

**Florida Teacher Certification Examinations
Test Information Guide
for
English to Speakers of Other
Languages (ESOL) K–12**



FLORIDA DEPARTMENT OF EDUCATION

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Fourth Edition

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the English to Speakers of Other Languages (ESOL) K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in English to Speakers of Other Languages (ESOL) K–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



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Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the English to Speakers of Other Languages (ESOL) K–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions
(test blueprint)*

Competency

Competency/Skill	Approx. %
1 Knowledge of heritage language and English language principles	12%
1 Apply principles of English phonology as they relate to language acquisition and use.	
2 Apply principles of English morphology as they relate to language acquisition and use.	
3 Apply principles of English semantics as they relate to language acquisition and use.	
4 Apply principles of English pragmatics as they relate to language acquisition and use.	
5 Apply principles of English syntax as they relate to language acquisition and use.	
6 Apply principles of English discourse as they relate to language acquisition and use.	
7 Analyze the grammatical structure of an English sentence.	
8 Identify concepts and influences associated with social and regional varieties of English in the United States.	
9 Identify the language functions of spoken and written English.	
10 Identify sociolinguistic principles that have influenced the development of the English language.	
11 Identify historical processes that have influenced the development of the English language.	
12 Analyze phonological, morphological, semantic, pragmatic, syntactic, and discourse differences between English and other languages.	

Skills (1-12)

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill		Approx. %
1	Knowledge of heritage language and English language principles	12%
1	Apply principles of English phonology as they relate to language acquisition and use.	
2	Apply principles of English morphology as they relate to language acquisition and use.	
3	Apply principles of English semantics as they relate to language acquisition and use.	
4	Apply principles of English pragmatics as they relate to language acquisition and use.	
5	Apply principles of English syntax as they relate to language acquisition and use.	
6	Apply principles of English discourse as they relate to language acquisition and use.	
7	Analyze the grammatical structure of an English sentence.	
8	Identify concepts and influences associated with social and regional varieties of English in the United States.	
9	Identify the language functions of spoken and written English.	
10	Identify sociolinguistic principles that have influenced the development of the English language.	
11	Identify historical processes that have influenced the development of the English language.	
12	Analyze phonological, morphological, semantic, pragmatic, syntactic, and discourse differences between English and other languages.	
2	Knowledge of first and second language acquisition theories and classroom application	12%
1	Identify the principles of first language acquisition theories.	
2	Identify the principles of second language acquisition theories.	
3	Identify first and second language acquisition processes.	
4	Distinguish language characteristics of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP).	
5	Identify the impact of second language acquisition research on classroom instruction.	
6	Identify characteristics of interlanguage that affect English language learners' (ELLs') learning outcomes.	

Competency/Skill		Approx. %
7	Identify factors influencing, and characteristics of, bilingualism.	
8	Identify the influence of cognitive factors on second language acquisition.	
9	Identify the influence of affective factors on second language acquisition.	
10	Identify the influence of social and educational (e.g., prior schooling, teacher expectations) factors on second language acquisition.	
11	Analyze the interaction between second language acquisition and acculturation.	
12	Identify sources of second language learner errors (e.g., language transfer, generalization, other communication strategies).	
13	Identify the impact of heritage language phonology, morphology, semantics, and syntax on English language acquisition.	
3	Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues	9%
1	Identify factors of sociolinguistic diversity that affect ELLs' learning outcomes.	
2	Identify government policies that affect ELLs' participation and achievement in U.S. schools.	
3	Identify political trends that have affected the education of ELLs.	
4	Identify social trends that have affected the education of ELLs.	
5	Analyze elements of culture and their impact on instruction.	
6	Identify characteristics of different stages of the acculturation process.	
7	Identify levels of cultural adaptation (e.g., assimilation, acculturation).	
8	Identify ways student participation, learning, and behavior can be affected by cultural differences (e.g., religious, economic, social, family).	
9	Identify methods of increasing multicultural sensitivity.	
4	Knowledge of curriculum, curriculum materials, and resources	11%
1	Identify appropriate adaptations of curriculum materials according to level of language proficiency and prior knowledge.	
2	Identify linguistic demands and language objectives associated with content curricula in order to provide appropriate instruction for students at varying levels of language proficiency.	
3	Identify methods of scaffolding text and providing context for ELLs.	

