



California Subject Examinations for Teachers®

TEST GUIDE

HMONG

General Examination Information

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CS-TG-HMONGI-03

Test Structure for CSET: Hmong

CSET: Hmong consists of two separate subtests, each composed of constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

CSET: Hmong		
Subtest	Domains	Number of Constructed-Response Questions
I	General Linguistics	1 short (focused)
	Linguistics of the Target Language	3 short (focused)
	Literary and Cultural Texts and Traditions	1 extended
	Cultural Analysis and Comparisons	1 extended
	Subtest Total	4 short (focused) 2 extended
II	Language and Communication: Listening Comprehension	2 short (focused)
	Language and Communication: Reading Comprehension	2 short (focused)
	Language and Communication: Written Expression	1 extended
	Language and Communication: Oral Expression	2 short (focused)
	Subtest Total	6 short (focused) 1 extended

Bilingual Authorization Information

Effective fall 2007, specific CSET: LOTE subtests may be used to satisfy the examination requirement for a Bilingual, Crosscultural, Language and Academic Development (BCLAD®) Certificate. This certificate authorizes the holder to provide specialized instruction to English Learners. Types of instruction authorized by the BCLAD Certificate include instruction in English Language Development (ELD), specially designed academic instruction in English (SDAIE), instruction for primary-language development, and content instruction delivered in the primary language. See the Commission on Teacher Credentialing (CTC) Web site at www.ctc.ca.gov and/or the current CSET registration bulletin, available on the CSET Web site at www.ctcexams.nesinc.com, for more information about certification requirements.

To verify competence in the knowledge and skill areas necessary for effective teaching of English Learners for the BCLAD Certificate, candidates must pass CSET: Hmong Subtests II*, IV, and V. The test structure for CSET: Hmong (used toward the BCLAD Certificate) is shown in the table below.

CSET: Hmong (used toward the BCLAD Certificate)			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
II*	Language and Communication: Listening Comprehension	none	2 short (focused)
	Language and Communication: Reading Comprehension	none	2 short (focused)
	Language and Communication: Written Expression	none	1 extended
	Language and Communication: Oral Expression	none	2 short (focused)
	Subtest Total	none	6 short (focused) 1 extended
IV	Bilingual Education and Bilingualism	12	none
	Intercultural Communication	13	none
	Instruction and Assessment	25	none
	Subtest Total	50	none
V	Geographic and Historical Contexts	none	2 short (focused)
	Sociopolitical and Sociocultural Contexts	none	3 short (focused)
	Subtest Total	none	5 short (focused)

*This Hmong Subtest II is the same Hmong Subtest II that can be used toward the Single Subject Teaching Credential. Passage of this subtest is not required if (1) you hold a valid, non-emergency Single Subject or Standard Secondary Teaching Credential with a major in Hmong or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Hmong and the institution is equivalent in status to a regionally accredited institution of higher education in the United States.

Annotated List of Resources for CSET: Hmong

This list identifies some resources that may help candidates prepare to take CSET: Hmong. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically and by content domain order in subtest order.

General Linguistics

Ellis, Rod. (1997). *Second Language Acquisition*. New York, NY: Oxford University Press.

This book covers the essentials of second-language acquisition, including discussions of different theories and models of second-language learning.

Fromkin, Victoria; Rodman, Robert; and Hyams, Nina. (2006). *An Introduction to Language* (8th edition). Boston, MA: Thomson/Heinle.

This book offers a good overview of all of the major aspects of linguistics, including phonetics, phonology, morphology, syntax, semantics, sociolinguistics, language acquisition, and historical linguistics.

Parker, Frank, and Riley, Kathryn. (2004). *Linguistics for Non-Linguists: A Primer with Exercises* (4th edition). Needham Heights, MA: Allyn & Bacon.

This book offers a solid introduction to linguistics, including discussions of speech act theory and first- and second-language acquisition.

Wardhaugh, Ronald. (1993). *Investigating Language: Central Problems in Linguistics*. Cambridge, MA: Blackwell Publishers.

