

Illinois Certification Testing System

STUDY GUIDE

English as a
New Language (125)



Illinois State Board of Education

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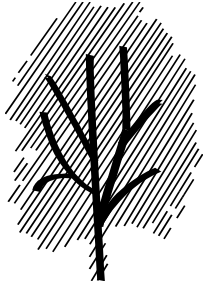
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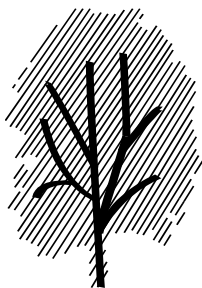
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

ENGLISH AS A NEW LANGUAGE (ENL) TEST OBJECTIVES

- I. Foundations of ENL Instruction
- II. Development of English Language Skills
- III. Professional Collaboration, Conduct, and Growth

SUBAREA I—FOUNDATIONS OF ENL INSTRUCTION

0001 Understand language structure and second language acquisition.

For example:

- Apply knowledge of syntax, morphology, phonology, semantics, and phonetics.
- Demonstrate knowledge of language development, and the role of language learning as it pertains to first and second language acquisition.
- Demonstrate knowledge of major theories of second language acquisition, and the approaches, methodologies, and strategies that promote first and second language acquisition.
- Demonstrate knowledge of the ways native language, prior knowledge, and educational background influence the transfer of knowledge from one language to another.

0002 Understand principles and theories related to the teaching of ENL.

For example:

- Demonstrate knowledge of main concepts, assumptions, principles, debates, and theories (e.g., Krashen, Cummins, Chomsky, Collier, Wong) central to teaching students for whom English is a new language.
- Demonstrate knowledge of language acquisition as a constructive process, language learning as an interactive process, and literacy as a developmental process, which is a necessary aspect of first and second language learning.
- Demonstrate knowledge of instructional strategies (e.g., language scaffolding, thematic units) used to develop students' in-depth conceptual understanding, and ways to adjust instruction to facilitate optimal learning for all students.
- Demonstrate knowledge of the influence of conceptual frameworks and previous experiences on learning content through a second or non-English language.
- Recognize the uses of differing viewpoints, methods of inquiry, and complexities of language in teaching subject matter concepts and the relationship between content-area domains and instruction for ENL learners.
- Analyze the relationship between language and life and career applications, and recognize effective ways to facilitate learning experiences that make connections among English and native language proficiency, content area knowledge, and life and career experiences.

0003 Understand the process of human development as it relates to language acquisition and content learning.

For example:

- Recognize ways students construct knowledge, acquire skills, and develop habits of mind through the use of native language and a second language.
- Demonstrate knowledge of human development as mediated by language and culture, learning theory, neural science and the range of individual variation within each domain.
- Demonstrate knowledge of factors that influence learning (e.g., culture, socioeconomic status, emotional and cognitive development).
- Recognize that differences between the U.S. educational system and those of other countries and/or cultures have an impact on approaches to learning and performance, and how these differences interact with development.

0004 Understand approaches to learning that address the diversity of the ENL student population and meet varied student needs.

For example:

- Identify strategies for creating a learning community in which differences are respected, modeling culturally sensitive behavior, teaching collaboration and group-facilitation skills, practicing effective listening, teaching conflict resolution skills, and mediating cross cultural conflicts.
- Demonstrate knowledge of cultural dynamics and community diversity and their effect on students' educational needs.
- Recognize appropriate provisions for students (e.g., response modes, time for work) based on individual learning differences and needs, as well as strategies for creating meaningful classroom experiences and accessing services and resources that are appropriate for ENL students who have exceptional needs.
- Identify effective ways to use multiple cultural perspectives and information about students' families, culture, and communities to inform and enrich instruction, connect learning to students' experiences, and promote a multicultural school climate.
- Recognize appropriate uses of instructional experiences that facilitate students' adaptation to U.S. society while validating and maintaining the students' own cultures, and uses of instructional materials that are inclusive of multiple perspectives, based on authentic information, and free of bias.
- Demonstrate knowledge of methods for diversifying instruction to meet the needs of a culturally and linguistically diverse student body.

