

# **MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)**

## **TEST OBJECTIVES FIELD 086: ENGLISH AS A SECOND LANGUAGE**

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I. Language, Linguistics, and Comparisons	001–003	15%
II. Culture	004–006	15%
III. Second Language Acquisition and Instructional Practices	007–009	15%
IV. Application of Standards-Based Curriculum and Instruction	010–014	25%
V. Assessment	015–017	15%
VI. Professionalism	018–020	15%

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**Effective after September 1, 2008**

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## **TEST OBJECTIVES FIELD 086: ENGLISH AS A SECOND LANGUAGE**

### **I. LANGUAGE, LINGUISTICS, AND COMPARISONS**

**001 Understand major concepts and principles related to the nature of language and language systems.**

Includes:

- demonstrating knowledge of the dynamic, changing nature of language and language systems and concepts related to innateness and universality
- demonstrating knowledge of different types of variation that occur in a language (e.g., dialects, registers, diachronic and/or regional variation) and factors that affect language variation (e.g., language contact, vocation, physical and/or social isolation)
- demonstrating knowledge of the nature of bilingualism/multilingualism and concepts related to bilingualism/multilingualism (e.g., code switching)
- demonstrating knowledge of basic aspects of language families

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**002 Understand fundamentals of linguistics and comparative linguistics and how to apply this understanding to promote language and literacy development (i.e., the development of listening, speaking, reading, and writing skills) in English.**

Includes:

- demonstrating knowledge of phonology (e.g., phonemes, intonation patterns) and identifying strategies for applying knowledge of phonology to help English Language Learners develop language and literacy skills in English
- demonstrating knowledge of morphology (e.g., inflectional endings, roots and affixes) and identifying strategies for applying knowledge of morphology to help English Language Learners develop language and literacy skills in English
- demonstrating knowledge of syntax (e.g., parts of speech, sentence patterns) and identifying strategies for applying knowledge of syntax to help English Language Learners develop language and literacy skills in English
- demonstrating knowledge of semantics (e.g., words with multiple meanings, idioms) and identifying strategies for applying knowledge of semantics to help English Language Learners develop language and literacy skills in English
- demonstrating knowledge of oral and written discourse (e.g., discourse markers, speech acts, participant structure, genres) and identifying strategies for applying knowledge of discourse to help English Language Learners develop language and literacy skills in English
- identifying strategies for applying knowledge of linguistic elements of English and of students' languages to make thoughtful comparisons between features of English and those of other languages

**TEST OBJECTIVES  
FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**003 Understand fundamentals of sociolinguistics and how to apply this understanding to promote language and literacy development in English.**

Includes:

- recognizing the value of bilingualism/multilingualism and the significance of bilingualism/multilingualism in the overall success of all students
- analyzing how pragmatic features of oral and written English (e.g., formal and informal styles of discourse, nonverbal elements) influence or convey meaning and recognizing factors (e.g., cultural and social norms, setting, purpose, audience) that affect a speaker's or writer's choice of pragmatic features
- identifying strategies for applying knowledge of pragmatics to help English Language Learners use spoken English and nonverbal communication in socially and culturally appropriate ways in a variety of contexts, including formal and informal settings, and for a variety of purposes and audiences
- recognizing factors (e.g., culture, politics, social context) that influence a speaker's or writer's choice of language variation and identifying strategies for promoting English Language Learners' awareness of, respect for, and understanding of different varieties of English
- identifying strategies for serving as a good language model for English Language Learners and for providing English Language Learners with a wide variety of linguistic experiences (e.g., exposure to a variety of English speakers)

**II. CULTURE**

**004 Understand major concepts, principles, theories, and research related to the nature of culture.**

Includes:

- demonstrating knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism)
- demonstrating knowledge of various processes of cultural contact (e.g., acculturation, assimilation, accommodation)
- demonstrating knowledge of stages of the acculturation process (e.g., culture fatigue/shock) and factors that promote or impede adjustment to another culture
- demonstrating knowledge of internal and external elements of culture (e.g., values, beliefs, and expectations; patterns of communication; social roles and status) and identifying strategies for making thoughtful comparisons between English-speaking and heritage cultures in the context of teaching and learning English as a second language (ESL)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**005 Understand the role of culture in language development and academic achievement.**

Includes:

- demonstrating knowledge of how the cultural identities of English Language Learners affect their language development and how levels of cultural identity vary widely among students
- demonstrating knowledge of interrelationships between language and culture and the effects of these interrelationships on the language development and academic achievement of English Language Learners
- recognizing the impact of world events (e.g., U.S. immigration history, patterns, and policies; events in students' home countries) on English Language Learners and their families
- recognizing the effects of racism, stereotyping, and discrimination on teaching and learning and identifying strategies for addressing these issues purposefully in the ESL classroom (e.g., promoting an inclusive classroom climate) and the school community (e.g., recognizing students' language rights)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**006 Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.**

