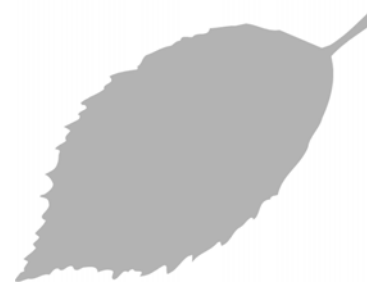


**Massachusetts
Tests for Educator Licensure[®] (MTEL[®])**



**English as a
Second
Language (54)
PRACTICE TEST
APPENDIX:
Multiple-Choice
Question Analyses**



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**MULTIPLE-CHOICE QUESTION
ANALYSES**

1. The pronunciation of which of the following English words includes the vowel sound /ə/ (i.e., schwa)?
- A. background
 - B. although
 - C. possible
 - D. everything

Correct Response: C. A schwa /ə/ is a neutral, or lax, vowel sound, meaning that the tongue is in a neutral position in the mouth; it is not positioned front, back, high, or low. Schwa is a common vowel sound in English in unstressed syllables, such as the first syllable of words like *ago* and *amaze* or in the middle syllable of words like *possible*. Schwa is also the vowel sound of the common English final syllable *-le* [-əl]. Thus, the word *possible* actually contains two schwa sounds. **A**, **B**, and **D** are incorrect because the given words contain a variety of vowel sounds but not the neutral vowel sound schwa.

2. An English language learner has difficulty distinguishing between the sounds /b/ and /v/ in English words (e.g., *bet/vet*, *boat/vote*) because the sounds /b/ and /v/ are spoken interchangeably in words in the student's first language. Which of the following provides an accurate explanation of this linguistic phenomenon?
- A. English is a tonal language in which pitch affects the meaning of a word, while the student's first language is not a tonal language.
 - B. The sounds /b/ and /v/ are voiced consonants in English, while they are voiceless consonants in the student's first language.
 - C. Consonant-vowel phoneme sequences in the student's first language are more complex than they are in English.
 - D. The sounds /b/ and /v/ are distinct phonemes in English, while they are allophones of the same phoneme in the student's first language.

Correct Response: D. The sounds /b/ and /v/ are described as being interchangeable in the student's first language. This implies that the rules for these sounds in the student's first language are less restrictive than in English, where those two sounds are not interchangeable but rather independent phonemes. **A** is incorrect because English is not a tonal language, plus no information is given about tonality in the student's first language. **B** is incorrect because the consonant sounds /b/ and /v/ are always voiced; they cannot be voiced in one language and voiceless in another. Lastly, since no examples are given for consonant-vowel sequences in the student's first language, one cannot conclude that such sequences are more complex in the student's first language than in English, making **C** incorrect as well.

3. Use the sentence below to answer the question that follows.

This remarkable species of lichen makes its home in the inhospitable terrain of the Atacama Desert.

Knowing the usage of the suffix *-able* in the words *remarkable* and *inhospitable* would best help a student identify:

- A. the correct spelling of the words.
- B. the connotative meaning of the words.
- C. the grammatical function of the words.
- D. the register shift of the words.

Correct Response: C. The suffix *-able* changes a word, typically a verb, into an adjective. Knowing this would help a student identify the words *remarkable* and *inhospitable* as adjectives, which is the grammatical function of the words. **A** is incorrect because understanding the usage of *-able* would not in itself facilitate students' ability to identify the correct spelling of the words, since this suffix has an alternate spelling (*-ible*). **B** is incorrect because connotative meanings are implied or associated meanings of words, which could not be determined simply from knowledge of the usage of a word's suffix. **D** is incorrect because the addition of a suffix does not cause a register shift in the words.

4. Which of the following words consists of a root word and an inflectional suffix?
- A. hopping
 - B. famous
 - C. assistant
 - D. baker

Correct Response: A. All the choices include words with suffixes but only *hopping* has an inflectional suffix. An inflection does not change the part of speech to which a word belongs. **B**, **C**, and **D** are incorrect because they are each examples of a root word with a derivational suffix.

5. Which of the following sentences contains errors in syntax?
- A. There sister who moved to Florida last year works with her husband in reel estate.
 - B. Every day my brother older eats at home lunch.
 - C. We cannot go swimming because the waters are too deep and there are too much waves.
 - D. I was boring in school today, but then we singed a funny song.

Correct Response: B. Syntax refers to the rules governing the way words are combined to form sentences in a language. **B** contains two syntax errors. In English, an adjective (*older*) should precede the noun it modifies (*brother*). Also, a direct object (*lunch*) should follow the action verb (*eats*) and precede any adverbial phrases (*at home*). **A**, **C**, and **D** are incorrect because the errors in these sentences do not relate to syntax. **A** contains spelling errors. **C** contains a semantic error in the choice of the quantifier *much*, which should only be used before an uncountable noun such as *money* or *water*. **D** contains incorrect morphological forms of the verbs *bore* and *sing*.

6. Use the sentence below to answer the question that follows.

As soon as they got to school, the students fed the fish in the classroom's aquarium.

The underlined portion of the sentence is an example of:

- A. a verb phrase.
- B. an adverbial clause.
- C. a noun phrase.
- D. a relative clause.

Correct Response: B. The underlined portion of the sentence modifies the action in the sentence by describing when the students fed the fish; thus, it is an adverbial clause. A verb phrase is a main verb plus one or more helping verbs, making **A** incorrect. A noun phrase is a phrase that plays the role of a noun in a sentence, making **C** incorrect. Finally, the underlined portion of the sentence does not begin with a relative pronoun (e.g., *who*, *that*, *which*), making **D** incorrect as well.

7. Familiarity with the pragmatics of a language would best help a language learner understand which of the following aspects of the language?
- A. the rules governing the use of inflectional and derivational affixes in the language
 - B. the role of intentional silence in interpersonal interactions in the language
 - C. the ways in which positive statements can be negated in the language
 - D. the influence of other languages on the historical development of the language

Correct Response: B. Pragmatics is the study of language use from the point of view of the users of a given language, including the language choices and constraints they encounter in various social contexts. The role and accurate interpretation of nonverbal cues, including silence, falls within the domain of pragmatics. **A** and **C** are incorrect because they relate to grammatical aspects of a language. **D** is incorrect because it relates to philology, or historical linguistics, not pragmatics.

8. While conducting research on a controversial issue for a class assignment, a high school student who is a proficient English speaker finds a legal brief that addresses his research topic. Although he reads above grade level in English, he has significant difficulty comprehending the language of the legal brief. This example best illustrates which of the following sociolinguistic concepts?
- A. language functions
 - B. dialect diversity
 - C. idiomatic language
 - D. register variation

Correct Response: D. Register is a sociolinguistic term that refers to a variety of language that has a specific purpose or use in a particular setting. Legal briefs are written using a formal language register that is specific to the field of law and may include features such as specialized vocabulary, passive voice, and multiple embedded phrases and clauses. **A** is incorrect because the student does not have difficulty with the function (purpose) of the language in the legal brief. **B** is incorrect because the language used in a legal brief is specialized and domain specific and not an example of a dialect (language variation arising from separation of groups of speakers of a language because of geographical barriers and/or social divisions). Idiomatic language refers to a phrase that functions as a single unit and must be interpreted figuratively rather than literally, making **C** incorrect.

9. An English language learner observes that some native English speakers drop the third person singular inflection -s from present tense verbs and asks an ESL teacher for an explanation. The teacher could best address the student's inquiry in the context of a discussion about:
- A. dialect diversity in English.
 - B. irregular verb forms in English.
 - C. grammatical complexity in English.
 - D. connected speech in English.

Correct Response: A. The fact that the student observes that some native English speakers consistently drop the third person singular inflection -s is a clue that this is a feature or rule of their dialect or language variation. In fact, dropping the third-person singular inflection is a feature of various dialects of English. Dropping the third-person marker does not increase the grammatical complexity of this language structure, making **C** incorrect. Moreover, irregular verb forms in English do not simply drop the -s in third person present. Instead, they typically have a distinct vowel or consonant (or stem) change, making **B** incorrect. Lastly, connected speech refers to spoken language in a continuous sequence, such as a phrase, sentence, or discourse, and would not account for dropping an inflection, making **D** incorrect as well.

10. Use the passage below to answer the question that follows.

He was a hard, stubborn old man. A smile rarely broke through the hard features of his face. He had worked hard all his life, but life had been hard on him. It never gave him a break. He struggled to break the hard ground year after year. He asked the earth to give a little back, but it repeatedly broke his heart. He took it hard.

This passage best illustrates which of the following concepts related to English vocabulary that can pose challenges for English language learners' comprehension and development of communicative language competence?

- A. High-frequency English words often have difficult pronunciations.
- B. English speakers tend to use academic words infrequently in everyday social interactions.
- C. High-frequency English words often have multiple meanings.
- D. English speakers tend to use colloquialisms and figures of speech frequently.

Correct Response: C. The passage includes multiple instances of the adjective *hard* and the verb *break*, each with a different meaning. This would pose challenges for English language learners because they must learn to associate each meaning with a particular context. **A** is incorrect because high-frequency words are not more likely to have difficult pronunciations than less frequently used words. **B** is incorrect because the text does not include a large number of academic (Tier Two or Tier Three) words. Finally, **D** is incorrect because, although the passage includes a few figures of speech, such as *broke his heart* and *took it hard*, they are used sparingly rather than frequently in the passage.

11. When working with small groups of English language learners whose first language is Latinate, an ESL teacher has the students work together to develop and maintain a chart of words that are similar in structure and meaning to English words. This activity promotes the students' transfer of vocabulary knowledge from the first language to English primarily by focusing on:
- A. synonyms.
 - B. cognates.
 - C. homonyms.
 - D. allomorphs.

Correct Response: B. Cognates are words in a language that share a common ancestry or origin and thus a common root or base form with words in another language. In the scenario provided, the learners' native language is Latinate and thus shares words of Latin origin with English. The fact that the students create a chart of words that are "similar in structure and meaning to English words" implies that the words on their chart are not English words. Thus, **A**, **C**, and **D** are incorrect because these terms all relate to words/morphemes within the same language. Synonyms (**A**) are words with a similar meaning, homonyms (**C**) are words with the same form but different meaning, and allomorphs (**D**) are variants of a morpheme (e.g., the irregular plural forms *mice* and *sheep* are allomorphs of the English plural morpheme *-s*).

12. Which of the following examples provides the strongest support for the theory that all children are born with an innate sense of universal language principles that can be applied to the acquisition of any language?
- A. A child can produce structurally complex novel utterances at a very young age.
 - B. A child creates a new language to speak with an imaginary friend.
 - C. A child can repeat verbatim the words of songs from favorite television programs.
 - D. A child mimics adult speech when playing with other children.

Correct Response: A. Researchers have found evidence that children are able to apply adult-like grammar structures creatively at a young age (approximately 2–2.5 years of age/telegraphic stage) and produce unique sentences using a range of sentence types. **C** and **D** emphasize memorization of language or situation-specific vocabulary rather than "novel" or creative production on the part of the child, making those answers incorrect. **B** is incorrect because it highlights a creative activity but not one that necessarily applies universal language principles.

13. An ESL teacher is designing a listening lesson for sixth-grade developing-level English language learners. Which of the following guidelines should the teacher follow to align the lesson with the comprehensible input hypothesis?
- A. Use a familiar aural selection appropriate for emerging-level students.
 - B. Choose an aural selection that is slightly above the students' comprehension level.
 - C. Provide a difficult aural selection along with a written script to which students can refer.
 - D. Locate an aural selection that comes with a written translation in the students' first language.

Correct Response: B. The comprehensible input hypothesis asserts that language learners learn best when language input is just beyond the level of language they have achieved. This ensures that students do not feel overwhelmed but instead are challenged just enough to advance. **A** is incorrect because using a familiar aural selection appropriate for emerging-level students would be too easy for students at the developing level. **C** is incorrect because providing a difficult aural selection for the students in this scenario may frustrate them, even if they are given a written script to which they can refer. **D** does not detail the difficulty level of the aural selection at all in relation to comprehensible input but instead focuses on the written translation of the selection, making it an incorrect answer as well.

14. Which of the following situations best illustrates James Cummins's theory of common underlying proficiency (CUP)?
- A. An English language learner who has knowledge of an academic concept in the first language quickly grasps the concept when it is introduced in English.
 - B. English language learners who speak different first languages often make similar errors when learning English.
 - C. An English language learner who has advanced proficiency in the first language develops English language proficiency in a relatively short period of time.
 - D. English language learners sometimes switch between the first language and English when speaking.

Correct Response: A. James Cummins's theory of common underlying proficiency (CUP) states that students who have learned academic concepts in their native language are able to apply this learning toward similar concepts in the target language. **B** is incorrect because it relates to errors in learning English rather than knowledge gained in a first language that can be applied in the target language. **C** is incorrect because it relates purely to language development rather than development of content knowledge. Similarly, **D** is incorrect because it relates to code-switching, a phenomenon related to language development and unrelated to concept development.

15. Which of the following types of instructional activities would be most appropriate for an English language learner at an advanced stage of English language development?
- A. frequent exercises and drills that focus on the student's development of accurate English pronunciation, spelling, and grammar
 - B. ongoing opportunities for the student to engage in rigorous, authentic academic conversations and writing in English
 - C. extensive modeling and scaffolding of the student's oral and written English language skills and strategies
 - D. immediate correction of the student's spoken and written language errors in English

Correct Response: B. Research suggests that at advanced stages of English language development, English language learners benefit most from exposure to and opportunities to use academic language in meaningful contexts. Engaging in ongoing authentic (real-life) academic conversations and writing in English would provide the students with purposeful opportunities for practicing and reinforcing new vocabulary and language structures. **A**, **C**, and **D** are incorrect because they all describe instructional activities that would be more beneficial to students at less advanced levels of English language proficiency.

16. Which of the following vocabulary-learning activities most clearly involves metacognition?
- A. rewriting vocabulary words from a classroom word wall in alphabetical order
 - B. identifying words that are unfamiliar in a reading passage
 - C. looking up bolded vocabulary words from a textbook chapter in the book's glossary
 - D. locating synonyms for a given vocabulary word in the thesaurus

Correct Response: B. Metacognition refers to actively thinking about one's learning. Reflection is one type of metacognitive strategy. Reading a passage and determining which words in the passage are unknown would require a student to reflect on his/her vocabulary knowledge. **A**, **C**, and **D** are incorrect because they rely on other vocabulary-learning strategies, such as using a kinesthetic approach (**A**) or using resources (**C**) and (**D**).

17. Use the exchange below between an ESL teacher and an English language learner to answer the question that follows.

Student: (pointing to word in a book) What does it mean *invisible*?

Teacher: Look at the parts of the word.

