CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS (CEOE™)

OKLAHOMA SUBJECT AREA TESTS (OSAT™)

FIELD 077: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK

October 2004

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FIELD 077: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK

Language and Language Learning
Culture
Planning, Implementing, and Managing ESL Instruction
Assessment
Professionalism

SUBAREA I—LANGUAGE AND LANGUAGE LEARNING

Competency 0001

Understand the fundamentals of linguistics as related to the development of listening, speaking, reading, and writing for social and academic purposes.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of phonology, and describe ways to apply knowledge of phonology to help ESL students develop oral language, reading, and writing (including spelling) skills in English.

Demonstrate knowledge of morphology, and describe ways to apply knowledge of morphology to promote ESL students' development of vocabulary and literacy (including spelling) skills in English.

Demonstrate knowledge of syntax, and describe ways to apply knowledge of syntax to promote ESL students' social and academic language and literacy development in English.

Demonstrate knowledge of semantics, and describe ways to apply knowledge of semantics to help ESL students acquire and productively use a wide range of vocabulary in English.

Demonstrate knowledge of pragmatics, and describe ways to apply knowledge of pragmatics to help ESL students respond appropriately and communicate effectively in a variety of contexts (including formal and informal settings) and for a variety of purposes and audiences.

Demonstrate knowledge of the nature and value of language variation in English and the importance of building on the language that students bring to the ESL classroom (including the process of transferring language skills from the primary language to English) in order to extend their language proficiency.

Apply knowledge of strategies for serving as a good language model for ESL students and for providing opportunities for ESL students to be exposed to a variety of proficient English speakers.

Apply knowledge of strategies for supporting ESL students' self-monitoring of language skills (e.g., phonology, morphology, syntax, semantics) and self-correction in English.

Recognize how to locate and use linguistic resources to learn about the structure of English and that of students' home languages in order to address students' needs.

Competency 0002

Understand current theories of second-language acquisition and English literacy development in the ESL classroom.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of current theories and research in second-language acquisition and literacy development.

Demonstrate knowledge of processes and stages of first- and second-language acquisition and literacy development.

Examine the role of the primary language (L1) in acquiring English as a second language (L2) (including the process of transferring reading skills from L1 to L2), and apply knowledge of strategies for building on students' current language skills as a foundation for learning English.

Recognize the nature and role of comprehensible input and output for second-language development, and apply knowledge of strategies for providing ESL students with comprehensible input and opportunities for producing comprehensible output.

Recognize the role of meaningful interaction in the development of communicative competence in a new language, and apply knowledge of strategies for providing opportunities for ESL students to communicate in diverse social and academic settings and to develop competence in communicating in socially and culturally appropriate ways.

Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., memorization, categorization, metacognition), and apply knowledge of strategies for explicitly teaching ESL students effective language learning and self-monitoring strategies to promote their language development.

Recognize the role of feedback in language development, and apply knowledge of strategies for appropriately monitoring ESL students' language errors and addressing students' needs.

Competency 0003

Understand variables that affect second-language acquisition and apply this knowledge to facilitate the process of learning English as a second language.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of individual variables (e.g., age, level of L1 language proficiency, level of L1 literacy, personality, motivation, self-esteem, inhibition, preferred learning styles and modalities) that can affect L2 acquisition, and apply knowledge of strategies for addressing individual students' needs.

Demonstrate knowledge of sociocultural and political variables that affect L2 acquisition (e.g., idioms; variations in register, dialect, and language genre; factors related to immigration, cultural transition, prior educational background and opportunities; and socioeconomic and legal status) and strategies for applying this knowledge to facilitate the process of learning English as a new language.

Demonstrate knowledge of cognitive variables that affect L2 acquisition (e.g., cognitive development, memory, planning and organization skills), and recognize the importance of using instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address students' specific cognitive strengths and needs.

Demonstrate knowledge of linguistic variables that affect L2 acquisition (e.g., difficulty level of language structures and vocabulary), and apply knowledge of strategies for developing ESL students' social and academic language proficiency in English.

