

MTTC SPANISH – LEARNING ACQUISITION, INSTRUCTION & ASSESSMENT (028) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What term refers to a plateau in learner development where progress toward native-like competence stalls?**
 - A. Interlanguage
 - B. Fossilization
 - C. Codeswitching
 - D. Presentational

- 2. What best describes lexical chunks and their importance for novice learners?**
 - A. Lexical chunks are multiword sequences stored as units.
 - B. Lexical chunks are single words memorized in isolation.
 - C. Lexical chunks are irrelevant for early learners.
 - D. Lexical chunks are only used in advanced levels.

- 3. Term refers to the meaning of sentences?**
 - A. Meaning
 - B. Surface Structures
 - C. Syntactic Changes
 - D. Input Theory

- 4. Which type of assessment ranks students by comparing them to a reference group?**
 - A. Self-Referenced
 - B. Norm-Referenced
 - C. Meaningfulness
 - D. Content Quality

- 5. Which term is paired with the definition 'First language'?**
 - A. L2
 - B. Silent Period
 - C. Cognitive Development
 - D. L1

- 6. Normal process of getting language through interaction?**
- A. Output Theory
 - B. Input Theory
 - C. Inference Theory
 - D. Interaction Hypothesis
- 7. What does Krashen's Input Hypothesis state about how language is acquired?**
- A. Language is acquired through understanding input that is slightly above the learner's current level (i+1).
 - B. Language is acquired only through explicit grammar instruction.
 - C. Language is acquired mainly through output practice.
 - D. Language is acquired after explicit knowledge about rules is fully learned.
- 8. Which term describes language spoken in a higher pitch than normal with simple words and sentences?**
- A. Code-Switching
 - B. Interlanguage
 - C. Formal Language
 - D. Child-Directed Speech
- 9. Which method features a face-to-face or telephone questioning of a respondent to obtain desired information?**
- A. Cognitive Complexity
 - B. Content-based
 - C. Interview
 - D. Jigsaw
- 10. Which Krashen hypothesis states that language is acquired in a natural order regardless of explicit instruction?**
- A. Input Hypothesis
 - B. Natural Order Hypothesis
 - C. Monitor Hypothesis
 - D. Acquisition-Learning Hypothesis

Answers

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1. B
2. B
3. A
4. B
5. D
6. B
7. A
8. D
9. C
10. B

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Explanations

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1. What term refers to a plateau in learner development where progress toward native-like competence stalls?

- A. Interlanguage
- B. Fossilization**
- C. Codeswitching
- D. Presentational

In second language development, a plateau where progress toward native-like mastery stalls is fossilization. This happens when a learner's interlanguage—the evolving, personal grammar of the learner—settles into a stable pattern and certain errors become persistent across contexts, even when the learner continues to be exposed to the language and practice regularly. Think of interlanguage as a dynamic system that adjusts with new input and feedback. Fossilization means parts of that system stop changing. For example, a Spanish learner might consistently omit agreement markers or persist in using a non-target tense in everyday speech, despite years of study and exposure. Those features have become entrenched rather than corrected through continued practice alone. Fossilization can arise when feedback on those forms is infrequent or not sufficiently explicit to trigger reorganization of the learner's rules, when the learner has limited opportunities to use the target forms in meaningful, corrective contexts, or when transfer from the learner's first language reinforces non-target patterns. Affective factors like anxiety or low motivation can also play a role. To help a learner move beyond fossilization, instruction often needs targeted form-focused work, explicit explanations of the rules, corrective feedback that highlights inaccuracies, and ample authentic practice that pushes the learner to produce the target forms in varied, meaningful contexts.

2. What best describes lexical chunks and their importance for novice learners?

- A. Lexical chunks are multiword sequences stored as units.
- B. Lexical chunks are single words memorized in isolation.**
- C. Lexical chunks are irrelevant for early learners.
- D. Lexical chunks are only used in advanced levels.

Lexical chunks are multiword sequences stored as units that learners retrieve and reuse as whole blocks rather than composing each sentence word by word. For novices, this matters a lot because it provides ready-made phrases and patterns they can pull from memory, which makes speaking and understanding quicker and more natural. When beginners have common greetings, polite requests, or everyday expressions memorized as chunks, they can produce fluent sentences with correct word order and appropriate phrasing without getting bogged down in grammar while they speak. Think of expressions like "How are you?", "I would like to...", or "in the meantime." These aren't just individual words; they're blocks of language that appear frequently and are learned as fixed units or familiar patterns. By using these chunks, learners can focus on meaning and communication first, gradually expanding their repertoire and flexibility. This approach is especially helpful early on because it reduces the cognitive load of generating language, supports accurate collocation and pronunciation, and helps learners sound more natural even before they have mastered every grammatical rule.

3. Term refers to the meaning of sentences?

- A. Meaning
- B. Surface Structures
- C. Syntactic Changes
- D. Input Theory

The meaning of sentences is captured by semantics—the study of meaning in language. When the question asks for the term that refers to meaning, the best answer is the one labeled by meaning itself, because semantics focuses on what a sentence conveys, its sense, references, and how truth is assigned to it. Surface structures, by contrast, deal with the outward form and word order of sentences—how they look on the page or in speech—without directly addressing what they mean. Syntactic changes refer to alterations in sentence structure, which again pertain to form rather than meaning. Input theory relates to how language is acquired from linguistic input, not to the meaning of sentences.