Student: I know *in-* means "not" and *vis* is like "visual," something you see with the eyes. I remember *-ible* is like *-able*, right?

Teacher: Right. Now look at the sentence.

Student: (reading) "The creature was practically invisible, hidden in the dense foliage." "Hidden" is like to hide. I guess if it is *invisible*, it means you're not able to see it because it is hiding.

This student's performance most clearly demonstrates which of the following cognitive processes involved in language acquisition?

- A. categorization and memorization
- B. translation and transfer
- C. imagery and representation
- D. elaboration and inference

Correct Response: D. In the dialogue with the teacher, the student uses knowledge of roots/affixes to extrapolate the meaning of the word from its parts and then uses the word's context to help make an educated guess (inference) about the full meaning of the word. This process most clearly demonstrates the use of elaboration and inference. **A** is incorrect because the student did not memorize the meaning of the word or try to determine the word by thinking of it as part of a particular group. **B** is incorrect because the student operates completely in English and does not translate words from one language to another or transfer knowledge of a different language to English. **C** is incorrect because the student analyzes the word using its structure and context rather than through the use of imagery or a concrete representation of the word, such as an illustration.

18. An English language learner overgeneralizes the regular past tense marker *-ed* to irregular verbs, such as saying *holded* for *held*. This student is most clearly demonstrating:
- A. the memorization of an incorrect verb form.
 - B. the acquisition of a new vocabulary word.
 - C. the extension of a known word to a new meaning.
 - D. the process of internalizing a grammatical rule.

Correct Response: D. Overgeneralization of a grammatical rule is typically considered evidence that a person has internalized the rule. In the scenario, the student overgeneralizes the past tense rule (adding *-ed*) to irregular verbs, thus demonstrating that the student is able to understand and apply the rule. **A** is incorrect because the verb form the student uses is correct (*-ed*). The student simply has not learned the exceptions to the rule. **B** and **C** are incorrect because they relate to learning new vocabulary rather than acquiring grammatical rules.

19. An ESL teacher asks an English language learner, "Where is your pencil?" The student replies, "He is on my desk." Which of the following rationales best explains the student's incorrect use of the personal pronoun *he* to refer to an object?
- A. The student is confusing animate and inanimate objects.
 - B. The student speaks a first language in which inanimate objects are marked for gender.
 - C. The student is unfamiliar with the word *pencil*.
 - D. The student is overgeneralizing rules for the appropriate use of a pronoun in place of a noun phrase.

Correct Response: B. Many languages mark the gender of inanimate objects. This is called grammatical gender and has nothing to do with natural gender, as evidenced by the fact that an object may be considered masculine in one language and feminine in another. In languages that feature grammatical gender, gender markers play an important role in signaling grammatical relationships between words in a sentence. Thus, pronouns must match the grammatical gender of their antecedent. In the scenario, the student's first language most likely identifies a pencil as a masculine object, explaining why the student responds with "he" instead of "it." **A** is incorrect because the scenario does not suggest that the student is unsure if the object is animate (alive) or inanimate (not alive). **C** is incorrect because the student's response clearly demonstrates that the student does understand the word *pencil*, since the student replies that it is on the student's desk. **D** is incorrect because the dialogue does not provide evidence that the student is overgeneralizing rules related to using a pronoun in place of a noun phrase.

20. A tenth-grade English language learner is at an advanced stage of English language acquisition. However, the student continues to make certain consistent syntactic errors despite repeated explicit instruction. This phenomenon can best be explained as:
- A. delay in internalizing prescriptive grammar rules.
 - B. positive transfer from the first language.
 - C. fossilization of interlanguage structures.
 - D. code-switching between two languages.

Correct Response: C. Fossilization of interlanguage structures is a phenomenon whereby a language learner makes progress in certain areas of language learning but fossilizes, or "gets stuck," in other areas, thus continuing to make certain errors in the target language. The scenario given represents a typical example of fossilization. **A** is incorrect because the student is described as being "at an advanced stage of English language acquisition," and therefore does not display a delay in internalizing grammar rules. **B** is incorrect because positive transfer from the first language to the target language means that the first language has similar linguistic elements to that of the target language. This would promote rather than inhibit language learning. **D** is incorrect because code-switching means that the student alternates between the first language and target language, which is not evident in the scenario provided.

21. A middle school social studies class includes several English language learners. Before beginning a new content unit, the social studies teacher works with the ESL teacher to informally assess the English language learners' knowledge of key vocabulary and prerequisite concepts related to the unit and then preteach key information as needed. During the unit, the ESL teacher often conducts prereading activities with the English language learners before key reading assignments while the content teacher has all students engage in postreading, small-group discussions of the assigned readings. Throughout the unit, the English language learners maintain individual dialogue journals with the teachers about unit content. These activities benefit the English language learners' English language development primarily by:
- A. exposing them to structured models of academic discourse.
 - B. helping them comprehend and use language at a higher level than they would without scaffolding.
 - C. promoting their development of oracy within an academic setting.
 - D. enhancing their ability to self-edit their writing and self-monitor their oral production in group discussions.

Correct Response: B. Preteaching key vocabulary and prerequisite concepts based on students' needs and engaging students in pre- and postreading activities are research-based best practices that scaffold English language learners' understanding of new content by supporting their academic language development related to a given unit. Research also suggests that oral- and written-language activities, such as the postreading discussions and the dialogue journal activity described in this scenario, play an important role in building and reinforcing academic language. **A** is incorrect because the scenario does not state or imply that the teachers provided structured models of academic discourse during the unit. **C** is incorrect because, while some of the activities may support the students' development of oracy, the goal of the activities is content development through integrated use of listening, speaking, reading, and writing. **D** is incorrect because the scenario does not suggest that a primary focus of the unit is to promote self-monitoring skills.

22. Sheltered English immersion (SEI) has been proven effective in promoting English language learners' academic achievement primarily because this instructional model promotes teachers' ability to:
- A. provide students with intensive remedial instruction in core English language arts and mathematics content.
 - B. improve students' academic test scores by using content-based language activities.
 - C. identify students with specific learning disabilities earlier than other response-to-intervention models.
 - D. address students' needs by differentiating content instruction and intervention.

Correct Response: D. Sheltered English immersion (SEI) emphasizes differentiating content instruction to provide English language learners with the scaffolds and language support they need to develop content knowledge and related academic language. **A** and **C** are incorrect because SEI is not focused on providing intensive remedial instruction or early identification of disabilities. **B** is incorrect because, while use of SEI may ultimately improve students' academic test scores, this is not the primary goal of the model. Also, there are differences between SEI and content-based language development as instructional models. For example, the former is taught by a content-area teacher who has received special training in SEI, while the latter is taught by an ESL teacher.

23. Use the statements below to answer the question that follows.

"The teacher talks too fast."

"I don't know the words the teacher says."

"I am not sure what to do many times."

These statements are typical of comments made by the English language learners in a content-area classroom. According to best practices of effective SEI models, the content-area teacher could best address these issues by altering his or her speech and using visual aids that:

- A. build background knowledge linked to students' first language.
- B. establish clear long-term content objectives and course goals.
- C. provide explanations and examples of academic tasks.
- D. prompt various opportunities for student interaction.

Correct Response: C. To address the difficulties expressed by the English language learners in the scenario, the teacher not only needs to alter his/her speech but also must employ strategies for clarifying requirements of academic assignments. By explicitly explaining the components and processes involved in completing an academic task and providing models of what a good completed product should look like, the content-area teacher can provide English language learners with the scaffolds they need to complete an assignment successfully. **A** is incorrect because, while students' first language may be used in some instances to support learning in an SEI classroom, SEI models do not rely on first-language instruction. **B** is incorrect because long-term content objectives and course goals are not focused on specific strategies for addressing students' needs. **D** is incorrect because, though student interaction is an important component of an effective SEI model, it does not help a teacher adapt his/her speech or clarify an academic task.

24. Which of the following visual support strategies would be most effective to use in a literature lesson with English language learners who are beginning-level readers to promote their language and content learning?
- A. story mapping
 - B. cognitive mapping
 - C. using a vocabulary chart
 - D. using a cognate chart

Correct Response: A. Story mapping is a type of graphic organizer that uses words and/or pictures to represent important story elements. Story mapping is an effective strategy for English language learners who are beginning readers because they can demonstrate their understanding of a story through illustrations instead of written language. **B** is incorrect because cognitive or concept mapping is more appropriate to use with informational texts. **C** and **D** are incorrect because vocabulary and cognate charts could be used to promote development of vocabulary related to a story, but they would not necessarily promote students' understanding of key story elements, such as the story's sequence of events.

25. Which of the following statements best describes the stance most researchers of sheltered English immersion (SEI) have taken toward the use of students' first language in the SEI classroom?
- A. Students' English language development can be severely hindered by any use of the first language.
 - B. Students need to receive most content-area instruction in the first language to support the ongoing development of academic concepts.
 - C. Students should be encouraged to develop their first-language skills outside of school but to use only English in school.
 - D. Students can benefit from some use of their first language to clarify communication and to enhance motivation and self-esteem.

Correct Response: D. Most researchers of sheltered English immersion (SEI) acknowledge that a student's first language provides an important foundation for language and content learning in the second language. While English is the language of instruction in content-area classes that follow an SEI model, SEI teachers may use students' first language if needed to clarify communication. Research also strongly suggests that valuing students' first language builds confidence and motivation within students. **A** is incorrect as the statement is not supported by research. On the contrary, research shows that a strong foundation in the first language benefits students in learning additional languages. **B** is incorrect because English is the primary language of instruction in an SEI model. Conversely, **C** is incorrect because SEI does not prohibit use of students' first language in the classroom.

26. Principles of sheltered English immersion (SEI) are primarily based on the assumption that second-language learners learn best when:
- A. they are allowed to acquire language proficiency naturally over time.
 - B. instruction is adjusted to accommodate students' level of language proficiency.
 - C. they are offered opportunities for self-expression and identity formation.
 - D. instruction is organized according to a sequence of discrete language forms.

Correct Response: B. Sheltered English immersion (SEI) emphasizes differentiating content-area instruction to address students' varied linguistic needs. An SEI classroom can have English language learners at multiple levels of English language proficiency, and an emerging-level English language learner requires different scaffolds and supports than a bridging-level student. **A** is incorrect because research has shown that students require explicit instruction in academic language in order to develop the vocabulary and language skills needed to support content learning in a new language. **C** is incorrect because, while SEI teachers need to be cognizant of psychological factors affecting students' learning, the primary focus of SEI models is on students' development of content knowledge and academic language. **D** is incorrect because SEI promotes language development to support content learning; its focus is not exclusively on language development.

27. The main goal of sheltered English immersion (SEI) instruction is to develop English language learners':
- A. academic language proficiency in English to achieve grade-level academic learning standards.
 - B. basic oral and written communication skills in English to participate in everyday language situations.
 - C. language ego and cultural identity in English to overcome inhibitions in language learning.
 - D. subskills in listening, speaking, reading, and writing in English to comprehend and produce fluent, accurate language.

Correct Response: A. Sheltered English immersion (SEI) programs differ from other programs for English language learners because the purpose of SEI is to help English language learners develop academic language proficiency for academic achievement. **B** and **D** are incorrect because they focus exclusively on achievement of language development goals and do not incorporate achievement of grade-level academic goals. **C** is incorrect because it focuses on reducing students' affective filters but does not mention academic achievement in the content areas or language development.

28. Which of the following questions should be a teacher's most important consideration when developing language objectives for a sheltered English immersion (SEI) mathematics lesson?
- A. Which grade-level mathematics content standards are addressed in the lesson?
 - B. What approaches (e.g., visual, kinesthetic) to mathematics instruction do the students prefer?
 - C. Which language structures and functions support the mathematics content of the lesson?
 - D. What is each student's current level of achievement in mathematics?

Correct Response: C. In a sheltered English immersion (SEI) content lesson, language objectives relate specifically to the content objectives of the lesson. They seek to integrate instruction in vocabulary development and oracy, reading, and writing to support English language learners' ability to achieve the content objectives of the lesson. **A** and **D** are incorrect because they only relate to the content objectives and not to the development of relevant language objectives. **B** is incorrect because it focuses on possible strategies for implementing an SEI lesson but does not contribute information that would be helpful in developing the lesson's language objectives.

29. An ESL teacher teaches developing-level English language learners in a sheltered English immersion (SEI) program. At the beginning of each lesson, the teacher creates a graphic organizer, such as a semantic map, on the board to review concepts from previous lessons. The teacher then refers to content from the graphic organizer when introducing important concepts from the current lesson. This practice best illustrates which of the following key components of SEI?
- A. metacognitive development
 - B. teacher modeling
 - C. content adaptation
 - D. schema building

Correct Response: D. Schema theory asserts that knowledge is organized and represented in one's mind in units called schemata, which include both contextual knowledge and language skills related to a concept. When teaching a new content lesson, an SEI teacher needs to be aware that English language learners may lack the conceptual knowledge required to make sense of a new lesson, or they may lack the language skills, or both. By reviewing relevant concepts and related language prior to a new lesson, the teacher in the scenario helps students build requisite schemata so that they can make connections between prior knowledge and the new information and concepts being introduced. **A** is incorrect because metacognitive development refers to thinking about one's thinking and learning processes. The strategies the teacher uses in this scenario are not metacognitive strategies. **B** is incorrect because the teacher creates the graphic organizer for use throughout the lesson, not simply to model how to make a graphic organizer. **C** is incorrect because, in this scenario, the teacher does not adapt or change the content but rather helps students connect the content to prior learning.

30. The Natural Approach to second-language instruction is primarily based on the theory that:
- A. language consists of a set of universal natural principles that are learned through direct instruction and immediate error correction.
 - B. language acquisition is a subconscious process that occurs when language is used for natural, meaningful interaction.
 - C. language is learned through habit formation by imitating and practicing sounds and patterns in the natural environment.
 - D. language learning is a social, inductive process of natural growth within a supportive and empathetic learning community.

Correct Response: B. The Natural Approach is based on Krashen's Monitor Model, which suggests that language acquisition is most successful when a language learner receives comprehensible input in meaningful contexts such as conversations, hands-on activities, and games, and when lessons are focused primarily on meaning rather than on explicit language forms. **A** is incorrect because direct instruction and error correction are not tenets of the Natural Approach. **C** is incorrect because it is closer to earlier behaviorist methods that emphasized language drills. Although **D** refers to "natural growth" in a positive learning environment, it does not emphasize using language within meaningful interactions, which makes it incorrect.

