



Preparation Manual

English as a Second Language Supplemental (154)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Preparation Manual

Section 3: Overview and Exam Framework English as a Second Language Supplemental (154)

Exam Overview

Exam Name	English as a Second Language Supplemental
Exam Code	154
Time	5 hours
Number of Questions	80 selected-response questions
Format	Computer-administered test (CAT)

The TExES English as a Second Language Supplemental (154) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 80 selected-response questions are based on the English as a Second Language Supplemental exam framework. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

Standard I

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V

The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

Standard VI

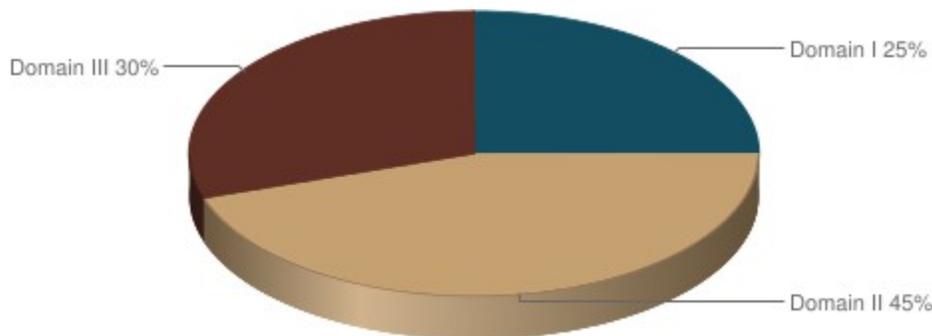
The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Language Concepts and Language Acquisition	25%	English as a Second Language I, III
II	ESL Instruction and Assessment	45%	English as a Second Language I, III–VI
III	Foundations of ESL Education, Cultural Awareness and Family and Community Involvement	30%	English as a Second Language II, VII



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Language Concepts and Language Acquisition

Competency 001—The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.

- C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.
- D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

Competency 002—The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The beginning ESL teacher:

- A. Knows theories, concepts and research related to L1 and L2 acquisition.
- B. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English-language development at various stages.
- C. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
- D. Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
- E. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

Domain II—ESL Instruction and Assessment

Competency 003—The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The beginning ESL teacher:

- A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking and reading and writing.
- B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students' communicative competence.
- D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

Competency 004—The ESL teacher understands how to promote students' communicative language development in

English. The beginning ESL teacher:

- A Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.
- B Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- C Applies knowledge of practices, resources and materials that are effective in promoting students' communicative competence in English.
- D Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.
- E Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- F Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.
- G Knows how to provide appropriate feedback in response to students' developing English-language skills.

Competency 005—The ESL teacher understands how to promote students' literacy development in English.

The beginning ESL teacher:

- A Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.
- B Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.
- C Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).
- D Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.
- E Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
- F Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS.

- G. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006— The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

The beginning ESL teacher:

- A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the students' levels of English language proficiency; engaging students in critical thinking; and developing students' cognitive-academic language proficiency across content areas.
- B. Knows instructional delivery practices that are effective in facilitating ESL students' application of various learning strategies (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas.
- C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
- D. Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007—The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The beginning ESL teacher:

- A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
- B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.
- C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- D. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.
- E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.
- F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

Domain III—Foundations of ESL Education, Cultural Awareness and Family and Community Involvement

Competency 008—The ESL teacher understands the foundations of ESL education and types of ESL programs.

The beginning ESL teacher:

- A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.
- B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.
- C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009— The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The beginning ESL teacher:

- A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- D. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010— The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

The beginning ESL teacher:

- A. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers).
- B. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
- D. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

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Section 4: Sample Selected-Response Questions English as a Second Language Supplemental (154)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Language Concepts and Language Acquisition

Competency 001—The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

1. Which of the following is most important for effective second-language acquisition?

- A. Engaging in social activities and meaningful interactions
- B. Memorizing and practicing frequently used words and phrases
- C. Interacting primarily with the teacher and other adults
- D. Learning with various structured and rote activities

Answer _____

2. Which of the following statements most accurately identifies state-mandated Limited English Proficient (LEP) policies?

- A. ELLs who meet requirements and exit the special language program are monitored for one year.
- B. School districts that have at least two ELLs at one grade level must provide ESL services.
- C. The Language Proficiency Assessment Committee (LPAC) assesses the proficiency levels of ELLs annually.
- D. The identification and placement of ELLs occurs within the first four weeks of their enrollment in school.

Answer _____

3. A teacher gives the following oral feedback to students.

“We need to review the lesson about the auxiliary verbs that are placed before other verbs to express meanings such as permission, ability, and possibility. It appears that the application of these words still poses some difficulties for you.”

The feedback is primarily in response to the students’ difficulty in using which of the following?

- A. Principal verbs
- B. Linking verbs

- C. Stative verbs
- D. Modal verbs

Answer _____

Competency 002—The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

4. Which of the following statements is primarily true about the relationship between a student's first- and second-language acquisition?

- A. Cognitive development in L1 should be discontinued through the elementary years in order to achieve cognitive and academic success in L2.
- B. Cognitive development in L1 should be limited through the elementary years in order to achieve cognitive and academic success in L2.
- C. Students who receive formal schooling in L1 do better at acquiring L2 than students with no schooling in L1.
- D. Students who receive formal schooling in L1 do worse at acquiring L2 than students with no schooling in L1.

Answer _____

5. Marcos is an ELL who is literate in his native language and speaks English well but struggles with reading informative texts in English. After assigning a research project, the teacher wants to find a way to support Marcos' English literacy development as he completes the assignment. Which of the following is the best way to accomplish the teacher's goal?

- A. Providing Marcos with research in English presented in an audio format that he can listen to and then present his findings to the class
- B. Supplementing English texts with research in Marcos' native language and having him present his findings in English
- C. Translating informative texts to Marcos' native language and having him conduct his research using the translated texts
- D. Pairing Marcos with a native English speaking peer who can help to explain the research they find in English

Answer _____

6. An ESL student uses the following sentence during show-and-tell.

"I want a motorcycle verde."

The sentence primarily illustrates the concept of

- A. dysnomia.
- B. code-switching.
- C. biliteracy.
- D. automaticity.

Answer _____

7. A high school ESL teacher wants the class to understand the differences between informal language used with friends and formal language used in the classroom. Which of the following strategies will best help ELLs understand the differences?

- A. Asking the ELLs to keep a journal of conversations with friends to be discussed in class
- B. Having the ELLs listen to audio recordings in different registers of English
- C. Pairing the ELLs and having them role-play a variety of scenarios in the different registers
- D. Reminding the ELLs to use academic language in classroom discussions and informal language in conversations

Answer _____

Domain II—ESL Instruction and Assessment

Competency 003—The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

8. It is most important for a teacher who provides content instruction to ESL students to do which of the following?

- A. Expect the ESL students to remain academically behind their peers
- B. Discourage ESL students from using nonstandard English
- C. Provide lower-level content instructional materials to the ESL students
- D. Incorporate content materials that are culturally relevant to the ESL students

Answer _____

9. Kenny, an ELL, writes the following statement in his journal.

“My friend, which I met at college, comes from San Marcos, who is located near San Antonio, Texas.”

