



## SECTION 2

### TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

## QUESTIONS

1. Which of the following best describes the concept of innateness as it relates to language development?
  - A. Children are born with no facility for language processing and must acquire language by engaging in social interactions.
  - B. Children are born with knowledge of a range of syntactic structures, from simple to complex.
  - C. Children are born "blank slates" and learn language through comprehensible input from adults in their environment.
  - D. Children are born with a predisposition for learning language rules and structures.

2. **Use the information below to answer the question that follows.**

At the beginning of the school year, an ESOL teacher asks a group of early advanced-level English Language Learners to write a paragraph introducing themselves to the teacher. Following is one student's paragraph.

I'm from the south of Brazil. Right now it's Spring in Brazil. I'm exciting that my hometown's soccer team back in Brazil is winning! I'm happy because I've studied English for two years. Many people love Brazilian music, especially the samba.

Based on this writing sample, this student would likely benefit most from language instruction in which of the following areas?

- A. sentence formation, such as using compound sentences and subordinate clauses
- B. cohesive devices, such as using transitions and references to link different parts of discourse
- C. sentence mechanics, such as using correct capitalization and punctuation
- D. verb tenses, such as using present progressive and present perfect aspects

3. Before teaching a content-based ESL lesson, an ESOL teacher asks early-intermediate English Language Learners to free-write about the topic of the lesson in their primary languages. The teacher then preteaches relevant English vocabulary, encouraging the students to compare new words to similar words in their primary languages. These activities are likely to facilitate the student's second-language acquisition primarily because the activities:
- A. build on students' current language skills as a foundation for learning English.
  - B. prompt meaningful interaction among students from diverse backgrounds.
  - C. engage students in the cognitive processes involved in internalizing language rules.
  - D. provide opportunities for students to receive constructive feedback about their errors in English.
4. An English Language Learner who has been living in the United States for several years is making limited progress in his ESOL class. His family and friends all live in a neighborhood that shares the same home culture. He watches television and listens to music mainly in his primary language. Which of the following variables would likely have the most positive effect on the student's English language development?
- A. limiting the amount of time spent listening to and viewing media in the primary language
  - B. decreasing use of the primary language at home
  - C. adopting external elements of the majority culture such as music, clothing, and hairstyles
  - D. increasing social contact with members of the majority culture

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5. An elementary ESOL teacher who often uses cooperative-learning activities to promote students' English language development observes that a new beginning-level student is attentive during teacher-centered activities but withdrawn during the cooperative-learning activities. The teacher is aware that the student recently immigrated to the United States from a culture that emphasizes teacher-centered approaches to learning. Which of the following strategies is likely to be most effective in supporting this student's transition to the new approach?
- A. helping the student understand the research-based rationale for cooperative learning and the importance of participating in the activities
  - B. allowing the student to observe classmates during cooperative learning activities to facilitate the student's choice of group members
  - C. giving the student specific tasks to perform within the context of the cooperative-learning group to prompt more active participation
  - D. permitting the student to work independently during cooperative-learning activities until the student feels comfortable participating
6. An ESOL teacher introduces intermediate-level English Language Learners to U.S. social conventions associated with speaking on the telephone by having them listen to and discuss audio recordings of sample telephone conversations. Which of the following additional activities is likely to be most effective in promoting the students' application of these telephone patterns?
- A. Pairs of students create a dialogue of a telephone conversation based on one of the sample conversations and role-play the dialogue for the class.
  - B. Small groups of students read a written script of a telephone conversation and evaluate the conversation for appropriateness.
  - C. Individual students complete a cloze exercise in which they fill in the missing portions of a transcript of a telephone conversation.
  - D. Small groups of students with the same cultural background create oral presentations explaining telephone patterns in their culture.