SUBAREA II—CULTURE

Competency 0004

Understand major concepts, principles, theories, and research related to the nature of culture, cultural processes, and the role of culture in language development and learning.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, acculturation, assimilation, accommodation, biculturalism).

Demonstrate knowledge of the interrelationship between language and culture and the effects of this interrelationship on ESL students' language development and learning.

Demonstrate knowledge of the content of culture (e.g., values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems) and the effects of cultural differences on learning and cross-cultural interactions.

Demonstrate knowledge of the process of cultural contact and stages or phases of acculturation (e.g., characteristics of culture shock).

Recognize the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' home cultures and the school culture), and demonstrate knowledge of cultural differences in approaches to learning (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, individual versus group).

Competency 0005

Understand diverse cultural groups, the effect of ESL students' cultural identities on language development and learning, and teaching strategies that are sensitive to the needs of students from diverse cultural groups.

The following topics are examples of content that may be covered under this competency.

Recognize how to use a variety of resources (print and nonprint) to learn about world cultures and the cultures of students in the ESL classroom.

Recognize the impact of world events on ESL students and their families (e.g., U.S. immigration history, patterns, and policies; events in students' home countries).

Demonstrate knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking features) and strategies for applying this knowledge to enhance ESL teaching.

Recognize how the cultural identity of individuals affects their language development and learning and that levels of cultural identity will vary among students, and apply knowledge of strategies for providing students with opportunities to use their cultural perspectives to promote learning.

Analyze the effects of racism, stereotyping, and discrimination on teaching and learning and ways to address these issues purposefully in the ESL classroom (e.g., by promoting an inclusive classroom climate, by designing ESL instruction that reflects antibias approaches) and the school community (e.g., recognizing students' language rights).

SUBAREA III—PLANNING, IMPLEMENTING, AND MANAGING ESL INSTRUCTION

Competency 0006

Understand concepts, research, and best practices related to planning, managing, and implementing standards-based instruction for ESL students.

The following topics are examples of content that may be covered under this competency.

Recognize how to plan ESL instruction around standards-based subject matter and language-learning objectives.

Apply knowledge of current instructional approaches, methods, and practices in the field of ESL.

Apply knowledge of strategies for planning ESL instruction based on assessment of students' language proficiency and prior knowledge.

Apply knowledge of strategies for addressing students' varying educational backgrounds (e.g., students with limited formal schooling) and varying levels of English language proficiency when planning and delivering standards-based instruction.

Apply knowledge of strategies for creating a secure, positive, and motivating language-learning environment for ESL students that encourages them to be actively involved in learning, to take risks, and to extend their learning inside and outside the classroom.

Recognize how to incorporate a variety of activities in instruction that develop authentic uses of language and explore content-area topics in order to maximize ESL students' language learning and concept development.

Demonstrate knowledge of scaffolding techniques, and apply knowledge of strategies for scaffolding language tasks (both oral and written) to promote ESL students' language development and learning.

Recognize how to create learning opportunities that integrate listening, speaking, reading, writing, and comprehension for a variety of academic and social purposes.

Competency 0007

Understand how to locate, develop, adapt, and use resources effectively in ESL instruction.

The following topics are examples of content that may be covered under this competency.

Recognize how to locate, develop, adapt, and use an appropriate variety of materials and resources to promote students' language, literacy, and content-area development, including books and other print materials, visual aids, props, games, realia, and technology.

Demonstrate knowledge of strategies for selecting and adapting materials and other resources in the ESL classroom in order to ensure that instructional resources are appropriate to ESL students' developing language and content-area skills and abilities.

Recognize how to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials to promote students' language, literacy, and content-area development, including appropriate use of primary-language materials.

Evaluate strategies for using appropriate technological resources to enhance language, literacy, and content-area instruction for ESL students (e.g., computers and related devices, software, the Internet and other media).

Competency 0008

Understand concepts, research, and best practices related to promoting ESL students' oral language development.