Based on the statement, Kenny will most benefit from further instruction in

- A. relative pronouns.
- B. possessive pronouns.
- C. reflexive pronouns.
- D. indefinite pronouns.

Answer _____

10. Mr. Sato a middle school science teacher, sees that the ELLs in his class are having difficulty understanding a new unit about volcanoes. Which TWO of the following will be the most effective strategies to help his students understand the content?

- A. Asking the students to write down what they know about the day's topic at the beginning of the class
- B. Giving students an English dictionary so they can write definitions of key vocabulary before each lesson
- C. Pairing an ELL with a native English speaker so students can read the text together
- D. Having students pre-read selections at home prior to each lesson or activity

- E. Showing a short video clip about the day's topic at the start of the class

Answer _____

11. An ESL teacher works with a class of ELLs who read with various levels of proficiency. To assist with students' independent reading, the teacher assigns individual reading assignments on computers. Which of the following statements describes the most important benefit of utilizing technology in reading instruction?

- A. Students receive immediate feedback on their reading performance.
- B. Students have access to a wider range of reading genres.
- C. Students have more opportunities to increase their vocabulary development.
- D. Students will develop a greater appreciation of literature.

Answer _____

Competency 004—The ESL teacher understands how to promote students' communicative language development in English.

12. Hanh, a Vietnamese student, has been in the United States for eighteen months. She is progressing in her schoolwork, but she rarely speaks to her classmates or teachers. Which of the following is the best action for the teacher to take to help increase Hanh's oral proficiency in English?

- A. Partnering Hanh with an English-speaking peer during oral discussions and presentations
- B. Incorporating daily lessons on social interactions that include role-playing
- C. Providing Hanh with a list of common phrases in English for her to memorize and practice
- D. Providing individual social lessons for Hanh to practice speaking until she is comfortable

Answer _____

13. Which of the following is the best strategy to help ELLs when having phonetic struggles?

- A. Presenting small group lessons on digraphs, consonant blends, and vowel sounds
- B. Focusing on context clues and word structure analysis during read-alouds
- C. Integrating activities with high-frequency words into learning centers
- D. Modeling think-aloud strategies during guided reading

Answer _____

14. A non-English-speaking student from Portugal has just enrolled in middle school in a small rural district with few ELLs. There is one ESL teacher who travels between the elementary school, middle school, and high school. Which of the following suggestions will best help the school accommodate the new student?

- A. Giving English-Portuguese dictionaries to the teachers who will have the student in their class
- B. Requiring a parent to accompany the student to class until the student adjusts to the school routine
- C. Hiring a bilingual aide to translate class content
- D. Arranging volunteer buddies in each class to help the student throughout the school day

Answer _____

15. Which of the following activities will best help develop the oral language proficiency of elementary ESL students?

- A. Providing wordless picture books for the students to narrate
- B. Having students chant a poem after teacher modeling
- C. Preparing a listening center for students to listen to audio books
- D. Encouraging students to record themselves reading a story

Answer _____

Competency 005—The ESL teacher understands how to promote students' literacy development in English.

16. Which of the following statements is most accurate regarding the transfer of literacy knowledge and skills from L1 to L2?

- A. Literacy instruction should be confined to L1 to prevent negative transfer between L1 and L2
- B. Literacy instruction should be confined to L2 to prevent negative transfer between L1 and L2
- C. Literacy experiences developed in L1 with native language scaffolding have a positive impact on literacy development in L2
- D. Literacy experiences developed in L1 through home reading activities have a negative impact on literacy development in L2

Answer _____

17. A fifth-grade teacher is using the Sheltered Instruction Observation Protocol (SIOP) Model in a science class with both ELLs and native English speakers. Which THREE of the following practices should the teacher incorporate to be consistent with the SIOP Model for instruction?

- A. Using explicit instruction in vocabulary
- B. Requiring that most classwork be done independently
- C. Providing clarification in the first language
- D. Intertwining content and language goals in lessons

Answer _____

18. An ELL at the beginning level of English-language proficiency has just joined a first-grade class. The teacher has started a unit on the life cycle of a butterfly and shows the class an educational video about the butterfly life cycle. Based on the English Language Proficiency Standards (ELPS), which of the following activities is most appropriate for the teacher to ask the ELL to perform after watching the video?

- A. Writing original, simple sentences describing the butterfly life cycle
- B. Copying the definitions of the four parts of the butterfly life cycle into a journal
- C. Placing sentence strips in the correct order to explain the butterfly life cycle
- D. Completing a picture jigsaw puzzle that depicts the butterfly life cycle

Answer _____

19. An ESL teacher observes ELLs struggling to comprehend reading passages. Which of the following strategies will best help the ELLs increase their comprehension of a text?

- A. Asking the ELLs to write notes as they read a new passage
- B. Building ELLs' background knowledge before presenting a new passage
- C. Assigning ELLs reading passages for homework as additional practice
- D. Having the ELLs answer multiple-choice questions after reading a new passage

Answer _____

20. A second-grade teacher has several beginner and intermediate ELLs in the class. To help the ELLs become proficient in English, the teacher knows to make the content comprehensible. According to the SIOP Model of instruction, which THREE of the following strategies are most appropriate to meet the teacher's objective?

- A. Slowing down speech and enunciating clearly
- B. Paraphrasing the ELLs' responses in correct English
- C. Copying notes in English for the ELLs
- D. Using wait time to allow the ELLs to express themselves
- E. Having the ELLs complete a journal entry after each lesson

Answer _____

Competency 006—The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

21. An ESL teacher wants to use graphic organizers to help ELLs understand expository texts. Which FOUR of the following graphic organizers are best to use for this purpose?

- A. Venn diagram
- B. Time line
- C. Thinking map
- D. Story map
- E. Word web

Answer _____

22. Martin, a fifth-grade ELL who is a beginning reader, is having difficulty understanding an idiom encountered in his assigned fiction reading. After the teacher explains the meaning of the idiom, the best strategy for helping Martin remember the idiom is to have him

- A. translate the idiomatic language into his native language.
- B. draw a picture of what the idiomatic language describes.
- C. use a dictionary to find and copy the literal meaning of the idiom.
- D. find other instances of idiomatic language in English writing.

Answer _____

23. An elementary teacher has several ELLs at the beginning level of English-language proficiency in the class. The teacher is beginning a unit on volcanoes. The most effective strategy for the teacher to use to make the content comprehensible for the ELLs is to

- A. preteach the unit vocabulary using visuals.
- B. read the unit to the students as they follow along silently.
- C. place the ELLs in a group to read and discuss the textbook information together.
- D. have the ELLs take a multiple-choice pretest about volcanoes.

Answer _____

24. An elementary ESL teacher is planning a reading lesson for ELLs at the beginning and intermediate levels of English-language proficiency. Which of the following strategies will most effectively introduce the new academic reading vocabulary?