31. Which of the following methods of second-language instruction would be most appropriate to use with middle school English language learners who are at the expanding level of English language proficiency?
- A. sheltered content teaching
 - B. Natural Approach
 - C. readers theatre
 - D. Total Physical Response

Correct Response: A. Expanding-level English language learners have already developed a strong base of language skills and have acquired some academic language related to the content areas with a need for further development of technical language. Thus, expanding-level English language learners at the middle school level would benefit most from sheltered content instruction in which academic language development is embedded in content instruction. **B** and **D** are incorrect because the Natural Approach and Total Physical Response are methods typically used with learners at less advanced levels of language development. **C** is incorrect because readers theatre, an activity in which students develop a script for a narrative text and practice reading it aloud and acting it out, is a strategy primarily designed for improving reading fluency and would not be the best method for promoting academic content and language learning among expanding-level middle school students.

32. An ESL teacher who is planning to implement the Cognitive Academic Language Learning Approach (CALLA) with developing- and expanding-level English language learners decides to begin with lessons that address science content. Which of the following best describes the primary rationale for this decision?
- A. Students tend to require more time to comprehend science concepts because the language is more complex and abstract than that of other content areas.
 - B. The vocabulary of science tends to be more universal than that of other content areas, which facilitates linguistic and conceptual transfer from students' first language.
 - C. Science concepts tend to be more concrete than those of other content areas and therefore lend themselves to a contextualized, hands-on learning environment.
 - D. The language of science tends to be less academic than that of other content areas, which eases students' transition from social language to academic language.

Correct Response: C. The Cognitive Academic Language Learning Approach (CALLA) emphasizes explicit instruction in learning strategies (i.e., metacognitive, cognitive, and social-affective) in addition to promoting language development alongside content instruction. This approach works well for English language learners who have already developed social English language skills, such as the developing- and expanding-level English language learners in this scenario. In CALLA, content topics are introduced gradually and initially emphasize those that have extensive contextual supports and/or reduced language demands, making science an ideal area of the curriculum with which to begin. **A** and **B** are incorrect because the language of science is neither more complex and abstract nor more universal than the language of other content areas. Conversely, the language of science is not less academic than the language of other content areas, making **D** incorrect as well.

33. In an ESL classroom composed of students from the same cultural and linguistic background, the teacher has success with teacher-centered activities but observes that the students are reluctant to engage in student-centered activities such as cooperative learning groups. After conducting research on the educational system in the students' home country, the teacher concludes that the students have less experience with a collaborative approach to learning. Which of the following teacher strategies would best facilitate the students' participation in group activities?
- A. presenting the students with videos and scripts of group debates
 - B. conducting group discussions on specific preassigned topics
 - C. scaffolding group activities with the teacher acting initially as moderator
 - D. having the students be responsible for playing specific roles in their groups

Correct Response: C. The students in this scenario need exposure to and practice with the skills and processes involved in cooperative group work. By moderating the group work, the teacher can provide support to the students, as needed, while gradually releasing responsibility to them as they begin to feel comfortable and successful in cooperative activities. **A** is incorrect because the students are already accustomed to more passive, teacher-controlled activities such as watching videos or reading scripts. In addition, debates involve developing and presenting opposing arguments rather than working cooperatively toward a shared goal, and thus they foster different skills. **B** and **D** are incorrect because, though they involve some relevant subskills, they do not address all the skills and processes involved in cooperative group work, nor do they include teacher scaffolding, and therefore they are not likely to be effective in facilitating students' successful participation in the group activities.

34. Several English language learners in a first-grade class have a first language that has a strong oral tradition but no writing system. The ESL teacher observes that these students enjoy listening to, drawing about, and acting out stories, but they never engage in independent reading in class. Discussions with the parents/guardians also confirm that the students do not engage in independent reading at home. In response, the ESL teacher develops a unit called "Why read?" and includes activities that illustrate how reading is important for staying safe, saving time, using technology, understanding songs, and even learning rules to games. This unit is likely to benefit the students' literacy development primarily by:
- A. linking their favorite social activities to reading.
 - B. showing them a variety of topics they can read about.
 - C. encouraging their exploration of in-school reading resources.
 - D. increasing their motivation to develop reading skills.

Correct Response: D. The fundamental purpose of the unit described in the scenario is to demonstrate the importance of reading in a range of situations that are likely to be meaningful to the students, thus promoting their intrinsic motivation to learn to read well. **A** is incorrect because the scenario does not provide information regarding the students' favorite social activities, plus the example activities given also focus on practical purposes for reading, such as to enhance safety and manage time. **B** is incorrect because the unit described does not focus on topics to read about but rather reasons for engaging in reading. Lastly, the unit described does not focus exclusively on in-school reading or on reading resources within the school setting, making **C** incorrect.

35. In an ESL class, the majority of students are from a cultural background in which strict turn-taking is not observed. The ESL teacher notices that one student who is from a different cultural background is very reticent during whole-class or small-group discussions but participates confidently and easily when called on directly. Which of the following instructional strategies would likely be most effective in facilitating positive intercultural communication in this classroom?
- A. assigning the reticent student the role of recorder during group activities
 - B. allocating a specific amount of time to the reticent student for responding in class
 - C. encouraging the students to discuss their prior school learning experiences
 - D. having the students role-play polite interruptions and culturally appropriate turn-taking

Correct Response: D. Role playing is an effective strategy for helping students learn how to behave appropriately in a new social and/or cultural context because it provides a safe, controlled situation in which students can practice new behaviors and receive constructive feedback and encouragement from the teacher, as well as from fellow students. **A** is incorrect because it does not facilitate the student's participation in group interactions but rather relegates the student to a relatively passive role within the group. In addition, it does not help the other students learn how to take turns. **B** is incorrect because it does not meet the needs of the students in the class, who all need to learn how to participate successfully in crosscultural group situations. **C** is incorrect because simply discussing students' prior school learning experiences will not provide them with the scaffolds they need to become effective communicators in the new language and cultural setting.

36. An ESL teacher would like to reach out to the family of a new student in the ESL program who speaks a first language that is unfamiliar to the teacher and uncommon in the school community. The teacher has learned a few simple phrases in the family's language but also wants to be able to provide helpful information to the family (e.g., about the school, the ESL program, teacher expectations, and school assignments). In an effort to achieve this goal, the teacher identifies a community organization with fluent speakers of the family's language who can help the teacher maintain ongoing communication with the family. The teacher's actions most strongly demonstrate the teacher's awareness of the importance of:
- A. establishing communication between the school and community.
 - B. learning about English language learners' home cultures.
 - C. engaging families in English language learners' education.
 - D. avoiding stereotypes when communicating with families.

Correct Response: C. Research indicates that family engagement plays a critical role in the educational success of all students, including English language learners. However, because of language barriers and other factors, families of English language learners may not be familiar with school practices nor feel comfortable venturing into the school setting. In this scenario, the ESL teacher is proactive in trying to break down some of those barriers by finding a community organization to help the teacher engage with a family who is new to the school and whose cultural background and home language are unfamiliar to the teacher. **A** is incorrect because the teacher is attempting to facilitate communication between the student's family and the school, not necessarily between the school and the community. **B** is incorrect because in the scenario described the teacher is using the community organization to try to reach out to the family to help them better understand various aspects of the school program. At this point, the teacher is not trying to educate himself/herself about the student's home culture or way of life. **D** is incorrect because the scenario does not indicate whether the teacher is trying to avoid stereotypes or unfair beliefs about a particular group of people. Indeed, the scenario explicitly states that the teacher is unfamiliar with the student's home culture.

37. According to assessments and other educational records, an entering-level student in a middle school ESL class performed well academically in his home country. However, since his arrival, the student has displayed ongoing shyness, decreased motivation and effort, and an overall lack of progress in language learning. The ESL teacher invites the student's parents to a conference and arranges for a translator to be present, but they do not attend the conference. In this situation, which of the following steps would be most effective for the ESL teacher to take *next* to promote communication between the school and the student's family and, in turn, to support the student's academic success?
- A. meeting the student's family at their home or a community center to gain more knowledge about them and their culture and to facilitate better linguistic and cultural understanding between the teacher and the student and his parents
 - B. asking the student to stay after school for extra instruction and to discuss the home environment and why his parents did not attend the conference
 - C. requesting that the principal send a follow-up letter in the first language to the student's parents explaining the importance of establishing a strong home–school relationship and requiring them to attend a conference
 - D. conducting research about the student's first language and home culture to determine the reasons why the student is having difficulty progressing in school

Correct Response: A. A school setting can often feel like an intimidating place for the families of English language learners, so meeting a student's family in a familiar setting, such as their home or a community center, can be an effective strategy for facilitating the initial contact with a student's family. **B** is incorrect because this strategy does not help bridge the cultural and communication gap between the school and the student's family. **C** is incorrect because this strategy is more likely to exacerbate the situation by further intimidating or alienating the family. **D** is incorrect because, although conducting research about the student's first language and home culture may be of some benefit, this strategy does not necessarily provide insight about this particular student's situation or help establish communication between the teacher and the student's family.

38. An ESL teacher who works with expanding- and bridging-level English language learners is disappointed by the low attendance of parents/guardians at parent-teacher conferences. In an effort to establish regular communication with parents/guardians, the ESL teacher gives students the role of translating a weekly class newsletter to their families. After receiving positive feedback from several families, the teacher periodically gives students special assignments involving interviews with family members (e.g., about personal accomplishments, aspects of the home culture, or their dreams or wishes for the future). This approach to including parents/guardians in students' learning is likely to benefit both the students and their families primarily in which of the following ways?
- A. by encouraging multiculturalism
 - B. by demonstrating the value of the home language
 - C. by communicating class goals in multiple modalities
 - D. by reducing social distance between the school and home

Correct Response: D. A variety of factors, such as cultural and language differences between the home and the school, can create barriers for the families of English language learners that inhibit their participation in school activities such as conferences. In this scenario, the teacher uses a class newsletter to help reduce this social distance by providing opportunities for students' families to learn about class activities and even be comfortably included in some newsletter activities without necessarily having to come to the school. **A** is incorrect because multiculturalism, the co-existence of a variety of cultures, may be a by-product of the newsletter strategy but is not explicitly encouraged in this scenario. The focus of the newsletter is to help build a rapport between the families and the school. **B** is incorrect because, although the teacher demonstrates the value of the students' home languages by having the newsletter translated, the intended purpose of the students' newsletter assignments is to help connect their families to the school. **C** is incorrect because the teacher is not attempting to communicate class goals, nor is the teacher attempting to use a variety of modalities to communicate. Instead, the teacher is attempting to bridge the gap between the school and the home.

39. A high school ESL teacher notices significant changes over a period of time in an entering-level English language learner. While the student was initially friendly and interactive, the student has become withdrawn and inattentive and has stopped participating in social activities. The most likely explanation for the student's changes in behavior is that the student:
- A. is experiencing a personal identity crisis.
 - B. has entered the stage of acculturation known as culture shock.
 - C. has a naturally introverted personality.
 - D. lacks the foundational academic skills needed to succeed in school.

Correct Response: B. Entering-level English language learners typically arrive from other countries and are new students to a school and to U.S. culture in general. People typically go through different phases in the process of experiencing a new culture. Following the first stage, euphoria, in which the newcomer is excited and fascinated with all the new customs, foods, and sights in the new culture, many newcomers experience a stage called culture shock or culture fatigue, during which they may become increasingly frustrated or bewildered by all the unfamiliar cultural cues. Withdrawn and inattentive behavior is typical for students at this point in the acculturation process. **A** is incorrect because, although the student's behaviors described in the scenario may resemble some of the behaviors exhibited by a person experiencing a personal identity crisis, both the student's situation as a newcomer and the student's behaviors match the typical characteristics of a person who is experiencing culture shock. **C** is incorrect because the student in this scenario was initially interactive and friendly. **D** is incorrect because it is not possible to draw any conclusions about the student's academic skills from the evidence provided in the scenario.

40. To better understand students' cultural backgrounds and to promote students' research skills, a middle school ESL teacher decides to undertake a family/cultural research project with a group of expanding- and bridging-level English language learners. After sending home a letter in the students' first language describing the project, the teacher conducts a series of lessons with the help of the school's library media specialist to show students how to use technology to locate information. The teacher also encourages students to ask their parents/guardians, extended family members, and community members questions about their cultural history. Finally, the teacher models multiple strategies for conducting research and arranges for additional sessions in the school library media center to further support students' use of the Internet. The project has a positive impact on the students' engagement in school and results in high involvement of family members. The success of this project can most likely be attributed to the fact that it primarily relies on:
- A. intrinsic motivational factors to promote student learning.
 - B. community involvement to support students' achievement of academic goals.
 - C. an explicit approach to developing students' literacy skills.
 - D. instructional technology to promote students' language development.

Correct Response: A. The success of this project is largely due to the opportunity for students to complete a project of personal value. Research shows that when students are intrinsically motivated student achievement is high, as demonstrated in this scenario. **B** is incorrect because, although some community members played a role in the project, their role was to act as a cultural resource and not to directly promote students' academic achievement. Also, the success of the project did not primarily rely on the community's participation. **C** is incorrect because the teacher did not explicitly teach literacy skills as part of the project. **D** is incorrect because the success of the project is primarily due to the students' enthusiasm about their research topics, which related to their home cultures.

41. Research has shown that "voluntary" immigrants (individuals who immigrated in pursuit of a better life) and "involuntary" immigrants (individuals who immigrated against their will or who traditionally lacked opportunities to assimilate into mainstream culture) typically have unequal educational outcomes. An ESL teacher could best use this information to better understand which of the following sociocultural factors related to students' language development and learning?
- A. mainstream school models and their influence on students' resistance to change
 - B. power relationships in society and their impact on school achievement
 - C. undervalued language varieties and their effect on students' school success
 - D. group motivation and its impact on learning

Correct Response: B. Immigrants who experience an involuntary "push" to immigrate are less likely to view themselves as empowered by their new situation and more likely to experience difficulties in the acculturation process. These factors can have a significant effect on parental attitudes toward a new school and the new culture as a whole, which in turn can affect student attitudes and achievement. **A** is incorrect because it does not relate to sociocultural factors with respect to immigration status. **C** is incorrect because the scenario does not suggest that students' language varieties (e.g., dialect) are related to the issue of voluntary and involuntary immigration. **D** is incorrect because the scenario is not related to group motivation with respect to education but rather to motivation with respect to immigration.

