



California Subject Examinations for Teachers®

TEST GUIDE

LANGUAGES OTHER THAN ENGLISH

(CANTONESE, FRENCH, GERMAN, JAPANESE, KOREAN, MANDARIN, PUNJABI, RUSSIAN,
SPANISH, VIETNAMESE)

SUBTEST I Subtest Description

This document contains the Languages Other Than English (LOTE) subject matter requirements arranged according to the domains covered by Subtest I of the CSET in Cantonese, French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese. In parentheses after each named domain is the domain code from the LOTE subject matter requirements.

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CS-TG-SDLOTI-02

California Subject Examinations for Teachers (CSET®)

Languages Other Than English Subtest I: General Linguistics; Linguistics of the Target Language

Part I: Content Domains for Subject Matter Understanding and Skill in Languages Other Than English

GENERAL LINGUISTICS (SMR Domain 1)

Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture.

0001 The Nature of Language (SMR 1.1)

- a. Demonstrate an understanding of the nature, purposes, and uses of language. For example:
 - ◆ Demonstrate an understanding of the elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
 - ◆ Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.
 - ◆ Demonstrate an understanding of the distinction between deep structure and surface structure.
- b. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:
 - ◆ Demonstrate an understanding of the classification of languages into families and branches.
 - ◆ Describe different perspectives on the study of language (e.g., synchronic vs. diachronic).

LANGUAGES OTHER THAN ENGLISH
SUBTEST I: GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE

- ◆ Identify the different types of change that languages undergo at all levels (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
- ◆ Analyze the mechanisms by which language change occurs (e.g., umlaut, phonemic splits and mergers, borrowing, euphemisms, folk etymologies, metaphors, taboos).

0002 Language Use (SMR 1.2)

- a. Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. For example:
- ◆ Demonstrate an understanding of how sentences may be used to communicate more than they literally say.
 - ◆ Analyze principles of structure, regularity, and coherence in extended texts.
 - ◆ Demonstrate an understanding of distinctions between different types (e.g., direct vs. indirect) and varieties (e.g., commands, questions, assertions, exclamations) of speech acts.
 - ◆ Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade).
 - ◆ Apply concepts of reference, sense, force, tone, and conversational implicature (contextualized meaning) to the analysis of speech acts.
 - ◆ Demonstrate an understanding of the distinction between performative and constative utterances (speech that constitutes an act vs. speech that describes facts or provides information).

0003 Applied Linguistics (SMR 1.3)

- a. Demonstrate an understanding of theories of language acquisition and learning. For example:
- ◆ Analyze potential differences between learning first and second languages.
 - ◆ Identify the developmental stages through which language learners acquire first and second languages.
 - ◆ Demonstrate an understanding of the cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference).
 - ◆ Demonstrate an understanding of how theories of language acquisition can be applied to facilitate language instruction and learning.
 - ◆ Demonstrate an understanding of the creativity and recursive character of human languages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

LANGUAGES OTHER THAN ENGLISH
SUBTEST I: GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE

LINGUISTICS OF THE TARGET LANGUAGE (SMR Domain 2)

Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of the target-language grammar. They understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target-language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes. In addition, they understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register.

0004 Language Structures (SMR 2.1)

- a. Demonstrate an understanding of the phonology of the target language. For example:
 - ◆ Describe the segmentals of the target language and their allophones.
 - ◆ Describe the suprasegmentals of the target language (e.g., significant tones, accents, intonation patterns).
 - ◆ Describe the syllable structure of the target language (e.g., CV, CVC).
 - ◆ Describe the phonological and morphophonemic rules of the target language.
- b. Demonstrate an understanding of the orthography of the target language. For example:
 - ◆ Demonstrate an understanding of the principles of the standard system for writing the target language (e.g., alphabets, syllabaries, logographic systems).
 - ◆ Demonstrate an understanding of the origins and development of different systems for writing the target language.
- c. Demonstrate an understanding of the morphology of the target language. For example:
 - ◆ Understand inflectional morphology (e.g., verb conjugations, noun declensions).
 - ◆ Understand derivational morphology (e.g., rules for forming derived and compound words).
 - ◆ Describe strategies for identifying and using new words in the target language by recombining morphemes.
- d. Demonstrate an understanding of the syntax of the target language. For example:
 - ◆ Demonstrate an understanding of the rules that govern the formation of phrases and sentences.
 - ◆ Demonstrate an understanding of the significance of word order in the target language.

LANGUAGES OTHER THAN ENGLISH
SUBTEST I: GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE

- ◆ Identify ways in which syntactic patterns in the target language can be used to convey nuances of meaning.
- ◆ Identify linguistic devices used to create connected and cohesive discourse in the target language.
- e. Demonstrate an understanding of the semantics of the target language. For example:
 - ◆ Demonstrate an understanding of how meanings are structured and communicated in the target language.
 - ◆ Demonstrate an understanding of the cultural meaning of words and sentences and the cultural significance of a variety of idiomatic expressions.
- f. Describe changes that occur in the target language over time.

0005 Error Analysis (SMR 2.2)

- a. Identify, analyze, and correct grammatical and mechanical errors in the target language.

0006 Contrastive Analysis (SMR 2.3)

- a. Analyze and contrast linguistic structures of the target language and English.
- b. Compare and contrast particular words, idioms, and inflections in the target language and English.

0007 Sociolinguistics and Pragmatics (SMR 2.4)

- a. Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. For example:
 - ◆ Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions (e.g., the use of honorifics).
 - ◆ Demonstrate an understanding of the influence of social and cultural norms on the use of the target language (e.g., use of formal vs. informal forms of speech).
- b. Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- c. Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)