- A. Providing the students with a list of the new vocabulary words for them to decode and memorize
- B. Asking the students to write each new vocabulary word on an index card and then copy the dictionary definition on the back of each card
- C. Discussing with the students the definition of each vocabulary word and then having them restate the definition in their own words
- D. Having the students write an original sentence for each new vocabulary word in a journal

Answer _____

Competency 007—The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

25. An ESL teacher finds it difficult to set aside time to observe the specific academic language proficiency of the ELLs in the classroom. Therefore, the teacher makes notes on ELLs' progress as it is observed during the natural course of the school day. The teacher is primarily using

- A. an anecdotal log.
- B. a formal assessment.
- C. a performance-based assessment.
- D. a portfolio.

Answer _____

26. An elementary ESL teacher uses conferencing as an informal assessment of students' writing. During a meeting with an intermediate ELL about a personal narrative piece, the teacher notices that the ELL's writing is unorganized. Which of the following is the most appropriate next step for the teacher to take?

- A. Asking the student to rewrite the story using a computer
- B. Having the ELL verbally tell the story while using a graphic organizer to sequence it
- C. Conducting a mini-lesson on how to write a topic sentence and a conclusion
- D. Suggesting that the ELL use a thesaurus to use varied vocabulary

Answer _____

Domain III—Foundations of ESL Education, Cultural Awareness and Family and Community Involvement

Competency 008—The ESL teacher understands the foundations of ESL education and types of ESL programs.

27. Which of the following is a primary characteristic of teaching ELLs using the sheltered English instruction model?
- A. Students are provided with content adapted to their level of proficiency to facilitate comprehension.
 - B. Students receive instruction exclusively in English and do not have the distractions of a mainstream classroom environment.
 - C. Students are taught in both English and their native language so that they eventually become fluent in both.
 - D. Students who recently arrived in the United States are given specific interventions to help their transition.

Answer _____

28. A school district is establishing an ESL program for the first time and must do so in compliance with established criteria. The district first puts into place a mechanism that will determine the program's effectiveness in achieving its instructional goals for ELLs. The evaluation ensures that the program will primarily fulfill requirements established by

- A. *Brown v. Board of Education of Topeka.*
- B. *Castañeda v. Pickard.*
- C. the No Child Left Behind Act of 2001.
- D. *Plyler v. Doe.*

Answer _____

29. Which TWO of the following are federal requirements for the education of ELLs?
- A. ELLs must have access to the core curriculum.
 - B. ELLs must be given the opportunity to learn in their native language.
 - C. ELLs must exit an ESL program in no less than three years.
 - D. ELLs must be given opportunities for English-language development.

Answer _____

Competency 009—The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

30. A high school ESL teacher is creating a teacher training session focusing on the linguistic diversity of the school. Which of the following paradigms will most benefit the school's ELLs?

- A. Using the ELLs' native languages and cultures as a basis for building new knowledge
- B. Encouraging all students to use only English while at school
- C. Keeping ELLs in the ESL program as long as possible
- D. Asking administrators to allow teachers to lead the ESL program

Answer _____

31. At the beginning of the year, an ESL teacher has each student create an “All About Me” book. Students with a higher level of English-language proficiency write and illustrate the book independently. Those students with a lower level of English-language proficiency are allowed to create the book in their native languages. Which of the following statements best explains the primary benefit of the activity?

- A. The ESL students will gain a greater mastery of the usage of written English.
- B. The teacher will gain an understanding of the cultural background of the students.
- C. The ESL students will gain a greater appreciation of American culture.
- D. The teacher will gain a better idea of the students’ organizational skills.

Answer _____

32. An ELL in an elementary school volunteers to read a story in the general education classroom. The ELL stumbles over the words and appears flustered. The teacher responds with positive reinforcement, praising the student for offering to participate. The teacher’s actions best demonstrate an understanding of the importance of which of the following?

- A. Encouraging reading fluency
- B. Lowering the affective filter
- C. Focusing on proper pronunciation
- D. Improving cognitive development

Answer _____

33. An ESL teacher uses supplementary texts in class that feature aspects of different cultures. The teacher also highlights vocabulary words from each unit that can be translated into the two or three languages the students speak. The class reads the words together and discusses them before beginning each unit. The teacher’s actions are primarily examples of which of the following?

- A. Culturally responsive instruction
- B. Cultural relativism
- C. Ethnocentrism
- D. Multilingual education

Answer _____

Competency 010—The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

34. A high school ESL teacher hosts a career day in which bilingual professionals attend and give presentations about how proficiency in more than one language has helped them succeed. Which of the following is a primary benefit of the presentations for ELLs?

- A. Identifying with members of the community who speak their language
- B. Understanding the advantages of being multilingual
- C. Choosing best career paths that align with their goals
- D. Learning which companies emphasize multilingual careers

Answer _____

35. An elementary school with a high number of ELLs wants to increase the participation of ELL families in the school's Parent-Teacher Organization (PTO). Which of the following will encourage the greatest involvement by families of ELLs in the PTO?

- A. Asking the teachers to send home flyers detailing the activities led by the PTO
- B. Having the principal call each of the ELL families to ask them to become members of the PTO
- C. Providing translators at the PTO meetings while covering meaningful topics for ELL families
- D. Offering English classes for the parents of ELLs so that they can fully participate in PTO meetings

Answer _____

36. A school is planning a meeting for ESL families to focus on parental involvement. The goal is to make the families feel welcome and provide them with the most effective ways to support language development at home. Which THREE of the following are the most effective approaches to help build trust with ESL families?

- A. Demonstrating to parents how to continue to build on foundational skills
- B. Having bilingual support personnel in attendance during the meeting
- C. Encouraging parents to interact with their children in their first language
- D. Providing American snacks and drinks during the meeting
- E. Holding the meeting during the school day

Answer _____

37. Volunteers from local churches and businesses are interested in assisting students in a school's ESL program. Which TWO of the following tasks are the most appropriate roles for the volunteers to fulfill?

- A. Team teaching with a general education or ESL teacher
- B. Facilitating guided reading groups and literature circles
- C. Mentoring students with the guidance of the classroom teacher
- D. Assisting with the tutoring of struggling readers and writers
- E. Administering TELPAS and other assessments to gather data

Answer _____

Multiple-Competencies Passage

Questions 38-40 refer to the following information.

As part of an informal assessment of ELLs' writing skills in English, an ESL teacher elicits brief written narratives from students on the topic "My Best Family Vacation." Some of the samples collected are listed below.

1. It was a trip very long.
2. My sister Mindy found a dog little on the window.

3. We got T-shirts blue at a store.

The teacher observes a pattern in the samples and determines that the students' L1 is interfering with the students' English development.

38. The students' samples best illustrate a pattern of L1 interference in

- A. phonology.
- B. morphology.
- C. semantics.
- D. syntax.

Answer _____

39. Which of the following activities should the teacher implement to best help students address the L1 interference?

- A. Practicing minimal pairs
- B. Identifying phonemic distinctions
- C. Cutting sentences apart
- D. Learning orthographic skills

Answer _____

40. Based on the writing samples, which of the following is the most appropriate instructional focus for the teacher to use with the ELLs?

