Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

86 English as a Second Language
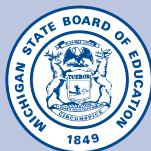
TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

PART 2: Test Objectives and Sample Test Questions

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the MTTC Program and Test Preparation

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Language, Linguistics, and Comparisons	15%
Culture	15%
Second Language Acquisition and Instructional Practices	15%
Application of Standards-Based Curriculum and Instruction	25%
Assessment	15%
Professionalism	15%

LANGUAGE, LINGUISTICS, AND COMPARISONS

Understand major concepts and principles related to the nature of language and language systems.

Includes:

- demonstrating knowledge of the dynamic, changing nature of language and language systems and concepts related to innateness and universality

- demonstrating knowledge of different types of variation that occur in a language (e.g., dialects, registers, diachronic and/or regional variation) and factors that affect language variation (e.g., language contact, vocation, physical and/or social isolation)

- demonstrating knowledge of the nature of bilingualism/multilingualism and concepts related to bilingualism/multilingualism (e.g., code switching)

- demonstrating knowledge of basic aspects of language families

Understand fundamentals of linguistics and comparative linguistics and how to apply this understanding to promote language and literacy development (i.e., the development of listening, speaking, reading, and writing skills) in English.

Includes:

- demonstrating knowledge of phonology (e.g., phonemes, intonation patterns) and identifying strategies for applying knowledge of phonology to help English Language Learners develop language and literacy skills in English

- demonstrating knowledge of morphology (e.g., inflectional endings, roots and affixes) and identifying strategies for applying knowledge of morphology to help English Language Learners develop language and literacy skills in English

- demonstrating knowledge of syntax (e.g., parts of speech, sentence patterns) and identifying strategies for applying knowledge of syntax to help English Language Learners develop language and literacy skills in English

- demonstrating knowledge of semantics (e.g., words with multiple meanings, idioms) and identifying strategies for applying knowledge of semantics to help English Language Learners develop language and literacy skills in English

- demonstrating knowledge of oral and written discourse (e.g., discourse markers, speech acts, participant structure, genres) and identifying strategies for applying knowledge of discourse to help English Language Learners develop language and literacy skills in English

- identifying strategies for applying knowledge of linguistic elements of English and of students' languages to make thoughtful comparisons between features of English and those of other languages

Understand fundamentals of sociolinguistics and how to apply this understanding to promote language and literacy development in English.

Includes:

- recognizing the value of bilingualism/multilingualism and the significance of bilingualism/multilingualism in the overall success of all students

- analyzing how pragmatic features of oral and written English (e.g., formal and informal styles of discourse, nonverbal elements) influence or convey meaning and recognizing factors (e.g., cultural and social norms, setting, purpose, audience) that affect a speaker's or writer's choice of pragmatic features

- identifying strategies for applying knowledge of pragmatics to help English Language Learners use spoken English and nonverbal communication in socially and culturally appropriate ways in a variety of contexts, including formal and informal settings, and for a variety of purposes and audiences

- recognizing factors (e.g., culture, politics, social context) that influence a speaker's or writer's choice of language variation and identifying strategies for promoting English Language Learners' awareness of, respect for, and understanding of different varieties of English

- identifying strategies for serving as a good language model for English Language Learners and for providing English Language Learners with a wide variety of linguistic experiences (e.g., exposure to a variety of English speakers)

CULTURE

Understand major concepts, principles, theories, and research related to the nature of culture.

Includes:

- demonstrating knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism)

- demonstrating knowledge of various processes of cultural contact (e.g., acculturation, assimilation, accommodation)

- demonstrating knowledge of stages of the acculturation process (e.g., culture fatigue/shock) and factors that promote or impede adjustment to another culture

- demonstrating knowledge of internal and external elements of culture (e.g., values, beliefs, and expectations; patterns of communication; social roles and status) and identifying strategies for making thoughtful comparisons between English-speaking and heritage cultures in the context of teaching and learning English as a second language (ESL)

Understand the role of culture in language development and academic achievement.

