



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

**English to Speakers of Other Languages (ESOL)  
Assessment**

For the most up-to-date information, visit the ETS GACE website at [gace.ets.org](http://gace.ets.org).

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# Table of Contents

About the Assessment .....	4
Content Specifications .....	5
Test I Subareas .....	6
Test I Objectives.....	6
Subarea I: Language .....	6
Subarea II: Culture.....	7
Subarea III: Professionalism .....	8
Test II Subareas .....	9
Test II Objectives.....	9
Subarea I: Planning, Implementing, and Managing Classroom Instruction and Assessment.....	9
Practice Questions .....	11
Answer Key and Rationales .....	28
Preparation Resources .....	39
Guide to Taking a GACE Computer-delivered Assessment.....	39
Reducing Test Anxiety.....	39
Study Tips: Preparing for a GACE Assessment.....	39
Journals.....	39
Other Resources .....	39
Online Resources.....	41

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

## About the Assessment

Assessment Name	English to Speakers of Other Languages (ESOL)
Grade Level	P–12
Test Code	Test I: 119 Test II: 120 Combined Test I and Test II: 619
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE English to Speakers of Other Languages (ESOL) assessment is designed to measure the professional knowledge of prospective teachers of ESOL in the state of Georgia.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This test includes listening items; an ETS-approved headset will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

## Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Language*	40%
II. Culture	30%
III. Professionalism	30%

\* The language subarea contains 10 listening questions.

## Test I Objectives

### Subarea I: Language

*Objective 1: Understands applied linguistics and the nature of language as a system*

The beginning teacher of English to Speakers of Other Languages:

- A. Knows that language is a system and understands the subsystems of phonetics/phonology, morphology, syntax, semantics/lexicon, and pragmatics/sociolinguistics
- B. Facilitates English-language learners' ability to learn and use English for social and academic forms of communication
- C. Understands the communicative nature of language and the importance of developing language skills at the word, sentence, and discourse levels
- D. Knows how to apply theories and research on first and second language acquisition and development to inform classroom practices; e.g., the stages of L1/L2 acquisition, behaviorism versus constructivism, and research-based models of second language instruction
- E. Possesses a knowledge base of recent research on bilingualism/multilingualism, World Englishes, dialect variation, and multiliteracy to inform teaching practice

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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*Objective 2: Understands the nature of language acquisition and development for English-language learners*

The beginning teacher of English to Speakers of Other Languages:

- A. Understands how the L1 can influence L2 production; e.g., code switching, L1 interference, accent, motivation, transfer, sociocultural influences
- B. Knows instructional approaches to support both spoken and written literacy development of English-language learners
- C. Is familiar with a variety of activities for increasing English-language learners' ability to read English that are consistent with current approaches to literacy development
- D. Understands the influence of first-language literacy on the development of English literacy
- E. Knows recent theories about and is aware of recent research on the nature and role of culture in society, (e.g., identity, biculturalism, assimilation, acculturation) and their implications on English-language learners in the school setting

**Subarea II: Culture**

*Objective 1: Understands the roles that home culture and classroom diversity play for English-language learners*

The beginning teacher of English to Speakers of Other Languages:

- A. Understands the role of home culture in language development, academic achievement, and individual learning and recognizes the importance of fostering an appreciation for cultural diversity in the classroom
- B. Understands the deleterious nature of prejudice, stereotyping, and discrimination, specifically with respect to how those factors compromise the educational success of English-language learners
- C. Knows that English-language learners' prior history with various teaching/learning styles can influence their educational experiences
- D. Understands the role of subcultures and group identity within a multilingual/multicultural classroom setting
- E. Demonstrates awareness of the interconnections between English-language learners and their families/communities, both inside and outside the educational system

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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### Subarea III: Professionalism

*Objective 1: Understands the importance of professional development and the role of the ESOL teacher*

The beginning teacher of English to Speakers of Other Languages:

- A. Is knowledgeable of relevant state and federal laws that affect the education of English-language learners; e.g., Title III, Equal Educational Opportunities Act
- B. Knows ways in which ESOL teachers are affected by local, state, and national standards
- C. Is familiar with professional organizations and publications relevant to the field of ESOL education; e.g., TESOL, WIDA®
- D. Has basic knowledge of state-mandated policies and procedures for identifying and screening English-language learners
- E. Recognizes the need to advocate for English-language learners within the school system and in the community
- F. Understands the importance of collaboration with professional colleagues to inform classroom practices and to contribute to further development of the ESOL field
- G. Knows how to serve as a resource for school staff to communicate the emotional and academic needs of English-language learners

