by modifying the lesson?

- A. Scaffolding instructional technique
- B. Reciprocal teaching instructional technique
- C. Sheltered English instructional strategy
- D. Concept attainment instructional strategy

Answer _____

11. Which of the following tasks would require the greatest use of basic interpersonal communication skills (BICS)?

- A. Completing an individual science fair project
- B. Asking for directions to a location
- C. Using a computer to construct a bar graph
- D. Listening to a recorded class lecture

Answer _____

12. In contrast to an adult learner, an elementary student learning the structure of a second language is more likely to

- A. depend on written representation of the second language.
- B. apply the structure of the second language spontaneously.
- C. memorize the grammatical rules of the second language.
- D. compare the structures of the native and second languages consciously.

Answer _____

13. During a social studies lesson, Mr. Donelli instructs the students in the class, including English-language learners (ELLs), to draw pictures that represent the meaning of vocabulary words they encounter during the lesson. Then he asks them to describe and explain the meaning of the pictures in pairs or small groups. Which of the following statements best reflects Mr. Donelli's awareness of research-based second-language instruction for ELLs?

- A. Exposure to various meaningful linguistic contexts is needed for second-language acquisition
- B. Indirect instruction of content knowledge maximizes students' second-language learning
- C. Formal teaching of language structures best fosters the development and acquisition of a second language
- D. Systematic and explicit instruction on language features best develops cognitive abilities in students' second language

Answer _____

14. After Ms. Pua, a fifth-grade bilingual teacher, distributes an informative article in English to her class, one student says, "Teacher, the word 'coast' sounds like the Spanish word *costa*." Before the class reads the article, Ms. Pua arranges the students in small groups and asks them to find and discuss the meaning of words that sound alike in English (L2) and Spanish (L1). Then she creates a chart to record each group's findings. The activity best illustrates Ms. Pua's understanding that

- A. analyzing word parts such as root words and affixes facilitates acquisition and application of content knowledge.
- B. providing high-interest reading selections motivates students to feel comfortable reading in L2.
- C. making connections between the students' L1 and L2 helps build vocabulary knowledge and supports reading comprehension.
- D. modeling metacognitive strategies for students helps students apply the strategies in L1 and L2 activities.

Answer _____

15. A basic assumption underlying dual-language curriculum development and instruction is that students develop a first language through

- A. imitation, reproducing language through approximate imitation of what they hear.
- B. syntax, discovering the organizing principles of the language they are being exposed to.
- C. hypothesis testing, finding rules in their language and testing them by applying the rules they have formulated.
- D. language acquisition, developing grammar based on the linguistic input they receive.

Answer _____

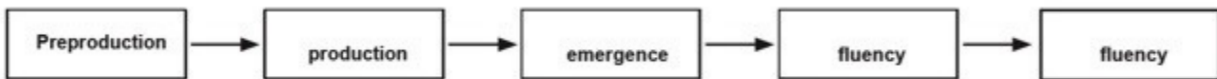
16. During a guided reading lesson, Lisbeth, a second-grade English-language learner whose native language is Spanish, stumbles over the word “restaurant.” Her teacher reminds her to think about what is happening in the story and suggests that she think of the word in Spanish, which is a cognate. Afterwards, Lisbeth successfully reads the word in English and continues reading the remainder of the text. In the scenario, the teacher encouraged Lisbeth to use her knowledge of her native language primarily to

- A. facilitate comprehension.
- B. increase student confidence.
- C. develop structural analysis.
- D. focus on context clues.

Answer _____

Use the chart to answer the question that follows.

The chart depicts the stages of language acquisition for English-language learners (ELLs).



17. A teacher is facilitating a reading-comprehension activity to elicit information about a story the students just read.

Which of the following would be the most appropriate question for the teacher to ask ELLs in the early production

Stage?

- A. “Why did the character evolve?”
- B. “Where did you find the answer?”
- C. “Was it a whale or a dolphin?”
- D. “What do you think will happen next?”

Answer _____

18. After four months in the United States, Sal, a fifth grader, still rarely speaks in English (L2) in his bilingual class. In fact, he rarely speaks at all except in short sentences in his first language (L1) during one-on-one interactions with his teacher. The teacher has discussed the situation with Sal's parents, who seem unconcerned and assure that Sal is also very quiet at home. Which of the following is the most appropriate step the teacher should take next regarding Sal?

- A. Calling on Sal periodically during class discussions to provide him with an authentic context for speaking in front of his peers in L1 or English (L2)
- B. Continuing to monitor Sal's progress and acknowledging that there may be personal factors influencing his language performance in L1 and L2
- C. Initiating L2 instruction with Sal that includes activities that require the use of L2 oral language
- D. Regularly placing Sal in situations in which he must speak L1 and L2 in order to take part in activities he enjoys

Answer _____

19. The following chart depicts the stages of language acquisition for ELLs.



Which of the following adaptations to the vocabulary map activity is the most appropriate for an ELL who is functioning at the preproduction stage of language development?

- A. Modeling and explicitly correcting the ELL's pronunciation of selected vocabulary words for the word map
- B. Expanding on the ELL's word map by adding adjectives
- C. Exposing the ELL to additional words that will be added to the word map
- D. Helping the ELL select the vocabulary words for the word map

Answer _____