

# TE<sub>x</sub>ES ESL Supplemental 154 Practice Exam (Sample)

## Study Guide



**Everything you need from our exam experts!**

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# Table of Contents

<b>Copyright</b> .....	<b>1</b>
<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>How to Use This Guide</b> .....	<b>4</b>
<b>Questions</b> .....	<b>5</b>
<b>Answers</b> .....	<b>8</b>
<b>Explanations</b> .....	<b>10</b>
<b>Next Steps</b> .....	<b>16</b>

SAMPLE

# 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 does the term Inclusion refer to in an educational context?**
  - A. Pull-out programs for ESL students**
  - B. Support services offered after school**
  - C. Push in services within the classroom**
  - D. Online learning environments**
  
- 2. Which of the following is a diphthong?**
  - A. ea**
  - B. ow**
  - C. th**
  - D. st**
  
- 3. Which of the following describes a non-LEP student?**
  - A. A student who qualifies for ESL**
  - B. A student who does not qualify for ESL**
  - C. A student scoring below standard**
  - D. A student with learning difficulties**
  
- 4. What does the term "LEP" stand for in the context of education?**
  - A. Low English Proficiency**
  - B. Learning English Program**
  - C. Language Education Policy**
  - D. Localized English Production**
  
- 5. What does the acronym MSV stand for in relation to reading cues?**
  - A. Meaning, Structure, and Visual**
  - B. Method, Syntax, and Vocabulary**
  - C. Meaning, Syntax, and Vocabulary**
  - D. Model, Structure, and Visual**

- 6. Approximately what is the purpose of a lexicon in language?**
- A. To define grammatical rules**
  - B. To list words and provide their meanings**
  - C. To analyze sentence structure**
  - D. To study phonemic differences**
- 7. How does prosody influence communication?**
- A. It determines the meaning of vocabulary**
  - B. It affects the rhythm and stress of speech**
  - C. It focuses solely on grammatical accuracy**
  - D. It regulates the pace of reading**
- 8. What conclusion did Collier reach regarding bilingual education?**
- A. Bilingual education is ineffective**
  - B. Understanding L1 is essential for learning L2**
  - C. Language proficiency is not important in bilingual education**
  - D. Learning L2 should happen independently from L1**
- 9. Which model emphasizes cognitive development in both languages for bilingual education?**
- A. SDAIE Model**
  - B. CALLA Model**
  - C. Content Based ESL**
  - D. TPR Model**
- 10. Which of the following refers to text features that aid instruction?**
- A. Instructional devices**
  - B. Transitional phrases**
  - C. Grammar structures**
  - D. Textual coherence**

## Answers

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

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## **Explanations**

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## 1. What does the term Inclusion refer to in an educational context?

- A. Pull-out programs for ESL students
- B. Support services offered after school
- C. Push in services within the classroom**
- D. Online learning environments

In an educational context, inclusion refers to the practice of providing all students, regardless of their backgrounds or needs, with access to the general education curriculum alongside their peers. This approach emphasizes the integration of students with diverse learning needs, such as English language learners (ELLs) and those with disabilities, into regular classroom settings rather than segregating them. Push-in services are a key component of this concept, where specialized support, such as ESL instruction, is provided within the classroom by a teacher or specialist. This allows ELLs to receive direct support while participating in the same learning activities as their classmates, fostering a sense of belonging and community, and enabling collaborative learning experiences. In contrast, pull-out programs, which remove students from the general classroom to receive instruction separately, do not embody the same inclusive principles as they can create barriers to social interaction and integration. Support services offered after school and online learning environments, while valuable, are not directly related to the concept of inclusion within the everyday classroom experience, as they do not necessarily facilitate the immediate integration that inclusion promotes.

## 2. Which of the following is a diphthong?

- A. ea
- B. ow**
- C. th
- D. st

A diphthong is a complex vowel sound that begins with one vowel sound and glides into another within the same syllable. In English phonetics, the combination of sounds represented by "ow" is an example of this, as it starts with an "o" sound and transitions into a "u" sound (as in "cow" or "how"). The other options represent different phonetic elements. The "ea" combination can create a single vowel sound (as in "bread" or "bead") rather than gliding between two vowel sounds. "Th" and "st" both represent consonant sounds rather than vowel sounds; "th" can represent voiced or voiceless dental fricatives (as in "this" or "thin"), and "st" represents an initial consonant cluster. Understanding diphthongs is essential for language learners, particularly in English pronunciation, as they can significantly affect the meaning and clarity of words.

