

Teaching English to Speakers of Other Languages ASSESSMENTS

FULL NAME: _____

EMAIL: _____

DATE: _____

PART 1. MULTIPLE CHOICE 30%

Read the items carefully and choose the correct answer. Circle the letter of your choice.

1. A teacher is trying to show his students how to follow a simple command in English. First, he gives the command and performs the action himself. Next, he gives the command and performs the action along with the students. He then gives the command and watches the students perform the action. Finally, students give one another the command and perform the action in turn. This instructional style is called
 - A. audio-lingual method.
 - B. total physical response.
 - C. communicative method.
 - D. natural method.
2. The best method for teaching basic English grammar to fifth graders is
 - A. guided practice.
 - B. lecturing.
 - C. recitation.
 - D. role play.
3. The best approach for an ESOL teacher trying to introduce students to English-speaking culture is to say that
 - A. English-speaking culture is one culture among many in the world.
 - B. English-speaking culture is the most interesting in the world.
 - C. English-speaking culture will replace the student's native culture.
 - D. English-speaking culture is less important than the student's native culture.
4. A strategy that creates an effective bilingual learning environment is
 - A. prohibiting students to use their native language.
 - B. encouraging rote memorization.
 - C. pointing to objects for clarification.
 - D. using idioms and slang.
5. The following are effective methods used to teach English to speakers of other languages EXCEPT

- A. classroom-based.
 - B. grammar-based.
 - C. communication-based.
 - D. content-based.
6. The strategy that will NOT help English language learners and students is
- A. pairing them with native English speakers.
 - B. using idioms and slang.
 - C. emphasizing key words with flashcards.
 - D. allowing them to use a translation dictionary.
7. Students are asked to compose an alternate ending for a short story. This assignment exercises critical thinking skill called
- A. comprehension.
 - B. synthesis.
 - C. evaluation.
 - D. application.
8. The most efficient kind of formative reading assessment for sixth-grade students is
- A. silent reading.
 - B. reading aloud.
 - C. skimming.
 - D. scanning.
9. The best activity for exploring the setting of a short story is
- A. drawing a picture.
 - B. free writing.
 - C. role play.
 - D. class discussion.
10. A third-grade teacher leads a student through a guided reading exercise, in which teacher and student alternate reading pages aloud and the student is occasionally asked to guess the next event that might happen in the story. This activity targets to improve one of the reading skills called
- A. comprehension.
 - B. motivation.
 - C. fluency.
 - D. vocabulary development.
11. A child learns to understand words by
- A. how they are used.
 - B. who is saying them.
 - C. what is going on when he hears them.
 - D. all of the above

12. The following are steps in the writing process EXCEPT
- A. developing an outline.
 - B. writing a draft.
 - C. reading it out loud.
 - D. asking for feedback.
13. The following are steps used in learning to read EXCEPT
- A. decoding the letters.
 - B. arranging them appropriately.
 - C. recognizing spoken words when written.
 - D. memorizing words.
14. To encourage class participation, it is important to
- A. enforce rules strictly.
 - B. require students to read aloud.
 - C. ask for students' input.
 - D. let students answer in chorus.
15. All of the following are examples of objective assessments EXCEPT
- A. fill in the blanks.
 - B. multiple choice.
 - C. essays.
 - D. column matching.
16. KWL charts, Venn diagrams, story maps and network trees are all examples of
- A. interactive bulletin-board posters.
 - B. graphic organizers.
 - C. diagnostic testing.
 - D. technology aids.
17. Labeling classroom objects, assigning alphabet puzzles or providing materials for reading and writing will help young children
- A. identify letter sounds easily.
 - B. attain sequencing skills.
 - C. adjust to school more readily.
 - D. recognize meaningful print forms.
18. By the initial reading development stage, children should be able to do all of the following EXCEPT
- A. recognize letters of the alphabet.
 - B. know sounds associated with each letter.
 - C. experiment with letters.
 - D. read without sounding out each letter.