The following topics are examples of content that may be covered under this competency.

Apply knowledge of activities and strategies that build and expand on ESL students' oral language experiences, situations, and interactions both inside and outside the classroom.

Recognize how to use a variety of meaningful, purposeful activities for developing ESL students' communicative competence (e.g., paired and small-group conversations, creative drama, role-playing).

Apply knowledge of strategies for developing ESL students' listening skills for a variety of academic and social purposes.

Apply knowledge of strategies for developing ESL students' speaking skills for a variety of academic and social purposes and audiences.

Describe the role of oral language development in literacy and content-area instruction.

Competency 0009

Understand concepts, research, and best practices related to promoting ESL students' literacy development.

The following topics are examples of content that may be covered under this competency.

Apply knowledge of orthographic, linguistic, and rhetorical influences of the primary language on ESL students' English literacy development (e.g., positive and negative transfer from the primary language).

Apply knowledge of specific literacy needs of ESL students (e.g., students with limited literacy in their home language).

Recognize how to design standards-based reading instruction adapted to and appropriate for ESL students (e.g., selecting and using different texts and genres for students at different proficiency levels and developmental stages, using both literature and content-area texts to develop students' reading skills).

Apply knowledge of the developmental process of reading in a second language to design instruction adapted to and appropriate for ESL students in concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.

Apply knowledge of the alphabetic principle and the sequential development of phonological skills to design explicit, systematic instruction in phonemic awareness, phonological awareness, phonics, and spelling for ESL students at all stages of reading and spelling development.

Apply knowledge of strategies for helping ESL students develop reading skills in a variety of contexts and for a variety of purposes, for developing students' reading fluency, and for promoting students' interest and engagement in reading.

Apply knowledge of strategies for facilitating ESL students' reading comprehension before, during, and after reading, for promoting students' understanding of and responses to different genres of text (e.g., guided reading, literature circles), and for developing students' literal, inferential, and critical/evaluative reading comprehension skills.

Recognize how to design standards-based writing instruction adapted to and appropriate for ESL students (e.g., developing students' writing through a range of activities from simple sentence formation to expository writing, using different genres for students at different proficiency levels and developmental stages, providing explicit instruction regarding contrasts between English and the writing systems of students' home languages).

Apply knowledge of approaches and strategies for promoting ESL students' writing development in English (e.g., providing explicit instruction in the writing process, providing opportunities for ungraded writing such as interactive journals).

Apply knowledge of strategies for helping ESL students acquire skills across a range of genres, rhetorical and discourse structures, and writing conventions in English.

Competency 0010

Understand concepts, research, and best practices related to promoting ESL students' development of content-area knowledge and skills.

The following topics are examples of content that may be covered under this competency.

Apply knowledge for addressing specific academic needs of ESL students (e.g., students with limited formal schooling).

Describe strategies for activating ESL students' prior knowledge related to content-area objectives, including using knowledge of students' home cultures to enhance learning.

Apply knowledge of strategies for contextualizing content and vocabulary (e.g., through demonstrations, illustrations) and modifying language (e.g., repeating key concepts, breaking up long sentences, paraphrasing) to make content-area lessons accessible to ESL students.

Identify strategies for integrating language and content objectives in ESL instruction (e.g., through the use of thematic units).

Demonstrate knowledge of content-based ESL instructional methods that are effective in developing ESL students' academic language skills and content knowledge.

Apply knowledge of cognitive learning strategies (e.g., organizational skills, study skills, test-taking skills) that support ESL students' development of content-related language and learning skills.

SUBAREA IV—ASSESSMENT

Competency 0011

Understand various concepts and issues related to assessing ESL students, including different types of assessments used in ESL programs and their purposes, uses, and limitations.

The following topics are examples of content that may be covered under this competency.

Recognize the importance of using a variety of different assessment strategies with ESL students (e.g., observation, portfolio, student self-assessment, formal assessment).

Recognize the importance of, and strategies for, aligning assessment with curriculum and instruction.