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



## Test II Subareas

Subarea	Approx. Percentage of Test
I. Planning, Implementing, and Managing Classroom Instruction and Assessment	100%

## Test II Objectives

### Subarea I: Planning, Implementing, and Managing Classroom Instruction and Assessment

*Objective 1: Knows the instructional theories and methodologies for teaching English-language learners*

The beginning teacher of English to Speakers of Other Languages:

- A. Knows the distinct characteristics and theoretical foundations of instructional theory for language teaching
- B. Knows the appropriate use of relevant methods and approaches facilitating English-language learning
- C. Knows how to implement a variety of instructional delivery models approved by the state of Georgia (e.g., pull-out, push-in, cluster center, class period)
- D. Understands that student performance may be affected by external factors (e.g., age, gender, limited formal schooling, educational interruptions, cultural conflicts, past experiences) and knows how to adapt instruction based on student needs
- E. Knows how to design lessons and activities that help students become more effective, autonomous language learners by developing their cognitive and metacognitive strategies; e.g., using dictionaries, using context clues, self-editing

*Objective 2: Knows how to use a variety of teaching techniques and instructional materials with English-language learners*

The beginning teacher of English to Speakers of Other Languages:

- A. Knows how to organize learning around content and language objectives
- B. Knows techniques to help students activate prior knowledge and support appropriate transfer of language and literacy skills from L1 to L2
- C. Knows how to design and implement instructional activities that provide students with authentic language use and meaningful interaction in English
- D. Knows how to locate, select, modify, and/or create instructional materials to support individual student learning styles and needs
- E. Knows how to select culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources (e.g., audiovisual aids, realia, computer software) to support language and content-area instruction

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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*Objective 3: Understands the connection between classroom management and student learning*

The beginning teacher of English to speakers of other languages:

- A. Understands how effective classroom management is essential to creating a structured and participatory learning environment for English-language learners
- B. Knows how and when to use multiple types of correction and constructive feedback and their implications for student learning and motivation
- C. Knows how to facilitate a language-, text-, and print-rich classroom environment at an appropriate level for English-language learners
- D. Knows how to integrate a variety of strategies and techniques to promote students' productive language skills (speaking and writing) across content areas in accordance with students' levels of English-language proficiency
- E. Knows how to integrate a variety of strategies and techniques to promote students' receptive language skills (listening and reading) across content areas in accordance with students' levels of English-language proficiency

*Objective 4: Demonstrates an understanding of the use of assessments with English-language learners*

The beginning teacher of English to Speakers of Other Languages:

- A. Knows a variety of methods (e.g., formal/informal, formative/summative) to assess productive and receptive language skills
- B. Knows how to differentiate classroom-based assessments according to students' English-language proficiency levels
- C. Knows that English-language learners may require special education and/or gifted and talented services
- D. Knows how to interpret the results of classroom assessments concerning English-language proficiency
- E. Knows how to communicate the results of classroom assessments to English-language learners and their parents

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

**Note:** The following terminology will appear in the test:

- English to Speakers of Other Languages may be referred to as ESOL
- English as a Second Language may be referred to as ESL
- An English-language learner may be referred to as an ELL
- Teachers of English to Speakers of Other Languages may be referred to as TESOL
- The National Association for Bilingual Education may be referred to as NABE
- The Center for Applied Linguistics may be referred to as CAL
- Basic interpersonal communication skills may be referred to as BICS
- Cognitive academic language proficiency may be referred to as CALP
- The Cognitive Academic Language Learning Approach may be referred to as CALLA
- The Sheltered Instruction Observation Protocol Model may be referred to as the SIOP Model
- A first language may be referred to as the L1
- A second language may be referred to as the L2
- Total Physical Response may be referred to as TPR
- A parent or legal guardian may be referred to as a parent

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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**Directions:** Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. **Listen to an ESOL student talk about her experience upon arriving in the United States.**

*Recorded excerpt*

When I arrive in the United States, the first three months for me here were the most difficult experience in my life . . .

The verb “arrive” in the first line is incorrect with respect to

- A. tense
- B. gender
- C. person
- D. number

Answer and Rationale

2. **Listen to an ESOL student read the following sentence aloud.**

*Recorded excerpt*

He finally went to bed. (Student pronounces “bed” as [b\_t ])

The error in pronunciation in the word “bed” indicates a problem with

- A. final intonation patterns
- B. places of articulation
- C. voiced and voiceless sounds
- D. word stress patterns

Answer and Rationale

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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3. The following is based on an excerpt from an ELL's essay about a summer job.

