
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 22: ENGLISH TO SPEAKERS OF OTHER LANGUAGES
TEST FRAMEWORK**

June 2003

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Subarea

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Foundations of ESOL Instruction
Developing English Language Proficiency Across the Curriculum
The ESOL Program
Developing English Language Proficiency Across the Curriculum:
Constructed-Response Assignment

The New York State teacher of English to speakers of other languages (ESOL) has the knowledge and skills to teach effectively in New York State public schools. The ESOL teacher understands the ways in which students acquire first and subsequent languages and is able to provide developmentally appropriate learning experiences to support English-language development. The ESOL teacher understands that many factors—culture, socioeconomic status, prior learning—influence an English language learner's development of English. The ESOL teacher is able to use a variety of methods and techniques to develop and assess the listening, speaking, reading, and writing proficiency of English language learners. The ESOL teacher recognizes that there are several different models of ESOL instruction and that adaptations must be made to design instruction that addresses the specific strengths and needs of each student. The ESOL teacher collaborates with other teachers to help students develop cognitive-academic language skills and content-area knowledge. The ESOL teacher understands that the English language learner is a student who communicates both in the school environment and in the community. The ESOL teacher demonstrates sensitivity to and respect for students who are in various stages of first- and subsequent-language acquisition, and provides students with opportunities for authentic, purposeful, and meaningful interactions with the English language.

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SUBAREA I—FOUNDATIONS OF ESOL INSTRUCTION

0001 Understand basic linguistic concepts and their application to ESOL instruction.

For example:

- applying knowledge of phonetics and phonology (e.g., distinguishing among classes of sound)
- applying knowledge of English morphology and lexicon to analyze a word's structure, function, and meaning
- identifying syntactic features (e.g., a verb phrase) in sentence context
- identifying discourse features (e.g., cohesion) in a textual context
- applying knowledge of linguistic concepts in interlanguage analysis
- applying knowledge of the structure of the English language

0002 Understand basic sociolinguistic concepts related to ESOL instruction.

For example:

- demonstrating knowledge of sociolinguistic concepts (e.g., dialect diversity in English, intercultural differences in communication styles, codeswitching)
- demonstrating knowledge of academic discourses
- demonstrating knowledge of language variation
- demonstrating knowledge of the appropriate roles of written and spoken Standard English

0003 Understand the process of language acquisition.

For example:

- analyzing major theories of first- and second-language acquisition
- demonstrating knowledge of stages and sequences in second-language acquisition in terms of the learners' individual characteristics
- demonstrating knowledge of the learning processes (e.g., metacognitive and cognitive strategies) that are involved in internalizing language rules for second-language acquisition
- applying knowledge of the role of the first language in second-language acquisition and learning (e.g., language transfer, interlanguage development)

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0004 Understand instructional approaches, methods, and techniques in second-language acquisition and learning.

For example:

- analyzing the theoretical bases of historical and current instructional approaches (e.g., communicative language teaching, functional-notional approach, content-based language instruction, theme-based language instruction)
- applying strategies for integrating assessment with second-language instruction
- selecting classroom activities to accommodate the diverse needs of learners and instructional methods
- choosing appropriate instructional practices to achieve curricular objectives
- demonstrating knowledge of classroom organization strategies to create opportunities for meaningful communication

0005 Understand factors that may influence English language learners' development of English.

For example:

- analyzing cultural and environmental factors that may affect students' English language development (e.g., age, motivation)
- analyzing social and psychological factors that may affect students' English language development (e.g., personality, cultural transition)
- demonstrating knowledge of nonlinguistic and sociocultural aspects of English that are challenging for English language learners (e.g., idioms, nonverbal elements, turn-taking features)
- demonstrating knowledge of the ways in which educational background may affect literacy development

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0006 Understand methods and techniques for assessing students' progress in developing English communication skills.

For example:

- demonstrating knowledge of different types of assessments (e.g., norm- and criterion-referenced, standardized, informal) and important concepts used in evaluating the usefulness and appropriateness of an assessment (e.g., reliability, validity, practicality)
- analyzing formal and informal methods of assessing specific dimensions of language proficiency
- demonstrating knowledge of informal assessment strategies and approaches (e.g., observational checklists)
- demonstrating an understanding of sources and causes of potential bias in assessment

SUBAREA II—DEVELOPING ENGLISH LANGUAGE PROFICIENCY ACROSS THE CURRICULUM

0007 Understand methods and techniques for developing and assessing the listening proficiency of English language learners.

For example:

- analyzing the role of prior knowledge in aural comprehension
- demonstrating knowledge of listening skills required in different situations (e.g., listening for gist vs. listening for details, listening to a lecture vs. listening to the context of a conversation)
- selecting appropriate classroom listening activities to achieve given instructional purposes
- selecting appropriate classroom listening activities that build on and expand students' real-life situations and experiences
- selecting or creating appropriate assessments for given testing purposes and situations

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0008 Understand methods and techniques for developing and assessing the speaking skills of English language learners.