Competency/Skill	Approx. %
<p>4 Identify resources that address cultural, ethnic, and linguistic differences.</p> <p>5 Identify major professional organizations, publications, and resources that support ELLs' learning.</p> <p>6 Identify resources that increase comprehension of text for ELLs.</p> <p>7 Identify procedures for developing lesson plans for ELLs at various proficiency levels using state and national standards for teachers of English to speakers of other languages (i.e., TESOL).</p>	
5 Knowledge of instructional models	6%
<p>1 Identify research-based models of bilingual education.</p> <p>2 Identify research-based models of ESOL education.</p> <p>3 Identify the criteria considered in selecting and developing an instructional model.</p> <p>4 Identify major research findings (e.g., L1 maintenance, L2 acquisition) on the effectiveness of second language acquisition instructional models.</p>	
6 Knowledge of instructional methods and strategies	12%
<p>1 Identify communication and instructional strategies that promote BICS and CALP.</p> <p>2 Identify metacognitive, cognitive, and socioaffective strategies that promote second language acquisition.</p> <p>3 Identify features of the natural approach and activities for various proficiency levels.</p> <p>4 Identify appropriate total physical response (TPR) activities for various proficiency levels.</p> <p>5 Identify features of communicative approaches and activities for teaching ESOL for various proficiency levels.</p> <p>6 Identify appropriate ESOL strategies and instructional modifications for content-based instruction for various proficiency levels (e.g., Cognitive Academic Language Learning Approach [CALLA], Sheltered Instruction Observation Protocol [SIOP]).</p> <p>7 Identify major researchers (e.g., Jim Cummins, Stephen Krashen, Virginia Collier and Wayne Thomas, Diane August) and their contributions to the field of second language teaching and learning.</p> <p>8 Identify appropriate methods and strategies to teach language arts to ELLs.</p>	

Competency/Skill	Approx. %
<p>9 Identify appropriate methods and strategies to teach language skills (i.e., listening, speaking, reading, writing).</p> <p>10 Identify appropriate instructional interventions to address fossilization of language development.</p> <p>11 Identify methods and strategies of differentiating instruction (e.g., providing context) for ELLs at various proficiency levels.</p> <p>12 Identify methods of incorporating students' heritage languages and cultures into the existing curriculum.</p>	
7 Knowledge of instructional technology	5%
<p>1 Identify appropriate instructional technology (e.g., CDs, DVDs, video, audio cassettes) and its use in instructing ELLs.</p> <p>2 Identify the classroom implications of language learning technology and computer-mediated communication in instructing ELLs.</p> <p>3 Identify the instructional implications of using synchronous and asynchronous software to promote ELLs' language acquisition.</p> <p>4 Identify major research findings on the effective use of language learning technology and computer-mediated communication with ELLs.</p> <p>5 Identify criteria for evaluating and adapting the use of instructional technology (e.g., software, Internet resources) to meet the needs of ELLs.</p>	
8 Knowledge of literacy development and classroom application	12%
<p>1 Identify characteristics of reading stages for ELLs.</p> <p>2 Identify characteristics of writing stages for ELLs.</p> <p>3 Identify characteristics of emergent literacy.</p> <p>4 Identify strategies to promote emergent literacy (e.g., nonlinguistic representations, language experience approach).</p> <p>5 Identify methods of incorporating the student's heritage language literacy into second language literacy development (e.g., transferability).</p> <p>6 Identify characteristics of critical literacy.</p> <p>7 Identify strategies to promote critical literacy.</p> <p>8 Identify appropriate methods of instructing ELLs in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.</p>	

Competency/Skill	Approx. %
9 Identify appropriate methods for developing literacy for ELLs with limited literacy in their heritage language. 10 Identify appropriate methods for instructing ELLs in the writing process.	
9 Knowledge of assessment	10%
1 Identify factors that affect the assessment of ELLs. 2 Identify appropriate formal and informal assessment tools and techniques to measure ELLs' development of oral language and literacy and academic achievement. 3 Evaluate the appropriateness (e.g., curriculum alignment, cultural and linguistic bias) of assessment instruments and practices. 4 Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency. 5 Identify statewide assessment policies and accommodations for ELLs. 6 Interpret assessment data (e.g., linguistic, academic, interlanguage data) to guide instructional decisions for ELLs. 7 Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments of ELLs.	
10 Knowledge of exceptional student education (ESE) issues related to ELLs	6%
1 Differentiate the characteristics of ELLs in the process of second language acquisition and acculturation from the characteristics of ELLs with disabilities. 2 Differentiate the characteristics of ELLs in the process of second language acquisition from the characteristics of ELLs with speech and language disabilities. 3 Identify appropriate strategies and interventions to be implemented prior to any formal referral of ELLs to ESE, including gifted education. 4 Identify the policies and procedures that may impact ELLs in the referral process to ESE. 5 Identify appropriate formal and informal assessments for use with ELLs referred to ESE. 6 Identify appropriate instructional strategies for ELLs in ESE.	