Mr. Hunter also a good president. Since Mr. Hunter had big confidence, he led the company fluently.

The errors in the second sentence primarily involve

- A. word choice
- B. word structure
- C. word order
- D. word spelling

Answer and Rationale

4. Which of the following court cases resulted in a ruling that district-implemented programs for ELLs must be evaluated for effectiveness?
- A. *Lau v. Nichols*
  - B. *Brown v. Board of Education of Topeka*
  - C. *Plyler v. Doe*
  - D. *Castañeda v. Pickard*

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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5. Ana, an ELL, and Jessica, a non-ELL, have been assigned to work together on a project in science class. The two girls have not formally met prior to the assignment, so Ana approaches Jessica to introduce herself. During their initial interaction, Ana moves very close to Jessica to shake hands. Jessica takes her hand but steps back slightly to regain her personal space. Although Jessica has no ill intention in stepping back, Ana notices her reaction and views it as rude. The exchange is most likely an example of a cultural disconnect in which of the following areas?
- A. Kinesics
  - B. Chronemics
  - C. Proxemics
  - D. Vocalics

Answer and Rationale

6. Subtractive bilingualism is most likely to occur in second-language learners who
- A. have difficulty understanding content-area vocabulary
  - B. have little opportunity to continue using their first language
  - C. work to maintain the customs of their home cultures
  - D. had limited formal schooling in their home countries

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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7. Which of the following is the first step in identifying a student who should be placed in an ESOL program?
- A. Administering a home language survey to the student’s parent or guardian
  - B. Evaluating the student’s prior educational history and academic records
  - C. Assessing the student’s level of English-language proficiency
  - D. Verifying how many years the student has lived in the United States

Answer and Rationale

8. A middle school English teacher has selected a reading passage on the history, rules, and importance of baseball in the United States for an upcoming reading comprehension test. The English teacher is worried that the ELLs in the class may have difficulty reading and understanding the passage and consults with an ESL teacher. To best address the English teacher’s concern, the ESL teacher should advise the English teacher to closely examine the passage for which of the following?
- A. Statistics that may be too complex for ELLs with a limited math background
  - B. Cultural content that may bias the test against the ELLs
  - C. Changes in verb tense that may cause confusion for the ELLs
  - D. Abundant usage of figurative language that the ELLs may not recognize

Answer and Rationale

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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9. Which of the following behaviors is most consistent with culture shock?
- A. An ELL prefers learning activities that feature pictures, graphic organizers, and film clips to present content-area topics.
  - B. An ELL appears nervous and frustrated in his or her new surroundings and expresses a desire to return to the home country.
  - C. An ELL prefers learning activities that feature bodily movement and manipulatives that reinforce academic content.
  - D. An ELL appears to emphasize the context of a conversation, including gestures, facial expressions, and tone of voice, when communicating.

Answer and Rationale

10. During the first week of school, an ESL teacher observes that there are many ELLs in the class who come from countries that emphasize direct instruction and memorization of subject matter. According to current research on cross-cultural communication, which of the following most aptly summarizes the ELLs' understanding of education as it relates to their background?
- A. Knowledge belongs to the group and is transmitted through collaborative efforts.
  - B. Learning is attained through innate mechanisms.
  - C. Knowledge belongs to the teacher and is transmitted to the students.
  - D. Learning is attained through an open exchange of ideas.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



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11. A middle school ESOL teacher wants to integrate a bottom-up reading strategy into an upcoming lesson in which students begin reading a new chapter in their history textbook. Which of the following is the most appropriate activity for the teacher to use in the lesson?
- A. Having students skim the chapter for main ideas
  - B. Asking students to scan the chapter for key words
  - C. Having students quietly read the chapter aloud at their desks while wearing earplugs
  - D. Asking students what they know about the topic of the chapter before reading

Answer and Rationale

12. Su Hwa is an ELL whose previous schooling and cultural experiences primarily involved formal and indirect communication with authority figures. In addition, she is accustomed to interacting in a collectivist society and relies heavily on facial expressions and gestures to derive meaning from conversations. Based on the description, her communication style would mostly likely be classified as
- A. high context
  - B. low context
  - C. context sensitive
  - D. context dependent

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

13. A high school ESOL teacher gives students the following work sheet.

Ursula planted the flowers.

**1**      **2**      **3**

**Instructions:** In the sentence above, which word would you emphasize when speaking to answer the questions below? Circle 1, 2, or 3.

