

Sample Study Questions

SubArea: Developing English Language Skills

0008: Understand methods and techniques for developing speaking skills of ELL students.

1. An EFL teacher has her intermediate level students work in pairs to do an activity called “The Art Gallery Tour.” They choose a picture by a famous artist and find out as much as they can about both the artist and the picture. The students then present their work to the class. What is the teacher trying to develop with this activity?

- I. Collaborative learning and negotiating skills
- II. Verbal speaking and presentation skills
- III. Dependence on the teacher and peers
- IV. The ability to do research and engage in critical thinking

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

2. Two recently-arrived Korean students who speak very little English are placed in the 4th grade. The ELL teacher has been teaching them the present progressive form of verbs. In order to encourage them to use the new language they are learning naturally, which of the following would be the most effective:

- A. She holds up flashcards and has the students say each verb in turn.
- B. She asks the students to write down the verbs as she says them.
- C. All three play an interactive board game, which requires each player to verbalize what’s happening according to the square he or she lands on.
- D. Each student reads a prepared story and underlines every instance of a progressive verb that he encounters.

3. Mr Johnson notices that the ELL students in his class tend not to speak up in general class discussions. He decides to put the students in groups of four, with three native speakers of English and one English learner. Each group is going to discuss a different part of a text and report back to the class in a jigsaw activity. The teacher gives each member of the group a job to do. Which job would help the ELL student to practice his verbal skills:

- A. Scribe: the person who writes all the comments down

- B. Time-keeper: the person who keeps the group on track
- C. Reporter: the person who reports the group finding to the whole class
- D. Discussion leader: the person who asks the questions in the group, keeps the others focused on the topic, and leads the discussion.

4. A 5th grade student has been given a task to help him gain confidence speaking English with adults that he does not know well. Which of the following activities is most likely to foster this aim?

- A. With the help of the teacher, the student compiles survey questions on a topic of interest to him which he uses to gather information from other staff members, then writes it up and reports on his findings.
- B. The teacher invites several other adults, such as the librarian and the counselor, to the class and instructs them to ask the student questions about his country.
- C. He is sent to the library with a list of books he must find and bring back to his classroom teacher, then write a report.
- D. The teacher tells him that, for homework, he must find two or three native English speaking adults and engage them in conversation, keeping a log to record the conversations.

5. Mrs Ortiz has several ELL students in her language arts 8th grade class. One or two are quite uninhibited and don't have any difficulty joining in class discussion, but the others seem shy and usually remain silent. To help the students gain more confidence in speaking publicly, she designs an activity. Which of the following would most likely accomplish her goals?

- A. Each student would stand in front of the class in the library period and read out his or her book review then lead a discussion.
- B. On parents' evening, each student would in turn speak to the audience and tell them how hard it is to learn English.
- C. The entire class is involved in: writing a creative drama with a part for each student, designing and making the props and costumes, and performing in front of an invited audience of peers.
- D. The ELL students are given the opportunity to lead a class discussion about a topic that the teacher gives them.

6. To foster her ELL students' cognitive and linguistic development, Ms. Schafer encourages their involvement in a wide variety of projects, such as "talk shows" before invited guests, presentation of research projects in a variety of formats, exhibitions of knowledge about a community problem, etc. Which of the following cognitive and linguistic principles are demonstrated by her instructional approach? (EXCET)

- A. Learners first acquire language and content knowledge, then apply these to their reading and problem solving
- B. Language acquisition and intellectual development are mutually reinforced through reading, discussing and problem solving.
- C. Learners have an innate capacity for solving problems, acquiring knowledge, and developing written language.
- D. To develop knowledge, learners must first be exposed to comprehensible written and oral messages.