SUBAREA II—DEVELOPMENT OF ENGLISH LANGUAGE SKILLS

0005 Understand instructional planning appropriate to ENL students.

For example:

- Demonstrate knowledge of Illinois Learning Standards, curriculum development, subject-area content, and learning theory, and effective ways to apply principles of scope and sequence when planning curriculum and instruction.
- Demonstrate knowledge of strategies for developing short- and long-range plans consistent with curriculum goals, students' diversity, and learning theory to achieve expectations for student learning.
- Recognize the importance of students' background (e.g., social, cultural, educational), development, language proficiency, interests, and career needs in planning instruction.
- Identify methods for incorporating students' multicultural experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- Demonstrate knowledge of methods for creating multiple learning activities that allow for variation in students' learning styles, performance modes, and levels of English language proficiency, and strategies for adjusting instructional plans based on students' responses, prior content-area knowledge and other contingencies.
- Demonstrate knowledge of methods for using a student's native language as a tool for advancing learning.
- Demonstrate knowledge of teaching and learning strategies that engage students in active learning opportunities that foster critical thinking, problem solving, and performance capabilities.

0006 Understand instructional strategies that encourage students' learning of content and languages.

For example:

- Demonstrate knowledge of strategies for engaging students in generating and testing knowledge, using methods that are appropriate for students for whom English is a new language.
- Demonstrate knowledge of cognitive processes associated with various kinds of learning, ways in which these processes can be fostered, and ways to apply strategies for making instructional modifications to meet the needs of ENL students.
- Demonstrate knowledge of ways to create meaningful communication that allows students to interact with subject matter while building language proficiency.
- Demonstrate knowledge of various ways to use content as a means for language learning and development.
- Recognize principles, advantages, and limitations of various instructional strategies, strategies for establishing high expectations for student learning in content areas and language, and methods for achieving instructional goals.
- Identify disciplinary and interdisciplinary approaches to learning and the interconnection among subject areas, English proficiency, and students' bilingualism as they relate to life and career experiences for ENL students.
- Identify strategies for introducing concepts and principles at different levels of competency and providing opportunities for students to reflect and build upon their prior knowledge to gain in-depth academic knowledge and language proficiency (e.g., English, non-English).

0007 Understand how cultural background and individual experiences affect the learning process.

For example:

- Demonstrate knowledge of different approaches to learning and performance (e.g., learning styles, multiple intelligences) and the ways in which individual differences (e.g., experiences, talents, language, culture, family and community values) influence student learning.
- Identify strategies for incorporating students' home language and culture in the design, planning, and implementation of a multicultural school climate.
- Demonstrate knowledge of various disabilities as they may affect the learning of students from culturally diverse backgrounds.
- Identify approaches to providing meaningful classroom experiences that are developmentally appropriate for ENL students with special needs.
- Demonstrate knowledge of the acculturation process, the ways it affects students' development, and instructional strategies for facilitating the learning of culture.

0008 Understand the use of motivation and behavior to establish an inclusive, safe, and linguistically and culturally rich learning environment.

For example:

- Recognize ways that individuals influence groups, the ways groups function in a multicultural environment, and the social and political issues that surround and affect the educational process of second language learners.
- Recognize principles of and strategies for effective classroom management by minimizing inter- and intra-group friction and fostering understanding and respect among all cultural groups, as well as various ways to help students work cooperatively and productively in groups.
- Identify strategies for organizing, allocating, and managing time, materials, and physical space to engage all students in productive tasks.
- Recognize how cultural and linguistic factors that influence motivation and engagement in the learning process can be used to help students become self-motivated.
- Demonstrate knowledge of strategies for creating a smoothly functioning learning community in which culturally and linguistically diverse students assume responsibility for themselves and one another, participate in decision making, and work collaboratively and independently.
- Identify approaches to creating an atmosphere in which culturally and linguistically diverse students feel welcomed, valued, respected, confident, and challenged, and which enhances social relationships and students' motivation.

0009 Understand strategies for formal and informal assessment to support the continuous development of students for whom English is a new language.

