

PRACTICE EXAM 20: ESOL/ESL TEACHER CERTIFICATION PREP (120 QUESTIONS)

This 120-question practice exam covers foundational linguistics, second-language acquisition, instruction, literacy, assessment, and culturally responsive practice. Choose the single best answer for each question. It is a general preparation resource and does not reproduce a proprietary certification examination.

1. Which term best describes the smallest sound unit that can distinguish meaning in a language?

- A. False cognate
- B. Recast
- C. Phoneme
- D. Scaffolding

2. Which term best describes the smallest meaningful unit in a word, such as a root, prefix, or suffix?

- A. Language register
- B. Morpheme
- C. Explicit correction
- D. BICS

3. Which term best describes the system of rules that governs how words combine into sentences?

- A. Positive transfer
- B. Comprehensible input
- C. CALP
- D. Syntax

4. Which term best describes the meaning conveyed by words, phrases, and sentences?

- A. Semantics
- B. Negative transfer
- C. Interaction hypothesis
- D. Sheltered instruction

5. Which term best describes the socially appropriate use of language in particular contexts?

- A. Interlanguage
- B. Output hypothesis
- C. Pragmatics
- D. Content objective

6. Which term best describes a pair of words that differ by only one sound and have different meanings?

- A. Fossilization
- B. Minimal pair
- C. Noticing
- D. Language objective

7. Which term best describes a word related in form and meaning to a word in another language?

- A. Cognate
- B. Recast
- C. Affective filter
- D. Sentence frame

8. Which term best describes a cross-language word resemblance that has a misleading meaning?

- A. Explicit correction
- B. Zone of proximal development
- C. Modeling
- D. False cognate

9. Which term best describes the degree of formality and language choice suited to a situation?

- A. Comprehensible input
- B. Scaffolding
- C. Language register
- D. Think-pair-share

10. Which term best describes helpful use of knowledge from a first language when learning another language?

- A. Positive transfer
- B. Interaction hypothesis
- C. BICS
- D. Information-gap task

11. Which term best describes first-language influence that leads to an inaccurate form in the new language?

- A. Output hypothesis
- B. CALP
- C. Differentiation
- D. Negative transfer

12. Which term best describes a developing learner language system with its own evolving patterns?

- A. Noticing
- B. Interlanguage
- C. Sheltered instruction
- D. Universal design for learning

13. Which term best describes the long-term persistence of a nonstandard language feature despite exposure?

- A. Fossilization
- B. Affective filter
- C. Content objective
- D. Translanguaging

14. Which term best describes an implicit corrective response that reformulates a learner utterance accurately?

- A. Zone of proximal development
- B. Language objective
- C. Academic vocabulary
- D. Recast

15. Which term best describes directly identifying an error and providing the accurate form or rule?

- A. Scaffolding
- B. Sentence frame
- C. Explicit correction
- D. Tier Two vocabulary

16. Which term best describes language learners can understand because meaning is supported while language is slightly challenging?

- A. BICS
- B. Comprehensible input
- C. Modeling
- D. Tier Three vocabulary

17. Which term best describes the view that negotiated communication helps learners notice and resolve understanding problems?

- A. CALP
- B. Think-pair-share
- C. Morphological analysis
- D. Interaction hypothesis

18. Which term best describes the view that producing language pushes learners to notice gaps in what they can say?

- A. Output hypothesis
- B. Sheltered instruction
- C. Information-gap task
- D. Schema

19. Which term best describes conscious attention to a language feature that a learner is beginning to acquire?

- A. Content objective
- B. Noticing
- C. Differentiation
- D. Close reading

20. Which term best describes emotional factors such as anxiety that can reduce a learner's willingness to process language?

- A. Language objective
- B. Universal design for learning
- C. Affective filter
- D. Phonological awareness

21. Which term best describes the range of tasks a learner can do with guidance but not yet independently?

- A. Sentence frame
- B. Zone of proximal development
- C. Translanguaging
- D. Phonics

22. Which term best describes temporary support that is adjusted and removed as learners gain independence?

- A. Modeling
- B. Academic vocabulary
- C. Scaffolding
- D. Fluency

23. Which term best describes everyday conversational language used in familiar, context-rich social situations?

- A. BICS
- B. Think-pair-share
- C. Tier Two vocabulary
- D. Comprehension monitoring

24. Which term best describes language needed for decontextualized academic tasks and disciplinary reasoning?

- A. Information-gap task
- B. Tier Three vocabulary
- C. Formative assessment
- D. CALP