42. An English language learner is extroverted and enjoys interacting with others. He is not afraid to try to communicate even when he is uncertain of the accuracy of his speech. These personality traits are likely to affect this student's English language acquisition in which of the following ways?
- A. facilitating language acquisition by supporting his ability to self-monitor his language production and to internalize language rules
 - B. hindering language acquisition by encouraging the fossilization of nonstandard language forms in his interlanguage development
 - C. facilitating language acquisition by promoting his willingness to take risks and his motivation to integrate into the new culture
 - D. hindering language acquisition by creating social distance between him and native English speakers who do not share these traits

Correct Response: C. Language acquisition research suggests that learners who take risks and are eager to integrate into a new culture often acquire language faster than learners who are not risk takers in relation to attempting to use a new language. **A** is incorrect because not being afraid to try to communicate does not necessarily mean that the student is able to self-monitor his language production or to internalize language rules. **B** is incorrect because, while the precise causes of fossilization are unknown, there is no evidence in the research that indicates outgoing people are more likely to experience fossilization than less outgoing people. **D** is incorrect because the student's outgoing personality is more likely to reduce social distance between him and his peers, regardless of their personalities.

43. Which of the following factors is likely to have the most significant impact on the degree to which an English language learner is able to acquire native-like pronunciation in English?
- A. the age at which the student begins learning English
 - B. the amount and type of second-language instruction the student receives
 - C. the grammatical features of the student's first language
 - D. the extent to which the student desires to maintain his or her first language

Correct Response: A. Language-acquisition research indicates that the earlier a student learns a new language, the greater the likelihood that the student will be able to acquire native-like pronunciation. **B** is incorrect because native-like pronunciation is rarely attained by older learners, regardless of the length of time they receive formal language instruction. **C** is incorrect because grammatical competence and pronunciation are not directly related to one another. A learner can achieve grammatical competence without achieving native-like pronunciation. **D** is incorrect because first-language maintenance does not have a direct effect on pronunciation of the second language. A person can speak English exclusively for years and never achieve native-like pronunciation, while another person, who learns English at a young age, can maintain the first language and also demonstrate native-like pronunciation in English.

44. An ESL teacher is co-teaching in an SEI content class that includes English language learners representing a wide range of English proficiency levels. Which of the following instructional practices would likely best promote the oral language development of all students in the class?
- A. providing students with immediate corrective feedback on their oral language production errors
 - B. utilizing a range of question types from those that prompt a nonverbal response to those that prompt an elaborate verbal response
 - C. using natural, rapid speech that contains reduced forms and challenging vocabulary
 - D. grouping students according to linguistic background and proficiency level for communicative activities

Correct Response: B. This class could include English language learners at the nonverbal stage of language acquisition to more advanced students whose language proficiency approaches that of their English-proficient peers. Therefore, a varied questioning strategy that allows for differentiation among learners would best promote the oral language development of all learners in the class. **A** is incorrect because research shows that immediate corrective feedback may interfere with communication and, if used too frequently, can actually inhibit oral language development. **C** is incorrect because simplifying language forms would not be appropriately challenging input for more advanced learners, while using natural, rapid speech and high-level vocabulary would not provide comprehensible input for less advanced students. **D** is incorrect because grouping students according to language proficiency level for communicative activities is an ineffective practice, as it does not provide students with exposure to and opportunities to use new vocabulary and more complex language structures.

45. Middle school English language learners watch an episode of a popular television program without sound and work in small groups to create scripts of what they think the characters in the episode are saying. Then, students make audio recordings of their scripts to be played along with the video. This activity promotes the students' communicative language competence primarily by:
- A. prompting their use of cohesive devices to communicate clearly.
 - B. developing their ability to negotiate meaning in a conversation.
 - C. exposing them to a variety of proficient English speakers.
 - D. encouraging their oral language production in a meaningful context.

Correct Response: D. The teacher in the scenario sets up an open-ended problem-solving situation for students, in which they need to work together (engage in meaningful communication) to decide what the characters in the television episode might be saying and then jointly develop a script. **A** is incorrect because students in this scenario are not explicitly prompted to use cohesive devices, words that help link sentences together in a discourse. **B** is incorrect because the students must use the soundless television episode as their stimulus, thus they need to work out meaning by relying on visual clues rather than on oral conversation. **C** is incorrect because the teacher has turned the sound off, and therefore the stimulus does not offer the students exposure to proficient English speakers.

46. Use the steps below of an informal aural language assessment administered to English language learners to answer the question that follows.

1. A teacher pronounces pairs of words (e.g., *thorn/torn*, *mother/mother*, *boat/both*).
2. Students identify whether the words are the same or different.
3. The teacher presents written sentences that contain a missing word (e.g., "I want to _____ you for helping me today").
4. The teacher reads each sentence, inserting a given word (e.g., *thank*) for the missing word.
5. Students select from a choice of two words (e.g., *thank/thank*) which word the teacher inserted in the sentence.

This type of assessment primarily provides information about English language learners':

- A. listening comprehension.
- B. grammatical competence.
- C. phoneme discrimination.
- D. auditory processing.

Correct Response: C. A phoneme is the minimal unit in the sound system of a language. In English, /th/ and /t/ are distinct phonemes. In the scenario, the teacher assesses whether the students can discriminate between these sounds when the sounds are presented in isolated words and in sentences. **A** is incorrect because the students' comprehension of the meaning of the words is not being assessed. **B** is incorrect because grammatical competence relates to students' understanding of grammar, which is not being assessed. **D** is also incorrect because the assessment does not evaluate how the student processes sounds but rather focuses on the student's ability to distinguish between words that differ by only one phoneme.

47. Which of the following informal listening comprehension assessment tasks would be most appropriate to use with an entering-level English language learner?
- A. The student produces a short response to a teacher's open-ended question about a familiar topic.
 - B. The student identifies a picture that corresponds to a teacher's aural input.
 - C. The student completes a short cloze exercise while listening to audio-recorded aural input.
 - D. The student retells a simple story after listening to the story read aloud.

Correct Response: B. English language learners at the entering level can typically utter only single words, phrases, or chunks of language in response to very clear, simple directives, such as one-step commands, *wh-* questions, or yes/no questions. They can also use pictures to communicate more complex ideas. **A**, **C**, and **D** are incorrect because these activities are too challenging for a student at the entering level of language proficiency. Understanding a teacher's open-ended questions and providing a short response (**A**), filling in the blanks of a cloze activity while listening to a teacher's input (**C**), and retelling a simple story after listening to a read-aloud (**D**) are activities that involve language associated with higher levels of language proficiency.

48. An ESL teacher is planning to assess English language learners' communicative language skills by conducting one-on-one structured oral interviews. The teacher will use a rubric to score student responses in such areas as describing a personal experience and expressing a personal opinion. Which of the following guidelines would be most important for the teacher to follow when administering this type of oral language assessment?
- A. Provide students with possible responses when they hesitate or fail to respond to a question and move on quickly if a student appears unable to respond.
 - B. Ask questions that elicit expected responses on topics of which the teacher and student have shared knowledge.
 - C. Avoid making assumptions based on knowledge of a student or on the student's past performance and base judgments on the language produced in the interview.
 - D. Allow students to determine the topic and direction of the interview with limited input or guidance from the teacher.

Correct Response: C. In order for the assessment to be truly accurate of a student's communicative language progress, the assessment should not be based on past effort or classwork but rather should judge the student's language skills by his/her performance at the time of the actual interview. **A** is incorrect because the teacher should not provide possible responses, which could affect students' responses in later parts of the interview. Also, the teacher should allow for adequate "wait time." Research indicates that second-language learners need time for processing what they hear in addition to time for formulating a response. **B** is incorrect because using known topics may not provide a fair assessment of a student's ability to communicate effectively in English across a broader spectrum of topics. **D** is incorrect because it emphasizes student choice in the topic and direction of the interview, whereas the interviews are described as "structured," which implies that the teacher has carefully planned the questions so that they elicit responses that include certain language forms or functions (e.g., past tense).

49. An ESL teacher is selecting a formal listening comprehension assessment to use with developing-level English language learners. Each potential test requires a student to listen to aural input in an audio recording and respond to written comprehension questions. Which of the following features would be most important for the teacher to consider when selecting an assessment for this purpose for students at this level?
- A. the methods by which the test is scored and results are reported
 - B. the visual layout and attractiveness of the test materials
 - C. the number of speakers used in the test's aural input
 - D. the linguistic difficulty of the test questions

Correct Response: D. Developing-level English language learners have some technical language related to content areas but may still struggle with oral and written communication. In addition, research indicates that students perform best when a task is "just right" for them, meaning that the task is not too easy or too difficult. As a result, the teacher's primary consideration should be the level of difficulty of the questions. **A**, **B**, and **C** are incorrect because, when selecting an assessment for a specific purpose, administration-related features, such as how results are scored and reported (**A**), and surface-level features, such as the test's visual layout and attractiveness (**B**) or the number of speakers used in the aural input (**C**), are not as relevant as the content of the assessment.

50. During a teacher read-aloud of a big book, a first-grade English language learner is able to correctly point to an illustration of a horse when he is asked the question, "Where is the horse?" However, in an oral retelling of the story after the read-aloud, he is unable to recall and produce the word *horse*. Which of the following provides the best explanation for the student's difficulty?
- A. He is overrelying on picture cues to help him make meaning from the words in the story.
 - B. Assessment anxiety in the context of the oral retelling is hindering him from demonstrating his knowledge of the word.
 - C. Phonemes in the word are difficult for him to pronounce because they do not exist in his first language.
 - D. The word is in his aural receptive vocabulary but has not yet been incorporated into his oral expressive vocabulary.

Correct Response: D. In the scenario, the student demonstrates that the word "horse" is part of his aural receptive vocabulary (vocabulary he is able to comprehend when presented aurally) because he correctly points to a picture of a horse when prompted. However, he is not able to generate the word independently, which indicates that the word is not yet part of his oral expressive vocabulary (vocabulary he is able to recall and generate orally). This is a common occurrence in language acquisition. **A** is incorrect because the concept of overreliance on picture cues to make meaning from a text is related to the development of decoding strategies in beginning reading. Clearly, the student is not reading the text. Furthermore, his pointing to an illustration of a horse to answer a simple *wh*-question is an appropriate use of picture cues for a student who is most likely an entering-level English language learner. **B** is incorrect because oral retelling is generally an informal activity, so the amount of anxiety would not likely be high enough to prevent him from recalling a word, if the word were part of his active, oral expressive vocabulary. Finally, the scenario offers no clues about the phonology of the student's first language, making **C** incorrect. In addition, the scenario states that the student had difficulty recalling the word, which indicates a vocabulary issue rather than a phonology issue.

51. Results of a school's intake English language proficiency (ELP) assessment indicate that a newly arrived English language learner is at the entering level of oral language proficiency in English. According to reports from the student's parents as well as the student's previous school records from the home country, the student exhibits above-average oral language proficiency in the first language. Given this information, which of the following approaches by the ESL teacher would best promote this student's oral language development in English?
- A. providing extensive opportunities for the student to develop first-language skills to strengthen the foundation for English development
 - B. fostering the student's interlanguage development by encouraging the student to translate from the first language into English
 - C. facilitating transfer of skills and strategies from the student's first language to English by building on existing first-language skills
 - D. preventing interference from the student's first language by asking the student to try to think and speak only in English

Correct Response: C. Language-acquisition research indicates that language-learning strategies are transferable from the first language to a new language. Since the student has above-average oral language proficiency in the first language, the teacher should take advantage of this strength to promote the student's English language development. **A** is incorrect because the student already has a strong foundation in the first language. **B** is incorrect because developing translation skills is different than developing oral language skills in a new language. Also, encouraging interlanguage development is not considered an effective strategy for promoting second-language development. **D** is incorrect because asking an entering-level student to think and speak only in English is not realistic. In addition, it undervalues the role of the first language in acquiring English.

52. An ESL teacher observes the following dialogue between two English language learners.

Student A: You gonna use the scissor?

Student B: (smiling) OK.

Student A: I need a cut this. I can use the scissor?

Student B: (looking confused and shrugging)

Student A: That! I can have that scissor! (*angrily pointing to a pair of scissors sitting on the table*)

Student B: Oh. (*handing the scissors to Student A*)

This dialogue indicates that Student B would benefit most from oral language instruction in:

- A. using conversational repair strategies.
- B. producing comprehensible pronunciation.
- C. applying social conventions of turn-taking.
- D. understanding complex grammatical structures.

Correct Response: A. Conversational repair strategies involve checking for understanding by asking clarifying questions. In the scenario, Student B could not understand what Student A was asking and did not demonstrate awareness of strategies for seeking clarification. Consequently, Student A became frustrated and angry with Student B. **B** is incorrect because the scenario does not indicate a pronunciation difficulty on the part of Student B. **C** is incorrect because the scenario provides evidence that Student B is able to take turns in a conversation, since Student B responds to each utterance made by Student A and gives adequate time for Student A to respond in turn. **D** is incorrect because Student A uses only simple sentence structures and verb tenses.

Use the information below to answer the two questions that follow.

A middle school ESL teacher and a general education mathematics teacher co-teach a class that includes expanding-level English language learners. The class is working on a small-group cooperative learning project. Each group identifies a possible location for a class field trip and then creates a trip budget and a plan for raising the money to fund the trip. At the culmination of the project, each group presents an oral proposal to the class, and each group member is responsible for presenting a portion of the proposal.

53. The teachers want to support the English language learners' communicative language development by promoting their active participation in group activities and discussions during the project. Which of the following strategies would likely best address this goal?
- A. assigning each group member a role (e.g., researcher, graphics developer, scribe, treasurer) with specific duties appropriate to his or her strengths
 - B. placing the English language learners together in a group and encouraging them to use their first language when necessary to facilitate communication
 - C. circulating among groups and periodically grading students on their group participation to ensure that all group members are contributing to group discussions
 - D. rotating English language learners to different groups on a regular basis to provide them with opportunities to interact with a variety of native-English-speaking peers

Correct Response: A. Assigning students at the expanding level a specific role appropriate to his or her strengths is an effective strategy for ensuring each student is an active member in the group. Students at this level have enough technical language in English to be able to participate in a discussion but may need more structure, such as in the form of an assigned role, to promote their engagement. **B** is incorrect because students at the expanding level are able to adequately use academic English to participate in a group assignment such as the one in this scenario. Grouping them together would limit their exposure to more challenging language, which is important in supporting their ongoing language development. **C** is incorrect because it does not provide a support or structure to promote active participation of English language learners; it simply puts them in competition with their English-speaking peers for the participation grades. **D** is incorrect because rotating the English language learners through a variety of groups during the project would not be beneficial; rather, the students would likely feel estranged from all the groups as a result of not being a permanent member of any one group during the assigned project.

