

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS™ (CEOE™)**

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)

TEST FRAMEWORK

September 2016

| Subarea | Range of Competencies |
|---|------------------------------|
| I. Language and Language Learning | 0001–0002 |
| II. Culture | 0003–0004 |
| III. Planning, Implementing, and Managing ESL Instruction | 0005–0009 |
| IV. Assessment | 0010–0011 |
| V. Professionalism | 0012–0013 |
| VI. Analysis and Application | 0014 |

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OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)

TEST FRAMEWORK

- I. Language and Language Learning
- II. Culture
- III. Planning, Implementing, and Managing ESL Instruction
- IV. Assessment
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SUBAREA I—LANGUAGE AND LANGUAGE LEARNING

Competency 0001

Apply knowledge of the fundamentals of linguistics as related to the development of listening, speaking, reading, and writing for social and academic purposes in English.

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

- Apply knowledge of phonology to help English language learners develop oral language, reading, and writing (including spelling) skills in English.
- Apply knowledge of morphology to promote English language learners' development of vocabulary and literacy (including spelling) skills in English.
- Apply knowledge of syntax (e.g., sentence structures and patterns) to promote English language learners' social and academic language development in English.
- Apply knowledge of semantics to help English language learners acquire and productively use a wide range of vocabulary in social and academic contexts in English.
- Apply knowledge of discourse (e.g., coherence, cohesion) to promote English language learners' social and academic language development in English.
- Apply knowledge of pragmatics to help English language learners respond appropriately and communicate effectively in a variety of English-language contexts, including in formal and informal settings and for a variety of purposes and audiences.
- Apply knowledge of strategies for supporting English language learners' self-monitoring of language skills (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) and self-correction in English.

FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL) TEST FRAMEWORK

- Apply knowledge of ways to locate and use linguistic resources to learn about the structure of English and that of students' primary languages in order to address students' needs.
- Apply knowledge of the nature and value of language variation (e.g., idioms; variations in register, dialect, and language genre) to promote English language learners' social and academic language development in English.
- Analyze linguistic and sociolinguistic variables that affect acquisition of a new language (e.g., language distance between the primary language and English, language proficiency levels in the primary language, complexity of language structures and vocabulary in oral and written discourse in English) and apply knowledge of these variables to promote English language learners' development of social and academic language proficiency in English.

Competency 0002

Apply knowledge of current theories of and variables that can affect new-language acquisition and literacy development.

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

- Apply knowledge of current theories and research in new-language acquisition and literacy development, including processes and stages of first- and new-language acquisition and literacy development.
- Analyze distinctions between the six levels of English language proficiency as defined in the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards (i.e., entering, emerging, developing, expanding, bridging, and reaching).
- Analyze the role of the primary language in acquiring a new language (including the process of transferring literacy skills from the primary language to English) and apply knowledge of strategies for building on students' current language skills as a foundation for learning English and for extending their language proficiency.
- Analyze the nature and role of comprehensible input and output in acquiring a new language and apply knowledge of strategies for scaffolding English language learners' comprehension and use of English in social and academic contexts.
- Analyze the role of meaningful interaction in the development of communicative competence in a new language and apply knowledge of strategies for providing English language learners with opportunities to be exposed to a variety of proficient English speakers, communicate in diverse social and academic settings, and develop competence in communicating in socially, academically, and culturally appropriate ways.
- Analyze the role of cognitive processes in synthesizing and internalizing a new language (e.g., memorization, categorization, metacognition) and apply knowledge of strategies for explicitly teaching English language learners effective language learning and self-monitoring strategies to promote their language development.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

- Analyze the role of feedback in language development and apply knowledge of appropriate strategies for monitoring and addressing English language learners' language errors and needs.
- Analyze individual variables that affect acquisition of a new language (e.g., age, personality, motivation, self-esteem, inhibition, preferred learning styles and modalities) and apply knowledge of strategies for addressing individual students' needs.
- Analyze political variables that affect acquisition of a new language (e.g., factors related to immigration, cultural transition, and prior educational background and opportunities; socioeconomic status) and apply this knowledge to facilitate the process of learning a new language.
- Analyze cognitive variables that affect acquisition of a new language (e.g., cognitive development, memory, planning and organization skills), apply knowledge of instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address students' specific cognitive strengths and needs.