Includes:

- demonstrating knowledge of how the cultural identities of English Language Learners affect their language development and how levels of cultural identity vary widely among students

- demonstrating knowledge of interrelationships between language and culture and the effects of these interrelationships on the language development and academic achievement of English Language Learners

- recognizing the impact of world events (e.g., U.S. immigration history, patterns, and policies; events in students' home countries) on English Language Learners and their families

- recognizing the effects of racism, stereotyping, and discrimination on teaching and learning and identifying strategies for addressing these issues purposefully in the ESL classroom (e.g., promoting an inclusive classroom climate) and the school community (e.g., recognizing students' language rights)

Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.

Includes:

- recognizing the value and role of diverse literary and cultural texts (e.g., multicultural children's literature) in the ESL classroom and identifying strategies for using these texts for interpretation and reflection

- recognizing how to use a variety of print and nonprint resources, including the Internet, to learn about world cultures and the cultures of students in the ESL classroom and identifying strategies for reflecting on one's own cultural values and beliefs as they relate to students

- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' heritage cultures and the school culture) and identifying strategies for accommodating cultural differences in approaches to learning (e.g., cooperation versus competition, individual versus group)

- demonstrating knowledge of cross-cultural communication, including differences in verbal and nonverbal communication (e.g., turn-taking practices, use/role of silence, eye contact, gestures), and identifying strategies for facilitating positive interactions among students from diverse backgrounds

- identifying strategies for supporting a linguistically and culturally rich community of learners and providing English Language Learners with opportunities to use their cultural perspectives to promote learning (e.g., connecting curriculum to students' experiences and skills of home and community, recognizing and accepting all languages as valid systems of communication)

SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL PRACTICES

Understand second language acquisition theories and research and how to apply this understanding to facilitate English Language Learners' language and literacy development.

Includes:

- demonstrating knowledge of second language acquisition theories (e.g., constructivist, interactionist) and concepts (e.g., interlanguage)

- demonstrating knowledge of research related to processes and stages of second language acquisition, including differences between social- and academic-language development, and recognizing characteristic features of different English-language proficiency levels

- demonstrating knowledge of research related to error analysis and performance analysis in second language acquisition and identifying strategies for appropriately monitoring English Language Learners' language errors in the context of overall performance and providing appropriate feedback

- demonstrating knowledge of the nature and role of comprehensible input and output in second language acquisition and identifying strategies for providing English Language Learners with comprehensible input and opportunities to produce comprehensible output

- demonstrating knowledge of the role of meaningful interaction in the development of communicative competence in a new language and identifying strategies for providing opportunities for English Language Learners to communicate in a variety of social and academic settings

- demonstrating knowledge of the role of scaffolding in second language acquisition and identifying strategies for scaffolding language and literacy tasks to promote English Language Learners' language development

- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., generalization and overgeneralization, metacognition) and identifying strategies for helping English Language Learners develop effective cognitive and social language-learning strategies (e.g., elaboration, self-monitoring, requests for clarification)

Understand individual learner variables in the second language acquisition process and how to apply this understanding to facilitate English Language Learners' language and literacy development.

Includes:

- demonstrating knowledge of linguistic variables that affect an English Language Learner's second language acquisition (e.g., level of primary-language proficiency, level of primary-language literacy, influence of oral language proficiency on literacy development, positive and negative language transfer) and identifying strategies for building on each student's current language skills as a foundation for learning English

- demonstrating knowledge of cognitive and physical variables that affect an English Language Learner's second language acquisition (e.g., cognitive development, cognitive learning style, age) and identifying instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address each student's specific cognitive strengths and needs

- demonstrating knowledge of affective variables that affect an English Language Learner's second language acquisition (e.g., personality, motivation, inhibition) and identifying strategies for applying this knowledge to address each student's needs

- demonstrating knowledge of social variables that affect an English Language Learner's second language acquisition (e.g., family expectations, community influences and involvement) and identifying strategies for applying this knowledge to facilitate the process of learning English as a second language

- demonstrating knowledge of variables related to an English Language Learner's educational background and level of English language proficiency and identifying strategies for including and promoting the full participation of all English Language Learners in the classroom

Understand research-based best practices related to planning, managing, and implementing ESL instruction, including how to select, adapt, and use instructional resources.