54. The ESL teacher video-records the project presentations and then meets individually with each English language learner to view the recording of the student's portion of the presentation. In addition to helping the teacher make an accurate assessment of a student's language proficiency, this assessment strategy has which of the following benefits for English language learners?
- A. developing students' ability to retain aural input in their short-term memory
 - B. helping students process speech at different rates of delivery
 - C. illustrating for students the importance of producing accurate grammatical forms
 - D. prompting students to self-monitor their oral language production

Correct Response: D. Providing English language learners with the opportunity to see and hear themselves produce English gives them a rare opportunity to reflect on their own oral language production. **A** is incorrect because simply viewing their portion of the presentation once is not likely to help them retain aural input in their short-term memory. **B** is incorrect because viewing their own speech will not help them process speech at different rates of delivery, since they are only reviewing their individual presentation. **C** is incorrect because the teacher should not use the recording to in some way reprimand or shame the students, which the strategy described in C implies.

55. According to convergent research in reading development in English as a first language, a key component of an effective early reading program is explicit instruction in:
- A. phonemic awareness skills.
 - B. academic language structures.
 - C. content-area concepts and skills.
 - D. listening comprehension.

Correct Response: A. Phonemic awareness is a specific type of phonological awareness that involves the ability to distinguish the individual phonemes in a spoken word. Research indicates that phonemic awareness and letter recognition are the two primary indicators of beginning reading success for students learning to read an alphabetic language such as English. **B** and **C** are incorrect because knowledge of academic language structures and content-area concepts and skills contributes to reading comprehension at later stages of reading development but these skills are not prerequisite for beginning reading development. **D** is incorrect because listening comprehension contributes to the development of reading comprehension but is not prerequisite for developing decoding and fluency skills, which are foundational to early reading development. Without effective decoding skills, students cannot develop grade-level reading comprehension, regardless of their competence in listening comprehension.

56. Which of the following are two key indicators of a student's reading fluency development?
- A. range of reading preferences and motivation to read
 - B. reading accuracy and reading rate
 - C. knowledge of word-learning and reading comprehension strategies
 - D. reading level and comprehension

Correct Response: B. Reading fluency is the ability to read a text accurately, at an appropriate rate, and with appropriate expression. Hence, key indicators of reading fluency development are accuracy, rate, and prosody, with accuracy and rate being the two indicators most commonly assessed on fluency measures. **A** is incorrect because the types of texts a reader prefers and the reader's motivation are not indicators of fluency development. A reader can be motivated to read but still lack the decoding skills necessary to be able to read fluently. **C** and **D** are also incorrect because fluency is prerequisite for reading comprehension, not vice versa.

57. Research has shown that which of the following factors has the most significant impact on a student's vocabulary growth during the upper elementary grades?
- A. the frequency and amount of the student's independent reading
 - B. the student's level of mastery of basic phonics skills
 - C. the extent to which the student engages in social interactions
 - D. the student's level of interest in content-area topics

Correct Response: A. Reading research indicates that in the upper grades, there is a direct correlation between the amount of independent reading a student engages in and the student's vocabulary development. During independent reading, students consolidate and gain vocabulary knowledge through their experiences with text. **B** is incorrect because phonics skills are needed for decoding unfamiliar words but they do not help students understand the meanings of new words. **C** is incorrect because social interactions are limited in providing a vocabulary-rich experience and therefore do not tend to contribute much to vocabulary growth. **D** is incorrect because having an interest in content-area topics is not enough to contribute to vocabulary growth. The interest must be acted on through extensive reading to be truly beneficial.

58. Which of the following should be an important consideration for a teacher who is planning reading instruction for elementary school students?
- A. Frequent sustained silent reading is essential to the mastery of fundamental reading skills during the early stages of literacy development.
 - B. Weaknesses in basic reading skills are best addressed implicitly, without direct intervention, as part of a holistic approach to literacy development.
 - C. Engagement in authentic tasks related to reading that make use of other modalities (i.e., listening, speaking, and writing) supports literacy development.
 - D. Basic reading skills develop in a natural, predictable sequence that is relatively fixed for all learners regardless of their background or stage of cognitive development.

Correct Response: C. It is widely recognized in reading research that engaging students in purposeful listening, speaking, and writing about the texts they are reading supports students' growth and development in literacy at all stages of reading and writing development. **A**, **B**, and **D** are all incorrect because foundational reading and writing skills need to be explicitly taught during the early stages of literacy development for students to become proficient readers and writers, including proficient spellers. A, B, and D all focus on implicit strategies for promoting reading development.

59. A second-grade teacher is teaching a series of reading comprehension lessons focused on helping students recognize basic elements of story grammar. During one lesson, the teacher guides students in retelling familiar stories aloud using a story grammar chart to scaffold their retellings. The teacher's inclusion of this activity in the lesson best illustrates:
- A. a constructivist approach to teaching literary response skills.
 - B. an effective strategy for providing independent practice of a newly acquired reading skill.
 - C. an indirect approach to developing oral vocabulary knowledge.
 - D. an effective use of an oral language activity to enhance development of a reading skill.

Correct Response: D. The teacher's use of guided retellings (an oral language activity) using a story grammar chart as a visual support helps reinforce the students' ability to identify basic story elements in narrative texts. **A** is incorrect because the students in the scenario are not engaging in literary response, but rather they are developing a skill (identifying elements of story grammar) that is foundational to the development of literary analysis skills. **B** is incorrect because the teacher is guiding the students through a scaffolded story-retelling activity. **C** is incorrect because the focus of the activity is on the development of an understanding of story grammar, not on vocabulary development.

60. A kindergarten teacher leads an activity in which students practice counting on their fingers the number of separate sounds they hear in simple words. This activity promotes development of which of the following literacy skills?
- A. phonics skills
 - B. phonemic awareness
 - C. letter knowledge
 - D. word consciousness

Correct Response: B. Phonemic awareness is the ability to distinguish the individual sounds within a word. By counting the number of separate sounds heard in simple words, students in this scenario are practicing phonemic awareness skills. **A** is incorrect because phonics skills involve the relationship between the sounds of spoken language and the letters of written language. In this scenario, students are counting the sounds they hear in a spoken word. The teacher does not relate the sounds to written words. **C** is incorrect because, again, the teacher is asking the students to focus on the sounds of spoken words, not letters. **D** is incorrect because word consciousness is a concept related to vocabulary development and refers to an awareness of and interest in words and their meanings. In the scenario, the teacher is helping students think about words phonologically, to lay the foundation for later learning how to decode words in print.

61. Which of the following statements best describes the relationship between spelling and phonics instruction in an effective research-based reading curriculum?
- A. Systematic spelling instruction takes priority over explicit phonics instruction in the early grades.
 - B. Explicit phonics instruction is used primarily to remediate specific areas of spelling difficulty.
 - C. Systematic spelling instruction is coordinated with and reinforces explicit phonics instruction.
 - D. Explicit phonics instruction is reinforced by spelling instruction focused on irregular sight words.

Correct Response: C. There is a reciprocal relationship between spelling and phonics. The development of spelling and orthographic knowledge (e.g., doubling the final consonant of CVC words when adding an ending that begins with a vowel) reinforces the development of decoding skills. Similarly, students can utilize their phonics knowledge to build spelling skills. **A** and **B** are incorrect because phonics and spelling should be taught to all students systematically and concurrently, not simply in the context of an intervention. **D** is incorrect because irregular sight words are words that contain one or more elements that do not conform to regular phonics guidelines; thus, focusing on them would not reinforce phonics instruction.

62. A teacher could most effectively promote a beginning reader's ability to read phonetically irregular words by teaching the student to notice which of the following features of a word *first*?
- A. the sequence of letters in the word
 - B. the regular (decodable) elements in the word
 - C. the textual context of the word
 - D. the overall visual appearance (shape) of the word

Correct Response: B. Virtually all irregular words contain elements that follow regular phonics guidelines. For example, in the irregular words *many* and *said*, only the vowel sounds are irregular. Teaching beginning readers to notice the regular (decodable) elements in a word provides them with an important scaffold for recognizing the word. **A** and **D** are incorrect because they are not efficient strategies. These strategies would have students ignore all the knowledge about letter sounds that they have already acquired and instead memorize the letter sequence (A) or shape (D) of each irregular word separately. **C** is also incorrect because context should be taught as a strategy for verifying the meaning of a word once it has been decoded, not as a stand-alone decoding strategy.

63. A sixth-grade teacher includes explicit instruction in common Greek and Latin roots (e.g., *flex*, *struct*) and affixes (e.g., *pre-*, *-ology*) as a regular part of vocabulary instruction. This strategy supports students' reading development primarily by:
- A. expanding their knowledge of common textual features of academic texts.
 - B. enhancing their appreciation of the origins of content-area words.
 - C. prompting their use of morphology to determine the meanings of new words.
 - D. fostering their development of word consciousness.

Correct Response: C. Explicit instruction in common Greek and Latin roots and affixes helps students learn to recognize the individual morphemes that make up morphologically complex, multisyllable words. Thus, by learning these common roots and affixes, students can use their understanding of morphology (word formation) to help them determine the meanings of many multisyllable words in English. **A** is incorrect because instruction in common Greek and Latin roots and affixes supports students' learning of new words and does not relate to the use of common textual features, such as captions and subtitles. **B** is incorrect because, although students may gain an appreciation of the origins of content-area words by studying Greek and Latin roots and affixes, the strategy is most beneficial for helping students determine the meaning of unknown academic words. Finally, **D** is incorrect because the scenario focuses on a specific word-learning strategy, whereas word consciousness relates to having a positive attitude toward words—having a strong interest in learning about words and in acquiring new words. The scenario does not focus on the development of these affective factors.

64. Which of the following strategies would be most effective in promoting a first-grade student's reading fluency?
- A. providing the student with scaffolded practice in reading comprehension strategies
 - B. creating frequent opportunities for the student to engage in silent reading of high-interest texts
 - C. providing the student with focused review of phonics generalizations and word analysis strategies
 - D. creating frequent opportunities for the student to engage in oral reading of independent-level texts

Correct Response: D. Reading fluency involves the ability to read a text easily and accurately. Two key indicators of reading fluency are accuracy and rate. Once a beginning reader has developed accuracy in decoding simple words, the student can begin to improve his/her rate by developing automaticity (rapid, automatic decoding of familiar words). Automaticity is developed through frequent reading practice of texts at the student's independent level (that is, the student can read at least 99 percent of the words accurately). Oral reading allows the student to hear his/her voice as he/she practices reading at an efficient rate, thus encouraging self-monitoring to maintain accuracy. **A** is incorrect because comprehension strategies support a student's understanding of the text, not the accuracy and rate with which the reader decodes words in a text. **B** is incorrect because beginning readers should practice reading orally to ensure they maintain accuracy. Also, reading high-interest texts does not necessarily promote development of fluency. For example, the student may be interested in a science text that is too difficult for the student to read with accuracy or at an appropriate rate because he/she has to struggle to decode too many unfamiliar words. **C** is incorrect because phonics knowledge and word analysis strategies provide tools for decoding unfamiliar words, but to develop an appropriate reading rate, the student needs to practice reading texts that he/she can already decode with ease.

65. A teacher would like to promote third-grade students' use of syntactic and semantic context clues to determine the meaning of unfamiliar words in a passage. Which of the following should be an important consideration for the teacher to keep in mind when planning instruction to address this goal?
- A. Contextual analysis strategies are more effective when combined with word analysis strategies.
 - B. Dictionary definitions tend to be more helpful than context clues in supporting word comprehension.
 - C. Most readers develop an implicit awareness of context clues independently.
 - D. Informational texts tend to lend themselves to contextual analysis more than literary texts.

Correct Response: A. Contextual analysis is an effective strategy for verifying the meaning of a word once it has been decoded. It is not effective as a stand-alone decoding strategy. Once a word has been decoded using word analysis strategies (e.g., phonics, syllabication, structural analysis), syntactic context clues (clues that reveal information about a word's grammatical function) and semantic context clues (clues provided by the meaning of the surrounding words in the sentence or passage) can help the reader determine the meaning of the word as it is being used in the passage. **B** is incorrect because dictionary definitions tend not to be helpful without the additional support of context to determine which of possibly several definitions is appropriate to the passage. **C** is incorrect because contextual analysis skills are enhanced by explicit instruction. **D** is incorrect because contextual analysis is a skill that can be used with any genre. Indeed, informational texts such as textbooks frequently use apposition and other contextual clues to help readers understand the meaning of new vocabulary.

66. An ESL teacher wants to support expanding-level English language learners' development of reading fluency and comprehension. Which of the following types of reading activities would be most appropriate and effective for this purpose?
- A. Language Experience Approach activities in which students dictate a story to the teacher and then they read the story together
 - B. readers theatre activities in which students work together to practice reading and dramatizing a script of a folktale
 - C. word sort activities in which students read target vocabulary words and then create a semantic map of the words
 - D. choral reading activities in which students participate in a group reading of a pattern book or poem

Correct Response: B. Readers theatre promotes reading fluency and comprehension by providing meaningful opportunities to reread a text multiple times with particular attention to reading with appropriate expression. Expanding-level English language learners have enough academic language that this task would be appropriate and beneficial for them. **A** is incorrect because Language Experience Approach activities are more appropriate for entering- and emerging-level English language learners. **C** is incorrect because word sort and semantic mapping activities help students build vocabulary but do not directly promote development of fluency and comprehension. **D** is incorrect because choral reading activities can promote prosody but do not directly help students improve comprehension skills. Also, pattern books, and often poetry, contain repeated lines that students can memorize and repeat without actually having to read those parts of the text.

67. A high school emerging-level English language learner is just beginning to develop literacy skills in English. An ESL teacher could best promote this student's English reading development by *first* developing the student's:
- A. decoding skills using meaningful texts that primarily contain phonetically regular words and sight words.
 - B. comprehension of academic language structures using audio recordings of a variety of texts.
 - C. background knowledge about high-priority concepts using grade-level content-area texts.
 - D. vocabulary knowledge and skills using lists of high-frequency Tier Two words.

Correct Response: A. Reading research indicates that there are stages to reading development. The student in this scenario is just beginning to develop literacy skills in English, resulting in the teacher's need to promote skills associated with the earliest stages of reading development. Decoding skills are essential skills that beginning readers need in order to build a solid foundation for reading. In addition, using meaningful texts that primarily contain phonetically regular words and sight words is a best practice that reinforces students' developing phonics skills and fluency. **B**, **C**, and **D** are incorrect because these focus on academic language and concept development rather than on development of foundational reading skills, which should be the top priority for this student.

68. An English language learner who is literate in a language that follows highly consistent letter-sound correspondence patterns is likely to have the most difficulty decoding which of the following English words?
- A. begin
 - B. declare
 - C. someone
 - D. explain

Correct Response: C. Both syllables of the word *someone* contain irregular vowel sounds. The English silent *e* syllable pattern (–VCe) regularly indicates a long vowel sound for the first vowel. The student in this scenario is literate in a language that follows highly consistent letter-sound correspondence patterns, so the student, having learned basic phonics patterns in English, would expect the word *someone* to follow the silent *e* pattern and be pronounced as [sōm ōn]. **A**, **B**, and **D** are incorrect because these words all follow regular English phonics patterns.