Competency/Skill	Approx. %
11 Knowledge of federal and state mandates	5%
<ol style="list-style-type: none"> <li data-bbox="261 390 1170 457">1 Identify regulations of the most recent reauthorization of the Elementary and Secondary Education Act as they apply to ELLs. <li data-bbox="261 474 1227 569">2 Identify major U.S. Supreme Court decisions (e.g., <i>Brown v. Board of Education</i>, 1954; <i>Lau v. Nichols</i>, 1974; <i>Plyler v. Doe</i>, 1982) that have affected the education of ELLs. <li data-bbox="261 590 1235 657">3 Identify major court decisions, legal agreements, legislation, and state administrative rules that have affected the education of ELLs. <li data-bbox="261 674 1162 768">4 Apply the major components and modifications of the <i>League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree</i>, 1990, to specific situations. 	



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Test Format and Sample Questions

The English to Speakers of Other Languages (ESOL) K–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
Sentence completion Select the response option that best completes the sentence.	Question 1, page 17
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 3, page 17
Direct question Choose the response option that best answers the question.	Question 4, page 17
Command Select the best response option.	Question 20, page 22

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. In the word *unreasonableness*, the underlined part is the

- A. prefix.
- B. compound.
- C. root.
- D. suffix.

2. "The minister married my cousin."
"They're moving sidewalks."

Misinterpretation of the statements above is the result of

- A. lexical anomaly.
- B. overextension.
- C. redundancy.
- D. structural ambiguity.

3. In an assigned essay for a language arts class, a student writes, "If you are interested in dinosaurs and like a good mystery, then you should definitely read this book!" This sentence serves which of the following language functions?

- A. persuading
- B. commanding
- C. reporting
- D. requesting

4. Which theory by Stephen Krashen explains conscious error correction during oral second language production?

- A. input hypothesis
- B. monitor hypothesis
- C. affective filter hypothesis
- D. natural order hypothesis

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5. Most students in a 6th-grade beginning-level ESOL class use the morpheme *-ed* to create the past tense form of all verbs, including irregular ones. These students are applying which second language transitional strategy?
- A. positive transfer
 - B. overgeneralization
 - C. simplification
 - D. avoidance
6. An ELL is assigned the task of writing a narrative about an animal. The student asks the teacher, "What is puppy, you know, little one baby, for cat?" This is an example of
- A. circumlocution.
 - B. overgeneralization.
 - C. simplification.
 - D. hypothesis testing.
7. Affirmative action policies have primarily affected the education of ELLs by
- A. ensuring ELLs have equal access to educational resources.
 - B. requiring schools to provide bilingual support to ELLs.
 - C. increasing ELL referrals to exceptional student education.
 - D. funding multicultural training for faculty who work with ELLs.
8. ELLs who speak English at home, at school, and with friends and no longer observe the traditions, beliefs, and lifestyle of their heritage cultures are exhibiting
- A. accommodation.
 - B. assimilation.
 - C. enculturation.
 - D. pluralism.

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9. Which of the following cultural beliefs about education would most likely lead a high school ELL to participate actively in a small group discussion about a literary work?
- A. Teachers are knowledgeable experts whose ideas should not be challenged.
 - B. Independent work is the best indication of students' academic progress.
 - C. Analytical thinking and clarity of self-expression are important academic skills.
 - D. A classroom activity must produce tangible results in order to be worthwhile.
10. In a multilevel ESOL classroom, the teacher should
- A. use average test results to guide teaching.
 - B. have identical teaching objectives for all students.
 - C. tailor activities to individual language needs.
 - D. administer the same tests to all students.
11. Before beginning a unit on the civil rights movement, a high school sheltered history teacher would like to develop students' background knowledge by showing a documentary film about the subject. Some ELLs in the class have low levels of English proficiency. Which of the following instructional strategies would best promote these students' comprehension of the film's content?
- A. providing a list of relevant terms for students to define in their heritage language prior to viewing the film
 - B. asking advanced-level ELLs who have the same heritage language to translate for the students while viewing the film
 - C. allowing ELLs to view the film a second time while the rest of the students hold small group discussions
 - D. pausing the film periodically to restate significant points and offer clarification of vocabulary and content