- A. Complex language structures
- B. Basic sentence structure
- C. Figurative language
- D. Detailed descriptions

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales

English as a Second Language Supplemental (154)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Language Concepts and Language Acquisition

Competency 001—The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

1. Which of the following is most important for effective second-language acquisition?
 - A. Engaging in social activities and meaningful interactions
 - B. Memorizing and practicing frequently used words and phrases
 - C. Interacting primarily with the teacher and other adults
 - D. Learning with various structured and rote activities

Answer

Option A is correct because second-language acquisition occurs most easily with meaningful interaction in social settings. **Option B is incorrect** because memorizing frequently used words and phrases with no genuine context will not have a positive effect on second-language acquisition. **Option C is incorrect** because second-language acquisition occurs most often when interacting with peers as well as adults. **Option D is incorrect** because second-language acquisition occurs most often when interacting primarily in social settings rather than structured settings.

2. Which of the following statements most accurately identifies state-mandated Limited English Proficient (LEP) policies?
 - A. ELLs who meet requirements and exit the special language program are monitored for one year.
 - B. School districts that have at least two ELLs at one grade level must provide ESL services.
 - C. The Language Proficiency Assessment Committee (LPAC) assesses the proficiency levels of ELLs annually.
 - D. The identification and placement of ELLs occurs within the first four weeks of their enrollment in school.

Answer

Option D is correct because state requirements require that ELL identification and placement must occur within the first four weeks of enrollment. **Option A is incorrect** because students who meet requirements and exit the ESL program are monitored for two years. **Option B is incorrect** because school districts with one ELL must provide ESL services. **Option C is incorrect** because the LPAC is not responsible for assessing the students.

3. A teacher gives the following oral feedback to students.

“We need to review the lesson about the auxiliary verbs that are placed before other verbs to express meanings such as permission, ability, and possibility. It appears that the application of these words still poses some difficulties for you.”

The feedback is primarily in response to the students’ difficulty in using which of the following?

- A. Principal verbs
- B. Linking verbs
- C. Stative verbs
- D. Modal verbs

Answer

Option D is correct because modal verbs or modals are verbs that precede other verbs to express permission, possibility, ability, etc. **Option A is incorrect** because a principal verb has a meaning of its own and does not accompany another verb. **Option B is incorrect** because linking verbs are used to connect the subject with more information. **Option C is incorrect** because stative verbs describe a state, situation, or condition.

Competency 002—The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

4. Which of the following statements is primarily true about the relationship between a student’s first- and second-language acquisition?

- A. Cognitive development in L1 should be discontinued through the elementary years in order to achieve cognitive and academic success in L2.
- B. Cognitive development in L1 should be limited through the elementary years in order to achieve cognitive and academic success in L2.
- C. Students who receive formal schooling in L1 do better at acquiring L2 than students with no schooling in L1.
- D. Students who receive formal schooling in L1 do worse at acquiring L2 than students with no schooling in L1.

Answer

Option C is correct because first-language acquisition has a positive correlation to second-language acquisition. **Option A is incorrect** because cognitive development in L1 should be continued through the elementary years in order to achieve cognitive and academic success in L2. **Option B is incorrect** because cognitive development in L1 must be developed to at least the comparable level of native English speaking peers in order to achieve cognitive and academic success in L2. **Option D is incorrect** because students who receive formal schooling in L1 do better than students with no primary language schooling.

5. Marcos is an ELL who is literate in his native language and speaks English well but struggles with reading informative texts in English. After assigning a research project, the teacher wants to find a way to support Marcos' English literacy development as he completes the assignment. Which of the following is the best way to accomplish the teacher's goal?

- A. Providing Marcos with research in English presented in an audio format that he can listen to and then present his findings to the class
- B. Supplementing English texts with research in Marcos' native language and having him present his findings in English
- C. Translating informative texts to Marcos' native language and having him conduct his research using the translated texts
- D. Pairing Marcos with a native English speaking peer who can help to explain the research they find in English

Answer

Option B is correct because the use of native-language research to supplement English texts will help Marcos understand the academic content and continue to develop his English-speaking skills. In addition, it will allow Marcos to use his native language to scaffold his learning in English. **Option A is incorrect** because simply providing an audio version of research in English will not be an effective way to support English literacy or academic content. **Option C is incorrect** because translating the texts into his native language and limiting his research to the translated texts will not develop his English literacy. **Option D is incorrect** because although working with a classmate is a good procedure for listening to English, it will not help the nonnative speaker become proficient in literacy.

6. An ESL student uses the following sentence during show-and-tell.

"I want a motorcycle verde."

The sentence primarily illustrates the concept of

- A. dysnomia.
- B. code-switching.
- C. biliteracy.
- D. automaticity.

Answer

Option B is correct because code-switching is the ability of an ELL to mix languages during communication. **Option A is incorrect** because dysnomia is a marked difficulty in remembering names or recalling words needed for oral or written language. **Option C is incorrect** because biliteracy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages. **Option D is incorrect** because automaticity is a general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness.

7. A high school ESL teacher wants the class to understand the differences between informal language used with friends and formal language used in the classroom. Which of the following strategies will best help ELLs understand the differences?

- A. Asking the ELLs to keep a journal of conversations with friends to be discussed in class
- B. Having the ELLs listen to audio recordings in different registers of English
- C. Pairing the ELLs and having them role-play a variety of scenarios in the different registers
- D. Reminding the ELLs to use academic language in classroom discussions and informal language in conversations

Answer

Option C is correct because role playing provides ELLs with the opportunity to practice the different registers by means of an authentic interaction with a peer. **Option A is incorrect** because it is inappropriate to ask the ELLs to discuss their personal conversations with the class. **Option B is incorrect** because listening to audio recordings in different registers does not have as significant an impact as actually using them. **Option D is incorrect** because reminding the ELLs about the different registers does not help them understand the differences between the registers.

Domain II—ESL Instruction and Assessment

Competency 003—The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

8. It is most important for a teacher who provides content instruction to ESL students to do which of the following?
- A. Expect the ESL students to remain academically behind their peers
 - B. Discourage ESL students from using nonstandard English
 - C. Provide lower-level content instructional materials to the ESL students
 - D. Incorporate content materials that are culturally relevant to the ESL students

Answer

Option D is correct because the use of culturally relevant materials supports the students' need for acculturation within the classroom, and the use of L1 allows students to reach cognitive understanding while incorporating L2. **Option A is incorrect** because while modification of student instruction is necessary, teachers must maintain positive expectations for student achievement. **Option B is incorrect** because a teacher should encourage the use of nonstandard English as a way for students to express themselves more easily. **Option C is incorrect** because maintaining low expectations and lowering the level of instructional materials negatively affects ELL achievement. Rather than lowering the objectives, the teacher should adapt instructional materials to support instruction during L2 acquisition.