SUBAREA II—CULTURE

Competency 0003

Analyze 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.

- Analyze major cultural concepts (e.g., cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, acculturation, assimilation, accommodation, biculturalism, multiculturalism) and their effects on language development and learning.
- Analyze the interrelationship between language and culture and the effects of this interrelationship on English language learners' language development and learning.
- Analyze 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 students' learning and cross-cultural interactions.
- Apply knowledge of the process of cultural contact and stages or phases of acculturation (e.g., characteristics of culture shock).
- Analyze 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 apply knowledge of cultural differences in approaches to learning (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, individual versus group).

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0004

Apply knowledge of diverse cultural groups, sociocultural variables that can affect English language learners' 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.

- Apply knowledge of how to use a variety of print and nonprint resources to learn about world cultures and students' home cultures.
- Apply knowledge of the impact of world events on English language learners and their families (e.g., history, patterns, and policies of U.S. immigration; events in students' home countries).
- Apply knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking features) to enhance the teaching of students from a variety of home cultures and build partnerships with students' families.
- Analyze how the cultural identity of individuals affects their language development and learning and how levels of cultural identity 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, discrimination, and ethnocentrism on teaching and learning and ways to address these issues in the classroom (e.g., by promoting an inclusive classroom climate, by designing language instruction that reflects antibias approaches) and the school community (e.g., recognizing students' language rights).

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

SUBAREA III—PLANNING, IMPLEMENTING, AND MANAGING ESL INSTRUCTION

Competency 0005

Apply knowledge of concepts, research, and best practices related to planning, managing, and implementing standards-based language and content instruction for English language learners.

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

- Apply knowledge of how to plan instruction for English language learners around standards-based content and language-learning objectives.
- Apply knowledge of strategies for planning instruction for English language learners based on assessment of students' language proficiency and prior knowledge.
- Apply knowledge of current instructional approaches, methods, and practices in the field of ESL.
- Apply knowledge of strategies for addressing students' varying educational backgrounds (e.g., students with interrupted formal education) 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 English language learners that encourages students to be actively involved in learning, to take risks, and to extend their learning inside and outside the classroom.
- Apply knowledge of how to incorporate a variety of instructional academic activities that develop authentic uses of language; integrate listening, speaking, reading, writing, and comprehension; and explore content-area topics in order to maximize English language learners' language learning and concept development.
- Apply knowledge of scaffolding principles and strategies for scaffolding oral and written language tasks to promote English language learners' language development and learning.
- Apply knowledge of strategies for using the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards to scaffold English language learners' access to materials and other resources in ESL and content-area classrooms to promote all students' success in meeting grade-level learning standards.
- Apply knowledge of how to locate, develop, adapt, and use an appropriate variety of materials and resources to promote students' language, literacy, and content-area development, including print materials, visual aids, props, manipulatives, games, realia, computers and related devices, software, the Internet, and other digital tools and resources.
- Apply knowledge of 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 when possible.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0006

Apply knowledge of concepts, research, and best practices related to promoting English language learners' vocabulary development and their understanding and usage of standard English conventions when listening, speaking, reading, and writing.

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

- Analyze the role of vocabulary knowledge and knowledge of standard English conventions (e.g., using standard English grammar and usage when writing or speaking; using standard English capitalization and punctuation when writing; deconstructing and comprehending complex English sentence structures when reading) in listening, speaking, reading, writing, and comprehending in a new language.
- Apply knowledge of the importance of providing English language learners with incremental, meaningful, and repeated exposures to new words and standard English conventions and opportunities to use new vocabulary and grammar in different domains (i.e., reading, writing, speaking, and listening) to promote vocabulary development and command of English language conventions.
- Apply knowledge of tiers of vocabulary (i.e., everyday, general-academic, and content-specific words) to select appropriate words for instruction with English language learners at different developmental and English language proficiency levels and for different instructional purposes.
- Apply knowledge of how to design standards-based instruction and intervention adapted to and appropriate for English language learners in word study (e.g., explicit instruction in target words; building background knowledge as a basis for vocabulary development; building understanding of word relationships; nuances of word meanings; development of word consciousness; building vocabulary knowledge related to specific texts).
- Apply knowledge of how to design standards-based instruction and intervention adapted to and appropriate for English language learners in word-learning strategies (e.g., studying common Greek and Latin roots and affixes; using cognates, structural analysis, context clues, and classroom resources such as bilingual dictionaries).
- Apply knowledge of how to design standards-based instruction and intervention adapted to and appropriate for English language learners in standard English conventions.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0007

