

PLACE[®]

STUDY GUIDE

**16 Linguistically Diverse Education Specialist:
Bilingual Education**



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for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 16: LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL EDUCATION

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

OBJECTIVES



TEST FIELD 16: LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL EDUCATION

Foundations of Bilingual and Bicultural Education
Language Arts in the Native Language
English as a Second Language
Instruction in Content Areas

FOUNDATIONS OF BILINGUAL AND BICULTURAL EDUCATION

Understand the foundations of language acquisition.

Includes theories of language acquisition, learning styles, and learning strategies; and characteristics of adult and child language learning.

Compare the linguistics of the native language and English (include when a child is ready to shift from native language to English).

Includes stages of first and second language acquisition; and criteria and procedures for recognizing stages in cognition instruction.

Analyze stages and characteristics of child development as related to bilingual children.

Includes theories of learning and social/emotional development as they apply to bilingual children; and the influences of bilingual education on child development.

Analyze influential factors in learning.

Includes cultural, socioeconomic, and linguistic factors; and differences in social structures between language groups.

Identify legal and philosophical foundations of bilingual education.

Includes models of and philosophical approaches to bilingual education; and major court cases and legislation related to bilingual education.

Identify historic and linguistic foundations of bilingual education.

Includes major stages in the evolution of bilingual education in the United States; historical events that have affected bilingual education; characteristics and variations of language in relation to bilingual education; and the linguistic nature of bilingualism.

Understand common concepts and terms used in the study of culture.

Includes terms related to culture; concepts of cultural change; and concepts of cultural variation.

Apply procedures for locating and gathering cultural information.

Includes identifying and using various reference sources of cultural information.

Apply procedures for interpreting, synthesizing, and organizing cultural information.

Includes interpreting, synthesizing, and organizing cultural information in various forms.

Apply critical thinking skills to cultural information.

Includes evaluating sources and assessing the validity of cultural conclusions.

Understand factors affecting cultural change and variation.

Includes the effects of geography, historical events, and economics on cultural change and variation.

Understand the relationship between language and culture.

Includes the relationship between language and concepts related to customs and daily life.

LANGUAGE ARTS IN THE NATIVE LANGUAGE

Identify strategies to develop listening skills.

Includes ways to develop skills in listening for sounds, words, and syntax; ways to develop literal comprehension skills; and ways to develop analytical and interpretive comprehension skills.

Identify strategies to develop speaking skills.

Includes purposes of speaking; methods and aspects of delivery; and types and characteristics of oral presentations and discussions.

Identify reading-readiness skills.

Includes the language, motor coordination, visual discrimination, and auditory discrimination skills that indicate reading readiness in the native language.

Identify strategies to develop reading skills.

Includes strategies, activities, and materials for developing word-attack skills, vocabulary skills, comprehension skills, applied reading skills, and literary appreciation in the native language.

Identify techniques for monitoring comprehension and adjusting reading strategies for different purposes when reading texts in the native language.

Includes asking questions; making predictions; adjusting rate when reading for different purposes; summarizing; and other self-monitoring strategies.

Identify strategies to develop writing skills.

Includes strategies, activities, and materials for developing writing skills in the native language.

Identify strategies for using and reinforcing the interrelationship of reading, writing, listening, and speaking in the native language.

Includes strategies, activities, and materials to combine and incorporate all aspects of native language development.

ENGLISH AS A SECOND LANGUAGE

Identify concepts and skills in phonemics, grammar, and vocabulary acquisition in English.

Includes phonemic and grammar concepts and skills in English; and vocabulary acquisition concepts and skills in English.

Identify strategies to develop listening and speaking skills in English.

Includes strategies for attending to English speakers; ways to analyze oral presentations, and ways to develop speaking skills.

Apply word-recognition skills to English.

Includes phonetic analysis, structural analysis, root words, and inflectional endings.

Apply vocabulary skills to English.

Includes meanings of words and figures of speech; types of words; and activities to promote vocabulary development.