For example:

- Demonstrate knowledge of measurement theory and assessment-related issues (e.g., validity, reliability, bias, scoring) and identify the purposes, characteristics, and limitations of different types of assessments for ENL students.
- Demonstrate knowledge of ways to select, construct, and use formal and informal assessment strategies and instruments to diagnose and evaluate the understanding, progress, and performance of individual students and the class as a whole, and ways to use assessment results to reflect on and modify teaching.
- Recognize methods for using assessment results to identify learning difficulties, design teaching strategies, and reflect on and modify teaching.
- Identify strategies for using appropriate technologies to monitor and assess students' progress, for maintaining useful and accurate records of students' work and performance, and for communicating students' progress knowledgeably and responsibly to students, parents, and colleagues.
- Identify methods for assessing how well students are meeting the Illinois Learning Standards and techniques for involving students in self-assessment activities.

0010 Understand the selection, adaptation, and use of instructional resources for various classroom purposes.

For example:

- Demonstrate knowledge of strategies for identifying, reviewing and using inclusive, nonbiased resources and materials, and of various methods for evaluating their accuracy and usefulness.
- Demonstrate knowledge of ways to facilitate learning through the use of a wide variety of materials (e.g., human and technological resources), to integrate technology into classroom instruction, and to build student competence and confidence in the use of technology.
- Demonstrate knowledge of ways to use conventional and technological means of communication, and the uses of communicative tools to make language comprehensible and lower anxiety when eliciting student expression.
- Identify strategies for creating real-world experiences for students and for designing learning experiences to promote students' skills in the use of appropriate technologies in all areas of study.
- Identify strategies for creating and selecting learning materials that are appropriate for various disciplines and curriculum goals, and that are relevant to students' experience.

0011 Understand the use of effective communication techniques in the classroom.

For example:

- Identify strategies for modeling accurate, effective communication when conveying ideas and information, asking questions, and responding to students in the language of instruction.
- Recognize the social, intellectual, and political implications of language use and how cultural, socio-economic, and gender differences can affect communication in the classroom.
- Identify effective questioning techniques and approaches to stimulating discussion using the language of instruction for specific instructional purposes.
- Demonstrate knowledge of ways to create and modify the learning environment to enable linguistically diverse students to use effective communication (e.g., written, verbal, nonverbal, visual) in English and non-English language.
- Demonstrate knowledge of methods ENL teachers can use to vary their role in the instructional process (e.g., instructor, facilitator, coach, audience).
- Identify strategies ENL teachers can use to provide appropriate levels of instruction and to adjust instruction in response to student feedback.

SUBAREA III—PROFESSIONAL COLLABORATION, CONDUCT, AND GROWTH

0012 Understand the professional role of the ENL teacher in the school and community.

For example:

- Demonstrate knowledge of codes of professional conduct for the ENL teacher, ethical considerations that apply to educators, and the boundaries of professional responsibilities for working with students, families, colleagues, and community organizations.
- Demonstrate knowledge of the unique characteristics of the bilingual/ENL education profession and the importance of active participation and leadership in professional education organizations.
- Recognize strategies for interacting with other professionals, influencing norms in the school, encouraging collaboration and professionalism within a multicultural context, and contributing to the advancement of the profession of teaching ENL students.
- Demonstrate knowledge of school and district policies and procedures and the Illinois mandate for assessing and providing services to ENL students.
- Demonstrate familiarity with the goals of diverse programs and services, their organization, and their operation within the local school context for ENL students.

0013 Understand the ENL teacher's role as an advocate for the education of ENL students.

For example:

- Demonstrate knowledge of strategies for ensuring that proper identification, assessment, placement, referral, and reclassification procedures are followed and that ENL students receive appropriate and equitable services and meaningful instruction.
- Demonstrate knowledge of varied perspectives, significant developments, and debates in the field of teaching ENL students.
- Identify strategies for providing leadership to administrators and instructional staff on ways to meet the needs of ENL students for academic success and comfort in their new educational and social setting.
- Recognize the importance of multilingualism and strategies for advocating the appropriate use of the non-English language in the school setting.
- Identify strategies for reviewing existing structures, policies, requirements, and curricular assumptions that affect equity, effectiveness, school quality, and learning.

