

# Massachusetts Tests for Educator Licensure® (MTEL®)

## FIELD 54: ENGLISH AS A SECOND LANGUAGE TEST OBJECTIVES

<b>Subarea</b>	<b>Multiple-Choice</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I.	English Language Listening Proficiency	01–02	10%
II.	Foundations of Second-Language Instruction	03–05	25%
III.	Second-Language and Content Learning	06–10	<u>45%</u>
			<b>80%</b>
<b>Open-Response</b>			
IV.	English Language Oral Proficiency	11	<b>20%</b>

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**Massachusetts Tests for Educator Licensure® (MTEL®)  
Test Objectives  
Field 54: English as a Second Language**

**SUBAREAS:**

ENGLISH LANGUAGE LISTENING PROFICIENCY  
FOUNDATIONS OF SECOND-LANGUAGE INSTRUCTION  
SECOND-LANGUAGE AND CONTENT LEARNING  
ENGLISH LANGUAGE ORAL PROFICIENCY

**ENGLISH LANGUAGE LISTENING PROFICIENCY [10%]**

**0001 The candidate will apply literal listening comprehension skills in English.**

For example: identifying stated main ideas, details, sequences, and cause-and-effect relationships in a variety of listening situations; identifying steps described in a set of oral directions; choosing an appropriate response to a question or comment based on explicitly stated information; and selecting an accurate paraphrase of an oral message.

**0002 The candidate will apply inferential and critical listening comprehension skills in English.**

For example: inferring main ideas, details, comparisons, and cause-and-effect relationships not explicitly stated in an oral message; drawing conclusions from information provided in an oral message; interpreting a commonly used idiomatic expression; characterizing the tone, mood, or point of view of one or more speakers; analyzing the social context of a spoken exchange or the relationship between speakers; and assessing the sufficiency of information in an oral message.

## **Field 54: English as a Second Language Test Objectives**

### **FOUNDATIONS OF SECOND-LANGUAGE INSTRUCTION [25%]**

**0003 Understand processes and stages of language acquisition and factors affecting second-language development.**

For example: major theories of first-language acquisition and second-language acquisition and learning (e.g., Vygotsky, Chomsky, Pinker, Krashen, Cummins); characteristics of various stages of first- and second-language acquisition; cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., memorization, categorization, metacognition); factors affecting second-language acquisition (e.g., age, motivation, learning style, environmental factors); and the role of the first language in second-language development (e.g., language transfer, interlanguage development).

**0004 Understand basic linguistic and sociolinguistic concepts related to instruction for English language learners.**

For example: knowledge of phonetics and phonemics (e.g., distinguishing among classes of sound); use of morphology and lexicon to analyze a word's structure, function, and meaning; recognition of syntactic features (e.g., a verb phrase) and discourse features in oral and written text (e.g., cohesion); use of semantics and pragmatics in determining meaning in connected discourse; major theorists in sociolinguistics (e.g., Labov, Fishman, Hymes, Bernstein); and knowledge of sociolinguistic concepts (e.g., dialect diversity in English; factors affecting language variation, register, and style; intercultural differences in communication styles).

**0005 Understand sheltered/structured English immersion (SEI) theories, programs, and instructional approaches for English language learners.**

For example: knowledge of research (e.g., by Lambert, Ramirez, Gersten, Rossell & Baker) on effective second-language immersion programs; characteristics and goals of effective sheltered/structured English immersion programs; and features and theoretical bases of methods of second-language instruction that can be used to promote language and content learning in SEI classrooms (e.g., Natural Approach, communicative language teaching, integrated language teaching, Cognitive Academic Language Learning Approach [CALLA], sheltered content teaching).

## **Field 54: English as a Second Language Test Objectives**

### **SECOND-LANGUAGE AND CONTENT LEARNING [45%]**

**0006 Understand strategies for promoting and assessing English language learners' oral language skills and communicative language development.**

For example: strategies and activities for developing English language learners' communicative language skills (e.g., aural comprehension, listening and speaking vocabularies, knowledge of Standard English, listening and speaking for different purposes) and communicative competence in English; knowledge of formal and informal methods of assessing oral language proficiency; guidelines for selecting and administering oral language assessments; and interpretation and use of assessment results, including differentiation between normal variation in oral language performance and performance that may indicate possible disabilities.

**0007 Understand theory, research, and practice related to developing reading skills and reading comprehension in English as a first language.**

For example: research foundations and key features of significant reading theories and models; the role of oral language in early reading development and the interrelationship of listening, speaking, reading, and writing; knowledge of the alphabetic principle, and research-based strategies for promoting students' phonemic awareness and other critical phonological skills (e.g., phonics skills); and knowledge of research-based strategies to help students determine the meaning of unfamiliar words in text, expand their reading vocabulary, develop their reading comprehension, and address different types of reading materials and purposes for reading.

**0008 Understand reading instruction and assessment for English language learners.**

For example: differences in initial reading instruction in English for students who are and are not literate in their first language; the relationship and transfer of existing first-language reading skills to the second language; factors that affect second-language reading development; selection and adaptation of reading instruction materials for English language learners at different ages, stages of reading development, and levels of English-language proficiency; knowledge of sheltered strategies and various reading intervention approaches for addressing the specific reading needs of English language learners; characteristics of various types of formal and informal reading assessments and their advantages and limitations for use with English language learners; guidelines for selecting and administering various types of reading assessments; and interpretation and use of assessment information, including differentiation between normal variation in performance and performance that may indicate possible reading or learning disabilities.

## **Field 54: English as a Second Language Test Objectives**

### **0009 Understand writing instruction and assessment for English language learners.**

For example: knowledge of approaches, practices, and strategies used to promote English language learners' writing development and writing skills (e.g., Language Experience Approach, dialogue journals); knowledge of the writing process and its applications in developing English language learners' writing proficiency; selection of purposeful writing activities appropriate for a range of ages, reading abilities, and English proficiency levels; knowledge of formal elements of written English and explicit, systematic strategies for developing students' knowledge and use of different text structures (e.g., narrative, expository, persuasive) and conventions of written Standard English (e.g., mechanics, syntax, grammar, spelling); characteristics, selection, and administration of various types of formal and informal writing assessments; and interpretation and use of assessment information, including differentiation between normal variation in writing development and performance that may indicate possible disabilities.

### **0010 Understand instruction and assessment related to the development of English language learners' cognitive-academic language proficiency and content area learning.**

For example: strategies for teaching subject matter in English and for developing English language learners' cognitive-academic language proficiency (e.g., providing comprehensible input, providing explicit instruction in academic language and vocabulary, integrating content and language objectives, supporting students' use of English to discuss and consider subject matter content); selection and adaptation of content area materials to address students' cognitive and linguistic needs; approaches for promoting the content area learning of English language learners at different ages, especially those who have experienced gaps and interruptions in their education; characteristics of and guidelines for using various formal and informal procedures and instruments for assessing students' cognitive-academic language proficiency and content area concepts and skills; and interpretation and use of assessment information, including differentiation between normal variation in performance and performance that may indicate possible learning disabilities.

**Field 54: English as a Second Language  
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**ENGLISH LANGUAGE ORAL PROFICIENCY [20%]**

- 0011 In response to a prompt on tape and in writing, the candidate will construct connected oral discourse in Standard English that communicates a message effectively and that demonstrates a command of vocabulary and syntax appropriate to an educational setting.**

For example: narrating an event; discussing advantages and disadvantages of an idea or proposed course of action; and responding to a hypothetical situation by describing events or circumstances or by proposing a solution to a problem.