This book offers a discussion of the major ideas and questions explored by the field of linguistics.

Linguistics of the Target Language

Vang, Anthony. (2005). *Kawm Moob/Hmoob Ntawv*.

This book is intended for beginning learners of Mong Leng and Hmong Der and covers reading and writing skills. Exercises are available on a CD program by the same author.

Vang, Patrick Txhim. (2007). *Discovering the Hmong Language: Teaching and Learning the Hmong Language, Culture and History*.

This book covers all aspects of the Hmong language and is intended for all learning levels. The greater portion of the book is dedicated to developing writing skills. It also includes exercises, stories, and reading passages about Hmong history and culture.

Xiong, Lang, et al. (2004). *English-Mong-English Dictionary*.

This recent bilingual dictionary is a useful tool for students of the Mong language.

Xiong, Yuepheng L. (2006). *English-Hmong/Hmong-English Dictionary*. St. Paul, MN: Hmongland Publishing.

This dictionary includes information on Hmong writing, grammar, punctuation, and cultural traditions and also has medical entries.

Literary and Cultural Texts and Traditions

Johnson, Charles. (Ed.). (1985). *Dab Neeg Hmoob. Myths, Legends and Folktales from the Hmong of Laos*. St. Paul, MN: Linguistics Department, Macalester College.

This book is a collection of transcribed oral stories, songs, etc., with a generous introduction and ample explanatory notes on Hmong culture, customs, and beliefs. In Hmong and English with illustrations.

Phoo Lugtxaj Moob. (1993). Winfield, IL: Mong Volunteer Literacy Inc.

This book is a collection of Mong poems and songs. All texts are in Mong.

Yaj, Ntxoov Yias. (1985). *Dab Neeg Kwv Txhiaj Keeb Kwm Nyob Moos Laj. Contes, chants, récits d'origine des Hmong de Mongla. (Tales, Songs, and Stories of Origin of the Hmong of Mongla.)* Javouhey, French Guiana: Patrimoine Culturel Hmong.

This book is composed of transcribed oral stories, songs, etc., collected by the author in the Hmong villages near Mongla, China. In Hmong with a very short introduction in French and English. Illustrated.

Cultural Analysis and Comparisons

Chan, Sucheng. (Ed.). (1994). *Hmong Means Free*. Philadelphia, PA: Temple University Press.

This book is a collection of testimonies from three generations of Hmong refugees from Laos who immigrated to the United States. The editor provides an extensive historical contextualization in the introduction. In English with maps, photos, and an extensive bibliography.

Johns, Brenda, and Strecker, David. (Eds.). (1986). *The Hmong World Volume 1*. Available for download from <http://www.yale.edu/seas/VietText.htm>.

This scanned book provides an overview of traditional Hmong culture and traditions. In English with illustrations in color and in black and white.

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This book is a collection of Mong poems and songs. All texts are in Mong.

Willcox, Don. (1986). *Hmong Folklife*. Penland, NC: Hmong Natural Association of North Carolina.

This book provides an overview of Hmong traditional culture and how it has translated in the United States. In English with illustrations in color and in black and white.

Yang, Dao. (1993). *Hmong at the Turning Point*. Minneapolis, MN: WorldBridge Associates, Ltd.

This book provides a detailed overview of the Laotian Hmong's socioeconomic situation before, during, and after the Vietnam War. With maps, graphs, photos, an extensive bibliography, and an index.

Language and Communication: Listening Comprehension

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Language and Communication: Written Expression

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Sociopolitical and Sociocultural Contexts

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This book is a collection of transcribed oral stories, songs, etc., with a generous introduction and ample explanatory notes on Hmong culture, customs, and beliefs. In Hmong and English with illustrations.

Park, Clara C., and Chi, Marilyn M.-Y. (Eds.). (1999). *Asian-American Education: Prospects and Challenges*. Westport, CT: Bergin & Garvey.

As the first comprehensive survey of seven major Asian American groups for educators, this book provides linguistic and sociocultural aspects of Cambodian, Chinese, Filipino, Japanese, Korean, Hmong, and Vietnamese.

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