25. Which term best describes content teaching made accessible through deliberate language and learning supports?

- A. Differentiation
- B. Morphological analysis
- C. Sheltered instruction
- D. Diagnostic assessment

26. Which term best describes a statement of the subject-matter learning students should demonstrate?

- A. Universal design for learning
- B. Content objective
- C. Schema
- D. Summative assessment

27. Which term best describes a statement of the language students will use to participate in content learning?

- A. Translanguaging
- B. Close reading
- C. Performance assessment
- D. Language objective

28. Which term best describes a partial sentence that supports learners in producing a targeted language structure?

- A. Sentence frame
- B. Academic vocabulary
- C. Phonological awareness
- D. Portfolio assessment

29. Which term best describes demonstrating a process or product so learners can see what successful performance looks like?

- A. Tier Two vocabulary
- B. Phonics
- C. Modeling
- D. Rubric

30. Which term best describes a routine in which learners think alone, discuss with a partner, and then share publicly?

- A. Tier Three vocabulary
- B. Fluency
- C. Validity
- D. Think-pair-share

31. Which term best describes a communicative activity in which participants must exchange missing information?

- A. Morphological analysis
- B. Information-gap task
- C. Comprehension monitoring
- D. Reliability

32. Which term best describes adjusting access, process, or product to match documented learner needs while preserving goals?

- A. Differentiation
- B. Schema
- C. Formative assessment
- D. Accommodation

33. Which term best describes planning multiple ways to engage, represent information, and show learning from the start?

- A. Close reading
- B. Diagnostic assessment
- C. Modification
- D. Universal design for learning

34. Which term best describes strategic use of a learner's full linguistic repertoire to make meaning and learn?

- A. Phonological awareness
- B. Summative assessment
- C. Translanguaging
- D. Descriptive feedback

35. Which term best describes high-utility words and phrases used across school subjects and formal tasks?

- A. Academic vocabulary
- B. Phonics
- C. Performance assessment
- D. Culturally responsive teaching

36. Which term best describes general academic words that occur across disciplines and support complex comprehension?

- A. Fluency
- B. Tier Two vocabulary
- C. Portfolio assessment
- D. Funds of knowledge

37. Which term best describes specialized technical terms associated with a particular discipline or unit?

- A. Comprehension monitoring
- B. Rubric
- C. Cultural humility
- D. Tier Three vocabulary

38. Which term best describes using word parts to infer or confirm a word's meaning?

- A. Morphological analysis
- B. Formative assessment
- C. Validity
- D. Bias-free assessment

39. Which term best describes organized background knowledge that readers use to interpret new information?

- A. Diagnostic assessment
- B. Reliability
- C. Schema
- D. Family engagement

40. Which term best describes purposeful repeated reading of a text to analyze meaning, language, and evidence?

- A. Summative assessment
- B. Close reading
- C. Accommodation
- D. Phoneme

41. Which term best describes awareness of the sound structure of spoken language, including syllables and phonemes?

- A. Phonological awareness
- B. Performance assessment
- C. Modification
- D. Morpheme

42. Which term best describes instruction connecting speech sounds with written letter patterns?

- A. Portfolio assessment
- B. Phonics
- C. Descriptive feedback
- D. Syntax

43. Which term best describes accurate, reasonably paced, and expressive reading that supports comprehension?

- A. Rubric
- B. Culturally responsive teaching
- C. Fluency
- D. Semantics

44. Which term best describes checking whether text makes sense and using a repair strategy when it does not?

- A. Validity
- B. Funds of knowledge
- C. Pragmatics
- D. Comprehension monitoring

45. Which term best describes evidence gathered during learning to adjust teaching and next steps?

- A. Formative assessment
- B. Reliability
- C. Cultural humility
- D. Minimal pair

46. Which term best describes an assessment used to identify existing strengths, needs, or misunderstandings before instruction?

- A. Accommodation
- B. Diagnostic assessment
- C. Bias-free assessment
- D. Cognate

47. Which term best describes an evaluation of learning after a period of instruction or at the end of a unit?

- A. Modification
- B. Family engagement
- C. False cognate
- D. Summative assessment

48. Which term best describes an assessment requiring learners to demonstrate knowledge or skill through an authentic task?