Who planted the flowers?	<b>1</b>	<b>2</b>	<b>3</b>
What was planted?	<b>1</b>	<b>2</b>	<b>3</b>
What did Ursula do with the flowers?	<b>1</b>	<b>2</b>	<b>3</b>

The primary purpose of the worksheet is to provide instruction on

- A. morphology
- B. stress
- C. intonation
- D. syllabication

Answer and Rationale

14. Which THREE of the following strategies can an ESOL teacher use to most effectively create a culturally responsive classroom?

- A. Reflect on the influence that personal bias has on student expectations
- B. Devise ways to reward student participation to encourage speaking
- C. Gain knowledge of students' individual learning styles
- D. Become familiar with students' prior knowledge

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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15. Which of the following is the most accurate example of an ELL using code switching?
- A. An ELL says, “Yesterday I doed my homework.”
  - B. An ELL wants to say the word “bat” but says “vat.”
  - C. An ELL says to a sibling, “We have to call *mami* and *papi*. *Ya son las tres.*”
  - D. An ELL writes in an essay: “I have lived in United States since five years.”

Answer and Rationale

16. An ESOL teacher can consult World-Class Instructional Design and Assessment (WIDA) for information that primarily focuses on
- A. current research in applied linguistics
  - B. international developments in the field of cross-cultural studies
  - C. classroom textbooks and materials from a variety of publishers
  - D. the advancement of academic language development across content areas

Answer and Rationale

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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17. An ESL teacher is conducting a lesson on the woolly mammoth. Sandra, an intermediate-level ELL, is having trouble taking notes on the characteristics of the animal during the lesson. Based on Sandra's needs, the ESL teacher should provide her with a
- A. graphic organizer with a word bank about the woolly mammoth
  - B. collection of photographs of the woolly mammoth
  - C. multiple-choice work sheet about the woolly mammoth
  - D. textbook passage on the woolly mammoth from a lower grade level

Answer and Rationale

18. Mr. Jenkins, an ESL teacher, recently took his students on a field trip to a museum. The following day, Mr. Jenkins asks the class to recount their trip to the museum as he transcribes their dictated speech. Next, Mr. Jenkins distributes copies of the transcriptions and has students work in groups to find and correct errors. Finally, he has the students expand the corrected transcriptions into a narrative essay as a homework assignment. Which of the following best describes the instructional approach being utilized by Mr. Jenkins?
- A. Language experience approach
  - B. Multisensory approach
  - C. Natural approach
  - D. Phonics approach

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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19. A social studies teacher plans to administer a chapter test that includes multiple-choice and short-answer questions. Which of the following testing accommodations would be most appropriate for the intermediate-level ELLs in the class?
- A. Permitting the ELLs to use the test study guide during the test
  - B. Allowing the ELLs to take the test in their native languages
  - C. Allotting the ELLs more time to complete the test
  - D. Reducing the number of questions on the ELLs' version of the test

Answer and Rationale

20. Which of the following best explains the primary benefit of having ELLs write in journals as a self-assessment tool?
- A. ELLs can write about topics that they are familiar with.
  - B. ELLs can identify strengths and weaknesses in their writing.
  - C. ELLs can express their thoughts and feelings privately.
  - D. ELLs can proofread and edit one another's entries.

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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21. Before reading a passage about tigers, Mr. Collins, a middle school ESL teacher, asks the class to talk about what other predatory animals they know about. One of the students, Miguel, raises his hand and has the following discussion with the teacher.

**Miguel:** My sister, at the park, she pet a bear.

**Mr. Collins:** I don't think she pet a bear, Miguel; if she pet a bear she may have gotten hurt.

**Miguel:** Yes. The bear, in the park.

**Mr. Collins:** Maybe your sister saw another animal in the park, like a deer, could that be it? Deer sounds like bear.

**Miguel:** *Miguel looks down and does not respond.*

**Mr. Collins:** I think you know something about predatory animals, Miguel, and I'd like to talk about this a little more, so let's take 10 minutes to read this passage about tigers, and then we can have another class discussion.

Based on the dialogue, which of the following is the most appropriate way for Mr. Collins to follow up with Miguel in the next class discussion?

