

NYSTCE 116 - English to Speakers of Other Languages (ESOL) CST Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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. Which process involves omitting sounds from pronunciation to ease everyday speech?**
 - A. Elision**
 - B. Affixation**
 - C. Morphology**
 - D. Intonation**

- 2. What term refers to the symbol used to represent phonemes in written language?**
 - A. Grapheme**
 - B. Phoneme**
 - C. Morpheme**
 - D. Allophone**

- 3. Stephen Krashen is associated with which theory, including Monitor Theory, and posits no fundamental difference in how languages are learned, with learning relying on external stimuli?**
 - A. Noam Chomsky**
 - B. Stephen Krashen**
 - C. B. F. Skinner**
 - D. Jean Piaget**

- 4. Which term refers to the set of rules governing sentence structure?**
 - A. Transformations**
 - B. Discourse competence**
 - C. Migrant Education program**
 - D. Direct/Natural method of SLA**

- 5. During the two-word stage, vocabulary grows at a rate of roughly 1-3 new words per week, with combinations forming mini-sentences.**
 - A. Two-word stage**
 - B. Early Multiword Stage**
 - C. Later Multiword Stage**
 - D. Pre-speech stage**

- 6. Which term defines a grammatical unit used to connect a phrase and a sentence?**
- A. Clause**
 - B. Phrase**
 - C. Sentence**
 - D. Fragment**
- 7. Which term describes when sounds are omitted?**
- A. Epenthesis**
 - B. Elision**
 - C. Transformations**
 - D. Migrant Education program**
- 8. Which category of strategies is used to lower affective filter and reduce anxiety during language learning?**
- A. Affective Strategies**
 - B. Cognitive Strategies**
 - C. Social Strategies**
 - D. Metacognitive Strategies**
- 9. Which statement best describes the purpose of jigsaw reading?**
- A. To enable groups to combine their parts to understand the whole text**
 - B. To scan quickly for details**
 - C. To memorize vocabulary in isolation**
 - D. To practice silent independent reading**
- 10. What does LAS stand for in the context of assessments for language learners?**
- A. Language Assessment Scales (LAS)**
 - B. Language Arts Scale**
 - C. Language Aptitude Survey**
 - D. Language Achievement System**

Answers

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

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Explanations

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1. Which process involves omitting sounds from pronunciation to ease everyday speech?

A. Elision

B. Affixation

C. Morphology

D. Intonation

Elision is the process of leaving out sounds in everyday speech to make pronunciation easier. In natural conversation, English speakers often shorten phrases by dropping sounds, such as saying “going to” as “gonna” or “want to” as “wanna.” This helps speech flow more quickly and smoothly in casual talk. It’s different from affixation (adding prefixes or suffixes to form new words), morphology (the study of word formation), or intonation (the patterns of pitch in speech).

2. What term refers to the symbol used to represent phonemes in written language?

A. Grapheme

B. Phoneme

C. Morpheme

D. Allophone

Grapheme is the symbol used to represent phonemes in written language. A grapheme can be a single letter or a combination of letters that encodes a sound. For example, the /p/ sound can be written as “p,” and the /f/ sound can be written as “f” or “ph” in different words. This is about the written representation, not the sound itself. The sound unit is a phoneme, the smallest unit of sound; a morpheme is the smallest unit of meaning; and an allophone is a contextual variation of a single phoneme.

3. Stephen Krashen is associated with which theory, including Monitor Theory, and posits no fundamental difference in how languages are learned, with learning relying on external stimuli?

A. Noam Chomsky

B. Stephen Krashen

C. B. F. Skinner

D. Jean Piaget

This item is about identifying who developed the Monitor Theory as part of a larger framework for how languages are learned. Stephen Krashen is the theorist behind the Monitor Theory (the Monitor Model). His ideas emphasize that language development comes from an unconscious process called acquisition, guided by comprehensible input—language that learners can understand even if they don’t yet know all the rules. He also distinguishes acquisition from learning (the conscious knowledge of grammar rules) and describes a monitor that can edit output under certain conditions. Importantly, Krashen argues that learning relies on exposure to meaningful input rather than being driven by external reinforcement or stimuli, which is different from behaviorist views. So the best answer is Stephen Krashen.

4. Which term refers to the set of rules governing sentence structure?

- A. Transformations**
- B. Discourse competence**
- C. Migrant Education program**
- D. Direct/Natural method of SLA**

Transformations refer to the rules that modify sentence structure within transformational grammar. These rules move, insert, or delete elements to turn an underlying, deep-structure form into the surface sentences we actually say or write. For example, forming questions by moving auxiliary verbs or turning active sentences into passives are changes produced by these transformation rules. This topic sits squarely in syntax—the study of how sentences are built and organized. Discourse competence is about linking sentences coherently in larger stretches of talk or text and using language appropriately in social contexts. The migrant education program is a policy initiative, not a linguistic concept. The direct/natural method of SLA is a teaching approach focused on how languages are learned, not the structural rules of sentence construction.