7. Which of the following statements best describes sheltered content instruction or Specially Designed Academic Instruction in English (SDAIE)?
- A. English Language Learners attend English language development classes taught by an ESOL teacher until they achieve English language proficiency.
  - B. English Language Learners are taught both English language skills and grade-level subject-area content by content-area teachers who have been trained in ESOL techniques.
  - C. English Language Learners receive language instruction in English and content-area instruction in the primary language until they achieve English language proficiency.
  - D. English Language Learners spend the majority of each school day in content classes with some time set aside for English language instruction from an ESOL teacher.
8. A high school English Language Learner who is a recent immigrant to the United States has been tested and placed in the ESOL program at the intermediate level of English proficiency. However, content-area achievement test results indicate that the student is ready to take an advanced-placement math course. The math teacher has expressed concern that the student's level of English proficiency may hinder her ability to function in the course. Which of the following approaches to resolving this situation would be most appropriate and effective for the ESOL teacher to use to address the student's needs?
- A. offering to work closely with the math teacher to provide the student with ongoing English language support as she takes the advanced course
  - B. suggesting that the student take a lower level math course until she tests at the advanced level of English language proficiency
  - C. asking the math teacher to provide advanced-level math materials that the ESOL teacher could incorporate into the student's English language instruction
  - D. recommending that the student focus on developing her English language skills before attempting content-area coursework

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	In language acquisition theory, the concept of innateness relates to the supposition that children are born with a "language acquisition device" that facilitates their language development. According to this theory, all human languages share a similar underlying structure or "universal grammar," the rules of which children learn unconsciously in the course of normal social interactions and without the need for explicit teaching of vocabulary or grammatical structures.	0001
2	B	This English Language Learner's greatest difficulty is in the area of paragraph cohesion. To make smooth transitions between ideas and subjects within a paragraph, effective writers use cohesive devices such as linking expressions (e.g., on the other hand, at this point, at the same time, in addition) and connectors (e.g., and, also, likewise, furthermore, similarly, therefore). Encouraging the student to use cohesive devices to clarify the connections among the ideas in a paragraph will also help the student recognize when an idea is unrelated and should be deleted or moved to a separate paragraph.	0002
3	A	Building on English Language Learners' existing primary-language knowledge and skills is an important component of both successful second-language development and effective content-area learning in a second language. In this lesson, the teacher encourages the English Language Learners to access prior language and content knowledge from the primary language and to recognize cognates between the primary language and English. These activities are effective in facilitating the students' understanding of the content that will be presented in the lesson while at the same time promoting their English vocabulary development.	0003
4	D	Linguistic variables (e.g., amount of comprehensible input and output) and sociocultural variables (e.g., extent of connections with the new culture) can have a significant effect on second-language learning. Developing relationships with members of the new culture provides the English Language Learner with opportunities to listen to and use the new language in meaningful contexts and to integrate the new language into various aspects of daily life, both important factors that support development of a new language.	0004

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For question	The correct response is	Reason	Test Objective
5	C	A teacher can facilitate most effectively the transition to a new approach to learning for an English Language Learner who is experiencing dissonance between the new culture and the native culture with respect to the new approach by addressing proactively the source of the cultural disconnect. In this case, the teacher makes accommodations to the group-learning activity by providing the student with additional structure and guidance, which helps create a bridge for the student between the new and the familiar.	0005
6	A	Creating and role-playing a dialogue based on the telephone conventions introduced in the lesson will require the English Language Learners to access and actively employ the pragmatic, syntactic, and semantic knowledge they learned in the introductory activity. Active use of the conventions reinforces the students' language knowledge and extends and expands their language skills.	0006
7	B	Specially Designed Academic Instruction in English (SDAIE) integrates both language and content instruction for English Language Learners. In a SDAIE lesson, content-area teachers use ESOL techniques, including scaffolding and differentiation, to deliver grade-level-appropriate content instruction. The content taught is not simplified, although instruction may be modified to accommodate English Language Learners' needs. SDAIE lessons also include explicit language instruction to complement and support students' learning of the target content.	0007
8	A	A key responsibility of the ESOL teacher is to work with colleagues to provide comprehensive, challenging educational opportunities for English Language Learners. To promote English language learning across the curriculum, the ESOL teacher must work closely with content-area teachers, helping them understand the academic, social, and emotional challenges faced by English Language Learners and to plan strategies for helping English Language Learners overcome these challenges.	0008