### 3. Which of the following describes a non-LEP student?

- A. A student who qualifies for ESL
- B. A student who does not qualify for ESL**
- C. A student scoring below standard
- D. A student with learning difficulties

The classification of a non-LEP (Limited English Proficient) student refers to a student who does not require English language support due to proficiency. This means that the student has demonstrated sufficient mastery of the English language skills necessary for academic success and does not meet the criteria for designated English as a Second Language (ESL) services. In a school context, this generally means that the student is able to effectively communicate and understand instruction in English, which allows them to participate fully in the educational environment without additional language assistance. This understanding of proficiency is crucial in ensuring that resources are allocated effectively to those who need them, while also enabling teachers to tailor their instruction to meet the diverse needs of all students. The other options focus on different aspects of student status or performance that do not directly relate to language proficiency as it pertains to ESL qualification. For instance, a student who qualifies for ESL indicates a need for support in language acquisition, while those scoring below standard or having learning difficulties may require interventions, but not specifically related to their qualifications in terms of English proficiency.

### 4. What does the term "LEP" stand for in the context of education?

- A. Low English Proficiency**
- B. Learning English Program
- C. Language Education Policy
- D. Localized English Production

The term "LEP" stands for "Limited English Proficiency." In the context of education, it specifically refers to individuals, particularly students, who do not have a strong command of the English language. This classification is important as it impacts how educational institutions approach language support and instructional strategies for these students. Recognizing students as having limited English proficiency helps educators to identify the need for tailored programs or interventions designed to improve their English language skills, ensuring equitable access to education. Services might include specialized English as a Second Language (ESL) programs or integrating language support into mainstream classrooms. The other options do not accurately capture the standard definition or significance of the term within educational policy and practice. For instance, "Learning English Program" sounds relevant but does not encompass the specific demographic it describes. "Language Education Policy" pertains to broader policy discussions in linguistics and education, while "Localized English Production" is not a recognized term in this context. Thus, the correct identification of LEP being tied to limited English proficiency is crucial for understanding how schools can effectively support these students.

**5. What does the acronym MSV stand for in relation to reading cues?**

- A. Meaning, Structure, and Visual**
- B. Method, Syntax, and Vocabulary**
- C. Meaning, Syntax, and Vocabulary**
- D. Model, Structure, and Visual**

The acronym MSV stands for Meaning, Structure, and Visual, which are three key types of cues that readers utilize to decode and comprehend texts. Meaning refers to the understanding or interpretation of the text based on the contextual clues and overall message. Structure pertains to the grammatical and syntactical arrangement of words and phrases within sentences, guiding readers on how sentences are formed and how they function together in a passage. Visual cues include the letters and words on the page, as well as illustrations or other graphic elements that can assist in conveying information. Understanding these three cues is vital for developing effective reading strategies, especially for English Language Learners (ELLs) who may rely more heavily on visual and contextual clues to make sense of written language. This connection between MSV and reading strategies highlights its significance in literacy education. The other choices reflect different combinations of elements related to reading but do not accurately represent the established understanding of MSV in the context of reading cues. Therefore, the definition of MSV as Meaning, Structure, and Visual is the most accurate understanding in this educational context.

**6. Approximately what is the purpose of a lexicon in language?**

- A. To define grammatical rules**
- B. To list words and provide their meanings**
- C. To analyze sentence structure**
- D. To study phonemic differences**

A lexicon serves the vital function of listing words along with their meanings within a particular language. It can be thought of as the vocabulary inventory of a language, providing definitions, usages, and sometimes additional information like pronunciations or examples. This resource is essential for understanding and using language effectively, as it contains the building blocks of communication—words. In contrast, defining grammatical rules pertains to understanding how words fit together in sentences, which goes beyond merely knowing word meanings. Analyzing sentence structure deals with the arrangement and relationship of words within sentences, focusing on grammar rather than word definitions. Studying phonemic differences involves examining the sounds in a language and how they contribute to meaning, which also requires a distinct focus separate from the lexicon's role. Thus, the primary purpose of a lexicon is indeed to list words and provide their meanings, making option B the most accurate choice.

