

## Table of Contents

|  |    |
|--|----|
| Suggestions for the Day of the Exam .....  | 5  |
| Multiple Choice Test Taking Strategies .....   | 6  |
| Strategies for the Exam.....   | 8  |
| Learner-Centered Proficiencies .....   | 10 |
| Cooperative Learning.....  | 11 |
| Bloom’s Taxonomy of Levels of Thinking .....   | 12 |
| Acronyms of Frequently Used Terms.....   | 13 |
| Code of Ethics.....  | 14 |
| Principles of Professional Conduct for the Education Profession in Florida.....                                  | 14 |
| Florida Comprehensive Assessment Test.....   | 17 |
| English to Speakers of Other Languages K-12 Competencies .....   | 18 |
| Discussion of Competencies .....   | 23 |
| <b>Competency 1. Knowledge of heritage language and English language principles</b> .....                        | 23 |
| Definitions related to language systems .....  | 24 |
| Principles of English semantics .....  | 24 |
| Principles of English discourse.....   | 26 |
| Principles of English syntax.....  | 26 |
| <b>Competency 2. Knowledge of first and second language acquisition theories and classroom application</b> ..... | 31 |
| First language acquisition .....   | 31 |
| Second language acquisition.....   | 32 |
| Vocabulary, receptive and expressive language .....  | 32 |
| Characteristics of basic interpersonal communication skills (BICS and CALP) .....                                | 33 |
| Characteristics of interlanguage.....  | 33 |
| Factors influencing, and characteristics of, bilingualism .....  | 34 |
| Influence of social and educational factors on second language acquisition.....                                  | 35 |
| Sources of second language learner errors.....   | 36 |
| <b>Competency 3. Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues</b> .....             | 37 |
| Government policies affecting ELLs’ participation and achievement in US schools .....                            | 38 |
| Characteristics of stages of cultural adjustment.....  | 41 |
| Levels of cultural adaptation.....   | 43 |
| Methods to increase multicultural sensitivity .....  | 43 |
| <b>Competency 4. Knowledge of curriculum, curriculum materials, and resources</b> .....                          | 44 |
| Instruction of content curricula for varying levels of language proficiency.....                                 | 44 |
| Methods of scaffolding text and context for ELLs .....   | 45 |
| Cultural resources for Cuban American education.....   | 46 |
| Cultural resources for Mexican American education .....  | 48 |
| Major professional organizations, publications and resources for ELLs.....                                       | 52 |
| ESL Standards.....   | 55 |
| <b>Competency 5. Knowledge of instructional models</b> .....   | 56 |
| Major research-based models of bilingual education .....   | 56 |
| Major research-based models of ESOL education.....   | 56 |
| Characteristics of an effective program .....  | 57 |

|   |     |
|---|-----|
| <b>Competency 6. Knowledge of instructional methods and strategies</b> .....                        | 58  |
| Instructional strategies that promote BICS and CALP .....   | 58  |
| Metacognitive, cognitive, and socioaffective strategies .....                                       | 61  |
| The natural approach.....   | 63  |
| Total physical response (TPR) activities .....  | 64  |
| Features of communicative approaches and activities for teaching ESOL.....                          | 64  |
| CALLA and SIOP .....  | 66  |
| Major researchers.....  | 66  |
| Instructional interventions to address fossilization.....   | 67  |
| <b>Competency 7. Knowledge of instructional technology</b> .....                                    | 69  |
| Computer-assisted language learning and computer-mediated communication .....                       | 69  |
| Evaluating ESOL software .....  | 65  |
| Evaluating Internet resources for ESOL .....  | 71  |
| <b>Competency 8. Knowledge of literacy development and classroom application</b> .....              | 74  |
| Characteristics of reading stages for ELLs .....  | 74  |
| Characteristics of writing stages for ELLs.....   | 74  |
| Characteristics of emergent literacy.....   | 75  |
| Early literacy development .....  | 76  |
| Strategies to promote emergent literacy .....   | 77  |
| Characteristics of critical literacy .....  | 78  |
| <b>Competency 9. Knowledge of assessment</b> .....  | 80  |
| Factors affecting assessment.....   | 80  |
| Alternative assessments .....   | 80  |
| Appropriate adaptations of tests.....   | 81  |
| Interpreting assessment data .....  | 84  |
| Measurement concepts.....   | 85  |
| <b>Competency 10. Knowledge of exceptional student education (ESE) issues related to ELLs</b> ..... | 85  |
| Similarities and differences between second language development and language disorders .....       | 85  |
| Cella Fact Sheet .....  | 88  |
| Instructional strategies for ELLs in ESE .....  | 92  |
| <b>Competency 11. Knowledge of federal and state policies and mandates</b> .....                    | 92  |
| ESEA Elementary and Secondary Education Act .....   | 92  |
| Critical legislation affecting bilingual education.....   | 92  |
| Major court decisions, legislation and legal agreements affecting the ELLs .....                    | 93  |
| LULAC, et al. v. State Board of Education, et al. ....  | 94  |
| Practice Questions.....   | 124 |
| Answers to Practice Questions.....  | 132 |
| Glossary .....  | 135 |
| Discussion Questions .....  | 141 |
| Vocabulary Cards.....   | 142 |