Includes:

- recognizing the value and role of diverse literary and cultural texts (e.g., multicultural children's literature) in the ESL classroom and identifying strategies for using these texts for interpretation and reflection
- recognizing how to use a variety of print and nonprint resources, including the Internet, to learn about world cultures and the cultures of students in the ESL classroom and identifying strategies for reflecting on one's own cultural values and beliefs as they relate to students
- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' heritage cultures and the school culture) and identifying strategies for accommodating cultural differences in approaches to learning (e.g., cooperation versus competition, individual versus group)
- demonstrating knowledge of cross-cultural communication, including differences in verbal and nonverbal communication (e.g., turn-taking practices, use/role of silence, eye contact, gestures), and identifying strategies for facilitating positive interactions among students from diverse backgrounds
- identifying strategies for supporting a linguistically and culturally rich community of learners and providing English Language Learners with opportunities to use their cultural perspectives to promote learning (e.g., connecting curriculum to students' experiences and skills of home and community, recognizing and accepting all languages as valid systems of communication)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**III. SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL PRACTICES**

**007 Understand second language acquisition theories and research and how to apply this understanding to facilitate English Language Learners' language and literacy development.**

Includes:

- demonstrating knowledge of second language acquisition theories (e.g., constructivist, interactionist) and concepts (e.g., interlanguage)
- demonstrating knowledge of research related to processes and stages of second language acquisition, including differences between social- and academic-language development, and recognizing characteristic features of different English-language proficiency levels
- demonstrating knowledge of research related to error analysis and performance analysis in second language acquisition and identifying strategies for appropriately monitoring English Language Learners' language errors in the context of overall performance and providing appropriate feedback
- demonstrating knowledge of the nature and role of comprehensible input and output in second language acquisition and identifying strategies for providing English Language Learners with comprehensible input and opportunities to produce comprehensible output
- demonstrating knowledge of the role of meaningful interaction in the development of communicative competence in a new language and identifying strategies for providing opportunities for English Language Learners to communicate in a variety of social and academic settings
- demonstrating knowledge of the role of scaffolding in second language acquisition and identifying strategies for scaffolding language and literacy tasks to promote English Language Learners' language development
- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., generalization and overgeneralization, metacognition) and identifying strategies for helping English Language Learners develop effective cognitive and social language-learning strategies (e.g., elaboration, self-monitoring, requests for clarification)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**008 Understand individual learner variables in the second language acquisition process and how to apply this understanding to facilitate English Language Learners' language and literacy development.**

Includes:

- demonstrating knowledge of linguistic variables that affect an English Language Learner's second language acquisition (e.g., level of primary-language proficiency, level of primary-language literacy, influence of oral language proficiency on literacy development, positive and negative language transfer) and identifying strategies for building on each student's current language skills as a foundation for learning English
- demonstrating knowledge of cognitive and physical variables that affect an English Language Learner's second language acquisition (e.g., cognitive development, cognitive learning style, age) and identifying instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address each student's specific cognitive strengths and needs
- demonstrating knowledge of affective variables that affect an English Language Learner's second language acquisition (e.g., personality, motivation, inhibition) and identifying strategies for applying this knowledge to address each student's needs
- demonstrating knowledge of social variables that affect an English Language Learner's second language acquisition (e.g., family expectations, community influences and involvement) and identifying strategies for applying this knowledge to facilitate the process of learning English as a second language
- demonstrating knowledge of variables related to an English Language Learner's educational background and level of English language proficiency and identifying strategies for including and promoting the full participation of all English Language Learners in the classroom

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**009 Understand research-based best practices related to planning, managing, and implementing ESL instruction, including how to select, adapt, and use instructional resources.**

Includes:

- demonstrating knowledge of relevant state standards and benchmarks (i.e., Michigan English Language Proficiency Standards for K–12 Schools, Michigan Curriculum Framework) and national standards and benchmarks (i.e., ESL Standards for Pre-K–12 Students) and how to use standards and benchmarks in curricular planning
- demonstrating knowledge of second-language teaching methodologies, both past (e.g., the audio-lingual method, the grammar-translation method) and current (e.g., content-based approaches, communicative approaches, sheltered instruction), and their applicability in developing instructional practices and resources to meet the needs of individual English Language Learners
- identifying research-based strategies for creating, organizing, and managing a supportive classroom learning environment that includes opportunities for interaction in English (e.g., paired and small-group activities, role-playing) and encourages English Language Learners to be actively involved in learning and to extend their learning inside and outside the classroom
- demonstrating knowledge of criteria and methods for using standards and benchmarks to evaluate, select, design, and adapt appropriate instructional resources that are linguistically accessible, culturally responsive, and age appropriate for English Language Learners
- recognizing how to use a wide range of materials, resources, and technologies (e.g., diverse literary and cultural texts, visual aids, props, games, realia, computer software, the Internet) in effective English language and content instruction for English Language Learners
- recognizing how to incorporate a variety of activities and resources in instruction that develop authentic uses of language and explore content-area topics in order to maximize English Language Learners' language learning and concept development
- recognizing the interrelationships among the domains of language and how to provide activities and resources that integrate English language and literacy skills (e.g., thematic units) to promote English Language Learners' language development and content learning