Includes:

- demonstrating knowledge of relevant state standards and benchmarks (i.e., Michigan English Language Proficiency Standards for K–12 Schools, Michigan Curriculum Framework) and national standards and benchmarks (i.e., ESL Standards for Pre-K-12 Students) and how to use standards and benchmarks in curricular planning

- demonstrating knowledge of second-language teaching methodologies, both past (e.g., the audio-lingual method, the grammar-translation method) and current (e.g., content-based approaches, communicative approaches, sheltered instruction), and their applicability in developing instructional practices and resources to meet the needs of individual English Language Learners

- identifying research-based strategies for creating, organizing, and managing a supportive classroom learning environment that includes opportunities for interaction in English (e.g., paired and small-group activities, role-playing) and encourages English Language Learners to be actively involved in learning and to extend their learning inside and outside the classroom

- demonstrating knowledge of criteria and methods for using standards and benchmarks to evaluate, select, design, and adapt appropriate instructional resources that are linguistically accessible, culturally responsive, and age appropriate for English Language Learners

- recognizing how to use a wide range of materials, resources, and technologies (e.g., diverse literary and cultural texts, visual aids, props, games, realia, computer software, the Internet) in effective English language and content instruction for English Language Learners

- recognizing how to incorporate a variety of activities and resources in instruction that develop authentic uses of language and explore content-area topics in order to maximize English Language Learners' language learning and concept development

- recognizing the interrelationships among the domains of language and how to provide activities and resources that integrate English language and literacy skills (e.g., thematic units) to promote English Language Learners' language development and content learning

APPLICATION OF STANDARDS-BASED CURRICULUM AND INSTRUCTION

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to listening and how to teach English Language Learners to acquire and use listening skills for academic and social purposes in English.

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to listening for social purposes (e.g., understanding spoken English to participate in social contexts)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to listening for academic purposes (e.g., following simple and complex directions, identifying main ideas and supporting details from spoken English, identifying the meaning of content-area vocabulary)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with listening in English (e.g., identifying a speaker's attitude and point of view, making inferences and predictions)

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to speaking and how to teach English Language Learners to acquire and use speaking skills for academic and social purposes in English.

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to speaking skills and strategies (e.g., demonstrating comprehensible pronunciation and intonation for clarity in oral communication, using strategies to extend communicative competence)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to speaking for social purposes (e.g., using spoken English for daily activities within and beyond the school setting, engaging in conversations for personal expression and enjoyment)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to speaking for academic purposes (e.g., using English to interact in the classroom, provide and obtain information, and express and exchange opinions)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with speaking in English (e.g., planning, organizing, and presenting information, concepts, and ideas to an audience of listeners on a variety of topics)

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to reading and how to teach English Language Learners to acquire and use reading skills for academic and social purposes in English.

Includes:

• demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to beginning reading development (e.g., acquiring concepts of print, demonstrating phonological awareness, recognizing the relationship between oral language and decoding, building vocabulary knowledge and skills)

• demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to reading skills and strategies (e.g., reading for research purposes, applying reading skills in social and academic contexts)

• demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to reading comprehension (e.g., demonstrating comprehension of main ideas and supporting details, understanding and using grammatical structures of English to improve comprehension)

• demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with reading in English (e.g., making inferences and predictions and drawing conclusions; identifying author's voice, attitude, and point of view)

• demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to literary analysis (e.g., analyzing style and form of various genres, interpreting and reflecting on diverse literary texts)

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to writing and how to teach English Language Learners to acquire and use writing skills for academic and social purposes in English.

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to writing conventions (e.g., using conventions and formats of written English, using grammatical conventions of English, constructing varied sentence structures, using appropriate vocabulary choice and variation)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to the writing process (e.g., organizing and developing paragraphs to support a central idea; using various types of writing for specific purposes, such as personal narratives, lists, and letters)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to research and writing (e.g., using multiple sources to extend writing)

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with writing in English (e.g., using tone and voice to engage specific audiences, using evidence to support a written argument)

Understand how to support English Language Learners' access to the core curriculum as outlined in the Michigan Curriculum Frameworks as they learn language and academic content.