9. Kenny, an ELL, writes the following statement in his journal.

“My friend, which I met at college, comes from San Marcos, who is located near San Antonio, Texas.”

Based on the statement, Kenny will most benefit from further instruction in

- A. relative pronouns.
- B. possessive pronouns.

- C. reflexive pronouns.
- D. indefinite pronouns.

Answer

Option A is correct because “which” and “who” are relative pronouns. **Options B, C and D are incorrect** because “which” and “who” are not possessive pronouns, reflexive pronouns or indefinite pronouns.

10. Mr. Sato a middle school science teacher, sees that the ELLs in his class are having difficulty understanding a new unit about volcanoes. Which TWO of the following will be the most effective strategies to help his students understand the content?

- A. Asking the students to write down what they know about the day's topic at the beginning of the class
- B. Giving students an English dictionary so they can write definitions of key vocabulary before each lesson
- C. Pairing an ELL with a native English speaker so students can read the text together
- D. Having students preread selections at home prior to each lesson or activity
- E. Showing a short video clip about the day's topic at the start of the class

Answer

Option A is correct because tapping into prior knowledge helps students build on what they already know.

Option E is correct because showing a video clip is an effective strategy for exposing all students to a topic that may be unfamiliar. **Option B is incorrect** because learning vocabulary definitions is not a strategy for increasing understanding. **Option C is incorrect** because just reading text with a partner does not guarantee understanding of the text. The students may only be decoding with no comprehension. **Option D is incorrect** because prereading the material at home may not help students comprehend the meaning of the text, especially if the topic is unfamiliar.

11. An ESL teacher works with a class of ELLs who read with various levels of proficiency. To assist with students' independent reading, the teacher assigns individual reading assignments on computers. Which of the following statements describes the most important benefit of utilizing technology in reading instruction?

- A. Students receive immediate feedback on their reading performance.
- B. Students have access to a wider range of reading genres.
- C. Students have more opportunities to increase their vocabulary development.
- D. Students will develop a greater appreciation of literature.

Answer

Option A is correct because using computers for reading instruction offers immediate feedback on performance.

Option B is incorrect because computer reading does not offer more opportunities for different genres than a school or classroom library does. **Option C is incorrect** because students have the same opportunities to improve or increase vocabulary development when reading independently, in pairs or in groups. **Option D is incorrect** because a greater appreciation of literature can be attained regardless of the use of technology in reading instruction.

Competency 004—The ESL teacher understands how to promote students’ communicative language development in English.

12. Hanh, a Vietnamese student, has been in the United States for eighteen months. She is progressing in her schoolwork, but she rarely speaks to her classmates or teachers. Which of the following is the best action for the teacher to take to help increase Hanh’s oral proficiency in English?

- A. Partnering Hanh with an English-speaking peer during oral discussions and presentations
- B. Incorporating daily lessons on social interactions that include role-playing
- C. Providing Hanh with a list of common phrases in English for her to memorize and practice
- D. Providing individual social lessons for Hanh to practice speaking until she is comfortable

Answer

Option B is correct because the gradual introduction of social interaction lessons that promote role-playing will provide a safe environment for an ELL to practice speaking in L2. **Option A is incorrect** because partnering her with an English-speaking peer during discussions and presentations will not encourage Hanh to speak and develop her oral skills. **Option C is incorrect** because providing her with a list of common phrases will not provide an authentic context for Hanh, and she will not be encouraged to develop her oral skills. **Option D is incorrect** because individual lessons will continue to isolate the speaking opportunities and will do little to encourage social interactions that are important to second language acquisition.

13. Which of the following is the best strategy to help ELLs when having phonetic struggles?

- A. Presenting small group lessons on digraphs, consonant blends, and vowel sounds
- B. Focusing on context clues and word structure analysis during read-alouds
- C. Integrating activities with high-frequency words into learning centers
- D. Modeling think-aloud strategies during guided reading

Answer

Option A is correct because this is an appropriate strategy for addressing phonetic issues. **Option B is incorrect** because this will not address phonetic problems, but rather assist with word meanings. **Option C is incorrect** because this will not address phonetic problems since high frequency words are not decodable. **Option D is incorrect** because this will not address phonetic problems, but rather assist with comprehension.

14. A non-English-speaking student from Portugal has just enrolled in middle school in a small rural district with few ELLs. There is one ESL teacher who travels between the elementary school, middle school, and high school. Which of the following suggestions will best help the school accommodate the new student?

- A. Giving English-Portuguese dictionaries to the teachers who will have the student in their class
- B. Requiring a parent to accompany the student to class until the student adjusts to the school routine
- C. Hiring a bilingual aide to translate class content
- D. Arranging volunteer buddies in each class to help the student throughout the school day

Answer

Option D is correct because a new, non-English-speaking student will need help throughout the school day for a while. **Option A is incorrect** because although it may be helpful at times for the teacher to be able to look up a content-related word that may be difficult to act out or demonstrate to the ELL, this practice will not provide the help the ELL will need with all school-related things throughout the day. **Option B is incorrect** because it is the school's responsibility to accommodate the student. There is no indication that the parent speaks English or is available. This would be disruptive to the school. **Option C is incorrect** because budgetary considerations would most likely not allow for a small school district to hire a bilingual aide. In addition, translating all class content would not be appropriate.

15. Which of the following activities will best help develop the oral language proficiency of elementary ESL students?

- A. Providing wordless picture books for the students to narrate
- B. Having students chant a poem after teacher modeling
- C. Preparing a listening center for students to listen to audio books
- D. Encouraging students to record themselves reading a story

Answer

Option A is correct because narrating wordless picture books can assist in the development of oral language as well as reading and listening skills. **Option B is incorrect** because it does not address the oral language development of the students. This activity may only address pronunciation and intonation. **Option C is incorrect** because it does not address the oral language development of the students. **Option D is incorrect** because this activity may not be appropriate for beginning level ESL students who may not be ready to read independently.

Competency 005—The ESL teacher understands how to promote students' literacy development in English.

16. Which of the following statements is most accurate regarding the transfer of literacy knowledge and skills from L1 to L2?

- A. Literacy instruction should be confined to L1 to prevent negative transfer between L1 and L2
- B. Literacy instruction should be confined to L2 to prevent negative transfer between L1 and L2
- C. Literacy experiences developed in L1 with native language scaffolding have a positive impact on literacy development in L2
- D. Literacy experiences developed in L1 through home reading activities have a negative impact on literacy development in L2

Answer

Option C is correct because students with L1 literacy instruction benefit when transferring skills to L2. Scaffolding instruction from the native language reduces negative transfer. **Option A is incorrect** because there is not enough evidence to recommend definitively that overall literacy instruction should be confined to either L1 or L2. **Option B is incorrect** because there is not enough evidence to recommend definitively that overall literacy instruction should be confined to either L1 or L2. **Option D is incorrect** because home reading activities provide a positive effect to literacy development regardless of the language used.

17. A fifth-grade teacher is using the Sheltered Instruction Observation Protocol (SIOP) Model in a science class with both ELLs and native English speakers. Which THREE of the following practices should the teacher incorporate to be consistent with the SIOP Model for instruction?

