

Sample Study Questions

SubArea: Foundations of ESL Instruction

0003: Understand basic linguistic concepts related to ESL instruction

N.B. Relevant textbook references are in parentheses after the questions.

1. In terms of the theories of cross-linguistic influence, which kind of L1 interference shows the least variation for L2 learners (which is the most predictable): (Brown, p.212)

- A. Syntax
- B. Lexical
- C. Semantic
- D. Psychomotor based pronunciation

2. For English language learners would English spelling prove more difficult for those learners whose first language is: (Brown, p.212)

- A. Spanish
- B. Arabic
- C. Korean
- D. Japanese

3. A French L1 speaker and an English L1 speaker are both learning Spanish. They are asked to translate the verb “to embarrass” or “embarrasser” into Spanish. They both choose the verb “embarazar” which means to make pregnant. This embarrassing error is due to: (Brown, p. 213)

- A. Contrastive Language Analysis
- B. Interlanguage
- C. Fossilization
- D. False cognates

4. Learners of a second language make their best attempts to bring order and structure to the linguistic stimuli surrounding them by creating a system that has an intermediate status between the native language and the target language which is known as:

(Brown, p.215)

- A. Universal grammar
- B. Approximate system
- C. Idiosyncratic dialect
- D. Interlanguage

5. An English learner consistently makes utterances such as “John cans go”, “John wills go”, and “John mays come.” Utilizing your knowledge of error analysis would you conclude that the learner:

(Brown, p.218)

- A. Doesn't understand the English tense system
- B. Cannot conjugate verbs
- C. Cannot distinguish modals from verbs
- D. Doesn't know how to use English syntax

6. In response to the question “Who are you?” an English learner says “I'm fine, thank you.” Which of the following terms describes this kind of error?

(Brown, p.220)

- A. Discourse level
- B. Sentence level
- C. Intrasentential level
- D. Idiosyncratic level

7. People who have achieved non-linguistic means of coping in a foreign culture may never achieve full mastery of the target language. They have no reason to achieve full mastery since they have learned to cope without sophisticated knowledge of the language. They have managed to acquire a sufficient number of functions without

acquiring the correct forms, and will show an undue number of fossilized forms of language. This is a manifestation of: (Brown, p.188)

- A. The Optimal Distance model
- B. Power Distance
- C. Actual social distance
- D. Relative distance

8. A Japanese student is studying in an American university. In Japan, he was taught to give the utmost respect to teachers, never to contradict a teacher, to wait for the teacher to initiate communication, and never to call a teacher by his first name. Here in the US though, his teachers are friendly and encourage a first-name basis. They expect students to participate in group work and to contribute to discussion in class. The student is confused. Is it because of: (Brown, p.190)

- A. Social distance from the target language
- B. Mismatch of expectations
- C. Culture shock
- D. Potential loss of face

9. Very often in second language classrooms there is differential achievement by the represented minority groups because of miscommunication between the minorities and the host culture. What could be the reason for this: (Lessow-Hurley, p.109)

- A. Students embracing the notion of acculturation
- B. Use of different languages
- C. Cultural mismatch
- D. Ethnic groups need to become more Americanized

10. A Spanish mother, who is bilingual, is trying to wake her son up so that he won't be late for school. She says, "Get up now. Levantate." What she is doing and saying is an example of: (Lessow-Hurley, p.61)

- A. Muddled Thinking
- B. Code-Switching
- C. The inability to speak either language well
- D. Fluency in more than one language.

11. In conversation together a group of English learners from diverse language backgrounds often don't understand what each is saying, but they try to maintain the conversation by using body language, gestures, facial expressions, and words from their own languages. What are they demonstrating? (Brown, p. 246)

- A. Grammatical competence
- B. Sociolinguistic competence
- C. Discourse competence
- D. Strategic competence

12. A student was telling her friend about her evening. "Well, I felt, like, kinda sick you know, like, like, I was gonna barf, like, awful, you know. Like, I just fell asleep, like, right there, like – on the sofa! No way could I move." The next day the same student had to explain to her professor why she missed last evening's class. She said, "I felt as though I was going to be sick, and then I went to sleep on the sofa. I just couldn't get up." What is she changing? (Brown, p.267)

- A. Register
- B. Genre
- C. Dialect
- D. Affective behavior

13. Which of the underlined words in the sentence below has a different function from the other underlined words:

That is the dog that chases the cat that lives the house that Lois built.

A B C D