Includes:

- demonstrating knowledge of the principles and applications of content-based ESL instruction that is effective in developing English Language Learners' academic-language skills

- demonstrating knowledge of principles and applications of sheltered instruction (e.g., integrating language and content objectives, linking content-area concepts to students' background experiences) that is effective in promoting English Language Learners' development of content knowledge and skills

- demonstrating knowledge of strategies for making content-area concepts comprehensible to English Language Learners (e.g., pre-teaching content-specific vocabulary and language structures, contextualizing new vocabulary and concepts, modifying language without simplifying content) and for scaffolding content-area tasks to promote English Language Learners' academic achievement

- demonstrating knowledge of strategies and resources (e.g., graphic organizers) for supporting English Language Learners' use of problem-solving, critical-thinking, and cognitive-learning skills (e.g., organizational skills, study skills, test-taking skills) and strategies (e.g., grouping words and concepts, integrating prior knowledge with new ideas) to promote their content-area learning

ASSESSMENT

Understand major concepts and principles related to standards-based assessment of English Language Learners.

Includes:

- recognizing the relationship between standards and assessment decisions and the importance of and strategies for aligning assessment with standards

- demonstrating knowledge of the ongoing nature of assessment and recognizing the importance of using multiple methods of assessment (e.g., formal and informal assessment, summative and formative assessment) with English Language Learners

- demonstrating knowledge of various purposes of assessment (e.g., identification, placement, demonstration of language proficiency, demonstration of academic achievement) and identifying strategies for implementing purposeful assessment measures that are age- and level-appropriate for English Language Learners

- demonstrating knowledge of different types of assessment (e.g., norm-referenced assessments, criterion-referenced assessments, standards-based language proficiency instruments, standardized achievement tests of overall mastery, performance-based assessment tools, peer and self-assessments) and the difference between language proficiency testing and other types of assessment in the context of teaching and learning English as a second language

- demonstrating knowledge of national and state requirements for identification and placement of English Language Learners

- demonstrating knowledge of the quality indicators (e.g., validity, reliability) of assessment instruments

Understand various assessment issues and factors related to the assessment of English Language Learners.

Includes:

- demonstrating knowledge of the challenges associated with assessing English Language Learners and identifying issues related to cultural and linguistic bias (e.g., unfamiliar images or references, unfamiliar test language or formats) and political, social, and psychological factors (e.g., effects of high-stakes accountability testing, categorization of students based on test results, test anxiety, limited testing experiences) that may affect assessment design, implementation, or results

- demonstrating knowledge of assessment issues related to English Language Learners who have special needs and/or may be gifted and talented

- demonstrating awareness of standard and nonstandard accommodations on state standardized tests

- recognizing when a student's English language performance falls outside the expected range for the student's English proficiency level and may indicate the need for classroom interventions or additional services

- identifying strategies for accessing assessment results and communicating these results to all stakeholders (e.g., students, parents/guardians, other educators, the school district) and for providing opportunities for discussion of assessment information and its interpretations to promote ongoing student progress

Understand reflective assessment practices, including how to select, develop, adapt, and use various classroom assessment tools and techniques, analyze assessment results, and adjust instruction for English Language Learners based on assessment results.

Includes:

- recognizing how to select, develop, adapt, and use a variety of listening assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust listening instruction for English Language Learners

- recognizing how to select, develop, adapt, and use a variety of speaking assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust speaking instruction for English Language Learners

- recognizing how to select, develop, adapt, and use a variety of reading assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust reading instruction for English Language Learners

- recognizing how to select, develop, adapt, and use a variety of writing assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust writing instruction for English Language Learners

- recognizing how to select, develop, adapt, and use a variety of content assessments, including performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust content instruction for English Language Learners

PROFESSIONALISM

Understand the legal and historical foundations of ESL programs.