5. During the two-word stage, vocabulary grows at a rate of roughly 1-3 new words per week, with combinations forming mini-sentences.

- A. Two-word stage**
- B. Early Multiword Stage**
- C. Later Multiword Stage**
- D. Pre-speech stage**

In the two-word stage, children start turning their growing word bank into short, two-word combinations that express simple ideas, like “mommy go” or “doggy eat.” This is when vocabulary grows steadily but not explosively, typically adding about one to three new words each week, while the child begins to show basic syntax by putting words together rather than saying single words in isolation. The speech during this stage is telegraphic—content words carry the meaning while small function words are often omitted (for example, “want juice” instead of “I want juice”). This pattern fits best here because pre-speech involves no real words yet, earlier stages don’t combine into two-word phrases, and later multiword stages involve three or more words and more complex grammar.

6. Which term defines a grammatical unit used to connect a phrase and a sentence?

- A. Clause**
- B. Phrase**
- C. Sentence**
- D. Fragment**

The idea this question tests is how a clause functions to connect different parts of a sentence. A clause is a group of words that has a subject and a predicate, so it can express a complete thought (if it's an independent clause) or a thought that depends on another part of the sentence (if it's a dependent clause). Because it carries both a subject and a verb, a clause can link ideas and attach additional information to a main idea, helping to connect a phrase to a sentence or to join two ideas together with conjunctions. A phrase, by contrast, is just a group of words without a subject-verb pair, so it can't serve as the linking unit on its own. A sentence is a complete unit of thought and can be made up of one or more clauses, but what actually connects smaller parts to form the larger sentence structure is the clause. A fragment is incomplete because it lacks a main clause, so it can't function as a connector within a sentence. For example, in "We stayed indoors when the rain started," the clause "We stayed indoors" connects with the dependent clause "when the rain started," showing how clauses link ideas within a sentence.

7. Which term describes when sounds are omitted?

- A. Epenthesis**
- B. Elision**
- C. Transformations**
- D. Migrant Education program**

Elision is the way sounds are left out in speech to make pronunciation quicker and smoother. In everyday talk, speakers often drop or hide sounds, so words run together. A classic example is saying "going to" as "gonna," where the second word's sounds are omitted and the sequence is compressed. Another familiar case is pronouncing "family" as "fam-ly," with the middle vowel skipped in casual speech. This helps explain why spoken language can sound different from the written form and why learners hear reduced forms in natural conversation. Epenthesis, by contrast, adds sounds rather than omits them, and the remaining options aren't phonological terms for sound omission.

8. Which category of strategies is used to lower affective filter and reduce anxiety during language learning?

- A. Affective Strategies**
- B. Cognitive Strategies**
- C. Social Strategies**
- D. Metacognitive Strategies**

Lowering the affective filter means creating a learning moment where emotions and anxiety are kept in check so learners can take in new language more easily. Affective strategies are specifically about managing feelings, motivation, and attitudes to reduce stress and fear of making mistakes. In practice, this includes things like positive self-talk, relaxation techniques, building a supportive classroom climate, and encouraging risk-taking without worrying about failure. Cognitive strategies focus on processing and recalling language (rules, patterns, problem-solving), metacognitive strategies involve planning and monitoring one's own learning, and social strategies center on using interaction with others to practice language. While those can support learning, they don't target emotions and anxiety as directly as affective strategies do.

9. Which statement best describes the purpose of jigsaw reading?

- A. To enable groups to combine their parts to understand the whole text**
- B. To scan quickly for details**
- C. To memorize vocabulary in isolation**
- D. To practice silent independent reading**

The main idea behind jigsaw reading is that students take ownership of a portion of a text, become experts on that segment, and then share what they learned with peers so the group can understand the whole text together. Each member reads their part, explains it to the others, and the collective discussion pieces together the full meaning. This approach supports language development for ESOL students by promoting speaking, listening, and collaborative problem-solving in a meaningful context, while also reducing individual cognitive load by dividing the text into manageable parts. It's not about scanning for quick details, memorizing words in isolation, or practicing silent independent reading—the focus is on coordinating parts to reconstruct and comprehend the whole text through group discussion.

10. What does LAS stand for in the context of assessments for language learners?

A. Language Assessment Scales (LAS)

B. Language Arts Scale

C. Language Aptitude Survey

D. Language Achievement System

Language Assessment Scales is the term used for LAS in the context of language learner assessments. This kind of scale provides a standardized way to gauge a learner's current English proficiency across key language domains—speaking, listening, reading, and writing—and to monitor growth over time. It helps educators determine placement, tailor instruction, and track progress across assessments. The other options don't fit as well. Language Arts Scale would imply measuring general literacy or academic language in the broader subject area rather than focusing specifically on English language development. Language Aptitude Survey targets potential to learn a language rather than current proficiency. Language Achievement System is not a commonly used, specific term for assessing language learners and could be confusing or ambiguous.

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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:

<https://nystce116.examzify.com>

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

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