0014 Understand methods and techniques that promote reflective practice for the ENL teacher.

For example:

- Demonstrate understanding of the need to use, analyze, and evaluate research-based best practices.
- Demonstrate knowledge of self-assessment strategies and approaches for using classroom observation, ongoing assessment, pedagogical knowledge, and research as sources for reflection and evaluation.
- Demonstrate understanding of reflection as an integral part of professional growth and improvement of instruction, and various strategies ENL teachers can use to examine and evaluate their strengths and weaknesses.
- Demonstrate understanding of how the ENL teacher's own philosophy, culture, and experiences affect the instruction of culturally and linguistically diverse learners.
- Demonstrate knowledge of research in the field of ESL and bilingual education and its effect on language learning and on the cognitive/academic development of ENL students.
- Recognize the value of exploring new resources, studying professional literature, participating in advanced educational programs, and contributing to the advancement of the profession of teaching ENL students.

0015 Understand the role of colleagues, parents/guardians, and the community in supporting the learning and well being of ENL students.

For example:

- Demonstrate knowledge of benefits of, barriers to, and techniques involved in establishing and fostering home and school links with parents/guardians and extended families that can build effective learning environments.
- Identify the collaborative skills that are necessary for interacting with colleagues on behalf of students, the benefits of working with colleagues in an interdisciplinary manner, and the importance of audience and purpose when selecting ways to communicate appropriately in both academic and social settings.
- Identify strategies for learning about the community that the school serves and fostering collaboration with others who affect the way the system meets students' needs.
- Demonstrate knowledge of school- and work-based learning environments, the need for collaboration with community businesses and agencies, and ways to form partnerships within the community to seek equitable learning experiences for students.
- Demonstrate knowledge of strategies for communicating educational goals, standards, implications of instructional activities, and student assessment results to parents/guardians, students, colleagues, collaborative partners, and the educational community at large.
- Identify strategies for engaging families of ENL students in ways that enable and empower them to advocate for themselves.

ENGLISH AS A NEW LANGUAGE (ENL) PRACTICE TEST QUESTIONS

1. Which of the following is characteristic of communicative approaches to promoting second-language acquisition?
 - A. teaching students strategies for negotiating for meaning
 - B. maximizing students' participation in mainstream academic settings at early stages of language proficiency
 - C. providing students with primary-language support
 - D. carefully sequencing the presentation of new vocabulary and grammatical structures

2. According to Stephen Krashen's acquisition-learning hypothesis, language acquisition is best characterized as:
 - A. the explicit conscious knowledge students attain about the rules of a language.
 - B. a predictable order in which learners master the particular structures of a language.
 - C. an unconscious process that occurs when language is used in authentic communication.
 - D. a broad set of skills and knowledge that are necessary for accurate oral and written production.

3. Thematic units are particularly effective in promoting the conceptual development of ENL students primarily because such units:
 - A. provide students with explicit instruction in functional and pragmatic aspects of language.
 - B. focus on higher-level thinking skills such as comparing, analyzing, and applying knowledge.
 - C. include multiple ways for students to demonstrate mastery of content.
 - D. create a meaningful framework that supports the comprehensibility of instruction.

4. A new student in a sixth grade ENL class is a recent immigrant. The student is generally outgoing, has studied some English previously, and is making rapid progress in developing social-communicative, reading, and writing skills in English. The ENL teacher has noticed, however, that despite these many strengths the student seems very reluctant to speak in class. For example, the student never participates in class discussions and declines to offer opinions on the discussion topics even when prompted to do so. Which of the following is the most likely explanation for this behavior?
- A. The student has attained language knowledge but not linguistic competence in English, making spontaneous oral communication in English difficult.
 - B. The student is struggling with an undiagnosed hearing loss that adversely affects the ability to produce spoken language.
 - C. The student comes from an educational system in which students are expected to be passive in the classroom and is therefore uncomfortable speaking up in class.
 - D. The student has a predominantly visual learning style, making situations that require auditory processing of language challenging.
5. An ENL teacher is teaching a sheltered math class that includes a diverse group of ENL students. Early in the school year, the teacher observes that the students from one particular cultural group respond well to lessons that involve group work and manipulation of concrete representations of math problems. Students from another cultural group prefer to learn through lectures and assignments that focus on traditional symbolic representations of math problems and repetitive applications of formulas. How can the teacher most effectively use these observations to meet the learning needs of this culturally diverse group of students?
- A. Separate the two groups of students and give each group a different lesson that matches the students' respective learning preferences.
 - B. Ensure that a balance of learning activities are included in each lesson plan, and give students a choice of options for demonstrating content mastery.
 - C. Ensure that all students are given regular practice in applying the symbolic representations and formulas traditionally emphasized in math classes.
 - D. Use manipulatives and group work to teach each lesson, then have students complete a worksheet independently that uses symbolic representations and formulas.

