

# MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

## TEST OBJECTIVES FIELD 078: BILINGUAL YUGOSLAVIAN

Subarea	Approximate Percentage of Questions on Test
Foundations of Bilingual and Bicultural Education	27%
Language Arts in the Native Language	16%
English as a Second Language	36%
Instruction in Content Areas	21%

### FOUNDATIONS OF BILINGUAL AND BICULTURAL EDUCATION

#### **Understand the foundations of language acquisition.**

Includes theories of language acquisition, learning styles, and learning strategies; and characteristics of adult and child language learning.

#### **Compare the linguistics of the native language and English (include when a child is ready to shift from native language to English).**

Includes stages of first and second language acquisition; and criteria and procedures for recognizing stages in cognition instruction.

#### **Analyze stages and characteristics of child development as related to bilingual children.**

Includes theories of learning and social/emotional development as they apply to bilingual children; and the influences of bilingual education on child development.

#### **Analyze influential factors in learning.**

Includes cultural, socioeconomic, and linguistic factors; and differences in social structures between language groups.

#### **Identify legal and philosophical foundations of bilingual education.**

Includes models of and philosophical approaches to bilingual education; and major court cases and legislation related to bilingual education.

#### **Identify historic and linguistic foundations of bilingual education.**

Includes major stages in the evolution of bilingual education in the United States; historical events that have affected bilingual education; characteristics and variations of language in relation to bilingual education; and the linguistic nature of bilingualism.

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**TEST OBJECTIVES**  
**FIELD 078: BILINGUAL YUGOSLAVIAN**

**Understand common concepts and terms used in the study of culture.**

Includes terms related to culture; concepts of cultural change; and concepts of cultural variation.

**Apply procedures for locating and gathering cultural information.**

Includes identifying and using various reference sources of cultural information.

**Apply procedures for interpreting, synthesizing, and organizing cultural information.**

Includes interpreting, synthesizing, and organizing cultural information in various forms.

**Apply critical thinking skills to cultural information.**

Includes evaluating sources and assessing the validity of cultural conclusions.

**Understand factors affecting cultural change and variation.**

Includes the effects of geography, historical events, and economics on cultural change and variation.

**Understand the relationship between language and culture.**

Includes the relationship between language and concepts related to customs and daily life.

**LANGUAGE ARTS IN THE NATIVE LANGUAGE**

**Identify strategies to develop listening skills.**

Includes ways to develop skills in listening for sounds, words, and syntax; ways to develop literal comprehension skills; and ways to develop analytical and interpretive comprehension skills.

**Identify strategies to develop speaking skills.**

Includes purposes of speaking; methods and aspects of delivery; and types and characteristics of oral presentations and discussions.

**Identify reading-readiness skills.**

Includes the language, motor coordination, visual discrimination, and auditory discrimination skills that indicate reading readiness in the native language.

**Identify strategies to develop reading skills.**

Includes strategies, activities, and materials for developing word-attack skills, vocabulary skills, comprehension skills, applied reading skills, and literary appreciation in the native language.

**TEST OBJECTIVES**  
**FIELD 078: BILINGUAL YUGOSLAVIAN**

**Identify techniques for monitoring comprehension and adjusting reading strategies for different purposes when reading texts in the native language.**

Includes asking questions; making predictions; adjusting rate when reading for different purposes; summarizing; and other self-monitoring strategies.

**Identify strategies to develop writing skills.**

Includes strategies, activities, and materials for developing writing skills in the native language.

**Identify strategies for using and reinforcing the interrelationship of reading, writing, listening, and speaking in the native language.**

Includes strategies, activities, and materials to combine and incorporate all aspects of native language development.

**ENGLISH AS A SECOND LANGUAGE**

**Identify concepts and skills in phonemics, grammar, and vocabulary acquisition in English.**

Includes phonemic and grammar concepts and skills in English; and vocabulary acquisition concepts and skills in English.

**Identify strategies to develop listening and speaking skills in English.**

Includes strategies for attending to English speakers; ways to analyze oral presentations, and ways to develop speaking skills.

