

Sample Study Questions

SubArea: Foundations of ESL Instruction

0001: Understand the process of Language Acquisition

1. In her bilingual Spanish/English classroom, the teacher puts her students in small groups to work on a science experiment. She makes sure each group has native Spanish speakers as well as native English speakers. She also ensures that there are differing levels of ability in each group. What is she trying to foster to aid understanding?

- I. Collaborative learning
- II. Good work habits
- III. Social interaction
- IV. Independent study skills

- A. I and III
- B. II and IV
- C. I and IV
- D. II and III

2. Mrs Smith has a class of LEP students who are engaged in a science unit, based on the theme of refraction. After small groups have performed an experiment (putting a penny in a bowl of water), she calls the class together and opens a discussion about the experiment, and the findings. She encourages each student to contribute to the discussion by asking authentic questions and inviting them to discuss their observations with her and with each other. What is she encouraging her students to practice?

- A. Comprehensible input
- B. Grammar
- C. Communicative competence
- D. Reading

3. Hiro is a native speaker of Japanese and has recently arrived in the U.S. He has been learning English by the grammar-translation method in Japan for several years, and tested at an intermediate level in the placement tests. He is a perfectionist, and is quite bewildered by the rough and tumble of the American classroom. His teacher, who is not a bilingual teacher, singles him out to answer a question about the material the class been studying. Hiro knows the answer but cannot speak out. What do you think is the reason.

- A. He is very shy
- B. He can't hear the teacher
- C. The affective filter is high
- D. He thinks the question is too easy.

4. Sangita, who comes from Cambodia, has been in the United States for eight months. When she first arrived, she could speak no English. Her social studies teacher, Mr. Smith, observes her in the playground and at lunch and sees that she talks to her friends quite fluently in English. In his class, however, she seems to understand very little of what is going on. Mr. Smith is baffled by her apparent inability to perform well on quizzes and tests. Is this because:

- A. She is lazy when it comes to academic work
- B. The kind of English required to cope with social studies content is different from playground English
- C. The teacher can't speak her language and there is no bilingual support
- D. She is frightened to ask for help

5. Kee-Hoon has recently arrived from Korea. He speaks very little English, and has been placed at the low-beginner level in the 6th grade. He is very quiet, and tends to be on his own at lunch and at recess. As the semester goes on, his written work in English gradually improves, but he speaks very little. When the teacher directly asks him a question in class, he looks down and doesn't answer. He watches everything and seems to be listening intently, but won't speak. Is this because:

- A. He is suffering from anxiety because of his new surroundings
- B. He has very little support at home because neither of his parents speak English
- C. He is in the receptive phase of language acquisition
- D. He is in the expressive phase of language acquisition

6. A social studies content teacher in the 8th grade finds that over the years more and more English language learners are entering his class. They are from varied language backgrounds and have different levels of English fluency. He realizes that these learners cannot cope with the dense reading material normally required in his class, and that he needs to make some modifications to make the material more accessible for these learners. What would be the best kinds of modification.?

- A. Provide a lower grade level reading packet
- B. Text with embedded pictures and graphics such as timelines
- C. Just give out half the work and hope they will have support at home.
- D. Do more talking to try to explain more clearly