

Sample Study Questions

SubArea: The ESL Program

0017: Understanding methods of relating ELL instruction to students' lives outside the classroom

1. Ms. Johnson's 5th grade class compile a short newsletter every week, in which the students write short pieces about what they are studying in class, and what they would like to tackle in the coming weeks. Each week the students include a saying or a sentence in one of the languages represented in the class. The teacher then prints this up and each student takes a copy home to share with his or her parents, translating if necessary. This is useful for:

(Faltis: Joinfostering, Ch.6)

- A. Encouraging students to write informally and think about what they are doing in class
- B. Learning some phrases in many different languages and what they mean
- C. Helping the teacher organize her thoughts about her instruction for the coming weeks
- D. Communicating with the parents in an informal way to let them know what their children are studying and what their interests are

2. A new elementary teacher in an urban school in MA learns that her class is composed largely of students of Puerto Rican origin. She makes an appointment to speak with a counselor at the local community based organization so that she can learn about the community, for example, where they shop, what kind of church services they attend and so on. By learning about the community the teacher hopes to:

(Faltis: Joinfostering, Ch.6)

- A. Tap into the funds of knowledge that families rely upon in their day to day experiences
- B. Find out about the learning styles of her students through talking to the parents
- C. Learn Spanish so that she can help the students when there is a comprehension problem
- D. Make friends with some of her students' parents

3. Using ethnographic techniques to gather data and information, the students in a 6th grade ELL class learn about the best time to plant and harvest vegetables from members

of their own community. They then compare this local information with what their science books said. In doing a project such as this, the students are:

(Faltis: Joinfostering, Ch.6)

- I. Learning about new sources of real-world information in their own community
 - II. Finding out whether the science books are accurate or not
 - III. Elevating the status of community-based knowledge
 - IV. Turning to the teacher to assert the relative status of the information they learn
- A. II and IV
 - B. I and III
 - C. II, III and IV
 - D. I

4. Ms. Adams is teaching a unit on Japan. She would like to have one of the Japanese parents come in to school to talk to the class about the kimono, and how it is worn. The Japanese mothers speak very little English and are very reluctant to come in to the class, even though Ms. Adams is able to provide a translator. Eventually one of the Japanese mothers is persuaded to come in and show the students some of her beautiful kimonos. Through the translator, she explains how she dresses in the kimono and the significance of the various parts of clothing. What does this activity achieve?

(Faltis: Joinfostering, Ch.6)

- I. Students get to hear different languages and realize that teaching can occur in any language.
 - II. The authenticity of knowledge when it is brought into school in this way
 - III. Participation of parents in school activities, so that they form a connection with school
 - IV. Reinforces the idea that it is the teacher's job to teach, not the parents'.
- A. I and II
 - B. I and IV
 - C. II and IV
 - D. I, II and III