Demonstrate knowledge of the challenges associated with assessing ESL students, and identify psychological issues (e.g., test anxiety, limited testing experiences) and issues related to cultural bias (e.g., unfamiliar images or references) and linguistic bias (e.g., unfamiliar test language or formats) that may affect ESL students' assessment results.

Demonstrate knowledge of assessment issues related to ESL students who may have a disability or who may be gifted and talented.

Demonstrate knowledge of different types of assessment (e.g., norm-referenced, criterion-referenced), including differences between performance-based and traditional assessments.

Demonstrate knowledge of various purposes of assessment (e.g., diagnosis, placement, evaluation of content-area achievement, evaluation of language proficiency, evaluation of instruction, program evaluation), including the difference between formative and summative assessment, and apply knowledge of strategies for selecting assessment(s) appropriate for an identified purpose.

Describe national and state requirements for identifying, reclassifying, and exiting ESL students from language support programs, and recognize how to apply this knowledge to make informed decisions regarding placement and reclassification of students in ESL programs.

Demonstrate knowledge of technical aspects of assessment (e.g., validity, reliability) and ways to apply this knowledge to select or design valid, reliable performance-based and traditional assessments for different purposes in the ESL classroom.

Competency 0012

Understand how to select and use various language and content-area assessments, analyze and interpret assessment results, and use this information to inform, evaluate, and modify instruction for ESL students.

The following topics are examples of content that may be covered under this competency.

Recognize how to select assessments, including technology-based assessments and student self- and peer-assessments, that are appropriate for ESL students at varying levels of English language proficiency and literacy development.

Describe how to select and use a variety of oral-language assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' oral-language development.

Describe how to select and use a variety of reading assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' reading development.

Describe how to select and use a variety of writing assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' writing development.

Describe how to select and use a variety of content-area assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' development of content-area knowledge.

SUBAREA V—PROFESSIONALISM

Competency 0013

Understand the historical and research foundations of ESL programs, how to pursue professional growth opportunities in the field of ESL, and how to serve as a professional ESL resource to colleagues.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the historical evolution of laws and policy in the field of ESL, including the effects of significant federal and state legislation, court cases, and demographic changes on the evolution of ESL programs.

Demonstrate knowledge of the historical evolution and research base of ESL teaching approaches and methodologies.

Demonstrate knowledge of characteristics, goals, and research on the effectiveness of various models and types of ESL programs.

Apply knowledge of strategies for pursuing professional growth opportunities in the field of ESL (e.g., formulating a professional development plan based on personal interests, taking advantage of professional associations and other academic organizations, engaging in a continuous cycle of professional reflection and analysis of instruction).

Apply knowledge of strategies for serving as a professional ESL resource in the school community (e.g., modeling effective ESL teaching practices, helping other teachers and school administrators to work effectively with ESL students, planning and implementing professional ESL workshops for colleagues).

Apply knowledge of a variety of collaborative teaching models (e.g., parallel teaching, alternative teaching, team teaching) and ways to work with colleagues
to assist ESL students as they transition into general education and content-area classrooms.

Competency 0014

Understand how to serve as a resource liaison and advocate for ESL students and how to build effective partnerships with families and the community to support student learning and achievement.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of school and community resources available to ESL students and their families, and apply knowledge of strategies for helping students and their families participate fully in the school and community.

Describe ways to advocate for ESL students and their families in various school contexts, including how to support students and their families in making decisions and advocating for themselves in the school community.

Apply knowledge of strategies for working with colleagues to provide comprehensive, challenging educational opportunities for ESL students and for ensuring ESL students' full access to school resources, including educational technology.

Identify the benefits of, and strategies for, creating effective partnerships between the school and various community resources to support ESL students' learning and achievement.

Describe the important roles that families play in their children's development, and apply knowledge of culturally responsive strategies for communicating and building partnerships with ESL students' families.

Apply knowledge of strategies for establishing an educational environment that supports, develops, and encourages the social, academic, and political involvement of ESL students' families in the school community.