
1. An English-Chinese bilingual speech-language pathologist is assessing a child whose L1 is Chinese and L2 is English. She chooses to translate an English standardized test into Chinese as an assessment tool. Which of the following best describes the position presented in this article regarding this situation?

A. This is an acceptable practice because it is important to have accurate information about both a bilingual child’s languages for assessment.
B. This is not a good practice because the target structures covered in the English test might not be equally diagnostic of level of development in Chinese.
C. This is an acceptable practice if the child’s score from the translated version is compared to the scores from the English norming sample.
D. This is not a good practice because dialect differences between the speech-language pathologist and the child might make the translation difficult for the child to understand.

2. Which of the following is the most accurate description of the findings of this study with respect to individual differences between the children?

A. While rates of accuracy with tense varied considerably among the children, they all showed the pattern of producing more omission than commission errors.
B. Whether a child’s L1 was richly-inflected or not had no impact on their abilities with grammatical morphemes in English.
C. Amount of exposure to English in both the classroom and at home was significantly and positively correlated with children’s accuracy with grammatical morphemes.
D. Rates of accuracy with grammatical morphemes were significantly and negatively correlated with the children’s ages.

3. Which of the following best describes the performance of the ESL children compared to the norming sample for the TEGI?

A. A minority of the children had scores below the criterion score for typically-developing age-mates.
B. A majority of the children had scores below the criterion score for typically-developing age-mates and below the group mean for children with SLI.
C. A majority of the children had scores between the group means for the typically-developing children and the children with SLI.
D. A majority of the children had scores below the criterion score for typically-developing age-mates, but a minority of the children had scores lower than the group mean for children with SLI.
Article 2. Conceptual Versus Monolingual Scoring: When Does It Make a Difference?

4. If a child is asked to list all of the zoo animals she can think of and she says monkey, flamingo, mono (monkey), tigre (tiger), and elefante (elephant), her conceptual score would be:

   A. two
   B. three
   C. four
   D. five

5. In vocabulary production tasks, such as describing the characteristic properties of an object, children are most likely to produce:

   A. other language responses that are translation equivalents and correct
   B. other language responses that are unique and correct
   C. no response at all if they are unsure of the response to the question
   D. other language responses that are unique and incorrect

Article 3. Phonological Skills in Predominantly English-Speaking, Predominantly Spanish Speaking, and Spanish-English Bilingual Children

6. Parent report of language output:

   A. is adequate for determining the phonological skills of their children in Spanish and English
   B. is not highly related to output of phonological skills of their children in Spanish and English
   C. demonstrates that children are more accurate in the phonological skills of their dominant language
   D. is more accurate for Spanish than for English

7. Phonological skills of bilingual and predominantly Spanish- and English-speaking children:

   A. have more similarities than differences
   B. are significantly different from each other
   C. have not been compared with each other
   D. should not be compared to each other

8. This study indicated that cross-linguistic effects in the phonological performance of bilingual Spanish-English children:

   A. occurred only in their English productions
   B. occurred with equal frequency in their English and Spanish productions
   C. occurred only in their Spanish productions
   D. were not as frequent as those found for their predominantly English-speaking and predominantly Spanish-speaking counterparts
9. Some literature notes a “silent period” or “delay” in bilingual speakers under the age of 2 when compared to monolingual speakers of the same age. Would you expect to see the same phonological differences between bilingual and predominantly English or Spanish speakers at age 5?

A. Yes, bilingual speakers will always demonstrate a slight delay due to the strain of two languages on a child’s phonological system.
B. No, bilingual speakers demonstrate many more phonological similarities than differences to predominantly English or Spanish speakers by age 5.
C. Yes, bilingual speakers demonstrate phonological patterns at age 5 that are inappropriate for their chronological age, thus continue to demonstrate characteristics of delay.
D. It is impossible to answer this question with the information given due to the effect that percent output in each language has on phonological skill in bilingual speakers.