For example:

- accommodating and identifying the instructional needs of students at various levels of oral proficiency
- selecting appropriate classroom speaking activities (e.g., paired and small-group conversations, choral speaking, creative drama, role playing) to meet varied instructional purposes
- selecting appropriate classroom strategies to extend students' communicative competence and social interaction skills
- applying knowledge of the role of oral language in literacy development
- selecting or creating appropriate assessments for given testing purposes and situations

0009 Understand methods and techniques for developing and assessing the reading proficiency of English language learners, for the dual purposes of learning to read and reading to learn.

For example:

- demonstrating knowledge of principles of effective reading instruction
- demonstrating knowledge of the transferability of first-language literacy skills into English
- identifying strategies that help English language learners utilize their spoken English to develop their reading proficiency in English (e.g., language experience approach)
- demonstrating knowledge of the interrelationship between decoding and comprehension in English
- applying knowledge of schema theory in reading instruction
- applying knowledge of various literary genres and purposes for reading
- selecting and adapting appropriate classroom activities for given instructional purposes and for English language learners at different literacy levels and English language proficiency levels
- selecting or creating appropriate assessments for given testing purposes and situations

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0010 Understand methods and techniques for developing and assessing the writing skills of English language learners.

For example:

- analyzing the role of other communicative modes (e.g., speaking, reading) in developing the writing skills of English language learners
- applying knowledge of the writing process in designing activities to develop students' writing proficiency
- identifying strategies for developing students' organization in writing and their ability to write in different academic genres (e.g., narration, analysis)
- selecting purposeful writing activities that are appropriate to a range of ages and proficiency levels (e.g., friendly letters, book reports, research papers)
- applying instructional strategies that address conventions of English grammar, usage, and mechanics
- selecting or creating appropriate assessments for given testing purposes and situations

0011 Understand the selection, adaptation, and use of materials for various instructional purposes in the ESOL classroom.

For example:

- defining appropriate criteria for evaluating instructional materials
- selecting appropriate materials for given instructional purposes (e.g., making content accessible)
- demonstrating knowledge of the uses of content-area texts, children's and adolescent literature, and multicultural literature in the ESOL classroom
- creating and adapting materials to meet the needs, interests, and proficiency levels of students
- recognizing ways to integrate technologies in the classroom for given instructional purposes

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0012 Understand approaches to facilitating content-area learning for English language learners.

For example:

- demonstrating knowledge of techniques for using students' linguistic and cultural diversity to enhance content-area learning
- identifying linguistic characteristics and applying methods for developing students' cognitive-academic language proficiency in content areas
- demonstrate the ability to devise and implement thematic units that integrate content and language objectives and help English language learners acquire content-area knowledge and skills
- utilizing strategies for selecting and adapting content-area curricula to meet the cognitive and linguistic needs of English language learners
- applying knowledge of instructional strategies that help students build on their prior knowledge and experience
- analyzing the benefits of collaboration between the ESOL teacher and content-area teachers

SUBAREA III—THE ESOL PROGRAM

0013 Understand historical, legal, and administrative aspects of programs serving English language learners.

For example:

- demonstrating knowledge of historical and current issues related to ESOL instruction
- applying the provisions of federal and state laws and regulations governing the delivery of ESOL instruction
- analyzing knowledge of the roles and responsibilities of teachers, parents, and others in the education of English language learners
- demonstrating understanding of the relationship between the ESOL program and other school programs
- demonstrating awareness of New York State Learning Standards for English as a Second Language

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0014 Understand approaches to instruction that are appropriate to the diversity of the English language learner population and that meet various student needs.

For example:

- recognizing cross-cultural and linguistic differences in communication styles (e.g., rhetorical styles, conversational styles)
- demonstrating knowledge of ways to acknowledge and affirm various types of diversity in the ESOL classroom, the school, and the community
- applying knowledge of assessments to determine whether students' needs are based on language differences and/or language disorders
- making appropriate instructional adaptations for English language learners with special educational needs (e.g., learning disabilities, giftedness) and for learners whose previous formal academic instruction has been severely interrupted
- selecting and applying instructional strategies appropriate to students' varied learning styles

0015 Understand the planning and management of ESOL instruction in a variety of settings.

For example:

- demonstrating an understanding of different settings/models of ESOL instruction (e.g., sheltered instruction, integrated programs) and management strategies appropriate to each
- selecting appropriate ways to organize instruction for students at different ages, stages of cognitive development, and proficiency levels
- analyzing the advantages of various physical arrangements in adapting a classroom for ESOL instruction
- selecting appropriate ways of grouping students for instructional purposes

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0016 Understand methods of relating ESOL instruction to students' lives outside the classroom.

For example:

- demonstrating knowledge of ways to encourage active involvement of families of English language learners in the instructional program
- applying methods of facilitating communication between the school and families of English language learners
- analyzing the potential uses of home and community resources in the ESOL program
- recognizing the appropriate use of translators, interpreters, and cultural mediators

SUBAREA IV—DEVELOPING ENGLISH LANGUAGE PROFICIENCY ACROSS THE CURRICULUM: CONSTRUCTED-RESPONSE ASSIGNMENT

The content to be addressed by the constructed-response assignment is described in Subarea II, Objectives 7–12.