- A. Descriptive feedback
- B. Phoneme
- C. Performance assessment
- D. Language register

49. Which term best describes a purposeful collection of work showing growth, process, and achievement over time?

- A. Culturally responsive teaching
- B. Morpheme
- C. Portfolio assessment
- D. Positive transfer

50. Which term best describes a scoring guide that states criteria and describes levels of quality?

- A. Funds of knowledge
- B. Rubric
- C. Syntax
- D. Negative transfer

51. Which term best describes the extent to which assessment evidence supports the intended interpretation of scores?

- A. Cultural humility
- B. Semantics
- C. Interlanguage
- D. Validity

52. Which term best describes the consistency of assessment results across occasions, raters, or comparable forms?

- A. Reliability
- B. Bias-free assessment
- C. Pragmatics
- D. Fossilization

53. Which term best describes a change in access or response conditions that does not alter the intended construct?

- A. Family engagement
- B. Minimal pair
- C. Accommodation
- D. Recast

54. Which term best describes a change that alters what a learner is expected to know or demonstrate?

- A. Phoneme
- B. Modification
- C. Cognate
- D. Explicit correction

55. Which term best describes specific information about current work and a next step for improvement?

- A. Descriptive feedback
- B. Morpheme
- C. False cognate
- D. Comprehensible input

56. Which term best describes teaching that connects learning to learners' identities, knowledge, and communities while maintaining rigor?

- A. Syntax
- B. Language register
- C. Interaction hypothesis
- D. Culturally responsive teaching

57. Which term best describes valuable household and community knowledge that can inform curriculum and instruction?

- A. Semantics
- B. Positive transfer
- C. Output hypothesis
- D. Funds of knowledge

58. Which term best describes ongoing self-reflection and learning that avoids treating cultures as fixed or fully knowable?

- A. Pragmatics
- B. Negative transfer
- C. Cultural humility
- D. Noticing

59. Which term best describes assessment design and interpretation that reduce irrelevant cultural or linguistic barriers?

- A. Bias-free assessment
- B. Minimal pair
- C. Interlanguage
- D. Affective filter

60. Which term best describes reciprocal partnership with families in support of learner success?

- A. Cognate
- B. Family engagement
- C. Fossilization
- D. Zone of proximal development

61. A learner hears /ship/ and /sheep/ as the same word during a listening task. Which term most directly explains the language-learning or instructional issue in this example?

- A. Phoneme
- B. False cognate
- C. Recast
- D. Scaffolding

62. A learner understands that the ending -ed changes walk to walked. Which term most directly explains the language-learning or instructional issue in this example?

- A. Language register
- B. Explicit correction
- C. BICS
- D. Morpheme

63. A learner consistently says 'She to school goes' while building English sentences. Which term most directly explains the language-learning or instructional issue in this example?

- A. Positive transfer
- B. Syntax
- C. Comprehensible input
- D. CALP

64. A learner knows the grammar of a sentence but chooses a word with the wrong meaning. Which term most directly explains the language-learning or instructional issue in this example?

- A. Negative transfer
- B. Interaction hypothesis
- C. Semantics
- D. Sheltered instruction

65. A learner uses 'Give me that' when making a polite request to a principal. Which term most directly explains the language-learning or instructional issue in this example?

- A. Interlanguage
- B. Output hypothesis
- C. Pragmatics
- D. Content objective

66. A teacher contrasts fan and van to help learners notice an unfamiliar consonant. Which term most directly explains the language-learning or instructional issue in this example?

- A. Fossilization
- B. Noticing
- C. Language objective
- D. Minimal pair

67. A Spanish-speaking learner recognizes that information resembles informacion. Which term most directly explains the language-learning or instructional issue in this example?

- A. Cognate
- B. Recast
- C. Affective filter
- D. Sentence frame

68. A learner assumes the Spanish word embarazada means embarrassed in English. Which term most directly explains the language-learning or instructional issue in this example?

- A. Explicit correction
- B. False cognate
- C. Zone of proximal development
- D. Modeling

69. A learner uses casual playground language in a formal job interview practice. Which term most directly explains the language-learning or instructional issue in this example?

- A. Comprehensible input
- B. Scaffolding
- C. Think-pair-share
- D. Language register

70. A learner uses an alphabetic spelling strategy from the home language to decode a similar English pattern. Which term most directly explains the language-learning or instructional issue in this example?

- A. Positive transfer
- B. Interaction hypothesis
- C. BICS
- D. Information-gap task

71. A learner omits English articles because the home language does not use them in the same way. Which term most directly explains the language-learning or instructional issue in this example?