Includes:

- demonstrating knowledge of the history of laws and policies in the field of ESL and the impact of legislation on teaching in programs for English Language Learners

- demonstrating knowledge of historical and current trends and issues in teaching English as a second language and analyzing how they affect public policy and advocacy issues with respect to ESL programs

- demonstrating knowledge of ESL program models that address the needs of English Language Learners and produce successful language outcomes (e.g., characteristics and goals of various program models, research findings on the effectiveness of various program models)

Understand the ESL teacher's role as a professional within a discipline.

Includes:

- identifying strategies for gaining, analyzing, and reflecting on one's own linguistic and cultural competence and professional knowledge (e.g., establishing professional goals, pursuing professional growth opportunities in the field of ESL)

- identifying strategies for locating and using resources for professional improvement (e.g., participating in and accessing the resources of professional organizations)

- identifying strategies for serving as a professional ESL resource in the educational community (e.g., modeling effective ESL instructional practices, planning and implementing professional ESL workshops for colleagues)

- demonstrating knowledge of collaborative teaching models (e.g., team teaching) and identifying strategies for working with colleagues to provide comprehensive, challenging educational opportunities for English Language Learners

Understand how to serve as a resource and advocate for English Language Learners and how to build effective partnerships with English Language Learners' families and communities to support students' language development and academic achievement.

Includes:

- demonstrating knowledge of school and community resources available to English Language Learners and their families and identifying strategies for serving as a language and education resource for students and their families in the school and community

- identifying strategies for serving as an advocate for English Language Learners and their families in various school contexts (e.g., ensuring equitable access to academic resources and instructional technology), including advocating for and promoting bilingualism/multilingualism with students, colleagues, and community members

- recognizing the important role that families play in an English Language Learner's development and identifying strategies for effectively communicating and building partnerships with English Language Learners' families (e.g., using interpreters and cultural mediators appropriately, corresponding in the home language) and for involving families in the classroom and school (e.g., providing opportunities for families to contribute their knowledge and expertise) to support students' language development and academic achievement

- identifying the benefits of and strategies for building partnerships with English Language Learners' communities to support students' language development and academic achievement

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following aspects of a language tends to change most rapidly and significantly over time?

   A. the meaning of lexical items used in oral discourse

   B. the organizational patterns used in written discourse

   C. the syllabic structure of words used in oral discourse

   D. the orthographic conventions used in written discourse

2. An English Language Learner is having unusual difficulty pronouncing certain consonants. The teacher wants to determine if the student's primary language could be contributing to this difficulty. Which of the following strategies would likely be most effective in addressing the teacher's purpose?

   A. skimming through a primary-language text to determine whether the target consonants appear in words in the student's primary language

   B. listening to the student recite the alphabet of the primary language to ascertain its phonology

   C. asking a bilingual speaker of the student's primary language whether the target consonants exist in that language

   D. looking for information about the student's primary language in a general linguistics textbook

3. Which of the following statements is most accurate about bilingualism in children?

   A. Simultaneous acquisition of two languages slows long-term language development because children tend to mix up the two languages.

   B. Bilingual children often perform better on certain cognitive tasks, such as focusing on a task and switching attention between tasks.

   C. Children who speak two languages often experience identity issues because they feel trapped between two worlds.

   D. Most bilingual children grow up to be excellent translators and interpreters of the languages they speak.

4. An advanced-level English Language Learner has been living in the United States for several years. He is performing well academically in school and enjoys participating in various extracurricular activities. While he has developed close friendships with a number of his English-speaking classmates, he continues to speak his primary language with his family and with friends from his home country and is actively involved in community events that celebrate his heritage culture. This student's behavior and actions are most indicative of which of the following cultural processes?

A. deculturation

B. enculturation

C. assimilation

D. acculturation

5. A middle school class includes several English Language Learners. One of these students avoids contact with other members of her cultural group and strives to emulate the behavior of her U.S.-born classmates in every way. Another student expresses great pride in her cultural group and has negative feelings toward cultural groups that are different from her own. A third student maintains close friendships with peers from a variety of cultural groups, including U.S.-born classmates and classmates from her own cultural group. These students best exemplify which of the following concepts related to adapting to a new culture?