6. Which of the following best describes the role of the Illinois Learning Standards with regard to the ENL curriculum?
- A. ENL teachers should use the Illinois Learning Standards as a tool in developing the ENL curriculum in their schools, to ensure it is aligned with statewide learning goals.
 - B. The Illinois Learning Standards describe the state-approved pedagogical methods that ENL teachers may use to teach various parts of the ENL curriculum.
 - C. ENL teachers can use the Illinois Learning Standards to help them identify specific instructional materials and strategies to use when teaching the ENL curriculum.
 - D. The Illinois Learning Standards provide ENL teachers with a detailed description of the state-mandated curriculum that must be followed in ENL classes at each grade level.
7. Students in a middle school ENL class are studying the meanings of various idioms that they have encountered or are likely to encounter in their mainstream classes. While the students perform well on structured exercises using the idioms, they still have difficulty understanding them in authentic situations (e.g., conversations, lectures, discussions). Which of the following strategies would be most effective for the ENL teacher to use to address the students' needs?
- A. Use the idioms on a regular basis in the ENL classroom, and check frequently for comprehension.
 - B. Meet with mainstream teachers and recommend that they avoid using idioms until the ENL students have mastered them.
 - C. Help the students write and perform dialogues that include and highlight each of the idioms.
 - D. Encourage the ENL students to listen in on native English speakers' actual conversations to see how often they can identify these idioms in authentic contexts.

8. Which of the following best expresses the philosophy behind specially designed academic instruction in English (SDAIE)?
- A. ENL students develop English language proficiency best by studying English in an ENL class and being immersed in mainstream content-area classes concurrently.
 - B. Even beginning-level ENL students can succeed in grade-level mainstream content classes, if their teachers carefully modify their delivery (e.g., timing, vocabulary).
 - C. Primary-language support is counterproductive in developing ENL students' English language proficiency, literacy skills, and content-area knowledge and skills.
 - D. ENL students should acquire English language skills through modified content-area instruction rather than by studying English as an isolated subject.
9. Some students in a secondary ENL class admit to their ENL teacher that they rarely initiate contact with English speakers because they fear they will do or say something that makes them look foolish. Which of the following actions by the ENL teacher would best address the concerns of these students?
- A. Assign readings about various aspects of U.S. culture and discuss the materials in class.
 - B. Watch popular feature films and discuss various aspects of U.S. culture that they reveal.
 - C. Present examples of common misunderstandings that occur between ENL speakers and English speakers.
 - D. Discuss and role-play common situations in which students might come into contact with English speakers.

10. Which of the following describes the most significant advantage of using linguistically diverse student groupings in an ENL class, rather than using primary-language groupings?
- A. The need for a common language of communication provides stronger motivation for students to learn English and use it consistently in class.
 - B. The students will need to use translation skills more often, so they will become more proficient in translating quickly between their primary language and English.
 - C. The linguistic strengths of the students in each group are likely to be more homogeneous, so the students will be able to study more difficult content.
 - D. The students will no longer need to learn about other cultures and how to work in a multicultural setting as they will develop knowledge and skills in these areas intuitively.
11. An ENL teacher often uses expressions of greeting, congratulations, and encouragement in the students' home languages. This practice is likely to benefit students most by:
- A. helping them feel welcome and respected in the ENL classroom.
 - B. ensuring that the input they receive is comprehensible and unambiguous.
 - C. providing them with an opportunity to practice their home language.
 - D. providing them with relief from the stress of having to communicate in a new language.
12. To determine how well advanced-level ENL students are meeting the Illinois Learning Standard related to "composing well-organized and coherent writing," an ENL teacher plans to develop a checklist to use in evaluating students' compositions. Which of the following points would be most important for the teacher to keep in mind in developing a rubric-based checklist?
- A. Since students with advanced English proficiency should have already mastered basic composition skills, the checklist should primarily focus on various elements of style.
 - B. To minimize the amount of class time spent assessing students' work, the checklist should be short and limited to the key organizational features of a composition.
 - C. Since prewriting and editing are essential components of an effective composition process, the checklist should also include an evaluation of students' outlines, notes, and drafts.
 - D. To ensure that the checklist could be used with students at any grade level or English proficiency level, the checklist should focus on general rather than specific writing skills.