- A. Using explicit instruction in vocabulary
- B. Requiring that most classwork be done independently
- C. Providing clarification in the first language
- D. Intertwining content and language goals in lessons

Answer

Option A is correct because ELLs will benefit from explicit instruction in vocabulary as they learn how to negotiate meaning. **Option C is correct** because clarifying in the first language will help the ELLs gain a better understanding of English, and it will give them better access to the content of the lesson. **Option D is correct** because a major feature of sheltered instruction is that both language and content goals are articulated for every lesson. **Option B is incorrect** because in a sheltered instruction classroom there should be frequent and varied opportunities for interaction among students and between the students and teacher.

18. An ELL at the beginning level of English-language proficiency has just joined a first-grade class. The teacher has started a unit on the life cycle of a butterfly and shows the class an educational video about the butterfly life cycle. Based on the English Language Proficiency Standards (ELPS), which of the following activities is most appropriate for the teacher to ask the ELL to perform after watching the video?

- A. Writing original, simple sentences describing the butterfly life cycle
- B. Copying the definitions of the four parts of the butterfly life cycle into a journal
- C. Placing sentence strips in the correct order to explain the butterfly life cycle
- D. Completing a picture jigsaw puzzle that depicts the butterfly life cycle

Answer

Option D is correct because beginning-level ELLs understand that vocabulary consists of concrete words that can be represented by pictures. **Option A is incorrect** because this is something the teacher would expect from an ELL at the intermediate level, not the beginning level. **Option B is incorrect** because although the beginning ELL can usually copy words, copying definitions will not be as helpful as using visuals. **Option C is incorrect** because this is something usually expected at the intermediate level, after some vocabulary has been established. It would be difficult for the beginning-level ELL to learn vocabulary and syntax at the same time, especially since the student is new to the school.

19. An ESL teacher observes ELLs struggling to comprehend reading passages. Which of the following strategies will best help the ELLs increase their comprehension of a text?

- A. Asking the ELLs to write notes as they read a new passage
- B. Building ELLs' background knowledge before presenting a new passage
- C. Assigning ELLs reading passages for homework as additional practice
- D. Having the ELLs answer multiple-choice questions after reading a new passage

Answer

Option B is correct because building the background knowledge of ELLs will make them better able to make connections with the text and will therefore increase their comprehension. **Option A is incorrect** because asking ELLs to take notes while reading the passage is distracting, since they will be less able to focus on both reading and taking notes, especially when it is a new text. In addition, not all ELLs will be able to complete such a task and taking notes does not ensure that they are able to better understand the text. **Option C is incorrect** because at home, the ELLs will most likely not have anyone to help them with reading or understanding the text. If they are struggling with comprehension, giving them additional homework without further instruction or support will not be beneficial and will instead result in additional frustration. **Option D is incorrect** because having ELLs answer questions after reading a passage will not aid them in understanding the passage.

20. A second-grade teacher has several beginner and intermediate ELLs in the class. To help the ELLs become proficient in English, the teacher knows to make the content comprehensible. According to the SIOP Model of instruction, which THREE of the following strategies are most appropriate to meet the teacher's objective?

- A. Slowing down speech and enunciating clearly
- B. Paraphrasing the ELLs' responses in correct English
- C. Copying notes in English for the ELLs
- D. Using wait time to allow the ELLs to express themselves
- E. Having the ELLs complete a journal entry after each lesson

Answer

Option A is correct because according to the SIOP Model, teachers should slow down to enunciate their speech and allow time for ELLs to think about what the teacher is saying and comprehend it. **Option B is correct** because ELLs benefit from having the target language correctly modeled. **Option D is correct** because ELLs may take twice as long to formulate a response in English since they have to transfer what they are saying from their native language to English. **Option C is incorrect** because copying notes in English for an ELL does not help bridge the gap from L1 to L2. **Option E is incorrect** because this strategy does not make the content of the lesson comprehensible or help the ELLs make the transition from their native language to English.

Competency 006—The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

21. An ESL teacher wants to use graphic organizers to help ELLs understand expository texts. Which FOUR of the following graphic organizers are best to use for this purpose?

- A. Venn diagram
- B. Time line
- C. Thinking map
- D. Story map
- E. Word web

Answer

Option A is correct because a Venn diagram can help the students understand similarities and differences between two topics. **Option B is correct** because a time line can help the students understand the sequence of

events in a text. **Option C is correct** because a thinking map can help the students understand the connection between topics and details. **Option E is correct** because a word web can help students understand the vocabulary used in a reading selection. **Option D is incorrect** because a story map is used with fictional texts, not expository.

22. Martin, a fifth-grade ELL who is a beginning reader, is having difficulty understanding an idiom encountered in his assigned fiction reading. After the teacher explains the meaning of the idiom, the best strategy for helping Martin remember the idiom is to have him

- A. translate the idiomatic language into his native language.
- B. draw a picture of what the idiomatic language describes.
- C. use a dictionary to find and copy the literal meaning of the idiom.
- D. find other instances of idiomatic language in English writing.

Answer

Option B is correct because research has shown that drawing pictures of the idiomatic language, especially for beginning readers, significantly increases understanding of the true meaning of the language. **Option A is incorrect** because translating in the native language is likely to cause greater confusion in both English and the native language. **Option C is incorrect** because the literal meaning of idiomatic language is typically very different from the intended meaning. **Option D is incorrect** because reading other examples of idioms is unlikely to help the student understand the particular idiom with which he is struggling.

23. An elementary teacher has several ELLs at the beginning level of English-language proficiency in the class. The teacher is beginning a unit on volcanoes. The most effective strategy for the teacher to use to make the content comprehensible for the ELLs is to

- A. preteach the unit vocabulary using visuals.
- B. read the unit to the students as they follow along silently.
- C. place the ELLs in a group to read and discuss the textbook information together.
- D. have the ELLs take a multiple-choice pretest about volcanoes.

Answer

Option A is correct because preteaching vocabulary is a good strategy for all learners and is especially helpful for ELLs. It helps them become familiar with unknown words and to then apply them in the correct context. **Option B is incorrect** because reading aloud to beginning-level ELLs does not make the content comprehensible. **Option C is incorrect** because placing beginning-level ELLs in a homogeneous group does not provide them with comprehensible information. There is nothing for them to discuss if they have no idea what the topic is. They also might not speak the same L1. **Option D is incorrect** because beginning-level ELLs do not know enough English to adequately show what they know about a topic.

24. An elementary ESL teacher is planning a reading lesson for ELLs at the beginning and intermediate levels of English-language proficiency. Which of the following strategies will most effectively introduce the new academic reading vocabulary?