Apply knowledge of concepts, research, and best practices related to promoting English language learners' 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 English language learners' oral language experiences, situations, and interactions both inside and outside the classroom.
- Apply knowledge of how to use a variety of meaningful, purposeful activities for developing English language learners' communicative competence (e.g., paired and small-group conversations, creative drama, role-playing).
- Apply knowledge of strategies for developing English language learners' listening skills for a variety of academic and social purposes and for supporting and scaffolding English language learners' achievement of learning standards related to English listening skills.
- Apply knowledge of strategies for developing English language learners' speaking skills for a variety of academic and social purposes and audiences and for supporting and scaffolding English language learners' achievement of learning standards related to English speaking skills.
- Apply knowledge of strategies for differentiating instruction in listening and speaking skills to address the needs of English language learners at different levels of English language proficiency.
- Apply knowledge of the role of oral language development in literacy and content-area instruction.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0008

Apply knowledge of concepts, research, and best practices related to promoting English language learners' 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 English language learners' English literacy development (e.g., positive and negative transfer from the primary language).
- Apply knowledge of factors that affect literacy development in a new language (e.g., oral language proficiency, limited primary-language literacy, vocabulary knowledge, knowledge of academic language structures, background knowledge, prior literacy experiences).
- Apply knowledge of the importance of prioritizing foundational English literacy skills for English language learners in early stages of language acquisition and the role of explicit instruction and interventions in addressing individual students' literacy needs.
- Apply knowledge of how to design standards-based reading instruction and interventions adapted to and appropriate for English language learners (e.g., selecting and using different texts and genres for students at different developmental stages, using both literature and content-area texts to develop students' reading skills).
- Apply knowledge of the developmental process of learning to read and write and key components of literacy development in English (e.g., concepts about print, including letter recognition and formation; phonological and phonemic awareness; phonics; spelling; word recognition; fluency; vocabulary; comprehension; the writing process; writing conventions).
- Apply knowledge of strategies for helping English language learners develop reading skills in a variety of contexts and for a variety of purposes and promoting students' interest and engagement in reading, including independent reading.
- Apply knowledge of strategies for supporting and scaffolding English language learners' achievement of English language development standards related to reading, including helping English language learners acquire skill in comprehending literary and informational texts in English.
- Apply knowledge of strategies for supporting and scaffolding English language learners' achievement of English language development standards related to writing, including helping English language learners acquire skill in writing across a range of genres, using appropriate rhetorical and discourse structures, and applying writing conventions in English.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0009

Apply knowledge of concepts, research, and best practices related to promoting English language learners' 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 English language learners (e.g., students with interrupted formal education), including prioritizing foundational content knowledge and skills for students appropriate to their grade level and language-proficiency level.
- Apply knowledge of strategies for activating English language learners' 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 and comprehensible to English language learners at varying levels of English language proficiency.
- Apply knowledge of strategies for integrating language and content objectives in ESL instruction (e.g., through the use of thematic units).
- Apply knowledge of content-based ESL instructional methods that are effective in developing English language learners' academic language skills and content knowledge, including verbal scaffolding (e.g., prompting, questioning, elaborating), procedural scaffolding (e.g., explicit teaching, modeling, providing opportunities for independent practice and application), metacognitive scaffolding (e.g., planning, regulating, evaluating), visual scaffolding (e.g., viewing photographs, illustrations), and instructional scaffolding (e.g., using demonstrations, graphic organizers).
- Apply knowledge of cognitive learning strategies (e.g., organizational skills, study skills, test-taking skills) that support English language learners' development of content-related language and learning skills and that promote their ability to achieve content-area learning standards, including explicitly teaching English language learners assessment-specific terminology (e.g., analyze, compare, justify).

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

SUBAREA IV—ASSESSMENT

Competency 0010

Apply knowledge of various concepts and issues related to assessing English language learners, 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.