- A. Output hypothesis
- B. CALP
- C. Negative transfer
- D. Differentiation

72. A learner first says 'He go,' later 'He goes,' and eventually uses forms accurately across contexts. Which term most directly explains the language-learning or instructional issue in this example?

- A. Noticing
- B. Interlanguage
- C. Sheltered instruction
- D. Universal design for learning

73. An advanced learner repeatedly uses the same inaccurate verb ending over many years. Which term most directly explains the language-learning or instructional issue in this example?

- A. Affective filter
- B. Fossilization
- C. Content objective
- D. Translanguaging

74. After a learner says 'She walk yesterday,' the teacher replies, 'Yes, she walked yesterday.' Which term most directly explains the language-learning or instructional issue in this example?

- A. Zone of proximal development
- B. Language objective
- C. Academic vocabulary
- D. Recast

75. A teacher tells a learner that the past tense of walk is walked and asks for a revision. Which term most directly explains the language-learning or instructional issue in this example?

- A. Explicit correction
- B. Scaffolding
- C. Sentence frame
- D. Tier Two vocabulary

76. A teacher explains a science process using gestures, labeled visuals, and familiar examples. Which term most directly explains the language-learning or instructional issue in this example?

- A. BICS
- B. Modeling
- C. Comprehensible input
- D. Tier Three vocabulary

77. Partners ask each other to clarify an unfamiliar direction while completing an information-gap task. Which term most directly explains the language-learning or instructional issue in this example?

- A. Interaction hypothesis
- B. CALP
- C. Think-pair-share
- D. Morphological analysis

78. Students must explain a procedure aloud after reading about it, revealing language they still need. Which term most directly explains the language-learning or instructional issue in this example?

- A. Sheltered instruction
- B. Information-gap task
- C. Output hypothesis
- D. Schema

79. A learner highlights every past-tense verb after comparing two versions of a narrative. Which term most directly explains the language-learning or instructional issue in this example?

- A. Content objective
- B. Noticing
- C. Differentiation
- D. Close reading

80. A newcomer becomes silent during public correction but participates in low-risk partner talk. Which term most directly explains the language-learning or instructional issue in this example?

- A. Language objective
- B. Universal design for learning
- C. Phonological awareness
- D. Affective filter

81. A student can summarize a paragraph only after the teacher models one example and provides prompts. Which term most directly explains the language-learning or instructional issue in this example?

- A. Sentence frame
- B. Zone of proximal development
- C. Translanguaging
- D. Phonics

82. A teacher provides sentence frames for a debate, then gradually removes them during later rounds. Which term most directly explains the language-learning or instructional issue in this example?

- A. Modeling
- B. Academic vocabulary
- C. Scaffolding
- D. Fluency

83. A learner chats easily about lunch and sports with classmates. Which term most directly explains the language-learning or instructional issue in this example?

- A. Think-pair-share
- B. Tier Two vocabulary
- C. Comprehension monitoring
- D. BICS

84. A learner must interpret a cause-and-effect paragraph in a social studies textbook. Which term most directly explains the language-learning or instructional issue in this example?

- A. CALP
- B. Information-gap task
- C. Tier Three vocabulary
- D. Formative assessment

85. A history teacher combines clear objectives, visuals, modeling, and structured discussion for multilingual learners. Which term most directly explains the language-learning or instructional issue in this example?

- A. Differentiation
- B. Morphological analysis
- C. Sheltered instruction
- D. Diagnostic assessment

86. A teacher posts: 'Students will classify rocks by observable properties.' Which term most directly explains the language-learning or instructional issue in this example?

- A. Universal design for learning
- B. Content objective
- C. Schema
- D. Summative assessment

87. A teacher posts: 'Students will use because to explain a classification.' Which term most directly explains the language-learning or instructional issue in this example?

- A. Language objective
- B. Translanguaging
- C. Close reading
- D. Performance assessment

88. Students complete 'I predict ____ because ____' before sharing a science claim. Which term most directly explains the language-learning or instructional issue in this example?

- A. Academic vocabulary
- B. Phonological awareness
- C. Portfolio assessment
- D. Sentence frame

89. Before group writing, the teacher thinks aloud while composing one evidence-based sentence. Which term most directly explains the language-learning or instructional issue in this example?

- A. Tier Two vocabulary
- B. Modeling
- C. Phonics
- D. Rubric

90. Students first jot an answer, compare reasoning with a partner, and then report an idea. Which term most directly explains the language-learning or instructional issue in this example?