Apply reading comprehension skills to English.

Includes literal, interpretive, and critical comprehension skills in English.

Analyze affective reading skills and literary appreciation in English.

Includes types and characteristics of literature suitable for teaching affective reading skills; elements of literature; and types of English literary works appropriate for use with bilingual students.

Demonstrate applied reading skills in English.

Includes card catalogs, dictionaries, parts of a book, and other reference sources.

Identify visual literacy skills to English.

Includes interpreting pictures, picture sequences, signs, and other visual communication; and uses of television and film for visual literacy instruction.

Apply knowledge of grammar and usage to English.

Includes parts of speech and sentences; sentence structures; agreement; tense; and word order.

Understand the mechanics of English.

Includes punctuation, capitalization, and spelling.

Apply writing skills to English.

Includes purposes of writing; forms of writing; paragraph structure; and ways to sequence ideas.

Apply knowledge of the writing process to English.

Includes prewriting and composition techniques; and editing and proofreading skills.

Understand methods of ESL instruction in listening and speaking.

Includes the components of audiolingual and cognitive methods; the use of contrastive analysis in teaching ESL; and characteristics of other methods of ESL instruction.

Recognize problem areas in listening and speaking in ESL.

Includes problems with idioms and slang; problems with sound discrimination; and affective, cultural, geographic, or socioeconomic factors that may influence students' abilities to understand and speak English.

Apply methods of ESL instruction to reading and writing.

Includes methods and techniques of ESL instruction in general, and for LEP students.

Recognize problem areas in reading and writing in ESL.

Includes problems with cultural allusions, structure, styles, and vocabulary.

INSTRUCTION IN CONTENT AREAS

Apply specific skills and concepts in the content areas.

Includes basic mathematics, science, and social science concepts.

Identify specific instructional strategies to teach the content areas in the native language.

Includes characteristics and uses of inquiry-discovery techniques, individualization techniques, and multidisciplinary approaches in the native language.

Use appropriate instructional materials in the native language.

Includes ways of using audiovisual materials and equipment; procedures for modifying native-language instructional materials; and ways of analyzing native-language instructional materials in terms of cultural, linguistic, and intellectual factors.

Assess mastery of skills and concepts in the content areas in the native language.

Includes assessment methods and their uses; cultural and linguistic bias in assessment instruments; principles of scoring, score interpretation, and diagnosis; and principles for using assessment results.

Apply specialized vocabulary development and reading comprehension strategies to teach the content areas through ESL.

Includes reading comprehension and vocabulary development strategies through ESL; and procedures for determining level of mastery of concepts and skills in the native language.

Identify specific ESL instructional strategies to reinforce and extend knowledge of the skills and concepts in the content areas.

Includes characteristics and uses of inquiry-discovery techniques, individualization techniques, and multidisciplinary approaches; and exercises and experiences for reinforcing and extending knowledge of concepts and skills.

Assess mastery of skills and concepts in the content areas through ESL.

Includes assessment methods and their uses; cultural and linguistic bias in assessment instruments; principles of scoring, score interpretation, and diagnosis; and principles for using assessment results.

Use appropriate ESL instructional materials.

Includes ways of using audiovisual materials and equipment; procedures for modifying ESL instructional materials; ways of analyzing instructional materials in terms of cultural, linguistic, and intellectual factors; and methods for adapting content area texts and materials for use with students of limited English proficiency.

Organize the classroom for effective teaching of the content areas in a dual language setting.

Includes grouping patterns, scheduling systems, staffing patterns, and characteristics and uses of learning centers.