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12. An ESOL teacher is selecting texts to use in a multicultural literature unit for intermediate-level ELLs. Which question should the teacher consider first when evaluating a potential text for the unit?
- A. Is the cultural content of the text familiar to these students?
 - B. Is the text appropriately authentic for these students?
 - C. Is the subject matter of the text relevant to these students' lives?
 - D. Is the linguistic difficulty of the text appropriate for these students?
13. Which bilingual education program model is designed to develop a high level of competence in two languages by both heritage language speakers and English speakers?
- A. enrichment immersion
 - B. dual immersion
 - C. early-exit transitional
 - D. transitional
14. A class of 25 ELLs spends the academic school day with the same teacher. This is an example of a(an)
- A. pull-out model.
 - B. inclusion model.
 - C. transitional bilingual education model.
 - D. self-contained model.
15. In an ESOL role-playing activity, students practice a variety of greeting words and phrases and use them in various situations and social contexts. This activity provides practice in the area of
- A. pragmatics.
 - B. semantics.
 - C. discourse.
 - D. phonology.

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16. Using a variety of grouping configurations in a content area class in which some students are ELLs facilitates the language learning of these students because ELLs should
- A. practice listening and speaking to a variety of English speakers.
 - B. hear new information more than once in order to remember it.
 - C. compare ideas with peers who share the same heritage language.
 - D. listen to the intonation and pitch of native English speakers.
17. Which of the following is appropriate listening comprehension content for ELLs who have mastered basic structural forms but who are lacking in vocabulary development?
- A. oral stories with reference to accompanying pictures
 - B. vocabulary word lists for memorization
 - C. samples of current radio talk show dialogues
 - D. scrambled dialogues for students to reorder
18. A high school sheltered English teacher works with ELLs who have varying proficiency levels. The teacher would like to differentiate instruction during class discussions of the novel *The Great Gatsby* by F. Scott Fitzgerald. Which of the following strategies would best achieve this goal?
- A. assigning ELLs to literature circles composed of students with similar levels of English language proficiency
 - B. assigning ELLs to homogeneous literature circles composed of students who share the same heritage language
 - C. providing ELLs with written discussion questions that differ in linguistic difficulty but not in content
 - D. providing ELLs with written discussion questions translated into their heritage languages

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19. An ESOL teacher would like to use audio recorders to provide ELLs with opportunities to practice communicative oral language skills. Which of the following uses of audio recorders would be most appropriate for this purpose?
- A. The teacher records content area discussions in general education classes and then creates listening activities based on the audio discussions.
 - B. Students record themselves performing minimal pair exercises and then evaluate their own performance.
 - C. The teacher records pairs of students reading dialogues and then provides students with written feedback on their performance.
 - D. Students record entries in an ongoing audio dialogue journal in which the teacher records responses to each entry.
20. In a high school ESOL classroom, the teacher has the students communicate with friends via e-mail as a means of developing English writing skills through authentic application. Identify the type of communication that e-mail represents.
- A. nonverbal communication
 - B. asynchronous communication
 - C. context-embedded communication
 - D. synchronous communication
21. Based on an English writing sample obtained from a newly arrived ELL, a high school ESOL teacher notes the student writes simple English phrases using phonetic spelling and conventional punctuation. The teacher may accurately deduce that the student is in what stage of writing?
- A. emergent
 - B. beginning
 - C. intermediate
 - D. advanced