69. Which of the following factors is likely to have the most significant impact on a bridging-level English language learner's ability to comprehend a chapter from a grade-level content-area textbook?
- A. the amount of prior knowledge the student has about the topic of the text
 - B. the extent to which the student applies cognitive strategies while reading the text
 - C. the degree to which the student attends to discourse markers in the text
 - D. the rate at which the student reads the text

Correct Response: A. Research indicates that prior knowledge plays an important role in providing a reader with the necessary contextual schema to comprehend a text. An English language learner who is at the bridging level has developed good foundational reading skills, but without any prior knowledge related to the content of a chapter in a content-area textbook, the student is likely to experience difficulty understanding the chapter. **B** is incorrect because cognitive strategies (e.g., taking notes about a text, summarizing a text, using visual aids or graphic organizers to support recall of information in a text) are not going to be effective if the student does not have sufficient prior knowledge to support comprehension of the text when he/she reads it. **C** is incorrect because knowledge of discourse markers (e.g., transition words and phrases such as *consequently* or *on the other hand*) would not support comprehension of the chapter as much as prior knowledge of the chapter's topic would. Also, a bridging-level English language learner most likely already attends to discourse markers as he/she reads. **D** is incorrect because an English language learner whose reading is at the bridging level most likely reads at a rate that is appropriate to support comprehension, as long as the student has sufficient background knowledge to support the conceptual demands of the text.

70. Which of the following is an accurate statement regarding English language learners' development of phonemic awareness in English?
- A. English language learners must have a high level of oral language proficiency in English before they can develop phonemic awareness.
 - B. English language learners whose first language uses a phonetically regular, alphabetic script may have particular difficulty acquiring phonemic awareness in English.
 - C. English language learners must have strong literacy skills in the first language in order to develop phonemic awareness in English.
 - D. English language learners may have particular difficulty acquiring phonemic awareness of English phonemes that do not exist in their first language.

Correct Response: D. Phonemic awareness involves the ability to recognize and manipulate the individual sounds in spoken words. An English language learner who is not familiar with a particular English sound, because the sound does not exist in his/her first language, is likely to have difficulty perceiving and/or discriminating the sound aurally, and may also have difficulty pronouncing the sound. **A** is incorrect because English language learners can begin to develop phonemic awareness in English as soon as they have developed some oral language skills in English. They do not need to have a high level of oral language proficiency in English to be able to develop awareness of the concept of phonemes. **B** is incorrect because phonemic awareness is an oral not a written language skill. Also, a student whose first language is alphabetic (as opposed to a nonalphabetic language) will be at an advantage, not a disadvantage, in developing phonemic awareness in English, regardless of the level of phonetic regularity of the first language, because the student may have already developed phonemic awareness in the first language. **C** is incorrect because, while having phonological skills in the first language would be beneficial to the student, it is not mandatory for the student to have prior literacy skills in the first language to be able to develop phonemic awareness skills in English.

71. An ESL teacher who works with a group of second-grade expanding-level English language learners wants to use a particular book with students because of its engaging content and useful vocabulary. However, the book is written above most students' instructional reading level. Which of the following strategies for using the book would be most appropriate in this situation?
- A. organizing a jigsaw reading in which students read different parts of the book and discuss each part of the book in small groups
 - B. adapting the book by condensing the content and simplifying the language and then having students read the book independently
 - C. conducting an interactive read-aloud of the book in which students listen to the book and participate in discussions related to the content of the book
 - D. presenting a book walk of the book and then making the book available in the classroom library for students to check out

Correct Response: C. Interactive read-alouds provide opportunities for students to access texts above their instructional reading level because the teacher scaffolds students' development of new vocabulary, language structures, and content through guided discussion. Students are responsible for actively listening as they are expected to participate in discussions related to the content of the text. **A** is incorrect because a jigsaw reading involves students independently reading assigned portions of a text and then sharing their understanding with peers who are assigned a different portion. This strategy would be ineffective for the students in this class because the teacher plans to use a book that is too challenging for most students to read even with teacher support, let alone independently. **B** is incorrect because adapting complex texts by simplifying the language and watering down the content limits students' engagement with complex text, which is a critical component of developing English language learners' academic language development. **D** is incorrect because a book walk may spark students' interest in the book but would not provide students with the scaffolding they need to be able to comprehend the text on their own.

72. An elementary school ESL teacher asks an emerging-level English language learner to describe a personal experience. As the student speaks, the teacher records the student's words verbatim on a sheet of paper. Then the teacher guides the student in various reading exercises using the dictated text. This strategy promotes the student's reading development primarily because it helps the student:
- A. make connections between spoken and written English.
 - B. transfer his or her first-language literacy skills to English.
 - C. develop an awareness of basic sentence structure in English.
 - D. expand his or her expressive oral vocabulary in English.

Correct Response: A. The strategy described in the scenario directly promotes the student's awareness of the connections between spoken and written English because the teacher transcribes the student's own words into print. **B** is incorrect because the activity described in the scenario does not involve the student's use of first-language literacy skills. **C** is incorrect because the teacher writes the student's words verbatim on a sheet of paper. An emerging-level English language learner typically makes many syntactic errors, so this type of activity is not likely to promote the student's awareness of sentence structures that he/she would encounter in English texts. **D** is incorrect because the text the teacher transcribes is limited to vocabulary that is already part of the student's expressive oral vocabulary in English.

73. An ESL teacher regularly reads aloud a variety of fiction and nonfiction texts to developing-level English language learners. Which of the following best describes why this practice is especially beneficial for English language learners' reading development?
- A. Students are provided with carefully modified comprehensible input in English.
 - B. Students are introduced to the alphabetic principle and letter-sound correspondences in English.
 - C. Students are encouraged to use visualization as a reading comprehension strategy.
 - D. Students are exposed to the natural rhythm of English and to a range of English vocabulary.

Correct Response: D. Read-alouds are beneficial for English language learners at all levels. Frequent read-alouds provide opportunities for the teacher to model fluent reading in English and to expose students to a wide range of literary genres, language structures, and vocabulary. **A**, **B**, and **C** are incorrect because the scenario does not suggest that the teacher modifies the vocabulary or grammar of the texts (A) or provides instruction in the alphabetic principle and letter-sound correspondence (B) or in visualization as a reading comprehension strategy as part of the read-aloud activities (C).

74. An ESL teacher assesses English language learners' reading rate by having students complete a weekly oral reading of a 100-word passage and monitoring the amount of time it takes each student to complete the reading. Which of the following additional assessment tasks would best help the teacher obtain an accurate measure of students' reading fluency?
- A. Students list unknown words from the passage in a personal glossary.
 - B. The teacher dictates sentences from the passage and the students write them down.
 - C. Students record a personal reflection about the passage in a journal.
 - D. The teacher keeps a running record as individual students read the passage aloud.

Correct Response: D. Reading fluency involves the ability to read a text accurately and at an appropriate rate. A running record is an assessment that allows the teacher to monitor the rate at which an individual student reads a passage aloud while also making a written record of the types of errors (e.g., misreading words, omitting words) the student makes. Monitoring accuracy in addition to rate provides a better measure of reading fluency than monitoring rate alone. **A** is incorrect because having students list unknown words from the passage in a personal glossary would be more appropriate for monitoring the students' vocabulary knowledge than their reading fluency. **B** is incorrect because dictation is more appropriate for assessing skills such as auditory discrimination and/or knowledge of English writing conventions (e.g., spelling, punctuation, grammar). **C** is incorrect because having students write personal reflections about a text would be more appropriate for assessing their comprehension and literary response skills.

75. An ESL teacher administers an informal reading inventory (IRI) to a sixth-grade expanding-level English language learner. The student is able to answer comprehension questions related to a fifth-grade narrative passage with 95 percent accuracy but struggles to read and answer comprehension questions related to a fourth-grade expository passage. Which of the following is the best interpretation of these assessment results?
- A. The student is progressing normally in reading development but lacks experience and practice with the language of informational texts.
 - B. The student is performing below expectations in reading development and should receive focused English language development instruction.
 - C. The student is progressing normally in reading development but fails to use metacognitive and cognitive strategies to aid comprehension.
 - D. The student is performing below expectations in reading development and is in need of intensive reading remediation.

Correct Response: A. The student in the scenario can read and comprehend a narrative text that is just one year below the student's grade level with 95 percent accuracy, which represents normal to above-average progress in reading for an expanding-level English language learner. The student's performance on the fourth-grade expository (nonfiction) text is also typical for a student at this language proficiency level because expanding-level English language learners have not yet achieved grade-level competence in academic language and may also lack the background knowledge required to support their comprehension of nonfiction texts. Thus, the student in this scenario demonstrates normal reading development but would benefit from additional experience and practice with the content, technical vocabulary, and language structures associated with nonfiction texts. **B** and **D** are incorrect because the student is progressing as expected for an expanding-level English language learner in reading. **C** is incorrect because the scenario provides no information about the comprehension strategies the student did or did not use. Also, the student can comprehend a fifth-grade narrative text with 95 percent accuracy, which suggests that the student may be able to apply comprehension strategies when reading.

Use the information below to answer the two questions that follow.

An ESL teacher is designing a cloze assessment to help measure the academic reading skills of a group of fourth-grade, bridging-level English language learners. The teacher selects a 250-word passage and omits every fifth word from the passage. Students will complete the assessment by supplying a word for each omitted word in the passage.

76. The ESL teacher could best use the cloze assessment to obtain information about students' reading proficiency in which of the following areas?
- A. word recognition skills and reading fluency
 - B. knowledge of syntax and vocabulary
 - C. decoding and spelling skills
 - D. metacognitive reading strategies

Correct Response: B. Cloze activities require students to complete sentences with words that are syntactically appropriate for their placement in the sentence and semantically appropriate for the sentence's meaning. **A** is incorrect because word recognition skills and reading fluency are typically assessed through an oral reading assessment, whereas a cloze activity typically involves silent reading and a written response. **C** is incorrect because, like word recognition skills, decoding skills are better assessed through an oral reading assessment. In addition, unless the teacher carefully planned that every fifth word in the passage represented specific spelling patterns or orthographic guidelines, the teacher would not necessarily gain much insight into the student's range of spelling skills simply by reviewing the student's spelling on the cloze assessment. **D** is incorrect because metacognitive strategies encourage students to think about their own thinking as they read. In the cloze activity described in this scenario, students are not necessarily given opportunities to reflect on their thinking. Sometimes teachers ask students to justify their answers in a cloze activity, which would promote metacognition, but the students in this scenario were not asked to do so.

77. Which of the following reading passages would be most appropriate for the ESL teacher to use for the cloze assessment with these students?
- A. a portion of an Internet news article on an interesting topic
 - B. a selection of song lyrics from a popular song
 - C. an excerpt from a children's storybook
 - D. a section of a grade-level content-area text

Correct Response: D. Bridging-level English language learners are approaching grade-level proficiency in literacy and content-area learning. Therefore, a section of a grade-level textbook would be most appropriate for this group of students, and would provide the teacher with the most accurate information about the students' reading proficiency regarding a grade-level text. **A** is incorrect because a portion of an Internet news article would not likely be written at the fourth-grade level, which would make it inappropriate for the teacher to use to determine the students' reading proficiency. **B** and **C** are also incorrect because these selections may be far below or above grade level, thus impeding the teacher's ability to accurately interpret the results of the assessment.

78. An ESL teacher has developing-level English language learners engage in daily freewriting, in which students write as much as they can about a familiar topic without paying attention to grammar or spelling. This practice supports the English language learners' writing development primarily by:
- A. familiarizing them with patterns of written discourse in English.
 - B. promoting their writing fluency in English.
 - C. prompting them to use sentence variety in their English writing.
 - D. enhancing their written English vocabulary.

Correct Response: B. Many English language learners are inhibited about writing in English because they feel overwhelmed by attending to both meaning and form and/or they are overly concerned about making mistakes in English writing conventions such as spelling, punctuation, and grammar. Consequently, they write very little or they limit their writing to simple or rote statements they know they can produce accurately. Freewriting is an instructional strategy designed to help all students increase their writing output by focusing primarily on meaning instead of form. This is especially effective for English language learners because they are likely to feel more at ease about expressing their ideas in writing when they are given opportunities to write without having to worry about avoiding spelling and grammar errors. **A** is incorrect because frequently writing about a familiar topic will not help students recognize patterns of written discourse (e.g., organizational structures of different types/genres of texts). **C** and **D** are incorrect because to promote English language learners' knowledge and skills with different sentence structures and written (i.e., academic) English vocabulary, they need to be provided with explicit instruction and guided practice using these language forms. Freewriting provides a safe context in which students may choose to use previously introduced vocabulary or language forms, but it is not an appropriate context for introducing students to new language or for prompting them to use specific vocabulary or language forms.

79. An ESL teacher uses a writer's workshop approach in which small groups of English language learners regularly work together to brainstorm ideas for writing, conference about each other's writing, and prepare their writing for publication. Which of the following statements best describes the most important benefit of this approach for English language learners' writing development?
- A. The collaborative nature of writer's workshop promotes students' understanding of writing as a collective process.
 - B. Writer's workshop boosts students' self-confidence in their writing ability and reduces their writing-related anxiety.
 - C. The interactive nature of writer's workshop supports students' progress through the various stages of the writing process.
 - D. Writer's workshop helps the teacher maximize the amount of class time students spend on writing-related tasks.

Correct Response: C. Writer's workshop approaches typically involve regularly scheduled writing sessions in which students participate in a mini-lesson, an individual student work period, and a shared or closing activity. During mini-lessons and work periods, students learn about and engage in various stages of the writing process (e.g., choosing an idea, drafting, revising, editing, publishing) in a variety of genres. During the shared and closing activities, students have frequent opportunities to conference about and share their writing at each stage, listen to the writing of other students, and offer and receive constructive feedback. Thus, writer's workshop is highly interactive in nature and provides multiple supports for students as they work through the various stages of the writing process. **A** is incorrect because, while students work collaboratively during the sharing portions of writer's workshop, students typically work independently during the work periods to produce individual writing projects. **B** is incorrect because the sharing portions of writer's workshop can induce anxiety in some students and especially in English language learners who may be self-conscious about their English. **D** is incorrect because students also engage in mini-lessons and sharing activities during writer's workshop; thus, its goal is not to maximize students' time-on-task while writing but rather to guide and support students through each stage of the writing process.