4. Which type of assessment ranks students by comparing them to a reference group?

- A. Self-Referenced
- B. Norm-Referenced
- C. Meaningfulness
- D. Content Quality

This item centers on how assessment results are interpreted when scores are compared to a reference group. A norm-referenced assessment ranks students by their performance relative to peers, producing standings like percentile ranks that show where a student fits in the distribution of the group. This is different from a self-referenced approach, which looks at how a student has improved or performed over their own previous efforts rather than how they compare to others. And terms like Meaningfulness or Content Quality describe whether the test results are interpretable or whether the test itself is well-constructed, not how scores are used to rank students in relation to a reference group.

5. Which term is paired with the definition 'First language'?

- A. L2
- B. Silent Period
- C. Cognitive Development
- D. L1

In language learning, the language a person learns from birth is labeled as L1. This shorthand helps distinguish the native or first language from any additional languages learned later, which are labeled L2. The silent period is a phase some learners experience in which listening and comprehension occur with little or no speaking, not a label for the first language. Cognitive development refers to how thinking and understanding grow over time, a broad concept not tied to a specific language label. So the term that pairs with the definition "First language" is L1.

6. Normal process of getting language through interaction?

- A. Output Theory
- B. Input Theory**
- C. Inference Theory
- D. Interaction Hypothesis

The main idea here is that language is primarily acquired through exposure to language input that learners process and internalize. This Input Theory emphasizes that understanding meaningful language in context—especially when it's just slightly beyond the learner's current level—leads to gradual internalization of grammar, vocabulary, and patterns. Interaction can make input more understandable and salient, helping learners notice gaps and push their understanding, but the essential mechanism is taking in and processing that input rather than simply producing language or relying on casual negotiation of meaning. So, the best fit is that language development comes from engaging with comprehensible input that becomes part of the learner's internal system.

7. What does Krashen's Input Hypothesis state about how language is acquired?

- A. Language is acquired through understanding input that is slightly above the learner's current level (i+1).**
- B. Language is acquired only through explicit grammar instruction.
- C. Language is acquired mainly through output practice.
- D. Language is acquired after explicit knowledge about rules is fully learned.

Language is built when learners understand messages that are just a bit beyond what they already know. Krashen's Input Hypothesis says acquisition happens through comprehensible input that is slightly above the learner's current level (i+1) in meaningful situations. As you listen or read and you can understand the gist plus pick up new structures from context, you internalize grammar and patterns without needing to memorize rules explicitly. The focus is on understanding, not on producing perfect sentences right away. If input is too easy, nothing new is learned; if it's too hard, comprehension breaks down. So, while explicit instruction or endless output practice can help with learning, they aren't the primary drivers of acquisition according to this idea.

8. Which term describes language spoken in a higher pitch than normal with simple words and sentences?

- A. Code-Switching
- B. Interlanguage
- C. Formal Language
- D. Child-Directed Speech**

Child-directed speech is the register used when talking to young children, characterized by a higher pitch, sing-song intonation, slower tempo, and simpler, more repetitive words and sentences. This way of speaking helps children notice sounds, learn vocabulary, and grasp grammar because the input is clearer and easier to process. The described features—higher pitch and simpler structure—are defining aspects of this speech style, making it the best fit. Code-switching refers to alternating between languages or dialects within a conversation, which isn't about the acoustic and syntactic simplification used with young children. Interlanguage describes a learner's evolving linguistic system between two languages, not a specific child-focused register. Formal language denotes a more rigid, polished style appropriate for official or serious contexts, not the simplified, engaging form described.

9. Which method features a face-to-face or telephone questioning of a respondent to obtain desired information?

- A. Cognitive Complexity
- B. Content-based
- C. Interview**
- D. Jigsaw

The method described is interview. In an interview, a person asks questions directly of a respondent, usually face-to-face or by telephone, to gather information, opinions, or experiences. This setup allows the interviewer to probe for deeper responses, seek clarification, and adapt questions based on how the conversation unfolds, which is ideal for obtaining rich, detailed data. Cognitive Complexity is about the mental processes involved in tasks, not how data is collected. Content-based refers to focusing on subject matter content in teaching or assessment, not the data-collection method. Jigsaw is a collaborative learning structure where students share responsibilities to learn content, not a way to conduct questioning to gather information.

10. Which Krashen hypothesis states that language is acquired in a natural order regardless of explicit instruction?

- A. Input Hypothesis
- B. Natural Order Hypothesis**
- C. Monitor Hypothesis
- D. Acquisition-Learning Hypothesis

Some language features tend to appear in a fixed order as learners acquire them, and this order tends to hold across learners regardless of explicit instruction. This is the Natural Order Hypothesis. It posits that grammatical structures are acquired in a predictable sequence, driven by internal development rather than by teaching rules, and that while explicit instruction can affect how quickly a learner progresses, it doesn't typically change the order in which forms are acquired. That's why the statement describing a natural, predictable sequence independent of instruction is the best match. For contrast, the other ideas focus on different aspects: one emphasizes that understanding input slightly above a learner's current level drives acquisition; another suggests that explicit rules and conscious monitoring influence performance more than the underlying competence; and another distinguishes between what is acquired subconsciously through meaningful use versus what is learned consciously through study. None of these claim a fixed, universal order of acquisition independent of instruction in the way the Natural Order Hypothesis does.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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