

# TEACHING

CTEL  
*California Teacher of English Learners Examination*

**Questions And Answers PDF Format:**

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*Version = Product*



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# Latest Version: 6.0

## Question: 1

Which is a primary tenet of the social constructionist view of language learning?

- A. Language learning occurs within a cultural context that includes daily social interactions between children and adults.
- B. Language learning is supported by the expectations placed on students by their families and teachers.
- C. Language learners have an innate ability to learn language because all humans have internalized language rules from birth.
- D. Language learners learn best when actively seeking meaning in a natural setting that applies to their lives.

**Answer: A**

Explanation:

Although Answer D seems like it could apply to social constructionist views, the key is that it focuses on meaning rather than the social context. This answer applies more to meaning-centered approaches rather than social constructionist views. Social constructionism focuses on the social interactions that children have with adults. Answer C is a tenet of transformational grammar, which views language as having structure that humans can naturally grasp.

## Question: 2

Which language functions does the following scenario entail?

Teacher: "Take out your textbooks, and open to page 11."

- A. Instrumental
- B. Informative
- C. Heuristic
- D. Regulatory

**Answer: D**

Explanation:

There are several different language functions or ways that language is used. Halliday (1978) identified seven different categories: instrumental, regulatory, informative, interactional, personal, heuristic, and imaginative. Instrumental language functions are focused on getting needs met such as asking to go to the bathroom. Informative language functions focus on communicating information such as explaining the difference between toads and frogs in a presentation. Heuristic language functions are focused on investigating and acquiring knowledge. This might include asking questions about a topic in class. Regulatory language functions are those that attempt to control behavior. This could include commands such as "Stop!"

### Question: 3

My neighbor's pit bull puppy is protective. In this statement, the underlined word is:

- A. A predicate adjective
- B. A predicate nominative
- C. A predictive phrase
- D. The object of a preposition

**Answer: A**

Explanation:

A predicate adjective. A predicate adjective is an adjective that comes after a linking verb (such as the verb "to be") and modifies or describes the subject. In this example, "puppy" is the subject, "is" is the linking verb, and "protective" is the adjective.

### Question: 4

Students in a third-grade intermediate-level English Language Development (ELD) class are developing their classroom presentation registers. Which activity would best help them?

- A. Writing out their presentations on index cards
- B. Practicing pronouncing different key vocabulary words for the presentation
- C. Explicit teaching and modeling of how to deliver a class presentation
- D. Editing each other's work and slides for grammatical errors

**Answer: C**

Explanation:

Language registers are different tones, vocabulary, sentence structures, and even volume used in different situations. Consider how speaking during a presentation differs from working in small groups in a classroom. The classroom presentation register often includes things like eye contact, a strong voice that can be heard by the entire class, and a varied tone that keeps the audience's interest. Although being able to pronounce words is important, that has to do with phonology rather than discourse.

### Question: 5

A teacher seeks to increase the self-esteem of students to help them succeed in the classroom. She praises students for effort, creates a culture of positive language, and allows for differences of opinions. Which factor related to language learning is she developing?

- A. Affective
- B. Cognitive

- C. Political
- D. Sociocultural

**Answer: A**

Explanation:

Affective factors include self-esteem, motivation, levels of anxiety, and teacher expectations. Cognitive factors include learning style and strategies, whereas political factors might include language policies both nationally and at the local level, school organization, and school policies and practices. Sociocultural factors include family expectations, acculturation levels, community effects, and family values. All of these factors play a role in a student's language development, but the one being described in the example relates to affective factors.

### Question: 6

To develop discourse skills, a student must pay attention MOST to which of the following?

- A. Audience and ideas
- B. Lexical specificity
- C. Word order
- D. Structure and organization of sentences

**Answer: D**

Explanation:

Discourse skills include understanding how sentences relate to one another and how ideas are conveyed in both written and oral language. Although audience is important it relates more to pragmatic features of language. Lexical specificity is developed through phonological awareness and relates to knowledge of how words should be pronounced. Finally, word order relates to syntax, not discourse. Syntax is the organization of words and phrases to create sentences.

### Question: 7

L2 development can be hindered by which of the following?

- A. Idiomatic expressions
- B. Vocabulary words that have multiple meanings
- C. Carrying grammatical rules, vocabulary, and pronunciation from L1 and applying them to L2.
- D. all of the above

**Answer: D**

Explanation:

All of the above. Hearing idiomatic expressions that have not been explained and aren't transparent will cause confusion in an L2 learner. English is particularly rich in words with

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multiple, frequently unrelated meanings; encountering a familiar word used in an unfamiliar way or having to decide in the course of a conversation which meaning out of several possibilities is the correct one can snarl understanding. Transporting syntax, vocabulary, and pronunciation from L1 and misapplying it in L2 (which is called negative transfer) will further render the language opaque.

### Question: 8

An eighth-grade English Language Development (ELD) teacher is working on independent and dependent clauses with her students. Which activity would be the best first step to help her English language learners understand these two types of clauses?

- A. Give examples of both dependent and independent clauses, and have students in groups infer the differences between the two.
- B. Have students watch a video about sentence types and come up with examples.
- C. Give a list of prepositional phrases and coordinating conjunctions to understand dependent and independent clauses.
- D. Introduce subject and predicates with sentence strips to teach the concept of clauses.

**Answer: D**

Explanation:

Clauses consist of subjects and predicates. Independent clauses are those that can stand on their own as a sentence and can be described as a complete thought, whereas a dependent clause requires an independent clause and cannot be a sentence on its own. While giving examples and having students understand the differences is important, the first step would be to define clauses.

### Question: 9

A fifth-grade math teacher with English learners in her class teaches her students how to categorize fractions and decimals. What kind of strategy is she teaching to her students?

- A. Social strategies
- B. Cognitive strategies
- C. Communication strategies
- D. Metacognitive strategies

**Answer: B**

Explanation:

Cognitive strategies include skills such as categorizing, analyzing, summarizing, memorizing, and generalizing. By learning how to categorize fractions and decimals, the teacher is helping her students learn a cognitive strategy. Social and communication strategies include skills around conversations like turn taking, listening, and responding. Metacognitive strategies are those in which students observe their own learning and include setting goals, planning, and reflecting.

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### Question: 10

A seventh-grade social studies teacher is looking to implement instructional conversation discourse model in his classroom. What is the first step he should take to use this strategy?

- A. Group students for discussions in which the teacher directs conversation.
- B. Have students select a topic of their choice to independently research.
- C. Pose several questions to the class that they will need to answer.
- D. Develop an interactive lesson in which the teacher explains a social studies topic to the class.

**Answer: A**

Explanation:

Instructional conversation discourse is an alternative to a teacher-centered classroom in which the teacher stands at the front of the room. Instead, students are formed into small groups of six to eight students that will discuss a topic with the teacher guiding the discussion. Instructional conversations require group work rather than independent work.

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