

Sample Study Questions

Sub Area: Developing English Language Skills

0009: Understand methods and techniques for developing the reading skills of ESL students.

1. When teaching young children to read, the teacher should provide instruction in: sounding-out, syllabication, recognizing common letter patterns, and generating alternative pronunciations. Collectively, these are known as:
 - A. Word attack skills
 - B. Teaching methods
 - C. Available strategies
 - D. Recognition skills

2. An extensive oral vocabulary is most likely to contribute to a reader's decoding skills by helping the reader:
 - A. Apply phonics generalizations to sound out a word
 - B. Use syntactic clues to determine the meaning of an unfamiliar word
 - C. Relate an unfamiliar word to known words with similar spellings
 - D. Recognize a word after spelling it out

3. An ELL teacher wants to help his students gain a deeper understanding of the materials they are reading together in class and to learn useful study skills they can apply in all the content areas. Which of the following strategies would be most effective to achieve this goal?
 - A. Teaching grammar mini-lessons at frequent intervals or whenever a particular grammar point arises.
 - B. Asking students to write down and memorize extensive vocabulary lists.
 - C. Giving unannounced quizzes in class to keep the students on their toes.

D. Teaching students how to apply comprehension strategies such as self-monitoring, predicting and questioning.

4. A student from Japan joins the 9th grade at the beginning of the fall semester. Reviewing the student's notes, the ELL teacher learns that this student is highly literate and is a fluent reader in his native language, although he speaks almost no English. This information predicts that the student will:

A. Have difficulty coping with the English writing system

B. Be able to transfer his literacy skills from one language to another

C. Be able to easily learn English orthography by applying the rules from his own language.

D. Use context clues to be able to understand English syntax.

5. An ELL teacher in middle school realizes that her students find the reading material in their social studies class too difficult. It is important that they understand the relationship between causes and effects of various historical events. What strategies might she use to help the students pull the information they need from the texts?

A. Teach them how to find, highlight and color-code the relevant information in textbooks and study guides.

B. Provide bilingual dictionaries and electronic translators.

C. Give frequent mini-lessons about the historical events mentioned in the texts

D. Ask the students to memorize key phrases about the historical events.

6. Before she asks her students to start reading a new piece of narrative fiction, Mrs Smith wants to engage their interest by getting them to make connections between other works they might have read or heard about and the new work they are about to start. What are some of the ways she might go about this?

I. Show pictures from the book and ask the students what kind of images they suggest.

II. Pre-teach some of the vocabulary the students will encounter in the new book.

III. Read out the title and ask what ideas come into the students' minds.

IV. Give a list of titles of other works by the same author.

A. I and IV

B. I and III

C. II and III

D. III and IV

7. Mr. Johnson, an ELL teacher in the 8th grade frequently has his students read out loud from whatever text they are reading in class, in order that they practice reading fluency. But he notices that they all seem to keep their heads down and read the words off the page without being really engaged or interested in what they are reading. He would like to have them become more involved with meaning rather than just reciting words. How might he achieve this goal?

A. Do a popcorn reading, where the student who has just read chooses the next person to read by calling out a name.

B. Have the students read more poetry, asking them to really think about what the poet is trying to say.

C. Dramatize the reading and have the students stand up, move about, use props, and perform the words and actions.

D. Choose key words from the reading and have the students illustrate them.