## 7. How does prosody influence communication?

- A. It determines the meaning of vocabulary
- B. It affects the rhythm and stress of speech**
- C. It focuses solely on grammatical accuracy
- D. It regulates the pace of reading

Prosody plays a crucial role in communication as it encompasses the rhythm, stress, intonation, and pitch of speech. These elements collectively affect how spoken language is perceived and understood. For instance, variations in stress can change the meaning of a sentence; emphasizing different words can alter the listener's interpretation. The rhythm of speech contributes to fluency and can convey emotions or attitudes, leading to richer and more nuanced communication. Thus, the influence of prosody on the rhythm and stress of speech is fundamental to effective spoken communication, impacting clarity, expression, and engagement in conversation. This makes option B the most accurate choice regarding the influence of prosody in communication. Focusing solely on grammatical accuracy does not account for the expressive elements of speech, and while regulating the pace of reading is related, it does not encompass the full range of prosody's impact on interactive communication.

## 8. What conclusion did Collier reach regarding bilingual education?

- A. Bilingual education is ineffective
- B. Understanding L1 is essential for learning L2**
- C. Language proficiency is not important in bilingual education
- D. Learning L2 should happen independently from L1

Collier's research emphasizes the importance of a child's first language (L1) in the process of acquiring a second language (L2). She concluded that a strong foundation in L1 is crucial for the successful acquisition of L2, as it helps learners make connections between languages, enhances cognitive development, and contributes to overall academic success. By understanding and utilizing their L1, learners can better comprehend and engage with new concepts in their L2, leading to more effective language acquisition. This conclusion highlights that bilingual education should leverage the strengths of both languages, rather than treating them as entirely separate processes. In contrast, the other responses do not align with her findings: the notion that bilingual education is ineffective contradicts her evidence supporting its benefits, the idea that language proficiency is unimportant misrepresents the value of language skills in academic contexts, and the concept of learning L2 independently from L1 undermines the integral role that L1 plays in the learning process.

**9. Which model emphasizes cognitive development in both languages for bilingual education?**

**A. SDAIE Model**

**B. CALLA Model**

**C. Content Based ESL**

**D. TPR Model**

The CALLA Model, which stands for Cognitive Academic Language Learning Approach, emphasizes cognitive development in both languages for bilingual education. It integrates language development with content learning and focuses on teaching students to think critically and use higher-order thinking skills in their academic subjects while simultaneously developing proficiency in both their first language and English. This model is structured around the idea that language learning should not occur in isolation but rather through engaging with content in meaningful contexts. By promoting cognitive skills alongside language acquisition, the CALLA Model enables bilingual students to navigate academic challenges and apply their language skills effectively in both languages. This dual focus on cognitive and language development makes it particularly effective for bilingual education settings. Other models, while useful in their own contexts, do not emphasize cognitive development in both languages to the same extent as the CALLA Model. For instance, the SDAIE model (Specially Designed Academic Instruction in English) primarily focuses on delivering content in English while supporting English language learners but does not necessarily integrate both languages as comprehensively. Similarly, Content-Based ESL focuses on teaching language through content but may not explicitly target cognitive skills across both languages. The TPR (Total Physical Response) Model is more about language acquisition through physical activity and does not center on cognitive development in dual-language contexts.

**10. Which of the following refers to text features that aid instruction?**

**A. Instructional devices**

**B. Transitional phrases**

**C. Grammar structures**

**D. Textual coherence**

The term that best refers to text features that aid instruction is instructional devices. Instructional devices are tools or features within a text that support learning and comprehension. These can include charts, graphs, headings, bullet points, and other visuals that help convey information more effectively and facilitate understanding of the content. Transitional phrases, while important in guiding readers through the flow of a text, do not encompass the broader range of features that support instruction. Grammar structures pertain to the rules of language rather than features specifically designed to enhance instructional clarity. Textual coherence refers to how ideas connect within a text; it is an important characteristic for understanding but does not directly describe specific features used to aid instruction. Thus, instructional devices encompass the tools and features explicitly designed to enhance the learning experience, making it the correct answer.

## 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](mailto:hello@examzify.com).**

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

**<https://texeseslsupplemental154.examzify.com>**

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

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