13. A middle school ENL teacher is selecting reading materials to use for developing intermediate-level ENL students' English literacy skills. Which of the following is the most important criterion for the teacher to consider in making these selections?
- A. Ensure that the selections are written at students' instructional reading levels.
 - B. Avoid selections that touch on social issues or emotional content.
 - C. Ensure that selections collectively represent the major genres of U.S. literature.
 - D. Include selections that reflect contexts from students' personal and cultural experiences.
14. A secondary ENL teacher makes available several electronic dictionaries for students' use. These devices can translate words from a student's primary language to English and vice versa. Such devices would be most appropriate and helpful for students to use in which of the following contexts?
- A. identifying synonyms and antonyms of words for vocabulary-building activities
 - B. identifying the correct syllable stress and pronunciation of words for oral communication tasks
 - C. identifying and correcting errors in spelling and syntax for composition activities
 - D. understanding challenging vocabulary for advanced reading tasks

15. Several times a week, an elementary ENL teacher works with the class to elicit and compose an experience story based on school news and classroom events. After students have become familiar with this routine and with models for constructing a story, the teacher invites a student with strong writing skills to facilitate writing the story. The teacher continues to provide suggestions and support when needed but stays in the background as much as possible. As time goes on, the teacher invites other students to be the facilitator each day. The transition of the teacher's role in this activity from facilitator to audience/support person is particularly beneficial to student learning because it:
- A. gives students more freedom to voice their own thoughts and ideas within a structured writing task.
 - B. demonstrates for students a range of acceptable writing styles and introduces them to different genres.
 - C. decreases students' dependence on the teacher and gradually promotes their independent writing skills.
 - D. provides an acceptable physical outlet in class for students who have high energy levels.
16. To ensure the success of middle-school ENL students who will enter mainstream science classes next year, an ENL teacher plans to meet with the science teachers to discuss ways that they might work together to accomplish this goal. Which of the following would be the most appropriate *first* step for the ENL teacher to propose?
- A. Present a series of workshops to the science teachers on strategies for promoting ENL students' cognitive-academic language proficiency.
 - B. Designate times when the ENL and science teachers would observe one another's classes, and then schedule a group meeting to discuss their observations.
 - C. Request and review copies of the learning objectives, books, and other relevant science materials with which the students will be working.
 - D. Provide the science teachers with a list detailing the academic and behavioral characteristics of the ENL students who will be taking science classes next year.

17. An ENL teacher has learned that one of the history teachers at the school uses different sets of criteria for assessing ENL students and students whose primary language is English. When the ENL teacher asks the history teacher about this, the history teacher explains that grading ENL students primarily on their classroom participation rather than on written assignments or test results is more equitable because "otherwise they would always end up with lower grades, even though they may try just as hard." Which of the following would be the most appropriate response for the ENL teacher to make in this situation?
- A. Meet with the ENL students to encourage them to work harder to achieve parity with their English-speaking classmates.
 - B. Explore with school officials the possibility of providing additional services to ENL students to help them meet the same standards as their classmates.
 - C. Urge the history teacher to use the same assessment tools, measurement criteria, and passing standards for all students.
 - D. Encourage the history teacher to make available to all students a range of acceptable ways to demonstrate mastery of the history objectives.
18. Two or three times a year, two teachers in a school's ENL department observe one another's classes. Before the observations, each teacher identifies an area of concern for which he or she would like specific feedback. Afterward, the teachers meet to exchange observations and ideas. This practice is most beneficial to the participating teachers in that it:
- A. provides them with a regular structure in which to reflect on and improve their own teaching practices.
 - B. helps them demonstrate to school officials that the ENL department can supervise itself effectively.
 - C. provides them with a means of determining which of the two is best suited to teach particular students.
 - D. helps them develop a list over time of their individual strengths and weaknesses.