- A. Providing the students with a list of the new vocabulary words for them to decode and memorize

- B. Asking the students to write each new vocabulary word on an index card and then copy the dictionary definition on the back of each card
- C. Discussing with the students the definition of each vocabulary word and then having them restate the definition in their own words
- D. Having the students write an original sentence for each new vocabulary word in a journal

Answer

Option C is correct because it ensures that teachers appropriately introduce a new vocabulary term and help students develop an initial understanding of that term. **Option A is incorrect** because beginning and intermediate ESL learners struggle with decoding most grade-appropriate English text. **Option B is incorrect** because it is critical that students construct their own descriptions, explanations, or examples in order to promote students' content-area learning, academic-language development, and achievement across the curriculum. **Option D is incorrect** because students first need information about the term that they are learning in order to promote language development.

Competency 007—The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

25. An ESL teacher finds it difficult to set aside time to observe the specific academic language proficiency of the ELLs in the classroom. Therefore, the teacher makes notes on ELLs' progress as it is observed during the natural course of the school day. The teacher is primarily using

- A. an anecdotal log.
- B. a formal assessment.
- C. a performance-based assessment.
- D. a portfolio.

Answer

Option A is correct because an anecdotal log includes notes about students recorded throughout the day. **Option B is incorrect** because a formal assessment requires a specific time for administration and set expectations for what is being assessed. **Option C is incorrect** because a performance-based assessment requires students to perform a specific task. **Option D is incorrect** because a portfolio is a collection of a variety of work that has been completed over a period of time.

26. An elementary ESL teacher uses conferencing as an informal assessment of students' writing. During a meeting with an intermediate ELL about a personal narrative piece, the teacher notices that the ELL's writing is unorganized. Which of the following is the most appropriate next step for the teacher to take?

- A. Asking the student to rewrite the story using a computer
- B. Having the ELL verbally tell the story while using a graphic organizer to sequence it
- C. Conducting a mini-lesson on how to write a topic sentence and a conclusion
- D. Suggesting that the ELL use a thesaurus to use varied vocabulary

Answer

Option B is correct because the teacher uses the informal assessment of the conference to identify a problem area for the ELL and then gives the student a way to organize his or her thinking. **Option A is incorrect** because using technology to rewrite a piece does not address organization. **Option C is incorrect** because the problem the ELL was demonstrating was not about writing topic sentences. **Option D is incorrect** because varied vocabulary was not mentioned as a problem.

Domain III—Foundations of ESL Education, Cultural Awareness and Family and Community Involvement

Competency 008—The ESL teacher understands the foundations of ESL education and types of ESL programs.

27. Which of the following is a primary characteristic of teaching ELLs using the sheltered English instruction model?
- A. Students are provided with content adapted to their level of proficiency to facilitate comprehension.
 - B. Students receive instruction exclusively in English and do not have the distractions of a mainstream classroom environment.
 - C. Students are taught in both English and their native language so that they eventually become fluent in both.
 - D. Students who recently arrived in the United States are given specific interventions to help their transition.

Answer

Option A is correct because this is a characteristic of using sheltered English instruction. **Option B is incorrect** because this is a characteristic of an immersion program. **Option C is incorrect** because this is a characteristic of a dual language program. **Option D is incorrect** because this is a characteristic of newcomer centers.

28. A school district is establishing an ESL program for the first time and must do so in compliance with established criteria. The district first puts into place a mechanism that will determine the program's effectiveness in achieving its instructional goals for ELLs. The evaluation ensures that the program will primarily fulfill requirements established by

- A. *Brown v. Board of Education of Topeka*.
- B. *Castañeda v. Pickard*.
- C. the No Child Left Behind Act of 2001.
- D. *Plyler v. Doe*.

Answer

Option B is correct because *Castañeda v. Pickard* established the requirement that programs must be evaluated to determine their effectiveness in achieving their instructional goals. **Option A is incorrect** because *Brown v. Board of Education* established the requirement that the race-based segregation of children into “separate but equal” public schools violates the Equal Protection Clause of the Fourteenth Amendment and is unconstitutional. **Option C is incorrect** because No Child Left Behind established the requirement that states, school districts, and schools must ensure that all students are proficient in grade-level math and reading. **Option D is incorrect** because *Plyler v. Doe* prohibited public schools and school personnel from adopting policies or taking actions that would deny students access to education based on their immigration status.

29. Which TWO of the following are federal requirements for the education of ELLs?

- A. ELLs must have access to the core curriculum.
- B. ELLs must be given the opportunity to learn in their native language.
- C. ELLs must exit an ESL program in no less than three years.
- D. ELLs must be given opportunities for English-language development.

Answer

Option A is correct because federal law requires that ELLs be given access to the core curriculum. **Option D is correct** because federal law requires that ELLs be given the opportunity to develop their English proficiency. **Option B is incorrect** because federal law does not require that ELLs be given the opportunity to learn in their native language. **Option C is incorrect** because federal law does not have any requirement for an exit time period.

Competency 009—The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

30. A high school ESL teacher is creating a teacher training session focusing on the linguistic diversity of the school. Which of the following paradigms will most benefit the school's ELLs?

- A. Using the ELLs' native languages and cultures as a basis for building new knowledge
- B. Encouraging all students to use only English while at school
- C. Keeping ELLs in the ESL program as long as possible
- D. Asking administrators to allow teachers to lead the ESL program

Answer

Option A is correct because when educators view different languages as an asset or resource, they will value those languages in the classroom. **Option B is incorrect** because encouraging only English usage tells students who know other languages that those languages are not an asset for them, the school, or society as a whole. **Option C is incorrect** because keeping ELLs in the ESL program longer than needed will lead to frustration and a belief that language diversity is a problem to be solved. **Option D is incorrect** because administrators are vital to setting the tone of how students with diverse native languages are viewed in the school. A hands-off approach will communicate the belief that ELLs and the ESL program are not important.

31. At the beginning of the year, an ESL teacher has each student create an "All About Me" book. Students with a higher level of English-language proficiency write and illustrate the book independently. Those students with a lower level of English-language proficiency are allowed to create the book in their native languages. Which of the following statements best explains the primary benefit of the activity?

- A. The ESL students will gain a greater mastery of the usage of written English.
- B. The teacher will gain an understanding of the cultural background of the students.
- C. The ESL students will gain a greater appreciation of American culture.
- D. The teacher will gain a better idea of the students' organizational skills.

Answer

Option B is correct because each student is creating a book about his or her own life, and it will be reflective of his or her culture, giving the teacher a window into the student's life. Allowing students at different levels of proficiency to either complete it in English or their native languages demonstrates that the emphasis is not on the mechanics of the book, but rather on the content. **Option A is incorrect** because not all of the students are creating their books in English; it is all dependent on their proficiency level in English. **Option C is incorrect** because the assignment addresses the culture from which the students came, not the one to which they are acclimating themselves. **Option D is incorrect** because although the students may use their organizational skills to complete the assignment, it is not the primary benefit of the activity.

32. An ELL in an elementary school volunteers to read a story in the general education classroom. The ELL stumbles over the words and appears flustered. The teacher responds with positive reinforcement, praising the student for offering to participate. The teacher's actions best demonstrate an understanding of the importance of which of the following?