- A. Asking Miguel to write down his responses to questions instead of answering with the whole class
- B. Having Miguel complete an additional worksheet about predatory animals instead of participating in the discussion
- C. Avoiding calling on Miguel because of his withdrawal from the first discussion
- D. Rephrasing the original question about predatory animals for Miguel once he has read more about them

Answer and Rationale

22. The ELLs in a third-grade class are struggling with the academic vocabulary in science lessons. The teacher therefore decides to implement sheltered instruction. To best adhere to the principles of sheltered instruction, the teacher should

- A. incorporate into science lessons oral drills that target L2 grammar
- B. provide instruction in the ELLs' L1 for half of the class period
- C. allow the ELLs to translate difficult text book passages from the L2 into the L1
- D. institute collaborative learning, hands-on activities, and visual support in the L2

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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23. People across the United States use a variety of terms to refer to sugary, flavored carbonated beverages, including “soda,” “pop,” and “soft drink.” Which of the following best identifies this occurrence?
- A. Code-switching
  - B. Dialect variation
  - C. Language register
  - D. Jargon

Answer and Rationale

24. Ms. Yamamoto teaches an introductory writing class composed of learners from a variety of cultural and linguistic backgrounds. Her primary objective is to encourage her students to brainstorm ideas on a given topic and develop their English writing skills as a result of brainstorming. Which of the following is the most effective strategy Ms. Yamamoto can use to benefit the English-language learners (ELLs) in the class during the brainstorming process?
- A. Encouraging ELLs to use their first languages and cultural knowledge in brainstorming discussions
  - B. Providing ELLs with a detailed outline where they can summarize the beginning, middle, and end of future essays during brainstorming discussions
  - C. Asking ELLs to consult an English dictionary for all necessary words during brainstorming discussions
  - D. Advising the ELLs to look for relevant outside references prior to their brainstorming discussions

Answer and Rationale

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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25. An ESL teacher plans to evaluate the students' mid-year progress by referencing various examples of their work taken from the current semester. Which of the following will most accurately assist the teacher in assessing the students' English-language development?
- A. Standardized test scores that demonstrate ESL students' academic performance in specific content areas
  - B. Report card grades and comments from all content area classroom teachers
  - C. Individualized portfolios that include all essays, presentation rubrics, and tests
  - D. A norm-referenced midterm exam that was recently administered to ESL students

Answer and Rationale

26. Which of the following methods encourages individual accountability in cooperative group learning?
- A. Grouping students by their level of language proficiency
  - B. Allowing students with similar personalities to form their own groups
  - C. Assigning each group member a specific role
  - D. Giving the materials to only one individual in each group

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



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27. The following question is based on the following section of a table of contents in an ESOL textbook.

CONTENTS	
Lesson 1	Try Our Special Offer.....Page 1
	WHAT: to describe specific people and things; to give reasons; to emphasize; to show uncertainty
	HOW: relative clauses
Lesson 2	An “Excellent Opportunity”.....Page 8
	WHAT: to read an ad; to write a letter of application
	HOW: paragraph construction
Lesson 3	Buying a Computer.....Page 35
	WHAT: to discuss the future; to read ads; to describe features of a computer; to use some language of contemporary technology
	HOW: collective nouns; “the” with plural and mass nouns; “the” with the names of places

Based on the organization of the material in the table of contents, it can be concluded that the textbook most likely follows which approach?

- A. Language-experience
- B. Structural
- C. Task-based
- D. Notional-functional

Answer and Rationale

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

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28. Which of the following makes the greatest use of active participation, including gestures and bodily movement?
- A. Grammar Translation
  - B. Total Physical Response
  - C. Suggestopedia
  - D. The Direct Method

Answer and Rationale

29. An ESL teacher plans to incorporate skits into a lesson by breaking the following activity into four parts:
1. Students will be split into pairs.
  2. Each pair will receive a scripted dialogue about a certain mode of transportation, such as catching a bus or riding a bike.
  3. Students will practice their dialogue with their partners for several minutes.
  4. Each pair will take turns acting out its dialogue in front of the class.

Which of the following learning styles is primarily demonstrated by the students participating in part 4 of the activity?

- A. Kinesthetic
- B. Linguistic
- C. Musical
- D. Visual

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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30. An ESL teacher suspects that Fernando, an intermediate-level ELL, is gifted. The teacher wants to collect background data that will assist in referring Fernando to the district's gifted program. Which of the following measures will most accurately reflect Fernando's performance as a gifted student for the referral?
- A. His scores on standardized tests administered in English
  - B. His overall level of English-language proficiency
  - C. His rate of assimilation into United States culture
  - D. His portfolio of content-based projects and tests

Answer and Rationale

31. Mr. Abbott notices that a few of his ESL students have not been doing classwork or homework assignments because they lack motivation to learn about certain topics. Mr. Abbott can best increase his students' intrinsic motivation to learn by
- A. offering them verbal praise after they complete an assignment properly
  - B. rewarding them with a small prize after they successfully complete a certain number of assignments
  - C. determining their interests and incorporating those interests into classroom lessons
  - D. calling their parents to inform them of the missing assignments