PRACTICE QUESTIONS: LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL EDUCATION



1. In contrast to an adult, a child learning the structure of a second language is more likely to:
 - A. depend on written representation of the second language.
 - B. apply the deep structure of the second language spontaneously.
 - C. memorize grammar rules of the second language.
 - D. compare the structures of the native and second languages consciously.
2. Which of the following bilingual education models incorporates the most extensive instruction in the bilingual student's native language?
 - A. submersion
 - B. transitional
 - C. immersion
 - D. maintenance
3. The process of adapting to a new or different culture is referred to as:
 - A. cultural variation.
 - B. acculturation.
 - C. biculturalism.
 - D. cultural diffusion.
4. The acquisition of a new vocabulary word can be reinforced most effectively by doing which of the following?
 - A. studying the etymology of the new word
 - B. locating several synonyms in a thesaurus
 - C. identifying the part of speech of the new word
 - D. using various forms of the new word in sentences

5. Which of the following activities best reinforces the relationships among reading, writing, listening, and speaking in the native language?
- A. before reading a text in the native language, writing questions with a partner about the topic of the text
 - B. listening to audiotapes of conversations between speakers using the native language
 - C. completing a vocabulary worksheet on the key words presented in a lecture given in the native language
 - D. reading a story in the native language and writing a different ending for the story
6. Read the sentence below; then answer the question that follows.
- Does he remember El Paso?
- What is the declarative form of this sentence?
- A. He remembers El Paso.
 - B. What city does he remember?
 - C. Remember El Paso.
 - D. Is he remembering El Paso?
7. In cognitive methods of ESL instruction in listening and speaking, language is characteristically presented in:
- A. the context of a meaningful activity.
 - B. drill-and-practice exercises.
 - C. examples that illustrate rules.
 - D. cloze passages that demonstrate grammar.
8. The following exchange occurred in an elementary school class during an English language development lesson.
- Teacher:* What's this?
Students: Fish.
Teacher: It's a fish. Whose fish is that? Is it yours?
- In this exchange, the teacher is:
- A. correcting the students' mistake.
 - B. modeling cognitively demanding language.
 - C. scaffolding the conversation for the students.
 - D. providing context-reduced input for the students.

9. Which of the following statements about the development of English writing skills is true for nonnative English speakers?
- A. Writing should initially focus on correct letter formation.
 - B. The expression of personal ideas and feelings in writing should be postponed until basic mechanics have been mastered.
 - C. All writing should be corrected and revised.
 - D. Beginning writing activities should involve informal language based on meaningful activities and familiar concepts.
10. Inquiry-discovery techniques in teaching the content areas in the native language would be most effective in helping students learn to:
- A. produce language patterns.
 - B. recite from memory.
 - C. solve problems.
 - D. use writing skills.
11. Which of the following is the most appropriate way to make a social studies lesson delivered in English understandable to students whose primary language is other than English?
- A. Include a filmstrip as part of the lesson.
 - B. Use a larger number of worksheets than used with fluent English speakers.
 - C. Teach a comparable lesson from a lower grade level.
 - D. Simplify the lesson by focusing on only a few of the key concepts.
12. A major advantage of having a learning center in a bilingual classroom is the ability to:
- A. individualize language instruction.
 - B. solve classroom management problems.
 - C. give students time for unstructured play.
 - D. keep the class on the same objective.

ANSWER KEY: LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL EDUCATION



Question Number	Correct Response	Objective
1.	B	Understand the foundations of language acquisition.
2.	D	Identify legal and philosophical foundations of bilingual education.
3.	B	Understand common concepts and terms used in the study of culture.
4.	D	Identify strategies to develop reading skills.
5.	A	Identify strategies for using and reinforcing the interrelationship of reading, writing, listening, and speaking in the native language.
6.	A	Identify concepts and skills in phonemics, grammar, and vocabulary acquisition in English.
7.	A	Identify strategies to develop listening and speaking skills in English.
8.	C	Understand methods of ESL instruction in listening and speaking.
9.	D	Apply methods of ESL instruction to reading and writing.
10.	C	Identify specific instructional strategies to teach the content areas in the native language.
11.	A	Identify specific ESL instructional strategies to reinforce and extend knowledge of the skills and concepts in the content areas.
12.	A	Organize the classroom for effective teaching of the content areas in a dual language setting.