- A. Tier Three vocabulary
- B. Fluency
- C. Think-pair-share
- D. Validity

91. Partners have different bus schedules and must ask questions to plan a route. Which term most directly explains the language-learning or instructional issue in this example?

- A. Information-gap task
- B. Morphological analysis
- C. Comprehension monitoring
- D. Reliability

92. Students show understanding of the same concept through supported oral, visual, or written responses. Which term most directly explains the language-learning or instructional issue in this example?

- A. Schema
- B. Formative assessment
- C. Accommodation
- D. Differentiation

93. A teacher offers audio, print, visuals, and several response modes before identifying individual supports. Which term most directly explains the language-learning or instructional issue in this example?

- A. Close reading
- B. Diagnostic assessment
- C. Modification
- D. Universal design for learning

94. Students annotate a complex text in a home language before discussing key ideas in English. Which term most directly explains the language-learning or instructional issue in this example?

- A. Translanguaging
- B. Phonological awareness
- C. Summative assessment
- D. Descriptive feedback

95. A teacher explicitly teaches analyze, contrast, and evidence before a content reading. Which term most directly explains the language-learning or instructional issue in this example?

- A. Phonics
- B. Academic vocabulary
- C. Performance assessment
- D. Culturally responsive teaching

96. A teacher teaches justify and significant because students will meet them in many subjects. Which term most directly explains the language-learning or instructional issue in this example?

- A. Fluency
- B. Portfolio assessment
- C. Tier Two vocabulary
- D. Funds of knowledge

97. A biology lesson focuses on chlorophyll, photosynthesis, and stomata. Which term most directly explains the language-learning or instructional issue in this example?

- A. Comprehension monitoring
- B. Tier Three vocabulary
- C. Rubric
- D. Cultural humility

98. Students use re-, cycle, and -able to infer the meaning of recyclable. Which term most directly explains the language-learning or instructional issue in this example?

- A. Formative assessment
- B. Validity
- C. Bias-free assessment
- D. Morphological analysis

99. Before reading about hurricanes, the teacher activates what learners already know about storms. Which term most directly explains the language-learning or instructional issue in this example?

- A. Schema
- B. Diagnostic assessment
- C. Reliability
- D. Family engagement

100. Students reread a short speech to identify claims, word choices, and supporting details. Which term most directly explains the language-learning or instructional issue in this example?

- A. Summative assessment
- B. Accommodation
- C. Close reading
- D. Phoneme

101. Students orally blend /m/ /a/ /p/ before seeing the printed word map. Which term most directly explains the language-learning or instructional issue in this example?

- A. Performance assessment
- B. Modification
- C. Morpheme
- D. Phonological awareness

102. Students learn that the letters sh usually represent the sound /sh/ in ship. Which term most directly explains the language-learning or instructional issue in this example?

- A. Portfolio assessment
- B. Descriptive feedback
- C. Phonics
- D. Syntax

103. A student reads a familiar passage smoothly with meaningful phrasing and self-corrects miscues. Which term most directly explains the language-learning or instructional issue in this example?

- A. Fluency
- B. Rubric
- C. Culturally responsive teaching
- D. Semantics

104. A reader stops after a confusing paragraph, rereads, and asks a clarifying question. Which term most directly explains the language-learning or instructional issue in this example?

- A. Validity
- B. Comprehension monitoring
- C. Funds of knowledge
- D. Pragmatics

105. A teacher scans exit slips before deciding whether to reteach a language target tomorrow. Which term most directly explains the language-learning or instructional issue in this example?

- A. Formative assessment
- B. Reliability
- C. Cultural humility
- D. Minimal pair

106. At the start of a unit, a teacher samples learners' oral language and reading strategies. Which term most directly explains the language-learning or instructional issue in this example?

- A. Accommodation
- B. Bias-free assessment
- C. Diagnostic assessment
- D. Cognate

107. Students complete a final performance task after finishing a research unit. Which term most directly explains the language-learning or instructional issue in this example?

- A. Modification
- B. Summative assessment
- C. Family engagement
- D. False cognate

108. Students give an oral explanation of how they solved a community problem. Which term most directly explains the language-learning or instructional issue in this example?

- A. Descriptive feedback
- B. Phoneme
- C. Language register
- D. Performance assessment

109. A learner selects early and revised writings, recordings, and reflections for review. Which term most directly explains the language-learning or instructional issue in this example?