19. A high school ENL teacher arranges to visit several businesses that are among the largest employers in the local community. At each setting, the teacher investigates the types of work available, as well as the levels of English proficiency and the nature of oral and written communication required in various positions. Which of the following describes how the ENL teacher could best use this information to support ENL students' learning?
- A. by helping to ensure that the ENL curriculum adequately prepares students for the authentic demands of the workplace
 - B. by suggesting after-school work possibilities that can increase students' exposure to authentic English speakers and settings
 - C. by providing information about potential career choices that can be incorporated into effective career counseling for students
 - D. by revealing the workplace realities faced by the students' parents/guardians and family members, and the effect this may have on the students
20. An elementary ENL teacher would like to learn more about and establish connections with a new group of ENL students who are from a culture with which the teacher is unfamiliar. Which of the following strategies is likely to be most effective for this purpose?
- A. asking the new students to write descriptions of specific features of their culture (e.g., food, holidays, customs) as their first homework assignment
 - B. interviewing teachers, counselors, and other school personnel who have had some experience working with this population
 - C. searching for individuals who have traveled to or lived in the students' home country, and asking them about cultural, religious, and educational differences they observed
 - D. attending local cultural events, performances, and celebrations that take place in the students' cultural community

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	A	Understand language structure and second language acquisition.
2.	C	Understand principles and theories related to the teaching of ENL.
3.	D	Understand principles and theories related to the teaching of ENL.
4.	C	Understand the process of human development as it relates to language acquisition and content learning.
5.	B	Understand approaches to learning that address the diversity of the ENL student population and meet varied student needs.
6.	A	Understand instructional planning appropriate to ENL students.
7.	A	Understand instructional strategies that encourage students' learning of content and languages.
8.	D	Understand instructional strategies that encourage students' learning of content and languages.
9.	D	Understand how cultural background and individual experiences affect the learning process.
10.	A	Understand the use of motivation and behavior to establish an inclusive, safe, and linguistically and culturally rich learning environment.
11.	A	Understand the use of motivation and behavior to establish an inclusive, safe, and linguistically and culturally rich learning environment.
12.	C	Understand strategies for formal and informal assessment to support the continuous development of students for whom English is a new language.
13.	A	Understand the selection, adaptation, and use of instructional resources for various classroom purposes.
14.	D	Understand the selection, adaptation, and use of instructional resources for various classroom purposes.
15.	C	Understand the use of effective communication techniques in the classroom.
16.	C	Understand the professional role of the ENL teacher in the school and community.
17.	D	Understand the ENL teacher's role as an advocate for the education of ENL students.

(continued on next page)

Question Number	Correct Response	Test Objective
18.	A	Understand methods and techniques that promote reflective practice for the ENL teacher.
19.	A	Understand the role of colleagues, parents/guardians, and the community in supporting the learning and well being of ENL students.
20.	D	Understand the role of colleagues, parents/guardians, and the community in supporting the learning and well being of ENL students.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

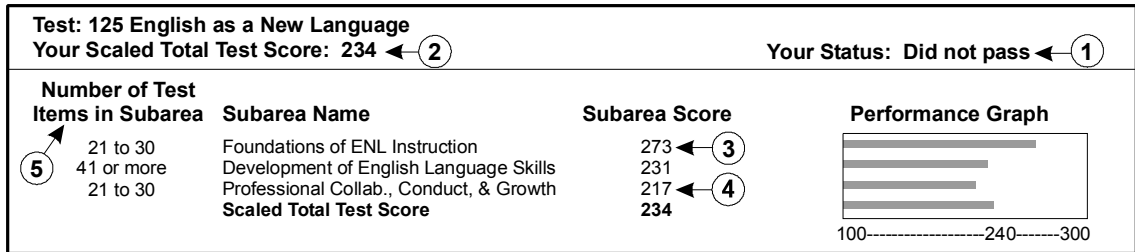
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an English as a New Language test score report is provided below.



According to the above sample, the examinee did not pass the English as a New Language test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Foundations of English as a New Language Instruction section ③ of the test than on the Professional Collaboration, Conduct, and Growth section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.