A. The degree to which individuals assimilate into another culture is primarily dependent on the level of contact they have with that culture.

B. Levels of cultural identity can vary widely among individuals who live in a culture that is different from their heritage culture.

C. A positive attitude toward one's own cultural heritage is a prerequisite for success in a multicultural environment.

D. Some cultures value a strong cultural identity while other cultures value cultural identity to a lesser degree.

6. An ESL teacher regularly incorporates literature that reflects a variety of cultural and literary traditions into literacy instruction for English Language Learners. The most important benefit of this practice for the English Language Learners is that it:

    A. maintains their interest in literature study by continually presenting them with new settings, characters, and situations.

    B. helps them understand perspectives, values, and beliefs beyond those that are familiar.

    C. promotes their critical thinking skills by encouraging them to analyze an author's purpose, point of view, and voice.

    D. provides them with repeated, meaningful exposures to new vocabulary.

7. An ESL teacher conducts an oral activity with beginning-level English Language Learners in which the teacher produces an oral sentence with one word that is deliberately unintelligible. For example, the teacher says, "I put the scissors on the bzzzzzz next to the stapler." The teacher then tells the students to construct a request for clarification such as, "Excuse me, where did you put the scissors?" This exercise is likely to promote the students' second-language acquisition primarily by:

    A. teaching students a strategy for overcoming gaps in comprehension.

    B. modeling for students a method of identifying pertinent information for solving a problem.

    C. supporting students' development of metacognitive learning strategies.

    D. providing students with opportunities to engage in extended discourse.

8. A school has a growing population of older beginning-level English Language Learners who come from migrant families. Many of these students have limited literacy skills in both their primary language and English because their families' mobility has led to frequent disruptions in their education. These students spend part of the school day receiving primary-language literacy instruction from a bilingual teacher. The students' ESL teacher could best promote their English language and literacy development by:

A. developing activities that allow these students to work together to reinforce their primary-language literacy skills.

B. creating lessons for these students to work on individually that focus on developing their literacy skills in English.

C. working with the bilingual teacher to design literacy units that build on these students' current language skills and past experiences.

D. designing lessons that primarily focus on development of these students' oral language skills in English.

9. The primary purpose of the Michigan English Language Proficiency Standards is to:

A. specify the English language competencies English Language Learners need to achieve to be able to fully access grade-level academic content.

B. define the minimum content expectations English Language Learners need to meet to function in English at a particular grade level.

C. identify the types of test accommodations English Language Learners at certain English language proficiency levels should be given on state standardized assessments.

D. describe the types of instructional techniques ESL teachers should use to help English Language Learners become fully proficient in English.

10.   Use the information below to answer the question that follows.

An elementary school ESL teacher is leading a discussion about bears and hibernation with beginning-level English Language Learners. The following exchange takes place during the discussion.

Student: The bear—do he have the uh…the dreaming? Like, all a' time, for, uh…all a' winter?

Teacher: What an interesting question! Do bears have dreams while they are hibernating through the winter? I'm not sure about that. What do you think, class—do you think bears dream when they hibernate?

The teacher's response is effective in promoting students' ability to use English to interact in the classroom primarily because the response:

A.   validates the student's question, provides scaffolding to make the question more comprehensible, and invites other students to join the discussion.

B.   models a variety of ways to formulate a question without ellipses, hesitations, and grammatical errors.

C.   demonstrates that the teacher is not the absolute source of knowledge, restates important information, and models how to formulate a hypothesis about a topic.

D.   addresses the student's errors immediately and explicitly without shifting the focus away from the topic of discussion.

11. English Language Learners are preparing to read an expository essay. The ESL teacher asks the students to keep the following questions in mind as they read.

> What do you know about the writer of the essay?
>
> What do you think was his or her purpose in writing the essay?

This strategy is likely to be most effective in promoting the students' achievement of which of the following English language proficiency standards in reading?

