

# English to Speakers of Other Languages (0360)

## Test at a Glance

Test Name	English to Speakers of Other Languages		
Test Code	0360		
Time	2 hours, with a 30-minute listening section		
Number of Questions	120, with 20 based on the listening section		
Format	Multiple-choice questions		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Analysis of Student Language Production	30	25%
	II. Linguistic Theory	28	23%
	III. Teaching Methods and Techniques	36	30%
	IV. Assessment Techniques and Cultural Issues	18	15%
	V. Professional Issues	8	7%

## About this test

The English to Speakers of Other Languages test is designed to measure basic pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools.

The test consists of two timed 15-minute listening sections and a 90-minute writing section.

### Taped Portion: Section I, Parts A and B

- The 20 questions in Section I, Parts A (Oral Performance and Vocabulary) and B (Pronunciation), are on an audio recording.
- At the beginning of Section I, the test supervisor will play an introductory statement to check the volume. Be sure to notify the supervisor if the volume needs to be adjusted or if there is any other problem with the recording.
- The recorded questions in Section I are based on speech samples recorded by ESOL students who are not native speakers; you will be asked to identify errors in the students' speech. Therefore, before taking the test, you should be familiar with the speech of nonnative speakers who are learning English.

- Each of the recorded speech samples is printed in the test book. As you listen to the recordings, mark the students' errors directly on the printed version of the speech samples to help focus your listening.
- After each speech sample, there will be a pause for you to choose and mark your answer. Be prepared to answer within the time provided. The speech samples in Part A will be played one time only. The speech samples in Part B will be played twice.

### Section I, Part C, and Section II

- After the recorded portion, you have 90 minutes to answer the remaining 100 questions in the test: Section I, part C (Writing Analysis), and Section II (Language Theory and Teaching). Pace your activities. Although there is a suggested time for each section, you will be able to work at your own pace. If you finish the test before time is called, use any extra time to check your answers in either Section, I Part C, or Section II.
- The questions in Section I, Part C (Writing Analysis), are based on writing samples produced by ESOL students who are not native speakers; you will be asked to identify errors in the students' writing. Therefore, before taking the test, you should be familiar with the writing of nonnative speakers who are learning English.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Analysis of Student Language Production

- Ten questions cover oral performance and vocabulary via recorded excerpts of spoken English recorded by a nonnative speaker. The excerpts, questions, and suggested answers are printed in the test book.
- The format for the next 10 questions is similar. The questions concern pronunciation, and each excerpt is played twice.
- Excerpts for the next 10 questions come from student writings and are printed in the test book. There is no recorded component for this section.

### II. Linguistic Theory

- Phonology: phonetic transcriptions; place and manner of articulation; intonation patterns; and stress patterns

- Morphology: knowledge of English morphology; the various types of morphemes such as bound, free, and derivational; morphemes with the same meaning; word stems derived from the same base; and the most commonly used morphemes with appropriate descriptive terminology
- Syntax: the English syntactic system; idioms; verb tenses; grammatical transformations; structural changes; nomenclature; and knowledge of the linguistic theories of such figures as Chomsky, Krashen, Asher, and Cummins
- Psycholinguistics: basic principles related to second language acquisition, such as interlanguage and overgeneralization; code-switching; patterns in second-language development; student motivation; and self-esteem
- Sociolinguistics: basic sociolinguistic principles related to language learning, such as word use across dialects; usable levels of words and sentences in the context of different situations; communicative competence; and attitudes toward second language learners

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### III. Teaching Methods and Techniques

- Identifying methods and approaches: identifying the theoretical base, distinct characteristics, and/or order of development, in methods and approaches such as the Direct Method, Total Physical Response, and the Natural Approach, and in classroom orientations such as content-based instruction and notional-functional sequencing
- Selecting methods: choosing the most appropriate methods in different situations, such as teaching receptive skills versus performance skills; teaching different proficiency levels; teaching component skills such as pronunciation and vocabulary; and correcting students at a given proficiency level
- Determining expectations: appropriateness of teacher expectations of student performance according to the criteria of age, skills, proficiency and literacy levels, length of residence, and amount of schooling in native language

- Differentiated instruction
- Classroom management
- Components needed in a lesson when teaching a skill discretely or integratively