Answer and Rationale

32. A group of intermediate-level ELLs are writing short essays on a content area topic. Which of the following activities is the most appropriate first step according to the writing process?
- A. Developing semantic maps
  - B. Writing a rough draft
  - C. Planning how they will present their essay to the class
  - D. Reviewing an editing checklist

Answer and Rationale

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	A	<p><b>Option A is correct.</b> In the transcription of the recorded excerpt, the verb “arrive” is in the present tense. The context is the student’s experience, and the rest of the sentence is in the past (“the first three months were”). “Arrive” should be in the past tense (“arrived”).</p> <p><a href="#">Back to Question</a></p>
2	C	<p><b>Option C is correct.</b> Stress and intonation do not determine final consonant forms, and [t] and [d] have the same place of articulation. However, [t] is a voiceless sound and [d] is a voiced sound.</p> <p><a href="#">Back to Question</a></p>
3	A	<p><b>Option A is correct.</b> The second sentence contains incorrect lexical collocation. That is, certain words in English can’t idiomatically and customarily be used to modify certain other words even though the overall meaning is decipherable. Hence, errors in word choice were made.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select “Previous View” to go back to original text.

Question Number	Correct Answer	Rationale
4	D	<p><b>Option D is correct.</b> <i>Castañeda v. Pickard</i> ruled that district programs for ELLs must be evaluated for effectiveness using a set of established criteria.</p> <p><a href="#">Back to Question</a></p>
5	C	<p><b>Option C is correct.</b> Ana and Jessica have two different cultural perceptions of personal space, which leads to a misunderstanding. Proxemics is the study of spatial separation between individuals and how it affects interpersonal relationships.</p> <p><a href="#">Back to Question</a></p>
6	B	<p><b>Option B is correct.</b> Subtractive bilingualism refers to the phenomenon in which first-language attrition occurs in learners as a result of acquiring a new language. This phenomenon typically occurs in learners of a second language who no longer have opportunities to use their first language in a new environment.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
7	A	<p><b>Option A is correct.</b> The first step in identifying a student who should be entered in an ESOL program is to administer a home language survey in order to determine whether a language other than English is spoken in the student’s home.</p> <p><a href="#">Back to Question</a></p>
8	B	<p><b>Option B is correct.</b> Bias in testing may stem from any one of three characteristics of the tests themselves, including the cultural content embedded in any given test. Baseball is considered a sport that is highly specific to American culture, and the ELLs may be unfamiliar with the vocabulary, rules, and culture associated with it. This could contribute to a lower test score that does not reflect their language proficiency.</p> <p><a href="#">Back to Question</a></p>
9	B	<p><b>Option B is correct.</b> Culture shock is a stage that some ELLs may experience upon arrival in the United States. Typically, an ELL going through culture shock may feel overwhelmed by his or her new environment and experience homesickness.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
10	C	<p><b>Option C is correct.</b> Students who have primarily been exposed to direct instruction, with little or no student-centered involvement, and have been asked to memorize material typically view knowledge as coming from the teacher. In some cases, these students are reluctant to participate in student-centered activities.</p> <p><a href="#">Back to Question</a></p>
11	B	<p><b>Option B is correct.</b> In a bottom-up reading strategy, students use the parts that make up the whole of the text to process it and derive meaning. Therefore, having students focus on key words as opposed to entire sentences, paragraphs, or main ideas is a primary example of a bottom-up reading strategy.</p> <p><a href="#">Back to Question</a></p>
12	A	<p><b>Option A is correct.</b> High-context communication is typically exhibited by people from collectivist cultures and is characterized as being indirect and formal. In addition, the meaning of a conversation is highly dependent on the context surrounding it, including nonverbal cues such as gestures and facial expressions.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
13	B	<p><b>Option B is correct.</b> The work sheet asks students to identify which part of the sentence they would emphasize when answering a series of questions. This illustrates how the way certain words in a sentence are emphasized can influence the meaning of the sentence. Thus, the work sheet is primarily providing instruction on stress.</p> <p><a href="#">Back to Question</a></p>
14	A, C, D	<p><b>Options A, C, and D are correct.</b> Each approach guides teachers to a deeper understanding of how student behavior is influenced by culture.</p> <p><a href="#">Back to Question</a></p>
15	C	<p><b>Option C is correct.</b> In Option C, the student is speaking to a sibling, mixing English and their shared native language in conversation. By definition, the use of two or more languages during communication is code switching.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.