10. The new ANSI standard recommends maximum classroom noise levels of:

A. 35 dBA
B. 55 dBA
C. 65 dBA
D. 70 dBA

11. In Study 1, classroom noise levels:

A. were less than 35 dBA during all observations
B. ranged between 35 and 70 dBA
C. ranged between 54 and 67 dBA
D. were greater than 70 dBA during all observations

12. Results of Study 1 showed no significant differences in classroom on-task behavior between groups or between before and after observation periods.

A. true
B. false

13. Speech recognition performance in Study 2 declined in noise:

A. equally for both groups
B. for both groups, but the decline was significantly greater for the L2 group
C. for both groups, but the decline was significantly greater for the EO group
D. only for the L2 group
Article 5. Vietnamese Children and Language-Based Processing Tasks

14. Fast-mapping tasks typically involve a:
   A. long training period with novel stimuli
   B. a brief presentation of novel stimuli
   C. pre-testing and post-testing of learning
   D. no training or presentation of stimuli

15. Quick Incidental Language Learning (QUIL) involves:
   A. exposure to new stimuli in a familiar context
   B. specific training of novel stimuli
   C. behavior modification of incorrect responses
   D. adult mediation of learning strategies

16. Dynamic assessment involves:
   A. a brief presentation of novel stimuli
   B. specific training of novel stimuli
   C. behavior modification of incorrect responses
   D. adult mediation of learning strategies

17. Typically developing Vietnamese children’s performances on language-based processing tasks correlated more highly with:
   A. dynamic assessment word
   B. fast-mapping word
   C. dynamic assessment rule
   D. modifiability

18. Vietnamese children’s dynamic assessment word and fast-mapping word performances seemed to be correlated with which different kinds of language learning skills:
   A. expressive and receptive pragmatics
   B. receptive and expressive syntax
   C. expressive and receptive semantics
   D. receptive and expressive literacy

Article 6. Synthesized Speech Intelligibility in Sentences: A Comparison of Monolingual English-Speaking and Bilingual Children

19. Live speech intelligibility was significantly greater than synthesized speech intelligibility for:
   A. only monolingual, English-speaking children
   B. both monolingual, English-speaking children and sequentially bilingual children
   C. only sequentially bilingual children
   D. live speech intelligibility was not significantly greater than Dectalk intelligibility for either group of children
20. The intelligibility difference between live speech and synthesized speech was:

A. approximately the same for both groups of children
B. significantly greater for monolingual English speaking children
C. significantly greater for sequentially bilingual children
D. not directly examined in this study

21. Synthesized speech intelligibility was:

A. significantly greater for sequentially bilingual children than for monolingual English speaking children
B. significantly greater for monolingual English speaking children than for sequentially bilingual children
C. generally the same for both groups of children
D. slightly but not significantly greater for monolingual English speaking children

22. Adding linguistic context to and providing listening practice in listening to synthesized speech:

A. have little effect on the intelligibility of synthesized speech
B. improves synthesized speech intelligibility
C. decrease synthesized speech intelligibility
D. has not been investigated

**Article 7. Intervention With Linguistically Diverse Preschool Children: A Focus on Developing Home Language(s)**

23. Evidence suggests that for typically developing bilingual children, support of the home language:

A. delays the long-term acquisition of English
B. supports the long-term acquisition of English
C. has no effect on the long-term acquisition of English

24. A study by Perozzi and Sanchez comparing intervention encompassing both of a child’s languages to intervention in English only suggests that:

A. intervention is more effective if input is restricted to a single language
B. children receiving intervention only in English showed greater increases in English vocabulary than did children receiving bilingual intervention
C. children in bilingual intervention made better progress in both the home language and English as compared to children receiving intervention only in English
D. children receiving bilingual intervention lagged significantly behind in English as compared to children receiving intervention only in English
25. When working with families who mix their two languages in casual discourse, the authors suggest activities to facilitate the blocking of language codes by asking parents to:

A. speak only one language or the other on given days
B. alter the degree of each language they use in conversation with their child
C. randomly ask their child to repeat what they just said in the other language
D. identify specific activities that will always be implemented in a single language

26. Some strategies commonly used in intervention, such as “follow the child’s lead,” are based on research with the majority population of the United States and may not be consistent with cultural values of linguistically diverse children and their families.

A. true
B. false