A. Students will analyze the unique styles and forms of various genres.

B. Students will demonstrate comprehension of the main idea and supporting details of a text.

C. Students will identify aspects of voice and point of view in a text.

D. Students will make predictions about and draw conclusions from a text.

12. English Language Learners are writing persuasive essays on school policies they think should be changed. Using the sample topic of the school's dress code, the ESL teacher asks the students to brainstorm ideas about what kind of evidence might be used to support an argument about changing the school's dress code. Students have offered ideas, which the teacher has recorded on the board. Which of the following student ideas represents the best strategy for effectively using evidence to support a written argument?

A. Tell about a trusted friend or relative who agrees with the policy change.

B. Describe an imagined future in which the policy change has been implemented.

C. Explain the historical rationale behind the existing policy.

D. Report on the positive results of a similar policy change at another school.

13. A new student in a middle school has been identified as an English Language Learner based on a Home Language Survey (HLS). According to national and state requirements, which of the following steps must school staff take in determining the student's eligibility for Title III services?

   A. Assess the student's level of English language proficiency using the state English language proficiency assessment.

   B. Explore the student's education background by reviewing school files and conducting an individual student interview.

   C. Provide the student's parents/guardians with written notification of the student's language status based on the results of the HLS.

   D. Assess the student's level of academic knowledge using standardized state-approved content-area assessments.

14. An ESL teacher reads the reading components of the state standardized English language arts assessment to a group of English Language Learners in the students' primary language. This is considered a nonstandard assessment accommodation because it:

   A. negatively impacts students' test performance by introducing cultural and linguistic bias into the assessment.

   B. results in an invalid test score by changing what the assessment is measuring.

   C. disadvantages those English Language Learners who do not receive this type of accommodation in the classroom.

   D. gives English Language Learners an unfair advantage over their native-English-speaking peers.

15. An ESL teacher is assisting an intermediate-level English Language Learner in a mainstream science class. Based on their interactions, the ESL teacher feels confident that the student has a solid grasp of the course content. However, the student has been performing poorly on class exams because he has difficulty writing responses to essay questions on the exams. The science teacher asks the ESL teacher for advice about how to adapt class exams to allow the student to better demonstrate his knowledge. Which of the following recommendations from the ESL teacher would be most appropriate in this situation?

A. Permit the student to answer essay questions on exams by dictating his responses to a scribe who records his words verbatim.

B. Grade the student only on selected-response and short-answer sections of exams.

C. Give the student the opportunity to complete exams as a take-home assignment rather than requiring him to complete exams in class.

D. Substitute selected-response and short-answer questions in place of essay questions on exams.

16. A school district is located in an area with a growing population of English Language Learners. School staff members are developing an ESL program to meet the needs of these students and are in the process of selecting a program model. They can best ensure that the program model they select is in compliance with Title VI of the Civil Rights Act of 1964 by considering which of the following questions?

A. Does the ESL program develop English language proficiency while providing English Language Learners with equal opportunities to participate in the district's educational program?

B. Does the ESL program ensure that English Language Learners have access to the same educational facilities, textbooks, teachers, and curriculum as students in the district who are native speakers of English?

C. Does the ESL program establish specific English language and academic educational standards for English Language Learners in the district and measure students' achievement of the standards?

D. Does the ESL program ensure that English Language Learners' educational progress is assessed in the same manner and frequency as students in the district who are native speakers of English?

17. An ESL teacher has identified from catalog descriptions and book reviews a number of books he would like to read over the next year to promote his professional growth. The school does not have a budget for purchasing professional development materials for teachers, and the teacher has been unable to locate the books in the local library. Which of the following steps would be most appropriate and practical for the teacher to use *next* to help achieve his professional goals?

A. Apply for funds to purchase the books through a foundation grant for exemplary professional development efforts.

B. Contact the publishers to request examination copies of the books for a teacher education course.

C. Locate a public or university library that has an interlibrary loan process for locating and borrowing books from cooperating libraries.