Question Number	Correct Answer	Rationale
16	D	<p><b>Option D is correct.</b> World-Class Instructional Design and Assessment (WIDA) primarily focuses on advancing academic language development across content areas using the WIDA English Language Development Standards.</p> <p><a href="#">Back to Question</a></p>
17	A	<p><b>Option A is correct.</b> The student is having trouble taking notes on the woolly mammoth during class discussions. Based on her needs and proficiency level, a graphic organizer with a word bank would most likely assist the student while taking notes on the topic.</p> <p><a href="#">Back to Question</a></p>
18	A	<p><b>Option A is correct.</b> The language experience approach uses students' spoken language to develop materials for reading and writing instruction. This approach incorporates students' oral language proficiency levels and personal experiences.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
19	C	<p><b>Option C is correct.</b> Allotting more time is a commonly used accommodation with ELLs on high-stakes achievement tests and content-area exams. This accommodation will not compromise learning standards and will help the ELLs display their knowledge.</p> <p><a href="#">Back to Question</a></p>
20	B	<p><b>Option B is correct.</b> By reviewing journal entries, ELLs can identify strengths and weaknesses in their writing over a span of time. In doing so, they are self-assessing the development of their writing skills.</p> <p><a href="#">Back to Question</a></p>
21	D	<p><b>Option D is correct.</b> Once Miguel has acquired additional background knowledge about predatory animals, the most appropriate way to follow up with him is continuing to integrate him into the classroom discussion by rephrasing the original question and giving him another chance to respond.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
22	D	<p><b>Option D is correct.</b> With the overall goal of making academic language comprehensible to ELLs in the L2, sheltered instruction integrates content and language objectives into the same lesson. Collaborative learning, hands-on activities, and visual support are typical strategies used to make content comprehensible to ELLs when using this method.</p> <p><a href="#">Back to Question</a></p>
23	B	<p><b>Option B is correct.</b> A dialect is a form of language that is specific to a particular region or social group. The terms presented in the question are indicative of dialect variation.</p> <p><a href="#">Back to Question</a></p>
24	A	<p><b>Option A is correct.</b> ELLs' first language and culture are rich sources of knowledge for the brainstorming process and will help facilitate the L1-L2 connection.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
25	C	<p><b>Option C is correct.</b> A portfolio that spans the work done over one semester and includes a wide representation of assessment that addresses all four modes of language learning would be the best tool to use when evaluating ESL students' English-language development.</p> <p><a href="#">Back to Question</a></p>
26	C	<p><b>Option C is correct.</b> Cooperative learning is based on the principle of equal contribution of each member in a group to benefit all members of the group. By assigning each group member a role, every student will be held accountable for a specific task.</p> <p><a href="#">Back to Question</a></p>
27	D	<p><b>Option D is correct.</b> The notional-functional approach to language teaching focuses on communicative goals within discourse. In the textbook's table of contents, chapters are arranged in a way that presents how a given language function, such as to show uncertainty, ties into a specific functional category of language use, such as relative clauses, thereby adhering to the principles of the notional-functional approach.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
28	B	<p><b>Option B is correct.</b> Total Physical Response (TPR) is a language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.</p> <p><a href="#">Back to Question</a></p>
29	A	<p><b>Option A is correct.</b> Acting out a scenario will help ELLs establish connections with linguistic content through movement. Kinesthetic learning is primarily addressed through bodily movement.</p> <p><a href="#">Back to Question</a></p>
30	D	<p><b>Option D is correct.</b> A portfolio of the student’s content-based work over a span of time would most accurately provide evidence of his gifted and talented performance since it would best reflect the student’s intellectual and academic abilities.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
31	C	<p><b>Option C is correct.</b> By incorporating the students’ interests into future lessons, the teacher will help students gain a sense of personal value from doing schoolwork. As a result, they may begin to enjoy what they are learning and develop a sense of intrinsic motivation to continue learning.</p> <p><a href="#">Back to Question</a></p>
32	A	<p><b>Option A is correct.</b> Semantic maps, which graphically organize a student’s knowledge and ideas about a topic, are particularly appropriate in the first stage of the writing process — prewriting and brainstorming. The other three activities would be appropriate in the later stages of the writing process — drafting and revising, editing and proofreading, and publishing and presenting.</p> <p><a href="#">Back to Question</a></p>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.

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## Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

### Journals

*The Modern Language Journal*, University of Wisconsin Press

*NABE Journal*, National Association for Bilingual Education

*TESOL Journal*, Teachers of English to Speakers of Other Languages

*TESOL Quarterly*, Teachers of English to Speakers of Other Languages

### Other Resources

August, D., and Hakuta, K. (Eds.). (1999). *Educating Language-Minority Children*. Washington, District of Columbia: National Academy Press.

