



# GACE® English to Speakers of Other Languages (ESOL) Assessment Test I (119) Curriculum Crosswalk

## Required Coursework Numbers

<b>Subarea I. Language (40%)</b>															
<i>Objective 1: Understands applied linguistics and the nature of language as a system</i>															
A. Knows that language is a system and understands the subsystems of phonetics/ phonology, morphology, syntax, semantics/ lexicon, and pragmatics/sociolinguistics															
B. Facilitates English-language learners' ability to learn and use English for social and academic forms of communication															
C. Understands the communicative nature of language and the importance of developing language skills at the word, sentence, and discourse levels															
D. Knows how to apply theories and research on first and second language acquisition and development to inform classroom practices; e.g., the stages of L1/L2 acquisition, behaviorism versus constructivism, and research-based models of second language instruction															
E. Possesses a knowledge base of recent research on bilingualism/multilingualism, World Englishes, dialect variation, and multiliteracy to inform teaching practice															

## Required Coursework Numbers

<i>Objective 2: Understands the nature of language acquisition and development for English-language learners</i>																			
A. Understands how the L1 can influence L2 production; e.g., code switching, L1 interference, accent, motivation, transfer, sociocultural influences																			
B. Knows instructional approaches to support both spoken and written literacy development of English-language learners																			
C. Is familiar with a variety of activities for increasing English-language learners' ability to read English that are consistent with current approaches to literacy development																			
D. Understands the influence of first-language literacy on the development of English literacy																			
E. Knows recent theories about and is aware of recent research on the nature and role of culture in society, (e.g., identity, biculturalism, assimilation, acculturation) and their implications on English-language learners in the school setting																			
<b>Subarea II. Culture (30%)</b>																			
<i>Objective 1: Understands the roles that home culture and classroom diversity play for English-language learners</i>																			
A. Understands the role of home culture in language development, academic achievement, and individual learning and recognizes the importance of fostering an appreciation for cultural diversity in the classroom																			

## Required Coursework Numbers

B. Understands the deleterious nature of prejudice, stereotyping, and discrimination, specifically with respect to how those factors compromise the educational success of English-language learners															
C. Knows that English-language learners' prior history with various teaching/learning styles can influence their educational experiences															
D. Understands the role of subcultures and group identity within a multilingual/multicultural classroom setting															
E. Demonstrates awareness of the interconnections between English-language learners and their families/communities, both inside and outside the educational system															
<b>Subarea III. Professionalism (30%)</b>															
<i>Objective 1: Understands the importance of professional development and the role of the ESOL teacher</i>															
A. Is knowledgeable of relevant state and federal laws that affect the education of English-language learners; e.g., Title III, Equal Educational Opportunities Act															
B. Knows ways in which ESOL teachers are affected by local, state, and national standards															
C. Is familiar with professional organizations and publications relevant to the field of ESOL education; e.g., TESOL, WIDA®															
D. Has basic knowledge of state-mandated policies and procedures for identifying and screening English-language learners															

### Required Coursework Numbers

E. Recognizes the need to advocate for English-language learners within the school system and in the community															
F. Understands the importance of collaboration with professional colleagues to inform classroom practices and to contribute to further development of the ESOL field															
G. Knows how to serve as a resource for school staff to communicate the emotional and academic needs of English-language learners															