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**ILLINOIS CERTIFICATION TESTING SYSTEM**

**FIELD 125: ENGLISH AS A NEW LANGUAGE (ENL)**

**TEST FRAMEWORK**

**November 2003**

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**November 2003**

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Foundations of ENL Instruction  
Development of English Language Skills  
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.

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**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.

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**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.

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**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.

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**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).

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**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.

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**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.

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**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, non-biased 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.

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**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.

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**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.

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**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.