### IV. Assessment Techniques and Cultural Issues

- Assessment: testing for proficiency in a receptive or productive skill; utilizing placement criteria; implementing multiple methods of assessment of ESOL students; utilizing informal assessment; and identification of special education needs in the ESOL student population
- Cultural issues: culturally related differences in teaching/learning styles; the role of nonverbal communication in ESOL instruction; cultural variables in assessment; overgeneralization as a source of stereotyping; and acknowledging and supporting diversity and multiculturalism

### V. Professional Issues

- Curriculum and materials: recognition of important resources, programs, and professional organizations that are beneficial to teachers of ESOL in the areas of curriculum and materials, including identification and selection of various materials and resources depending on instructional objectives and student needs
- Programs and models: knowledge of design and implementation of ESOL programs and models, as well as the regulations affecting them
- Legal foundations for ESOL programs, including *Lau v. Nichols*

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

**Directions:** In this part of the test you will hear and read a series of short speeches of nonnative speakers of English. Then you will be asked questions about each student’s problems in grammar or vocabulary as evidenced by the speech. You will be allotted ample time to answer the questions.

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

(Taped excerpt)

When I arrive in 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

**Directions:** In this part of the test you will hear and read more speeches of nonnative speakers of English. Then you will be asked questions about the students’ problems in pronunciation as evidenced in the speech. You will NOT be asked to evaluate the students’ grammar or vocabulary usage. To help you answer the questions, the speech will be played a second time. You will be allotted ample time to answer the questions.

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

(Taped excerpt)

He finally went to bed. (Student pronounces “bed” as [bet])

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

- (A) final intonation patterns
- (B) points of articulation
- (C) voiced and voiceless sounds
- (D) word stress patterns

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

3. A native speaker of standard American English would pronounce “laughed” in which of the following ways?

- (A) [læfət]
- (B) [læghəd]
- (C) [lafd]
- (D) [læft]

4. Which of the underlined words in the sentence below is NOT a relative pronoun?

That is the dog that chases the cat that lives in

A                      B                      C

the house that Lois built.

D

5. Which of the following approaches to language learning makes the greatest use of active participation, including gestures and bodily movement?

- (A) Cognitive Approach
- (B) Total Physical Response
- (C) Natural Approach
- (D) Direct Method

Go on to the next page.



9. For which of the following students is this text most appropriate?

- I. Preschool
- II. Elementary
- III. Secondary
- IV. Postsecondary

- (A) I and II only
- (B) III and IV only
- (C) I, II, and III only
- (D) II, III, and IV only

10. For which of the following programs would this text be most appropriate?

- (A) English for Academic Purposes
- (B) Coping Skills in ESOL
- (C) English for Science and Technology
- (D) ESL Current Events

## Answers

1. In the above sentence, the verb “arrive” is in the present tense. The context is the student’s past experience, and the rest of the sentence is in the past tense (“the first three months were”). “Arrive” should also be in the past tense (“arrived”).

2. Stress and intonation do not determine final consonant forms, and [t] and [d] have the same point of articulation. However, [t] is a voiceless sound and [d] is voiced. Therefore, C is the correct answer.

3. A native speaker of English uses an unstressed mid vowel (schwa) between the verb root and the past tense -ed ending only when the root ends in an alveolar stop ([t] or [d]). The vowel in “laughed” is correctly transcribed as [æ]. Therefore, D is the correct answer.

4. In choices B, C, and D, “that” is a relative pronoun, whereas the “that” in choice A is a demonstrative pronoun. Therefore, A is the correct answer.

5. 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. Therefore, B is the correct answer.

6. A student with the above characteristics would most likely be uncomfortable in speaking for fear of exposure to error. Reading and writing are skills that do not present such risk. Therefore, A is the correct answer.

7. 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 more appropriate in the later stages of the writing process—drafting and revising, editing and proofreading, and publishing and presenting. Therefore, A is the correct answer.

8. Although the patterns of the A, B, and D options may be contained in this text, the focus of the text is on notional-functional patterns. Therefore, C is the correct answer.

9. The text would necessarily use and require language of both lexical and syntactic complexity greater than that which is likely to be possible or appropriate for levels I and II. The contexts or situations are more appropriate for teenagers and adults. Therefore, choice B is the correct answer.

10. The lessons described in the table of contents would be most appropriate for a lifeskills or coping skills program (applying for a job, making purchases, etc.). Therefore, B is the correct answer.