Bailey, K. M., and Nunan, D. (Eds.). (2010). *Voices from the Language Classroom: Qualitative Research in Second Language Education*. New York, N.Y.: Cambridge University Press.

Behney, J., Gass, S., and Plonsky, L. (2013). *Second Language Acquisition: An Introductory Course*, Fourth Edition. New York, N.Y.: Routledge.

Bennett, C. I. (2010). *Comprehensive Multicultural Education: Theory and Practice*, Seventh Edition. Boston, Mass.: Pearson Education.

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- Cummins, J. (2000). *Language, Power, and Pedagogy*. Buffalo, N.Y.: Multilingual Matters Limited.
- Díaz-Rico, L. T., and Weed, K. Z. (2009). *The Crosscultural, Language, and Academic Development Handbook: A Complete K–12 Reference Guide*, Fourth Edition. Boston, Mass.: Allyn and Bacon.
- Echevarria, J., and Graves, A. (2010). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*, Fourth Edition. Boston, Mass.: Allyn and Bacon.
- Freeman, D. E., and Freeman, Y. S. (1998). *ESL/EFL Teaching: Principles for Success*. Portsmouth, N.H.: Heinemann.
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- Freeman, Y. S., Freeman, D. E., and Mercuri, S. (2002). *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners*. Portsmouth, N.H.: Heinemann.
- García, G. G. (Ed.). (2002). *English Learners: Reaching the Highest Level of English Literacy*. Newark, Del.: International Reading Association.
- Justice, P.W. (2006). *Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*. Standard, Calif.: CSLI Publication.
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- Krashen, S. D., and Terrell, T. D. (1996). *The Natural Approach: Language Acquisition in the Classroom*, Revised Edition. Englewood Cliffs, N.J.: Prentice-Hall.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, Second Edition. New York, N.Y.: Oxford University Press.
- Lessow-Hurley, J. (2008). *The Foundations of Dual Language Instruction*, Fifth Edition. New York, N.Y.: Addison Wesley Longman, Inc.
- Lightbown, P. M., and Spada, N. (2006). *How Languages are Learned*. Third Edition. Oxford: Oxford University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston, Mass.: Heinle & Heinle Publishers.
- O'Malley, J. M., and Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. New York, N.Y.: Cambridge University Press.
- Opitz, M. F. (Ed.). (1998). *Literacy Instruction for Culturally and Linguistically Diverse Students*. Newark, Del.: International Reading Association.
- Ovando, C. J., Collier, V. P., and Combs, M. C. (2005). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*, Fourth Edition. Boston, Mass.: McGraw-Hill.
- Peregoy, S. F., and Boyle, O. F. (2008). *Reading, Writing, and Learning in ESL: A Resource Book for K–12 Teachers*, Fifth Edition. New York, N.Y.: Addison Wesley Longman, Inc.

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Peyton, J. K., and Staton, J. (1996). *Dialogue Journals in the Multilingual Classroom: Building Language Fluency and Writing Skills through Written Interaction*. Westport, Conn.: Greenwood Publishing.

Reid, J. M. (1993). *Teaching ESL Writing*. Englewood Cliffs, N.J.: Prentice-Hall.

Richard-Amato, P. A. (2009). *Making it Happen — From Interactive to Participatory Language Teaching: from Theory to Practice*, Fourth Edition. White Plains, N.Y.: Prentice Hall.

Risko, V. J., and Bromley, K. D. (Eds.). (2002). *Collaboration for Diverse Learners: Viewpoints and Practices*. Newark, Del.: International Reading Association.

Seidlitz, J. (2010). *ELPS Flip Book: A User Friendly Guide for Academic Language Instruction*. San Antonio, Texas: Seidlitz Education.

Spangenberg-Urbschat, K., and Pritchard, R. (Eds.). (1994). *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, Del.: International Reading Association.

## Online Resources

Center for Applied Linguistics — [www.cal.org](http://www.cal.org)

Center for Research on Education, Diversity & Excellence — <http://crede.berkeley.edu>

Georgia Department of Education ESOL/Title III Resource Guide — [www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction](http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction)

International Reading Association — [www.reading.org](http://www.reading.org)

National Association for Bilingual Education— [www.nabe.org](http://www.nabe.org)

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs — [www.ncele.gwu.edu](http://www.ncele.gwu.edu)

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students — [www.ed.gov/offices/OELA](http://www.ed.gov/offices/OELA)

Teachers of English to Speakers of Other Languages — [www.tesol.org](http://www.tesol.org)

World-Class Instructional Design and Assessment — [www.wida.us](http://www.wida.us)

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