English to Speakers of Other Languages (ESOL)

(ESOL)

K–12

Section 47

ESOL K–12

1   **Knowledge of heritage language and English language principles**

1.   Apply principles of English phonology as they relate to language acquisition and use.

2.   Apply principles of English morphology as they relate to language acquisition and use.

3   Apply principles of English semantics as they relate to language acquisition and use.

4.   Apply principles of English pragmatics as they relate to language acquisition and use.

5.   Apply principles of English syntax as they relate to language acquisition and use.

6.   Apply principles of English discourse as they relate to language acquisition and use.

7.   Analyze the grammatical structure of an English sentence.

8.   Identify concepts and influences associated with social and regional varieties of English in the United States.

9.   Identify the language functions of spoken and written English.

10.   Identify sociolinguistic principles that have influenced the development of the English language.

11.   Identify historical processes that have influenced the development of the English language.

12.   Analyze phonological, morphological, semantic, pragmatic, syntactic, and discourse differences between English and other languages.

2   **Knowledge of first and second language acquisition theories and classroom application**

1.   Identify the principles of first language acquisition theories.

2.   Identify the principles of second language acquisition theories.

3.   Identify first and second language acquisition processes.

4.   Distinguish language characteristics of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP).

5.   Identify the impact of second language acquisition research on classroom instruction.

6.   Identify characteristics of interlanguage that affect English language learners' (ELLs') learning outcomes.

7.   Identify factors influencing, and characteristics of, bilingualism.

8. Identify the influence of cognitive factors on second language acquisition.

9. Identify the influence of affective factors on second language acquisition.

10. Identify the influence of social and educational (e.g., prior schooling, teacher expectations) factors on second language acquisition.

11. Analyze the interaction between second language acquisition and acculturation.

12. Identify sources of second language learner errors (e.g., language transfer, generalization, other communication strategies).

13. Identify the impact of heritage language phonology, morphology, semantics, and syntax on English language acquisition.

3   Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues

1. Identify factors of sociolinguistic diversity that affect ELLs' learning outcomes.

2. Identify government policies that affect ELLs' participation and achievement in U.S. schools.

3. Identify political trends that have affected the education of ELLs.

4. Identify social trends that have affected the education of ELLs.

5. Analyze elements of culture and their impact on instruction.

6. Identify characteristics of different stages of the acculturation process.

7. Identify levels of cultural adaptation (e.g., assimilation, acculturation).

8. Identify ways student participation, learning, and behavior can be affected by cultural differences (e.g., religious, economic, social, family).

9. Identify methods of increasing multicultural sensitivity.

4   Knowledge of curriculum, curriculum materials, and resources

1. Identify appropriate adaptations of curriculum materials according to level of language proficiency and prior knowledge.

2. Identify linguistic demands and language objectives associated with content curricula in order to provide appropriate instruction for students at varying levels of language proficiency.

3. Identify methods of scaffolding text and providing context for ELLs.

4. Identify resources that address cultural, ethnic, and linguistic differences.

5. Identify major professional organizations, publications, and resources that support ELLs' learning.

6. Identify resources that increase comprehension of text for ELLs.

7. Identify procedures for developing lesson plans for ELLs at various proficiency levels using state and national standards for teachers of English to speakers of other languages (i.e., TESOL).

5   Knowledge of instructional models

1. Identify research-based models of bilingual education.

2. Identify research-based models of ESOL education.

3. Identify the criteria considered in selecting and developing an instructional model.

4. Identify major research findings (e.g., L1 maintenance, L2 acquisition) on the effectiveness of second language acquisition instructional models.

6   Knowledge of instructional methods and strategies

1. Identify communication and instructional strategies that promote BICS and CALP.

2. Identify metacognitive, cognitive, and socioaffective strategies that promote second language acquisition.

3. Identify features of the natural approach and activities for various proficiency levels.

4. Identify appropriate total physical response (TPR) activities for various proficiency levels.

5. Identify features of communicative approaches and activities for teaching ESOL for various proficiency levels.

6. Identify appropriate ESOL strategies and instructional modifications for content-based instruction for various proficiency levels (e.g., Cognitive Academic Language Learning Approach [CALLA], Sheltered Instruction Observation Protocol [SIOP]).