80. Which of the following should be the primary focus of instruction for English language learners in the prewriting stage of the writing process?
- A. helping students generate the vocabulary and language structures they need to express their ideas
 - B. promoting students' use of Standard English grammar conventions
 - C. providing students with clear guidelines regarding assignment expectations and grading criteria
 - D. justifying for students the value of and purposes for writing

Correct Response: A. During the prewriting stage of the writing process, students generate ideas for writing. Prewriting may consist of drawing a picture, writing questions, making a story map, or developing an outline or list. In order to engage in these activities, English language learners may need help developing vocabulary and language structures that support the ideas they want to express. **B** is incorrect because the use of Standard English grammar conventions is not particularly important during the prewriting stage; generating basic ideas is most crucial at this stage. **C** is incorrect because, if the teacher wants students to follow certain guidelines related to a writing assignment (e.g., when working with middle school students who are writing an expository essay for a content-area class), the teacher should convey these expectations before students begin the writing process. **D** is incorrect because, during the prewriting stage, students should be thinking about their particular topic, storyline, and/or theme to help them generate ideas they may want to include in their piece. Reflecting on broad issues, such as the overall value of writing or the purposes for writing in general, is not likely to help them generate ideas about their particular topic. Indeed, it may inhibit or impede the brainstorming process.

81. English language learners are practicing producing simple descriptive sentences in speech and in writing. All of the students are able to produce full sentences orally and most can write full sentences with some teacher assistance. Some students, however, are at beginning stages of literacy development and are unable to read or write full sentences. Which of the following adaptations to the activity would be most effective for promoting these students' beginning writing skills?
- A. asking the students to identify false statements in a set of true/false descriptive sentences and then rewrite those sentences to be true
 - B. giving the students a short text and having them identify which sentences are descriptive
 - C. pairing each student with a more advanced classmate who can write and read back the descriptive sentences the students dictate
 - D. providing the students with a set of descriptive sentences to copy into a writing notebook

Correct Response: C. Partnering the students who have beginning writing skills with more advanced peers who can write the sentences that they dictate helps scaffold the students' writing development by taking advantage of their stronger oral language skills. The more advanced students can also provide them with models of good writing. **A** and **B** are incorrect because they require the use of reading skills that would be beyond the level of the students in the scenario. **D** is incorrect because the lesson's objective is for students to produce their own written and oral descriptive sentences. The task described in D is simply copying descriptive sentences, not producing original sentences.

82. An ESL teacher introduces bridging-level English language learners to the poem "Where I'm From" by George Ella Lyon, in which the author begins, "I am from . . ." and goes on to list items and phrases that characterize her background. The teacher asks students to choose a line from the poem that they find interesting and discuss their choices in small groups. Then the teacher has students create their own "Where I'm From" poems. Which of the following additional steps during the lesson would best support the students' writing development?
- A. Students copy the poem from the board and practice reciting it in pairs.
 - B. Students arrange sentence strips of the poem to recreate the full poem from memory.
 - C. Students orally generate "I am from . . ." statements and share them with each other.
 - D. Students prepare and present a dramatic choral reading of the poem.

Correct Response: C. Engaging students in an oral language prewriting activity can help them generate ideas and access vocabulary and language to scaffold the writing assignment. Also, English language learners need multiple exposures to and opportunities to use new vocabulary and language structures. This activity provides both partners with opportunities for listening to and orally generating "I am from . . ." statements prior to writing, which allows them to practice and process ideas and language to support their writing. **A**, **B**, and **D** are incorrect because these activities require the students to work solely with the original poem. The tasks do not promote development of students' own ideas or writing.

83. As part of spelling instruction, an ESL teacher has English language learners go through the motions of "painting" a word on the wall as they recite the letters of the word. This strategy is likely to promote students' English spelling skills primarily by:
- A. adding variety to an otherwise routine memorization task.
 - B. helping students associate new learning with prior learning.
 - C. activating areas of the brain associated with literacy.
 - D. helping students internalize learning through kinesthetic activity.

Correct Response: D. Kinesthetic learning approaches involve students in tactile or movement-based activities to promote recall and learning. In this scenario, students "paint" words on the wall as they recite the letters of a word, using their arms and hands as if they were holding a paintbrush. This painting movement helps reinforce and enhance students' visual and auditory recall of the word by involving their whole bodies in the act of spelling. **A** is incorrect because simply adding variety to a task does not necessarily promote recall. The movement must be purposeful and directly related to the thing the students are trying to remember, in this case the spelling of new words. **B** is incorrect because the students are not using prior learning to achieve the objective of the lesson. Their prior knowledge of painting will not help them learn to spell. **C** is incorrect because the areas of the brain activated by movement do not necessarily correlate to the areas of the brain associated with literacy.

84. An ESL teacher is implementing a lesson on English parts of speech with developing-level English language learners. The teacher prompts students to associate each grammatical category with a different color (e.g., nouns are "blue words," verbs are "green words"). Then the teacher has students use colored pens or highlighters to mark words in simple English sentences with their corresponding colors. In addition to reinforcing students' knowledge of the vocabulary used in the sentences, this activity best promotes the students' understanding of English:
- A. syntax.
 - B. mechanics.
 - C. pragmatics.
 - D. spelling.

Correct Response: A. Syntax relates to the rules governing the way words are combined in a sentence. By using colors to highlight the parts of speech (e.g., nouns, verbs) in the sentences, students gain an awareness of syntax, the arrangement of these parts of speech, in an English sentence. **B** is incorrect because the students do not highlight elements related to mechanics (e.g., punctuation, capitalization) in this activity. **C** is incorrect because pragmatics relates to the social context in which language is used. The meaning of language can be altered depending on the context in which it is used. Students do not gain experience with pragmatics by identifying parts of speech in a sentence. **D** is incorrect because, in the activity described, the students do not pay attention to individual letters or parts of a word, so it is unlikely that the activity would promote their understanding of spelling or spelling patterns.

85. An ESL teacher is planning to have English language learners assess each other's writing in a peer-editing session. Which of the following teacher strategies would best promote the effectiveness of this type of writing assessment?
- A. encouraging students to give only positive feedback on their peers' writing
 - B. providing students with a rubric or checklist to complete as they review their peers' writing
 - C. asking students to base the grade they give their peers' writing on the number of errors in the writing
 - D. instructing students to focus on only one type of error at a time when reviewing their peers' writing

Correct Response: B. Peer editing is a step in the writing process (at the editing stage of a draft) that involves partners reading and correcting each other's writing, usually in preparation for "publishing" a final copy. At this stage, the draft should have already been revised for meaning (e.g., clarity, organization, word choice), so the focus of this review is on mechanics (e.g., spelling, punctuation, grammar). Peer editing allows "another set of eyes" to check over a piece of writing prior to finalizing it. A rubric or checklist provides English language learners with a scaffold to help them focus on relevant aspects of their peer's writing and to offer suggestions for improvement. **A** is incorrect because providing only positive feedback will not help students make needed corrections in preparation for publishing their writing. **C** is incorrect because at no point in the writing process are students supposed to assign grades to their peers' writing. Also, peer editing is an activity that is intended to support students' writing by helping them identify and correct potential errors that the writer may not have noticed on his or her own. **D** is incorrect because if students are limited to editing only one type of error, other errors may not be noted and corrected, which would not benefit the writer as he/she tries to finalize the draft in preparation for "publishing."

86. A second-grade teacher slowly dictates the following sentence and asks students to write it down in their notebook.

Living things need food and water.

One developing-level English language learner with limited literacy skills writes the following.

L ivinthln gSn eedfudan WAt e r

Given this writing sample, which of the following conclusions would be most appropriate to draw about this student?

- A. The student is having difficulty with English letter formation.
- B. The student has not yet grasped the concept of how word boundaries are represented in print.
- C. The student is having difficulty with aural discrimination of some English phonemes.
- D. The student has not yet grasped the concept that written letters correspond to spoken sounds.

Correct Response: B. Word boundaries are the blank spaces between written words that show the reader where a word begins and ends. The writing sample shows that the student has not yet grasped how word boundaries are represented in print. For example, the student writes, "Livinthln gsn." The student combines "livin" and the first part of "things" into one unit, leaves a space, and then writes the ending of "things" plus the first letter of "need" as if it were a second unit, instead of appropriately spacing each word so that the student's writing and spelling would read, "Livin things need." The random placement of the spaces suggests that the student is aware that there are supposed to be spaces in English sentences but is not aware of their function as word boundaries. **A** is incorrect because the writing sample clearly shows individual letters and each letter is correctly formed. **C** is incorrect because the writing sample shows that the student was able to accurately hear the dictated sentence, including individual English phonemes. While the student changed /ng/ to /n/ in "living," he/she correctly identified /ng/ in "things." Also, while the student omitted the final /d/ sound in "and," he/she included the final /d/ sound in "need." Thus, the evidence does not support that the student cannot discriminate some English phonemes. **D** is incorrect because it is clear from the writing sample that the student understands that written letters correspond to spoken sounds, since the student used phonetic spelling to write the words he/she did not know how to spell (e.g., *food*).

Use the information below to answer the two questions that follow.

An elementary ESL teacher is co-teaching a language arts lesson in a third-grade SEI class that includes English language learners representing a wide range of English proficiency levels. The teacher engages students in the following collaborative writing activity.

1. One student in the class—the "interviewee"—agrees to be interviewed by class members.
2. Each class member serves as an "interviewer" by asking the interviewee a prepared question (e.g., "What is your favorite food?").
3. The interviewee responds to each interviewer's question (e.g., "I love bananas") or says "pass" if he or she does not want to respond to a question.
4. Each interviewer paraphrases the interviewee's response to his or her question (e.g., "His favorite food is bananas").
5. The teachers record each interviewer's paraphrase on chart paper using correct mechanics and grammar.
6. After each interviewer has asked his or her question, students discuss the sentences on the chart paper and use a coding system to categorize the sentences by topic (e.g., personal preferences).

87. Which of the following additional activities related to the sentences would most effectively promote the students' understanding of informational text structures in English?
- A. Pairs of students take turns reading the sentences aloud and questioning one another about the content of each sentence.
 - B. Each student writes a short autobiography, using the sentences as models for their own writing.
 - C. Students participate in a whole-class discussion of how each sentence could be revised to be more sophisticated and descriptive.
 - D. Small groups of students organize and rewrite the sentences into paragraphs with topic sentences.

Correct Response: D. Informational texts typically are organized into paragraphs that each address a subtopic or different aspect of the text's main topic. Each paragraph begins with a topic sentence that tells the reader what the paragraph is about. In Step 6 of the scenario, the students organize the sentences they have generated into categories (subtopics). By further organizing and rewriting the sentences in each category into a paragraph and then developing a topic sentence for each paragraph, the students have the opportunity to practice developing the basic structure of an informational text. **A** is incorrect because reading the sentences aloud with a partner and questioning one another about their content may reinforce comprehension of the sentences, but it would not promote an understanding of how informational texts in English are typically structured. **B** and **C** are incorrect because they may promote students' writing development in general, but they would not contribute to their understanding of basic informational text structures.

88. Which of the following adaptations of this activity would most effectively promote the writing development of bridging-level English language learners in the class?
- A. In Steps 2 and 3, bridging-level students translate for entering-level students the interviewer's question and interviewee's response.
 - B. In Step 4, bridging-level students, rather than the interviewer, paraphrase the interviewee's response.
 - C. In Step 5, bridging-level students, with guidance from the teachers, record the interviewers' paraphrases on the chart paper.
 - D. In Step 6, bridging-level students copy down the sentences on the chart paper into a writing notebook.

Correct Response: C. Bridging-level English language learners are approaching grade-level English language proficiency. With appropriate support, students at this level can write in Standard English. Thus, recording the interviewers' paraphrases in correct English on chart paper with guidance from the teachers is an appropriate task for this group of students. **A** is incorrect because students at this level may or may not be fluent in their first language, or in the language of the entering-level students in the class, making the task of translating not possible. In addition, translating would not promote the writing development of this group of students because translating in this scenario is an oral task. **B** is incorrect because paraphrasing in this scenario is also an oral task, not a written task, and thus would not promote the writing development of bridging-level English language learners in the class. Finally, simply copying down the sentences on the chart paper in a writing notebook is too simple of a task for students at the bridging level, making **D** incorrect. This task would be more appropriate for students at the entering and emerging levels of proficiency.

89. An ESL teacher wants to promote English language learners' ability to use the cognitive learning strategy of outlining the key ideas in content-area textbooks. Which of the following steps would be most appropriate for the teacher to take *first* when teaching the strategy to students?
- A. asking students to write a journal reflection about the impact of outlining on their comprehension of a sample textbook passage
 - B. preparing a partial outline of a sample textbook passage for students to practice completing as they read the passage silently
 - C. modeling for students the outlining process by thinking aloud while creating an example outline of a sample textbook passage
 - D. having students work together in small groups to create an outline of a sample textbook passage they have read aloud as a group

Correct Response: C. Modeling for students while using the think-aloud strategy is particularly beneficial for English language learners because it provides them with both visual and auditory support as they are learning the steps of a new process such as outlining a textbook passage. Cognitive learning strategies such as outlining involve deep thinking, and the think-aloud strategy allows the teacher to model these thinking processes explicitly for students. **A** is incorrect because reflecting about a cognitive strategy is important for reinforcing a new strategy that has already been introduced and practiced, but would not be appropriate or beneficial as the first step in learning a new strategy. **B** is incorrect because in this strategy the teacher does not show students how to develop or complete the outline. Research suggests that English language learners learn best when the teacher models the behaviors and processes they are expected to do to complete an academic task. Giving students a partially completed outline does not help them learn how to develop or complete one themselves. **D** is incorrect because the students first need to learn how to develop an outline. This activity would be beneficial *after* learning how to use the outlining strategy.

90. A tenth-grade expanding-level English language learner has a strong first-language background in mathematics and a good grasp of grade-level mathematics concepts. However, the student often performs poorly on mathematics tests in English because of difficulty comprehending story problems. Which of the following teacher strategies would be most effective in addressing this student's difficulty while facilitating development of cognitive-academic language proficiency?
- A. giving the student a list of important mathematics terms and abbreviations in English to translate into the first language and then memorize
 - B. providing the student with individualized guided practice in breaking down and paraphrasing mathematics story problems in English
 - C. offering the student the option to skip over story problems on mathematics tests or to respond to story problems in the first language
 - D. arranging for the student to receive one-on-one mathematics tutoring from a bilingual aide using a first-language mathematics textbook

Correct Response: B. Providing guided support is a best practice that gives scaffolding to students as they practice a new skill. In this case, the student is receiving targeted instruction in paraphrasing and breaking down English mathematics story problems. Breaking down a problem into smaller steps and paraphrasing it (rephrasing it in one's own words) are both strategies that enhance the problem's comprehensibility. **A** is incorrect because overreliance on translation into the first language is not going to promote the student's academic language development in English. **C** is incorrect because allowing the student to skip over mathematics story problems does not help the student learn strategies for comprehending this genre of text. Allowing the student to respond to the problems in the first language does not help the student learn strategies for comprehending the problems in English. **D** is incorrect because the student has strong mathematics skills in the first language, so tutoring the student with a first-language mathematics textbook would not address the student's needs, which are language based.