**Apply word-recognition skills to English.**

Includes phonetic analysis, structural analysis, root words, and inflectional endings.

**Apply vocabulary skills to English.**

Includes meanings of words and figures of speech; types of words; and activities to promote vocabulary development.

**Apply reading comprehension skills to English.**

Includes literal, interpretive, and critical comprehension skills in English.

**Analyze affective reading skills and literary appreciation in English.**

Includes types and characteristics of literature suitable for teaching affective reading skills; elements of literature; and types of English literary works appropriate for use with bilingual students.

**TEST OBJECTIVES**  
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**Demonstrate applied reading skills in English.**

Includes card catalogs, dictionaries, parts of a book, and other reference sources.

**Identify visual literacy skills to English.**

Includes interpreting pictures, picture sequences, signs, and other visual communication; and uses of television and film for visual literacy instruction.

**Apply knowledge of grammar and usage to English.**

Includes parts of speech and sentences; sentence structures; agreement; tense; and word order.

**Understand the mechanics of English.**

Includes punctuation, capitalization, and spelling.

**Apply writing skills to English.**

Includes purposes of writing; forms of writing; paragraph structure; and ways to sequence ideas.

**Apply knowledge of the writing process to English.**

Includes prewriting and composition techniques; and editing and proofreading skills.

**Understand methods of ESL instruction in listening and speaking.**

Includes the components of audiolingual and cognitive methods; the use of contrastive analysis in teaching ESL; and characteristics of other methods of ESL instruction.

**Recognize problem areas in listening and speaking in ESL.**

Includes problems with idioms and slang; problems with sound discrimination; and affective, cultural, geographic, or socioeconomic factors that may influence students' abilities to understand and speak English.

**Apply methods of ESL instruction to reading and writing.**

Includes methods and techniques of ESL instruction in general, and for LEP students.

**Recognize problem areas in reading and writing in ESL.**

Includes problems with cultural allusions, structure, styles, and vocabulary.

**TEST OBJECTIVES**  
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**INSTRUCTION IN CONTENT AREAS**

**Apply specific skills and concepts in the content areas.**

Includes basic mathematics, science, and social science concepts.

**Identify specific instructional strategies to teach the content areas in the native language.**

Includes characteristics and uses of inquiry-discovery techniques, individualization techniques, and multidisciplinary approaches in the native language.

**Use appropriate instructional materials in the native language.**

Includes ways of using audiovisual materials and equipment; procedures for modifying native-language instructional materials; and ways of analyzing native-language instructional materials in terms of cultural, linguistic, and intellectual factors.

**Assess mastery of skills and concepts in the content areas in the native language.**

Includes assessment methods and their uses; cultural and linguistic bias in assessment instruments; principles of scoring, score interpretation, and diagnosis; and principles for using assessment results.

**Apply specialized vocabulary development and reading comprehension strategies to teach the content areas through ESL.**

Includes reading comprehension and vocabulary development strategies through ESL; and procedures for determining level of mastery of concepts and skills in the native language.

**Identify specific ESL instructional strategies to reinforce and extend knowledge of the skills and concepts in the content areas.**

Includes characteristics and uses of inquiry-discovery techniques, individualization techniques, and multidisciplinary approaches; and exercises and experiences for reinforcing and extending knowledge of concepts and skills.

**Assess mastery of skills and concepts in the content areas through ESL.**

Includes assessment methods and their uses; cultural and linguistic bias in assessment instruments; principles of scoring, score interpretation, and diagnosis; and principles for using assessment results.

**TEST OBJECTIVES**  
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**Use appropriate ESL instructional materials.**

Includes ways of using audiovisual materials and equipment; procedures for modifying ESL instructional materials; ways of analyzing instructional materials in terms of cultural, linguistic, and intellectual factors; and methods for adapting content area texts and materials for use with students of limited English proficiency.

**Organize the classroom for effective teaching of the content areas in a dual language setting.**

Includes grouping patterns, scheduling systems, staffing patterns, and characteristics and uses of learning centers.