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22. The earliest characteristic of emergent literacy is the student's ability to recognize that
- A. print has directionality.
 - B. letters represent sounds.
 - C. meaning is encoded in print.
 - D. words are composed of letters.
23. Which of the following activities requires ELLs to use critical literacy skills?
- A. using structural analysis to decode unfamiliar words
 - B. evaluating the persuasive techniques used in an advertisement
 - C. translating a letter from English into their heritage language
 - D. listing the characteristics of a main character from a story
24. Which of the following types of assessment is most effective in evaluating the extent to which ELLs make use of specific reading strategies?
- A. criterion-referenced achievement test
 - B. self-monitoring checklist
 - C. norm-referenced proficiency test
 - D. holistic scoring rubric
25. A general education science teacher approaches an ESOL teacher with concerns about an advanced-level ELL. The student is able to participate in class discussions but has performed poorly on the first few science tests. Which recommendation would be most appropriate for the ESOL teacher to make first?
- A. Assess the student's level of prior knowledge about the content of the lessons.
 - B. Design language lessons that can be incorporated into content instruction to strengthen the student's related academic language skills.
 - C. Arrange for the student to receive peer tutoring from a native English speaker.
 - D. Meet with the student's parents/guardians to discuss strategies that they can use to improve their support for the student's at-home learning.

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26. When conducting an initial assessment of an ELL's English literacy skills, the most important factor to take into consideration is the
- A. student's level of literacy in the heritage language.
 - B. types of fiction and nonfiction books the student likes to read.
 - C. educational background of the student's parents/guardians.
 - D. student's skills in related areas such as letter formation.
27. What information would school personnel find most beneficial in determining whether an ELL's difficulty in learning English is caused by a learning disability?
- A. indications of culture shock, gender, and organization of learning tasks
 - B. evidence of emotional problems, age, and English language proficiency
 - C. indications of low self-esteem, limited perceptual skills, and metacognitive deficits
 - D. evidence of poverty, use of verbal and nonverbal clues, and language learning aptitude test scores
28. Which of the following must occur before an ELL can be referred for testing for ESE services?
- A. The student must take a language dominance test.
 - B. The student's teachers must all sign the referral.
 - C. The student must have received individual tutoring.
 - D. The student's parents/guardians must give their permission.
29. A high school ELL has a learning disability that interferes with her listening comprehension during lectures. Which of the following would be the best instructional strategy for a sheltered content teacher to use to accommodate this student's linguistic and learning needs?
- A. using short sentences, simple grammatical structures, and simplified vocabulary when delivering lectures
 - B. having the student read the text of the lecture in a quiet area of the classroom while the teacher delivers it to the rest of the class
 - C. providing the student with preferential seating at the front of the classroom during lectures
 - D. incorporating visuals, realia, and examples from the student's experience into lectures

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30. Which of the following is one implication of the U.S. Supreme Court decision in *Plyler v. Doe*?
- A. States that do not meet their performance objectives for students with limited English proficiency may lose federal funding.
 - B. Separate education is inherently unequal.
 - C. States have an affirmative duty to take steps to create unitary, or integrated, school systems.
 - D. Immigration documents may not be filed in students' cumulative folders.

Answer Key

Question Number	Correct Response	Competency
1.	C	1
2.	D	1
3.	A	1
4.	B	2
5.	B	2
6.	A	2
7.	A	3
8.	B	3
9.	C	3
10.	C	4
11.	D	4
12.	D	4
13.	B	5
14.	D	5
15.	A	6
16.	A	6
17.	A	6
18.	C	6
19.	D	7
20.	B	7
21.	B	8
22.	C	8
23.	B	8
24.	B	9
25.	B	9
26.	A	9
27.	C	10
28.	D	10
29.	D	10
30.	D	11



Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Bray, M., Brown, A., & Green, T.D. (2004). *Technology and the diverse learner: A guide to classroom practice*. Thousand Oaks, CA: Corwin Press.

A guide to understanding and applying the technology needed to meet the needs of increasingly diverse students in the face of broadening standards and requirements. Useful for review of competencies 4, 6, and 7.

2. Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Pearson Longman.

A text used in teacher education programs around the world; offers a comprehensive survey of practical language teaching options, anchored in accepted principles of language learning and teaching. Useful for review of competencies 2, 4, 5, 6, and 8.

3. Brown, H.D. (2006). *Principles of language learning and teaching* (5th ed.). New York: Pearson Longman.

Classic second-language acquisition text used extensively in teacher education programs. Introduces key concepts through definitions, questions, charts, and spiraling. Useful for review of competencies 1, 2, and 6.