- Apply knowledge of the importance of using a variety of different assessment strategies with English language learners (e.g., observation, portfolio, self-assessment, peer assessment, formal assessment).
- Apply knowledge of strategies for aligning assessment with curriculum and instruction.
- Apply knowledge of the challenges associated with assessing English language learners, including psychological issues (e.g., test anxiety, limited testing experiences) and issues related to cultural bias (e.g., images or references) and linguistic bias (e.g., test language or formats) that may affect English language learners' assessment results.
- Apply knowledge of distinctions between the characteristics of English language learners who are in the process of new-language acquisition and acculturation and the characteristics of English language learners with disabilities.
- Apply knowledge of assessment factors related to English language learners who may have a disability and/or who may be gifted and talented.
- Distinguish between different types of assessment (e.g., norm-referenced, criterion-referenced), including differences between performance-based and traditional assessments.
- Apply 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 strategies for selecting assessment(s) appropriate for an identified purpose.
- Apply knowledge of national and state requirements for identifying, reclassifying, and exiting English language learners from language support programs to make informed decisions regarding placement and reclassification of students in ESL programs.
- Apply knowledge of technical aspects of assessment (e.g., validity, reliability).

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0011

Apply knowledge of 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 English language learners.

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

- Apply knowledge of how to select assessments, including technology-based assessments, self-assessments, and peer assessments, that are appropriate for English language learners at varying levels of English language proficiency and literacy development.
- Apply knowledge of how to select and use a variety of vocabulary assessments and assessments in standard English conventions (e.g., grammar, usage, capitalization, punctuation); analyze and interpret results from these assessments; and use this information to inform, evaluate, and modify instruction related to English language learners' development of vocabulary and standard English conventions.
- Apply knowledge of 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 English language learners' oral language development.
- Apply knowledge of how to select and use a variety of reading and spelling assessments; analyze and interpret results from these assessments; and use this information to inform, evaluate, and modify instruction related to English language learners' reading and spelling development.
- Apply knowledge of 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 English language learners' writing development.
- Apply knowledge of 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 English language learners' development of content-area knowledge and skills.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

SUBAREA V—PROFESSIONALISM

Competency 0012

Apply knowledge of the historical and research foundations of ESL programs, pursuing professional growth opportunities in the field of ESL, and serving as a professional ESL resource to colleagues.

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

- Apply knowledge of the historical evolution of laws and policies 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.
- Apply knowledge of the historical evolution and research base of ESL teaching approaches and methodologies.
- Apply 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, engaging in action research).
- 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 work effectively with English language learners, 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 English language learners as they transition into general education and content-area classrooms.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

Competency 0013

Apply knowledge of how to serve as a resource liaison and advocate for English language learners 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.

- Apply knowledge of school and community resources available to English language learners and their families, including strategies for helping students and their families participate fully in the school and community.
- Analyze ways to advocate for English language learners 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 English language learners and for ensuring English language learners' full access to school resources, including educational technology.
- Apply knowledge of the benefits of, and strategies for, creating effective partnerships between the school and various community resources to support English language learners' learning and achievement.
- Apply knowledge of the important roles that families play in their children's development, including culturally responsive strategies for communicating and building partnerships with English language learners' families.
- Apply knowledge of strategies for establishing an educational environment that supports, develops, and encourages the social, academic, and civic involvement of English language learners' families in the school community.

**FIELD 177: ENGLISH AS A SECOND LANGUAGE (ESL)
TEST FRAMEWORK**

SUBAREA VI—ANALYSIS AND APPLICATION

Competency 0014

Analyze and interpret formal and informal assessments and anecdotal evidence to identify trends in the strengths and needs of a small group of English language learners and apply knowledge of English language learners, language and literacy development, and research- and evidence-based practices to design a lesson that effectively addresses individual students' needs.

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

- Demonstrate the ability to interpret data from multiple formal and informal assessments of English language proficiency and academic performance to identify a trend in the language development and/or content-area performance of a small group of English language learners.
- Demonstrate the ability to select and describe an appropriate and effective research-based strategy for addressing the English language learners' identified need in the context of a standards-based lesson.
- Demonstrate the ability to differentiate the strategy for one or more members of the group to address the student's or students' varying language proficiency in a particular language domain (i.e., listening, speaking, reading, or writing).
- Demonstrate the ability to discuss the appropriateness and effectiveness of the selected instructional strategies, including the differentiation strategy, using evidence from the assessment data to support the response.