91. A teacher wants to assess third-grade English language learners' understanding of a sheltered science unit on physical properties of matter. The teacher has students work in class to create displays of objects that possess various physical properties and complete tables describing the objects' properties. The teacher evaluates the students' work using a scoring rubric and takes notes as students orally describe their displays. The primary benefit of this type of assessment is that it provides:
- A. a formal, quantifiable indicator of students' academic progress.
 - B. an authentic, multidimensional indicator of students' academic performance.
 - C. a global, comprehensive measure of students' academic achievement.
 - D. an objective, standardized measure of students' mastery of academic benchmarks.

Correct Response: B. An authentic assessment is an assessment that is based on observing students as they engage in authentic learning tasks tied to a specific curricular goal or objective. In this case, students have an opportunity to create their own displays to demonstrate their understanding of physical properties of matter. This assessment is also multidimensional because students not only have an opportunity to demonstrate their understanding of relevant content through the creation of a display but also by orally describing their display. **A** is incorrect because a formal, quantifiable assessment is a standardized test (typically multiple-choice) that summarizes a student's performance numerically (e.g., as percent correct). In this case, the teacher's use of notes does not result in a quantifiable (number-based) result. **C** is incorrect because a global, comprehensive assessment is one that evaluates students' performance across content areas. In this scenario, the assessment is focused on evaluating students' performance with respect to a single science objective. **D** is incorrect because the assessment described in the scenario is not standardized. A standardized test is a test that has specific tasks and procedures that must be followed exactly. In this case, students have some flexibility in demonstrating their understanding of target content.

92. An ESL teacher has English language learners maintain a daily learning log. Each day students write about new concepts and words they learned in the day's lessons and how the new concepts and words relate to those learned in previous lessons. Which of the following additional learning log tasks would most effectively promote the students' self-assessment of their content-area learning?
- A. Students look up in a dictionary each new word from the day's lessons and write a definition and sample sentence for each word.
 - B. Students work with a partner to edit their learning log entry for grammatical errors and then rewrite the entry using correct grammar.
 - C. Students record questions they still have about lesson material and describe learning strategies they used during the day's lessons.
 - D. Students transfer the new concepts and words they wrote about in their learning log to index cards to be used in studying for class tests.

Correct Response: C. Asking students to self-assess their content-area learning helps them take ownership of what and how they learn. Having students record questions they still have about lesson material and describe learning strategies they used during the day's lessons are self-assessment strategies that encourage reflection and self-monitoring, and thus promote students' ability to evaluate their own areas of strength and need with respect to the content and skills associated with a given lesson. **A** and **B** are incorrect because these strategies do not promote students' awareness or self-assessment of their learning with respect to a lesson's content-area objectives but rather focus on developing or reinforcing students' vocabulary development (A) and grammatical competence (B). **D** is incorrect because transferring the new concepts and words to index cards to be used in studying for class tests is a test-preparation strategy. It does not promote students' self-assessment of their content-area learning because it does not encourage them to further reflect on their learning but rather to simply recall it.

93. An ESL teacher asks bridging-level English language learners to read a content-area passage and then write a summary of the passage. In this context, the teacher's most important consideration when evaluating a student's summary should be the extent to which:
- A. the student's writing reflects command of grade-level academic vocabulary and language structures.
 - B. the student used evidence from the text to support his or her arguments and analysis.
 - C. the student produced clear, coherent, and well-organized writing that is appropriate to the task.
 - D. the student's writing reflects comprehension of the text's target concepts.

Correct Response: D. Asking students to summarize, or write a short paragraph that describes a text's main ideas, is an informal way for teachers to assess students' understanding of a text they have read. **A** and **C** are incorrect because they focus on assessing the writing itself (e.g., using grade-level academic vocabulary and language structures correctly, organizing ideas well). **B** is incorrect because a summary is not an expository text in which students take a position with respect to a text and then support their thesis with evidence from the text.

94. A middle school ESL teacher will be co-teaching a sheltered English immersion (SEI) mathematics class to expanding- and bridging-level English language learners. To determine whether each student has mastered a target mathematics concept and is ready to receive instruction in a new concept, the teachers plan to administer the weekly assessments provided in the grade-level mathematics textbook. Which of the following steps would be most appropriate for the ESL teacher to take to ensure the assessments achieve this goal?
- A. determining whether the assessments were normed using a student group that included English language learners
 - B. implementing appropriate linguistic modifications to the assessment items as needed
 - C. selecting assessment items from the textbook that are language neutral and contain only numerical problems
 - D. administering the assessments orally to students and allowing them to respond orally

Correct Response: B. The teachers in this scenario plan to use published assessments to determine if students have grasped target mathematical concepts. By providing appropriate linguistic modifications to the assessments for English language learners in the class, the teachers can ensure that the assessment is assessing these students' understanding of the targeted mathematics concept and not their language proficiency. **A** is incorrect because determining if the assessments were normed using a student group that involved English language learners implies that the assessments are norm-referenced, whereas the assessments in textbooks are almost always criterion-referenced. Also, even if the assessments were norm-referenced, simply ensuring that the assessment items were normed using a student group that included English language learners would not ensure that the language of the assessments is appropriate for students at both the expanding and bridging levels. Content-area assessments should be differentiated for students at different language proficiency levels. **C** is incorrect because selecting assessment items from the textbook that are language neutral and contain only numerical problems would not necessarily ensure that the assessment measured all the target objectives of a given lesson. Also, simplifying the material to such an extent would not be appropriate for students at the expanding and bridging levels. **D** is incorrect because administering the assessments orally and allowing the students to respond orally is not appropriate for students at the expanding and bridging levels. This strategy would be more appropriate for English language learners at the emerging or entering level.

Use the information below to answer the two questions that follow.

A high school ESL teacher regularly conducts instructional conversations with expanding-level English language learners in a sheltered English immersion (SEI) class. During each instructional conversation, the teacher leads a small group of students in a guided discussion of a content-area topic.

95. The practice of conducting instructional conversations in the SEI classroom supports the goals of SEI primarily because instructional conversations provide English language learners with opportunities to:
- A. receive corrective feedback on the accuracy of language output.
 - B. use content-area learning strategies to facilitate comprehension.
 - C. receive comprehensible input from proficient English speakers.
 - D. use academic English interactively in meaningful ways.

Correct Response: D. Conducting instructional conversations on a regular basis provides English language learners with multiple exposures to and opportunities to use new English academic vocabulary and language structures in relevant contexts; that is, in meaningful discussions related to the content they are studying. **A** is incorrect because the focus of the conversations is on content, not error correction, so students do not necessarily receive corrective feedback on their language output. Instead, students are guided and supported during the discussion by the teacher. **B** is incorrect because instructional conversations use an oral language strategy to promote content learning, not vice versa. **C** is incorrect because in the scenario described, the teacher leads expanding-level English language learners in the guided discussion, so the teacher is the only proficient English speaker in the group.

96. Which of the following guidelines should the teacher follow in implementing instructional conversations in the SEI setting?
- A. Ensure that the amount of student talk in instructional conversations is greater than the amount of teacher talk.
 - B. Make active participation in instructional conversations optional according to a student's comfort level.
 - C. Give students primary responsibility for determining the direction and ultimate goal of instructional conversations.
 - D. Limit student discussion of personal opinions or experiences during instructional conversations.

Correct Response: A. Instructional conversations are gently guided by the teacher but should not be dominated by one particular student or especially by the teacher. Instructional conversations are intended to be discussions, not lectures, and should involve all students in the group. **B** is incorrect because the goal of academic conversations is to provide students with opportunities to use new academic language, so all students in the small group should be encouraged to participate. **C** is incorrect because in an instructional conversation, it is the teacher's role—not the students'—to guide the discussion to ensure students' language needs are supported and relevant content objectives are addressed. **D** is incorrect because in instructional conversations students may be encouraged to discuss experiences and opinions related to the designated topic to help them make connections between prior knowledge and new learning.

Use the information below to answer the two questions that follow.

A middle school ESL teacher is beginning a multidisciplinary thematic unit about tropical rain forests with developing-level English language learners.

97. The teacher has decorated the classroom with realia related to a rain forest, such as artificial tropical trees and pictures of tropical animals, and has labeled objects with content-area vocabulary related to the rain forest. The teacher wears safari attire and plays a recording of sounds from a rain forest. This use of realia best demonstrates the teacher's understanding of how to:
- A. facilitate content learning by lowering English language learners' affective filters.
 - B. connect content to English language learners' personal experiences.
 - C. scaffold English language learners' comprehension of content-area concepts.
 - D. contextualize content for English language learners.

Correct Response: D. Using realia, or real objects, is an effective teacher strategy for promoting comprehension of new vocabulary and concepts. By associating new content with concrete realia (e.g., artificial tropical trees, safari attire, rain-forest sounds) the teacher provides context for new concepts and thus makes learning more meaningful for the students in the class. **A** is incorrect because the use of realia does not necessarily reduce a student's affective filter, but is rather a strategy for making learning more context embedded. **B** is incorrect because the students in the class may or may not have had personal experiences related to a tropical rain forest. **C** is incorrect because scaffolding is an instructional technique that provides students with additional support to develop a new skill or understand a new concept that is just beyond their ability to learn independently. As the students progress in their learning, the teacher gradually releases responsibility to them. In this scenario, the teacher provides additional context but does not provide scaffolded instruction to promote understanding of content-area concepts.

98. The teacher introduces the rain-forest unit by reading aloud the picture book *The Great Kapok Tree*, a story in which animals of the Amazon rain forest convince a man not to cut down a native kapok tree. This use of literature as part of sheltered content instruction promotes the English language learners' content learning primarily by:
- A. scaffolding their use of cognitive learning strategies.
 - B. building their knowledge of content-specific vocabulary.
 - C. developing their cognitive-academic language proficiency.
 - D. exposing them to content-specific language structures.

Correct Response: B. By reading aloud a picture book that is set in a rain forest at the beginning of the unit, the teacher provides an opportunity for students to develop valuable schema related to new vocabulary and concepts that will be studied in the unit. **A** is incorrect because the teacher does not model cognitive strategies during the read-aloud and the students are not asked to use cognitive learning strategies. **C** is incorrect because, although the read-aloud provides students with a context-embedded introduction to new vocabulary, the read-aloud in itself merely introduces new vocabulary but does not provide students with explicit instruction in academic language. Finally, since the book is a work of literature and not an informational text, the read-aloud is not likely to expose the students to content-specific language structures, making **D** incorrect.

Use the information below to answer the two questions that follow.

A fifth-grade expanding-level English language learner is halfway through the student's second year of schooling in the United States. The student's first year was in a sheltered English immersion (SEI) class. Now the student is in a general education class and is receiving average grades in the class. Following is a score report summarizing the student's performance on the state standardized content-area assessment administered in English.

Student Report									
Student ID#: 69257									
Grade: 5									
Mathematics							Total Points Possible: 54 Total Number Correct: 37 Performance Level: Proficient		
Number Sense and Operations (total items: 19)		Patterns, Relations, and Algebra (total items: 17)		Geometry (total items: 5)		Measurement (total items: 5)		Data Analysis, Statistics, and Probability (total items: 8)	
Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
15	79%	12	71%	2	40%	4	80%	4	50%
Science and Technology							Total Points Possible: 54 Total Number Correct: 25 Performance Level: Needs Improvement		
Earth and Space Science (total items: 15)		Life Science (total items: 17)		Physical Science (total items: 15)		Technology/Engineering (total items: 7)			
Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct		
5	33%	10	59%	7	47%	3	43%		
History and Social Science							Total Points Possible: 54 Total Number Correct: 12 Performance Level: Needs Improvement		
North American Geography (total items: 22)		American History (total items: 22)		Civics and Government (total items: 5)		Economics (total items: 5)			
Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct		
9	41%	2	9%	0	0%	1	20%		

99. Which of the following conclusions would be most appropriate for a teacher to draw about this student given these assessment results?
- A. The student is performing within the expected range for the student's level of English proficiency but has had limited exposure to the content being tested.
 - B. The student is performing below the expected range for the amount of time the student has been in U.S. schools and should be monitored for indicators of possible cognitive or language delays or difficulties.
 - C. The student is performing within the expected range for the student's age and grade level but could benefit from additional practice in the area of civics.
 - D. The student demonstrates stronger performances in subjects that measure content knowledge rather than skill application, which is appropriate given the amount of time the student has spent in U.S. schools.

Correct Response: A. An expanding-level English language learner has developed some technical language in the content areas but has not yet developed language proficiency comparable to English-proficient peers. The student in this scenario is making adequate progress, since the student is now at the expanding level after only one and a half years in the United States and is receiving "average grades" in the class. However, according to the assessment results, the student received a "needs improvement" in Science and Technology and History and Social Science, suggesting that the student needs additional exposure to the content assessed on these tests. **B** is incorrect because, as mentioned above, the student's level of language proficiency and class grades indicate that the student is making adequate progress in both language development and content learning in relation to what is being taught in class. **C** is incorrect because the student needs additional instruction in several content areas, not just in civics. **D** is incorrect because the student performed at the proficient level in mathematics, a subject focused more on skill application than on content knowledge, whereas the student scored "needs improvement" in both science and social science, thus the student does not demonstrate stronger performances in subjects that measure content knowledge.

100. Given the information provided about this student, which of the following strategies would likely best promote the student's content-area learning?
- A. placing the student in a self-contained English immersion class to facilitate the student's development of cognitive-academic language proficiency
 - B. teaching the student a variety of test-taking strategies to use when taking academic achievement tests
 - C. seating the student with an academically advanced peer who can help with class assignments when necessary
 - D. providing the student with individualized, differentiated academic instruction in the student's specific areas of weakness

Correct Response: D. Using assessment data to drive instruction represents best practice. By carefully analyzing assessment data, the teacher would be able to identify the student's specific areas of need and provide individualized, differentiated instruction to address those needs. **A** is incorrect because self-contained English immersion classes are typically provided to English language learners at the entering and emerging levels. A student at the expanding level has already developed some academic language proficiency in English, so this student would thrive in a sheltered English immersion class and would not be sufficiently challenged in a self-contained English immersion class. **B** is incorrect because the assessment results indicate that the student needs to gain content knowledge, as evidenced by the student's score of "needs improvement" in Science and Technology and in History and Social Science. The fact that the student scored at the proficient level in mathematics indicates that the student is capable of performing adequately on a standardized achievement test as long as the student is adequately prepared in that content area. **C** is incorrect because the student is already receiving average grades on class assignments.