D. Use funds from the classroom materials budget to purchase the books.

18. A number of parents/guardians of English Language Learners have expressed to the ESL teacher discontent with the school district's policies for determining which students will receive ESL services and when these services should be terminated. The ESL teacher can best serve as an advocate for English Language Learners and their families by taking which of the following actions in response to the parents'/guardians' concerns?

A. showing the parents/guardians the assessment tools used to make ESL program decisions and clarifying for them the rationale for the district's ESL entry and exit policies

B. organizing an ad hoc group of concerned parents/guardians and offering to be the spokesperson for the group in meetings and public forums

C. explaining to the parents/guardians the various options for making their concerns known to policymakers and helping them make contact with the appropriate policymakers

D. researching possible avenues to changing or waiving the district's ESL entry and exit policies and pursuing those avenues on behalf of the parents/guardians

Use the information below to answer the two questions that follow.

As part of a sheltered social studies unit, an ESL teacher has advanced-level English Language Learners listen to Dr. Martin Luther King Jr.'s "I Have a Dream" speech. First, the students watch a video clip of the entire speech. Then, the teacher provides students with a printed script of the speech and plays the speech in segments, pausing to lead a discussion of the content of each segment.

19. The teacher wants to promote the students' critical-thinking skills while listening to English by prompting students to identify Dr. King's attitude and point of view in the speech. Which of the following discussion questions would likely be most effective for this purpose?

A. How do you think the setting and environment of the speech influence what Dr. King says in his speech?

B. How do you think the audience feels about what Dr. King is saying in his speech?

C. What message do you think Dr. King is conveying through his tone of voice and body language in the speech?

D. What effect do you think Dr. King's speech might have on people who disagree with him?

20. The teacher could most effectively support the students' development of learning strategies for comprehending content-area material by engaging students in which of the following activities after they listen to the "I Have a Dream" speech?

A. writing answers to comprehension questions about the speech

B. reading parts of the speech aloud using appropriate stress and intonation

C. translating sections of the speech into their primary language(s)

D. creating a graphic organizer that represents important concepts in the speech

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Understand major concepts and principles related to the nature of language and language systems.
2.	C	Understand fundamentals of linguistics and comparative linguistics and how to apply this understanding to promote language and literacy development (i.e., the development of listening, speaking, reading, and writing skills) in English.
3.	B	Understand fundamentals of sociolinguistics and how to apply this understanding to promote language and literacy development in English.
4.	D	Understand major concepts, principles, theories, and research related to the nature of culture.
5.	B	Understand the role of culture in language development and academic achievement.
6.	B	Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.
7.	A	Understand second language acquisition theories and research and how to apply this understanding to facilitate English Language Learners' language and literacy development.
8.	C	Understand individual learner variables in the second language acquisition process and how to apply this understanding to facilitate English Language Learners' language and literacy development.
9.	A	Understand research-based best practices related to planning, managing, and implementing ESL instruction, including how to select, adapt, and use instructional resources.
10.	A	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to speaking and how to teach English Language Learners to acquire and use speaking skills for academic and social purposes in English.
11.	C	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to reading and how to teach English Language Learners to acquire and use reading skills for academic and social purposes in English.
12.	D	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to writing and how to teach English Language Learners to acquire and use writing skills for academic and social purposes in English.
13.	A	Understand major concepts and principles related to standards-based assessment of English Language Learners.
14.	B	Understand various assessment issues and factors related to the assessment of English Language Learners.
15.	A	Understand reflective assessment practices, including how to select, develop, adapt, and use various classroom assessment tools and techniques, analyze assessment results, and adjust instruction for English Language Learners based on assessment results.
16.	A	Understand the legal and historical foundations of ESL programs.
17.	C	Understand the ESL teacher's role as a professional within a discipline.
18.	C	Understand how to serve as a resource and advocate for English Language Learners and how to build effective partnerships with English Language Learners' families and communities to support students' language development and academic achievement.

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS (*CONTINUED*)

19.   **C**   Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to listening and how to teach English Language Learners to acquire and use listening skills for academic and social purposes in English.

20.   **D**   Understand how to support English Language Learners' access to the core curriculum as outlined in the Michigan Curriculum Frameworks as they learn language and academic content.