- A. Encouraging reading fluency
- B. Lowering the affective filter
- C. Focusing on proper pronunciation
- D. Improving cognitive development

Answer

Option B is correct because when a teacher provides positive reinforcement, ELLs may feel more comfortable and be motivated to work harder. **Option A is incorrect** because praising the ELL's efforts does not address the issue of fluency. **Option C is incorrect** because focusing on proper pronunciation would heighten an ELL's affective filter. **Option D is incorrect** because the teacher is not addressing cognitive development.

33. An ESL teacher uses supplementary texts in class that feature aspects of different cultures. The teacher also highlights vocabulary words from each unit that can be translated into the two or three languages the students speak. The class reads the words together and discusses them before beginning each unit. The teacher's actions are primarily examples of which of the following?

- A. Culturally responsive instruction
- B. Cultural relativism
- C. Ethnocentrism
- D. Multilingual education

Answer

Option A is correct because culturally responsive teaching acknowledges students' diverse cultural backgrounds and languages. **Option B is incorrect** because cultural relativism refers to when people are able to view themselves as belonging to another culture. **Option C is incorrect** because ethnocentrism refers to when someone believes that his or her cultural values are the standard. **Option D is incorrect** because it is a term used to describe a situation in which different languages are used in the curriculum but does not necessarily address a cultural aspect.

Competency 010—The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

34. A high school ESL teacher hosts a career day in which bilingual professionals attend and give presentations about how proficiency in more than one language has helped them succeed. Which of the following is a primary benefit of the presentations for ELLs?

- A. Identifying with members of the community who speak their language
- B. Understanding the advantages of being multilingual
- C. Choosing best career paths that align with their goals
- D. Learning which companies emphasize multilingual careers

Answer

Option B is correct because students are able to see personal cases of people becoming successful by using their bilingual abilities as an advantage. **Option A is incorrect** because the presenters may not speak their same language. **Option C is incorrect** because the presentation is focused on benefits of bilingualism, not various careers. **Option D is incorrect** because this would not be the primary benefit since it is not the topic of the presentation.

35. An elementary school with a high number of ELLs wants to increase the participation of ELL families in the school's Parent-Teacher Organization (PTO). Which of the following will encourage the greatest involvement by families of ELLs in the PTO?

- A. Asking the teachers to send home flyers detailing the activities led by the PTO
- B. Having the principal call each of the ELL families to ask them to become members of the PTO
- C. Providing translators at the PTO meetings while covering meaningful topics for ELL families
- D. Offering English classes for the parents of ELLs so that they can fully participate in PTO meetings

Answer

Option C is correct because having a meeting that addresses both the language and topic needs of ELL families is likely to increase involvement, since it will be meaningful to them and they will feel welcomed. **Option A is incorrect** because sending home flyers with information on PTO-led activities will not change families' perspectives of the PTO. They may not understand the information or find a connection with it. **Option B is incorrect** because although personal phone calls from the school are encouraged, a call asking families to become members of an organization that they may not be familiar with is not likely to increase participation. **Option D is incorrect** because although providing English classes is beneficial for parents of ELLs, learning a second language takes time. In addition, ELL families shouldn't be made to feel that they need to acquire English in order to participate in school activities.

36. A school is planning a meeting for ESL families to focus on parental involvement. The goal is to make the families feel welcome and provide them with the most effective ways to support language development at home. Which THREE of the following are the most effective approaches to help build trust with ESL families?

- A. Demonstrating to parents how to continue to build on foundational skills
- B. Having bilingual support personnel in attendance during the meeting

- C. Encouraging parents to interact with their children in their first language
- D. Providing American snacks and drinks during the meeting
- E. Holding the meeting during the school day

Answer

Option A is correct because by demonstrating to parents how to help their children continue to build on skills that were learned at school, the parents will feel empowered and feel that the school values them as a critical part in their children’s education. **Option B is correct** because it is imperative that a risk-free environment is created and that there is an importance placed on the culture of the student, as well as the family in this case, to build trust. Bilingual translators will help immigrant families understand what is being said. **Option C is correct** because research shows that students who are literate in their L1 will be able to transfer information to the L2 more successfully than those students who are not literate in their native language. **Option D is incorrect** because providing snacks, especially with a diverse population in attendance, does not build trust. **Option E is incorrect** because holding meetings during the school day makes it unlikely for working parents to attend.

37. Volunteers from local churches and businesses are interested in assisting students in a school’s ESL program. Which TWO of the following tasks are the most appropriate roles for the volunteers to fulfill?

- A. Team teaching with a general education or ESL teacher
- B. Facilitating guided reading groups and literature circles
- C. Mentoring students with the guidance of the classroom teacher
- D. Assisting with the tutoring of struggling readers and writers
- E. Administering TELPAS and other assessments to gather data

Answer

Options C and D are correct because mentoring students with the teacher’s guidance and assisting with tutoring students are appropriate roles for a volunteer. These are activities that do not require knowledge of teaching strategies. **Options A, B and E are incorrect** because these activities require knowledge of teaching strategies. Volunteers are not certified teachers and it would be inappropriate for them to take part in teaching and assessing students.

Multiple-Competencies Passage

Questions 38-40 refer to the following information.

As part of an informal assessment of ELLs’ writing skills in English, an ESL teacher elicits brief written narratives from students on the topic “My Best Family Vacation.” Some of the samples collected are listed below.

1. It was a trip very long.
2. My sister Mindy found a dog little on the window.

3. We got T-shirts blue at a store.

The teacher observes a pattern in the samples and determines that the students' L1 is interfering with the students' English development.

38. The students' samples best illustrate a pattern of L1 interference in

- A. phonology.
- B. morphology.
- C. semantics.
- D. syntax.

Answer

Option D is correct because the students' samples combine L2 words with L1 sentence structure (syntax).

Option A is incorrect because phonology refers to sounds. **Option B is incorrect** because morphology refers to word structure. **Option C is incorrect** because semantics refers to meaning.

39. Which of the following activities should the teacher implement to best help students address the L1 interference?

- A. Practicing minimal pairs
- B. Identifying phonemic distinctions
- C. Cutting sentences apart
- D. Learning orthographic skills

Answer

Option C is correct because cutting sentences apart is used in syntax surgery to help students see the differences between word order in English and in their L1. **Options A and B are incorrect** because practicing minimal pairs and identifying phonemic distinctions best help students who struggle with English phonology.

Option D is incorrect because orthographic activities are best for addressing spelling issues.

40. Based on the writing samples, which of the following is the most appropriate instructional focus for the teacher to use with the ELLs?

- A. Complex language structures
- B. Basic sentence structure
- C. Figurative language
- D. Detailed descriptions

Answer

Option B is correct because the samples demonstrate a pattern of difficulty with basic sentence structure, which is a component of syntax. **Option A is incorrect** because the samples demonstrate only a basic ability to write in English, and therefore complex language structures would not be an appropriate focus. **Option C is incorrect** because figurative language should be introduced after students have a firm grasp on the basics of writing. **Option D is incorrect** because providing detailed descriptions would be an appropriate focus only after the students have a grasp on the basics of English writing.