19. The activity that is appropriate for a preschool is
- A. memorizing poems.
 - B. writing essays.
 - C. reading stories independently.
 - D. learning letter shapes.
20. Ideas that encourage cross-cultural understanding include
- A. telling a story popular in the student's homeland.
 - B. ridiculing a clothing choice.
 - C. gathering opinions from the group.
 - D. laughing at inappropriate use of words or expressions.
21. The following are ways to help motivate students EXCEPT
- A. offering materials interesting to them.
 - B. choosing topics they care about.
 - C. linking new data with previously learned information.
 - D. requiring rote memorization of facts.
22. Important elements of learning any language include
- A. vocabulary.
 - B. pronunciation.
 - C. grammar.
 - D. all of the above
23. English language learners should learn conversational English quickly because
- A. grades depend on conversational skills.
 - B. teachers only speak English in class.
 - C. it helps to master grammar and syntax.
 - D. students will be looked down if they can't speak fluently.
24. A fifth grade teacher knows he has a large number of tactile learners in his class and wants to teach his students about the human portrait. That teacher would most likely
- A. arrange a field trip to an art museum for the class.
 - B. pass out coloring books for the class to color in.
 - C. have his students sculpt faces with clay.
 - D. show a film to the class about how a Mona Lisa was painted.
25. Mr. Brown wants to create a positive environment to encourage independent silent reading. He sets up a small library in a convenient location where he'll keep exciting reading material. He should organize the reading material according to
- A. levels of difficulty.
 - B. topics.
 - C. consensus from his students.
 - D. subjects.

26. All of the following are true about young English language learners EXCEPT
- A. exposure to two languages at the same time builds cognitive abilities which transfer to other disciplines.
 - B. young learners more easily acquire a second language than mature adults.
 - C. exposing young children to two languages at the same time may confuse them and can be an obstacle to language acquisition.
 - D. dual language learners acquire language more quickly if the first acquired language is used in the classroom.
27. An ESOL teacher who wishes to expand vocabulary among dual language learners in the elementary grades would likely accomplish this goal effectively by
- A. developing dual language word lists.
 - B. having students memorize word lists.
 - C. associating pictures with vocabulary words.
 - D. noting down words they already know.
28. An ESOL teacher entrusted with the task of teaching language skills across content areas other than English might increase effectiveness by
- A. using a variety of graphic organizers.
 - B. conducting series of lectures.
 - C. having a lot of drills in class.
 - D. developing specialized vocabulary.
29. A productive technique that may be used to assist elementary ESL students in understanding a short story is
- A. by diagramming sentences from the literature selection.
 - B. by using a story map, a story star or a story board.
 - C. by having students write another story similar to the given short story.
 - D. by providing them with the plot sequence.
30. Among English language learners who are new to the English speaking culture, the ESOL teacher may get a surprising or even hostile response if the teacher
- A. uses slang phrases in the classroom.
 - B. is unfamiliar with the body language and non-verbal communication gestures of the students
 - C. simplifies the language content to a level below the students' actual comprehension level.
 - D. reads aloud to a classroom full of students who read up to grade level.

PART 2. ESSAY 50%

Answer briefly the following questions.

1. Which of the following age groups are you teaching at present (or would you like to teach) the most and why?

- a. Toddler through age 5
- b. Ages 6-9
- c. Ages 10-13
- d. Ages 14-17

ANSWER:

2. A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. What is your philosophy of teaching?

ANSWER:

3. Which type of music and movies would you like to introduce to children of other cultures?
Why and how?

ANSWER:

4. Name and describe three ways that you can creat a safe and shameless learning environment
for each of the learning methods.

ANSWER:

5. What intelligence type are you? Describe your intelligence type and tell how it can contribute to being an effective teacher?

ANSWER:

PART 3. LESSON PLANNING 20%

Based on your answer in Part 2, Question 1, write a 30-minute lesson plan on any topic/lesson which you think might be suitable for your specific age group. You may focus on only one skill or you may include more. Your lesson plan shall have the following:

- Topic/Theme
- Learning Objectives
- Materials
- Procedures/Steps/Activities
- Assessment/Evaluation (Just describe how you will assess/evaluate learning)

Please Note: Write your lesson plan on the following sheets of paper.

Blank lined paper for writing.