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4. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Belmont, CA: Heinle.
Helps teachers and future teachers grasp the linguistic system and details of English grammar; provides more information on how structures are used at the discourse level. Useful for review of competencies 2, 4, 5, 6, and 8.
 5. Chamot, A.U., & O'Malley, J.M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Boston: Pearson Addison-Wesley.
Provides foundational knowledge for using, designing, and implementing CALLA lessons. Useful for review of competencies 3, 4, 5, and 6.
 6. Coelho, E. (2004). *Adding English: A guide to teaching multilingual classrooms*. Toronto, Ontario, Canada: Pippin Publishing.
Contains ideas for enhancing student learning in all subject areas and grade levels. Useful for review of competencies 4, 5, 6, and 8.
 7. Diaz-Rico, L.T. (2008). *A course for teaching English learners*. Boston: Pearson Allyn & Bacon.
Balances fundamental principles with classroom techniques; provides an underlying framework of psychological and sociocultural contexts for English language acquisition and structured content delivery. Useful across all grade levels. Addresses testing procedures and adaptations for ELLs. Useful for review of competencies 2, 4, 5, 6, 8, and 9.
 8. Diaz-Rico, L.T., & Weed, K.Z. (2006). *The cross-cultural language and academic development handbook*. Boston: Pearson Allyn & Bacon.
Brings together resources for promoting crosscultural awareness, language development, and academic progress for English learners. Shows the effects of cultural differences on learning, features tips on adapted instruction, explains two-way immersion programs. Written specifically for the general classroom teacher. Useful for review of competencies 1, 2, 3, 4, 5, 6, 7, 8, and 9.

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9. Echevarria, J., & Graves, A. (2006). *Sheltered content instruction: Teaching English language learners with diverse abilities* (3rd ed.). Boston: Pearson Allyn & Bacon.
Defines and examines sheltered instruction and provides strategies for its successful implementation in the K–12 classroom. Focuses on using specially designed academic instruction in English (SDAIE) with students of varying abilities. Useful for review of competencies 3, 4, 5, 6, and 10.

 10. Echevarria, J., Vogt, M., & Short, D. (2004). *Teaching ideas for implementing the SIOP model*. Glenview, IL: Pearson Achievement Solutions.
For teachers looking for ideas and instructional strategies. Groups activities by sheltered instruction observation protocol components and contains sample content and language objectives. Useful for review of competencies 2, 4, 5, 6, and 9.

 11. Freeman, D.E., & Freeman, Y.S. (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Portsmouth, NH: Heinemann.
Explains essential linguistic concepts and shows connections between linguistic theory and classroom practice. Useful for review of competencies 1, 2, 3, 4, 5, 6, 8, and 9.

 12. Fromkin, V., Rodman, R., & Hyams, N.M. (2003). *An introduction to language* (8th ed.). Belmont, CA: Heinle.
Addresses instruction in education, languages, psychology, anthropology, English, ESOL, and linguistics; revised chapters reflect recent discoveries and new understanding of linguistics and languages. Useful for review of competencies 1, 2, 3, 4, 5, 6, 8, and 9.

 13. Garcia, E. (2001). *Student cultural diversity: Understanding and meeting the challenge* (3rd ed.). Boston: Houghton Mifflin.
Practical advice for K–12 teachers on how to address an increasingly diverse student body. Explores the social, cognitive, and communicative roots of diversity, discussing how children learn to think and communicate within their home, community, and school environments. Useful for review of competencies 2, 3, 6, and 8.

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14. Genesee, F., Paradis, J., & Crago, M.B. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Brookes Publishing.
A comprehensive and up-to-date synthesis of current knowledge about normal and impaired bilingual and second-language acquisition. Includes three sections: foundations of bilingualism; understanding bilingual and second-language acquisition; and clinical implications, including case studies. Useful for review of competencies 2, 3, 5, and 10.
15. Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
Demonstrates how content areas provide a context for the teaching of English, from speaking and listening to reading and writing. Begins with theory, drawing on a functional model of language, sociocultural theories of learning, and current research in second-language development. Includes a range of teaching and learning activities across the curriculum, supplemented with programming and assessment formats and checklists. Useful for review of competencies 2, 4, and 8.
16. Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
Addresses the application of research-based teaching strategies to boost the achievement levels of ELLs. Includes nine types of instructional strategies to maximize learning, with specific steps and guidance for keeping classroom practice up to date with the rapidly growing population of ELLs. Useful for review of competencies 2, 4, 5, 6, 8, and 9.
17. Horowitz, R., & Samuels, S.J. (Eds.) (1987). *Comprehending oral and written language*. San Diego, CA: Academic Press.
Addresses skills beyond basic word recognition that are needed to process and comprehend spoken and written language; major topics include language and text analysis, cognitive processing and comprehension, development of literacy, literacy and schooling, and factors that influence listening and reading. Useful for review of competencies 1 and 10.