7. Identify major researchers (e.g., Jim Cummins, Stephen Krashen, Virginia Collier and Wayne Thomas, Diane August) and their contributions to the field of second language teaching and learning.

8. Identify appropriate methods and strategies to teach language arts to ELLs.

9. Identify appropriate methods and strategies to teach language skills (i.e., listening, speaking, reading, writing).

10. Identify appropriate instructional interventions to address fossilization of language development.

11. Identify methods and strategies of differentiating instruction (e.g., providing context) for ELLs at various proficiency levels.

12. Identify methods of incorporating students' heritage languages and cultures into the existing curriculum.

7   Knowledge of instructional technology

1. Identify appropriate instructional technology (e.g., CDs, DVDs, video, audio cassettes) and its use in instructing ELLs.

2. Identify the classroom implications of language learning technology and computer-mediated communication in instructing ELLs.

3. Identify the instructional implications of using synchronous and asynchronous software to promote ELLs' language acquisition.

4. Identify major research findings on the effective use of language learning technology and computer-mediated communication with ELLs.

5. Identify criteria for evaluating and adapting the use of instructional technology (e.g., software, Internet resources) to meet the needs of ELLs.

8   Knowledge of literacy development and classroom application

1. Identify characteristics of reading stages for ELLs.

2. Identify characteristics of writing stages for ELLs.

3. Identify characteristics of emergent literacy.

4. Identify strategies to promote emergent literacy (e.g., nonlinguistic representations, language experience approach).

5. Identify methods of incorporating the student's heritage language literacy into second language literacy development (e.g., transferability).

6. Identify characteristics of critical literacy.

7. Identify strategies to promote critical literacy.

8. Identify appropriate methods of instructing ELLs in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

9. Identify appropriate methods for developing literacy for ELLs with limited literacy in their heritage language.

10. Identify appropriate methods for instructing ELLs in the writing process.

9   Knowledge of assessment

1. Identify factors that affect the assessment of ELLs.

2. Identify appropriate formal and informal assessment tools and techniques to measure ELLs' development of oral language and literacy and academic achievement.

3. Evaluate the appropriateness (e.g., curriculum alignment, cultural and linguistic bias) of assessment instruments and practices.

4. Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency.

5. Identify statewide assessment policies and accommodations for ELLs.

6. Interpret assessment data (e.g., linguistic, academic, interlanguage data) to guide instructional decisions for ELLs.

7. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments of ELLs.

10   Knowledge of exceptional student education (ESE) issues related to ELLs

1. Differentiate the characteristics of ELLs in the process of second language acquisition and acculturation from the characteristics of ELLs with disabilities.

2. Differentiate the characteristics of ELLs in the process of second language acquisition from the characteristics of ELLs with speech and language disabilities.

3. Identify appropriate strategies and interventions to be implemented prior to any formal referral of ELLs to ESE, including gifted education.

4. Identify the policies and procedures that may impact ELLs in the referral process to ESE.

5. Identify appropriate formal and informal assessments for use with ELLs referred to ESE.

6. Identify appropriate instructional strategies for ELLs in ESE.

11   Knowledge of federal and state mandates

1.   Identify regulations of the most recent reauthorization of the Elementary and Secondary Education Act as they apply to ELLs.

2.   Identify major U.S. Supreme Court decisions (e.g., *Brown v. Board of Education,* 1954; *Lau v. Nichols,* 1974; *Plyler v. Doe,* 1982) that have affected the education of ELLs.

3.   Identify major court decisions, legal agreements, legislation, and state administrative rules that have affected the education of ELLs.

4.   Apply the major components and modifications of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*, 1990, to specific situations.