**TEST OBJECTIVES  
FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**IV. APPLICATION OF STANDARDS-BASED CURRICULUM AND INSTRUCTION**

**010 Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to listening and how to teach English Language Learners to acquire and use listening skills for academic and social purposes in English.**

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to listening for social purposes (e.g., understanding spoken English to participate in social contexts)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to listening for academic purposes (e.g., following simple and complex directions, identifying main ideas and supporting details from spoken English, identifying the meaning of content-area vocabulary)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with listening in English (e.g., identifying a speaker's attitude and point of view, making inferences and predictions)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**011 Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to speaking and how to teach English Language Learners to acquire and use speaking skills for academic and social purposes in English.**

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to speaking skills and strategies (e.g., demonstrating comprehensible pronunciation and intonation for clarity in oral communication, using strategies to extend communicative competence)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to speaking for social purposes (e.g., using spoken English for daily activities within and beyond the school setting, engaging in conversations for personal expression and enjoyment)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to speaking for academic purposes (e.g., using English to interact in the classroom, provide and obtain information, and express and exchange opinions)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with speaking in English (e.g., planning, organizing, and presenting information, concepts, and ideas to an audience of listeners on a variety of topics)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**012 Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to reading and how to teach English Language Learners to acquire and use reading skills for academic and social purposes in English.**

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to beginning reading development (e.g., acquiring concepts of print, demonstrating phonological awareness, recognizing the relationship between oral language and decoding, building vocabulary knowledge and skills)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to reading skills and strategies (e.g., reading for research purposes, applying reading skills in social and academic contexts)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to reading comprehension (e.g., demonstrating comprehension of main ideas and supporting details, understanding and using grammatical structures of English to improve comprehension)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with reading in English (e.g., making inferences and predictions and drawing conclusions; identifying author's voice, attitude, and point of view)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to literary analysis (e.g., analyzing style and form of various genres, interpreting and reflecting on diverse literary texts)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**013 Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to writing and how to teach English Language Learners to acquire and use writing skills for academic and social purposes in English.**

Includes:

- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to writing conventions (e.g., using conventions and formats of written English, using grammatical conventions of English, constructing varied sentence structures, using appropriate vocabulary choice and variation)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to the writing process (e.g., organizing and developing paragraphs to support a central idea; using various types of writing for specific purposes, such as personal narratives, lists, and letters)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' achievement of state standards related to research and writing (e.g., using multiple sources to extend writing)
- demonstrating knowledge of strategies and techniques for promoting English Language Learners' competence in using critical thinking skills in concert with writing in English (e.g., using tone and voice to engage specific audiences, using evidence to support a written argument)

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**014 Understand how to support English Language Learners' access to the core curriculum as outlined in the Michigan Curriculum Frameworks as they learn language and academic content.**

Includes:

- demonstrating knowledge of the principles and applications of content-based ESL instruction that is effective in developing English Language Learners' academic-language skills
- demonstrating knowledge of principles and applications of sheltered instruction (e.g., integrating language and content objectives, linking content-area concepts to students' background experiences) that is effective in promoting English Language Learners' development of content knowledge and skills
- demonstrating knowledge of strategies for making content-area concepts comprehensible to English Language Learners (e.g., pre-teaching content-specific vocabulary and language structures, contextualizing new vocabulary and concepts, modifying language without simplifying content) and for scaffolding content-area tasks to promote English Language Learners' academic achievement
- demonstrating knowledge of strategies and resources (e.g., graphic organizers) for supporting English Language Learners' use of problem-solving, critical-thinking, and cognitive-learning skills (e.g., organizational skills, study skills, test-taking skills) and strategies (e.g., grouping words and concepts, integrating prior knowledge with new ideas) to promote their content-area learning

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FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**V. ASSESSMENT**

**015 Understand major concepts and principles related to standards-based assessment of English Language Learners.**

Includes:

- recognizing the relationship between standards and assessment decisions and the importance of and strategies for aligning assessment with standards
- demonstrating knowledge of the ongoing nature of assessment and recognizing the importance of using multiple methods of assessment (e.g., formal and informal assessment, summative and formative assessment) with English Language Learners
- demonstrating knowledge of various purposes of assessment (e.g., identification, placement, demonstration of language proficiency, demonstration of academic achievement) and identifying strategies for implementing purposeful assessment measures that are age- and level-appropriate for English Language Learners
- demonstrating knowledge of different types of assessment (e.g., norm-referenced assessments, criterion-referenced assessments, standards-based language proficiency instruments, standardized achievement tests of overall mastery, performance-based assessment tools, peer and self-assessments) and the difference between language proficiency testing and other types of assessment in the context of teaching and learning English as a second language
- demonstrating knowledge of national and state requirements for identification and placement of English Language Learners
- demonstrating knowledge of the quality indicators (e.g., validity, reliability) of assessment instruments

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**016 Understand various assessment issues and factors related to the assessment of English Language Learners.**

Includes:

- demonstrating knowledge of the challenges associated with assessing English Language Learners and identifying issues related to cultural and linguistic bias (e.g., unfamiliar images or references, unfamiliar test language or formats) and political, social, and psychological factors (e.g., effects of high-stakes accountability testing, categorization of students based on test results, test anxiety, limited testing experiences) that may affect assessment design, implementation, or results
- demonstrating knowledge of assessment issues related to English Language Learners who have special needs and/or may be gifted and talented
- demonstrating awareness of standard and nonstandard accommodations on state standardized tests
- recognizing when a student's English language performance falls outside the expected range for the student's English proficiency level and may indicate the need for classroom interventions or additional services
- identifying strategies for accessing assessment results and communicating these results to all stakeholders (e.g., students, parents/guardians, other educators, the school district) and for providing opportunities for discussion of assessment information and its interpretations to promote ongoing student progress

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**017 Understand reflective assessment practices, including how to select, develop, adapt, and use various classroom assessment tools and techniques, analyze assessment results, and adjust instruction for English Language Learners based on assessment results.**

Includes:

- recognizing how to select, develop, adapt, and use a variety of listening assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust listening instruction for English Language Learners
- recognizing how to select, develop, adapt, and use a variety of speaking assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust speaking instruction for English Language Learners
- recognizing how to select, develop, adapt, and use a variety of reading assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust reading instruction for English Language Learners
- recognizing how to select, develop, adapt, and use a variety of writing assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust writing instruction for English Language Learners
- recognizing how to select, develop, adapt, and use a variety of content assessments, including performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust content instruction for English Language Learners

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**VI. PROFESSIONALISM**

**018 Understand the legal and historical foundations of ESL programs.**

Includes:

- demonstrating knowledge of the history of laws and policies in the field of ESL and the impact of legislation on teaching in programs for English Language Learners
- demonstrating knowledge of historical and current trends and issues in teaching English as a second language and analyzing how they affect public policy and advocacy issues with respect to ESL programs
- demonstrating knowledge of ESL program models that address the needs of English Language Learners and produce successful language outcomes (e.g., characteristics and goals of various program models, research findings on the effectiveness of various program models)

**019 Understand the ESL teacher's role as a professional within a discipline.**

Includes:

- identifying strategies for gaining, analyzing, and reflecting on one's own linguistic and cultural competence and professional knowledge (e.g., establishing professional goals, pursuing professional growth opportunities in the field of ESL)
- identifying strategies for locating and using resources for professional improvement (e.g., participating in and accessing the resources of professional organizations)
- identifying strategies for serving as a professional ESL resource in the educational community (e.g., modeling effective ESL instructional practices, planning and implementing professional ESL workshops for colleagues)
- demonstrating knowledge of collaborative teaching models (e.g., team teaching) and identifying strategies for working with colleagues to provide comprehensive, challenging educational opportunities for English Language Learners

**TEST OBJECTIVES**  
**FIELD 086: ENGLISH AS A SECOND LANGUAGE**

**020 Understand how to serve as a resource and advocate for English Language Learners and how to build effective partnerships with English Language Learners' families and communities to support students' language development and academic achievement.**

Includes:

- demonstrating knowledge of school and community resources available to English Language Learners and their families and identifying strategies for serving as a language and education resource for students and their families in the school and community
- identifying strategies for serving as an advocate for English Language Learners and their families in various school contexts (e.g., ensuring equitable access to academic resources and instructional technology), including advocating for and promoting bilingualism/multilingualism with students, colleagues, and community members
- recognizing the important role that families play in an English Language Learner's development and identifying strategies for effectively communicating and building partnerships with English Language Learners' families (e.g., using interpreters and cultural mediators appropriately, corresponding in the home language) and for involving families in the classroom and school (e.g., providing opportunities for families to contribute their knowledge and expertise) to support students' language development and academic achievement
- identifying the benefits of and strategies for building partnerships with English Language Learners' communities to support students' language development and academic achievement