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- 18.** Kramsch, C. (1998). *Language and culture*. New York: Oxford University Press.
Addresses the relationship between language and culture. Includes key concepts such as social context and cultural authenticity, incorporating insights from linguistics, sociology, anthropology and other fields. Useful for review of competencies 3 and 4.
- 19.** Ovando, C., Combs, M.C., & Collier, V.P. (2006). *Bilingual & ESL classrooms: Teaching in multicultural contexts* (4th ed.). New York: McGraw-Hill.
Provides examples of effective practices in bilingual and multicultural education and their underlying research knowledge base. Includes chapters on authentic assessment and students with special needs. Useful for review of competencies 3 and 11.
- 20.** Peitzman, F., & Gadda, G. (1994). *With different eyes: Insights into teaching language minority students across the disciplines*. New York: Pearson Longman.
Aids teachers with little or no ESOL training who are teaching content area classes to ELLs. Firmly grounded in language acquisition theory. Useful for review of competencies 1, 2, 4, 5, 6, and 8.
- 21.** Peregoy, S.F., & Boyle, O. (2008). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (5th ed.). Boston: Pearson Allyn & Bacon.
A holistic discussion by two professors of education specializing in ESL and bilingualism; examines characteristics of ELLs, aspects of second-language acquisition (competence, theory, influences), general teaching and learning methods, process writing, teaching literature, strategies for organizing and remembering readings, and methods of teaching and assessing reading skills. Useful for review of competencies 4, 6, 7, and 8.

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22. Rhodes, R.L., Ochoa, S.H., & Ortiz, S.O. (2005). Assessing culturally and linguistically diverse students: A practical guide. In K. W. Merrell (Series Ed.), *Practical intervention in the schools*. New York: Guilford Press.

Hands-on tools and techniques for assessing ELLs and culturally diverse students in K–12 settings; research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Useful for review of competencies 8 and 10.

23. Richards, J.C., & Schmidt, R.W. (2002). *Longman dictionary of language teaching and applied linguistics*. New York: Pearson Longman.

Includes terms students encounter in the fields of applied linguistics, language teaching, TESOL, and general linguistics. Useful for review of competencies 1 and 2.

24. Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. New York: Oxford University Press.

Examines the conditions under which languages are learned and how learning relates to teaching. Emphasizes the need to be precise and clear on the nature of the goals and outcomes of learning, as well as to recognize the complexity of the concept of "knowing a second language." Useful for review of competencies 2, 4, 5, 6, 8, and 9.

25. Tomlinson, C.A. (2005). *The differentiated classroom: Responding to the needs of all learners* (ASCD College Textbook Series, Special Edition). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Establishes the philosophical components of differentiation and provides practical strategies for use in the classroom. Useful for review of competencies 2, 4, 5, 6, and 8.

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26. Whelan Ariza, E.N. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Boston: Pearson Allyn & Bacon.

An introduction for general education teachers to the essential concepts involved in the education of ELLs. Includes an overview of cultural diversity issues and accounts of students and teachers who have faced challenges while engaging with learners from other cultures. Useful for review of competencies 3, 4, 5, and 6.

27. Whelan Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2006). *Why TESOL? Theories and issues in teaching English to speakers of other languages in K–12 classrooms* (3rd ed.). Dubuque, IA: Kendall/Hunt Publishing Co.

An overview of TESOL methodologies; addresses related issues such as laws, social interaction, and nonverbal communication differences. Designed to help preservice and inservice classroom teachers understand how people learn a second language. Useful for review of competencies 2, 4, 5, 6, 8, 9, and 11.

28. Whelan Ariza E.N., Morales-Jones C.A., Yahya N., & Zainuddin, H. (2007). *Fundamentals of teaching English to speakers of other languages in K–12 mainstream classrooms* (2nd ed.). Dubuque, IA: Kendall/Hunt Publishing Co.

Addresses multicultural education; cultural issues; teaching language skills such as listening, speaking, reading, writing, and vocabulary; teaching in the content areas, such as math, social studies, art, science, technology, music, and drama; and simultaneous teaching of subject matter content and language skills using scaffolding techniques. Useful for review of competencies 2, 4, 5, 6, 8, 9, and 11.





Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>