- A. Culturally responsive teaching
- B. Morpheme
- C. Portfolio assessment
- D. Positive transfer

110. Students use stated criteria for organization, evidence, and language before revising an essay. Which term most directly explains the language-learning or instructional issue in this example?

- A. Funds of knowledge
- B. Syntax
- C. Negative transfer
- D. Rubric

111. A listening test is questioned because success depends mainly on reading long written choices. Which term most directly explains the language-learning or instructional issue in this example?

- A. Cultural humility
- B. Validity
- C. Semantics
- D. Interlanguage

112. Two trained raters use the same criteria and reach similar scores for the same speech. Which term most directly explains the language-learning or instructional issue in this example?

- A. Reliability
- B. Bias-free assessment
- C. Pragmatics
- D. Fossilization

113. A student receives extended time and bilingual directions on a content assessment. Which term most directly explains the language-learning or instructional issue in this example?

- A. Family engagement
- B. Accommodation
- C. Minimal pair
- D. Recast

114. A learner is assessed on identifying picture details instead of the grade-level analysis target. Which term most directly explains the language-learning or instructional issue in this example?

- A. Phoneme
- B. Cognate
- C. Explicit correction
- D. Modification

115. A teacher tells a writer to add evidence after each claim and points to one missing example. Which term most directly explains the language-learning or instructional issue in this example?

- A. Descriptive feedback
- B. Morpheme
- C. False cognate
- D. Comprehensible input

116. A teacher uses locally meaningful examples and invites multiple community perspectives in a unit. Which term most directly explains the language-learning or instructional issue in this example?

- A. Syntax
- B. Language register
- C. Culturally responsive teaching
- D. Interaction hypothesis

117. A teacher learns that families use gardening expertise and builds a measurement investigation around it. Which term most directly explains the language-learning or instructional issue in this example?

- A. Semantics
- B. Funds of knowledge
- C. Positive transfer
- D. Output hypothesis

118. A teacher asks families about their preferences rather than assuming all members of a group share them. Which term most directly explains the language-learning or instructional issue in this example?

- A. Pragmatics
- B. Negative transfer
- C. Noticing
- D. Cultural humility

119. A teacher removes unfamiliar cultural references that are unrelated to the target skill. Which term most directly explains the language-learning or instructional issue in this example?

- A. Minimal pair
- B. Interlanguage
- C. Bias-free assessment
- D. Affective filter

120. A teacher offers translated communication and asks caregivers how they prefer to share goals. Which term most directly explains the language-learning or instructional issue in this example?

- A. Family engagement
- B. Cognate
- C. Fossilization
- D. Zone of proximal development

Practice Exam 20: Answer Key and Explanations

1. C — Phoneme is correct because it refers to the smallest sound unit that can distinguish meaning in a language. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

2. B — Morpheme is correct because it refers to the smallest meaningful unit in a word, such as a root, prefix, or suffix. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

3. D — Syntax is correct because it refers to the system of rules that governs how words combine into sentences. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

4. A — Semantics is correct because it refers to the meaning conveyed by words, phrases, and sentences. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

5. C — Pragmatics is correct because it refers to the socially appropriate use of language in particular contexts. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

6. B — Minimal pair is correct because it refers to a pair of words that differ by only one sound and have different meanings. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

7. A — Cognate is correct because it refers to a word related in form and meaning to a word in another language. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

8. D — False cognate is correct because it refers to a cross-language word resemblance that has a misleading meaning. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

9. C — Language register is correct because it refers to the degree of formality and language choice suited to a situation. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

10. A — Positive transfer is correct because it refers to helpful use of knowledge from a first language when learning another language. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

11. D — Negative transfer is correct because it refers to first-language influence that leads to an inaccurate form in the new language. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

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62. D — Morpheme is correct because it refers to the smallest meaningful unit in a word, such as a root, prefix, or suffix. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

63. B — Syntax is correct because it refers to the system of rules that governs how words combine into sentences. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

64. C — Semantics is correct because it refers to the meaning conveyed by words, phrases, and sentences. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

65. C — Pragmatics is correct because it refers to the socially appropriate use of language in particular contexts. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

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67. A — Cognate is correct because it refers to a word related in form and meaning to a word in another language. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

68. B — False cognate is correct because it refers to a cross-language word resemblance that has a misleading meaning. The example demonstrates that idea directly. The other choices name different structures, processes, assessments, or responses. Identifying the precise concept helps a teacher interpret learner evidence accurately and select instruction that addresses the demonstrated need.

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