



California Subject Examinations for Teachers®

TEST GUIDE

FILIPINO

General Examination Information

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CS-TG-FILIGI-04

Test Structure for CSET: Filipino

CSET: Filipino 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: Filipino		
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: Filipino Subtests II*, IV, and V. The test structure for CSET: Filipino (used toward the BCLAD Certificate) is shown in the table below.

CSET: Filipino (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 Filipino Subtest II is the same Filipino 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 Filipino or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Filipino 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: Filipino

This list identifies some resources that may help candidates prepare to take CSET: Filipino. 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, and Rodman, Robert. (1998). *An Introduction to Language* (6th edition). Orlando, FL: Harcourt Brace College Publishers.

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

Parker, Frank, and Riley, Kathryn. (2000). *Linguistics for Non-Linguists: A Primer with Exercises* (3rd 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

Aguilar, Elizabeth C.; Endaya-Cruz, Estrella; and Santiago, Alfonso C. (Ed.). (1997). *Filipino Sa Bagong Henerasyon: Ikatlong Taon*. Makati City, Philippines: Bookmark, Inc.

This is an upper-level textbook that addresses all aspects of communicating in Filipino.

Aguilar, Elizabeth C.; Endaya-Cruz, Estrella; and Santiago, Alfonso C. (Ed.). (1997). *Filipino Sa Bagong Henerasyon: Ikaapat na Taon*. Makati City, Philippines: Bookmark, Inc.

This is an upper-level textbook that addresses all aspects of communicating in Filipino.

Aspillera, Paraluman S. (1984). *Basic Tagalog for Foreigners and Non-Tagalogs*. Boston, MA: Tuttle Publishing.

This reference for students of Filipino focuses mainly on everyday oral and written communication. Drills follow each lesson, and there are useful summary tables and appendices, including reading passages.

Ramos, Teresita V. (1971). *Tagalog Structures*. Honolulu, HI: University of Hawaii Press.

This text focuses mainly on the structure and the construction of Filipino.

Ramos, Teresita V., and Cena, Resty M. (1990). *Modern Tagalog: Grammatical Explanations and Exercises for Non-Native Speakers*. Honolulu, HI: University of Hawaii Press.

This concise text provides linguistic explanations that range from phonology to syntax. It includes a sequence of practice exercises that moves from simple to complex structures.

Ramos, Teresita V., and de Guzman, Videia. (1971). *Tagalog for Beginners*. Honolulu, HI: University of Hawaii Press.

This extensive language text offers detailed lessons with extensive exercises and drills. There are also several appendices containing lists of vocabulary organized by semantic areas, pronunciation drills, and samples of oral and written texts.

Schachter, Paul, and Otones, Fe T. (1972). *Tagalog Reference Grammar*. Berkeley, CA: University of California Press.

This thorough comprehensive Filipino grammar has well organized chapters, helpful charts, and a detailed index that can be used for quick references.

Literary and Cultural Texts and Traditions

Balagtas. *Florante at Laura*. www.gutenberg.org/etext/15845

The epic *Florante at Laura*, written in the nineteenth century, is a seminal work of Philippine literature.

Bulosan, Carlos. (republished 1973). *America Is in the Heart: A Personal History* (2nd edition). Seattle, WA: University of Washington Press.

In this autobiography published in the forties, Bulosan recounts his childhood in the Philippines and his life as an immigrant in the United States.

Carbo, Nick. (1995). *Returning a Borrowed Tongue: An Anthology of Filipino and Filipino American Poetry*. Minneapolis, MN: Coffee House Press.

This book includes poetry by veteran authors from the Philippines as well as the best works by emerging Filipino American poets.

Fernandez, Doreen G. (1996). *Palabas: Essays on Philippine Theatre History*. Quezon City, Philippines: Ateneo de Manila University Press.

This overview of the 400-year history of Philippine theatre includes descriptions of types of performances and a sociopolitical examination of Philippine theatre. The book also includes a chronology, a list of playwrights and works, and a bibliography.

Guerrero, Leon Ma. (1963). *The First Filipino: A Biography of José Rizal*. Manila, Philippines: National Historical Institute.

This work provides an account of the life of an important Philippine author.

Lumbera, Bienvenido, and Novrales Lumbera, Cynthia. (Eds.). (1998). *Philippine Literature: A History and Anthology* (revised edition). Metro Manila, Philippines: Anvil Publishing, Inc.

This book is a key anthology of important literary works that reflect historical and social events and movements in the Philippines.

Rizal, José. (1961). *Noli Me Tangere*. Hong Kong: Sing Cheong Printing.

The novels *Noli Me Tangere* and *El Filibusterismo* were written during the colonial period. The books allow readers to identify, analyze, and evaluate cultural themes, values, and ideas, as well as ways in which the author's description of social and political institutions led to a revolution against the colonizers. In *Noli Me Tangere*, a reformist confronts the Spanish oppressor. The epic continues with *El Filibusterismo*, in which the protagonist seeks to achieve a revolution.

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Cultural Analysis and Comparisons

Bautista, Veltisezar B. (1998). *The Filipino Americans: From 1763 to the Present: Their History, Culture and Traditions*. Farmington Hills, MI: Bookhaus Publishers.

Carefully illustrated and documented, this book is an indispensable and informative history of Filipino Americans since the Spanish American War.

Espiritu, Yen Le. (2003). *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*. Berkeley, CA: University of California Press.

In this book, Espiritu looks anew at questions of Filipino immigration in America as well as neocolonialism in the Philippines. Espiritu includes interviews, first-person narratives, and her own analysis of the experience of migration.

Filipino American Curriculum Guide. www.apa.si.edu/filamcentennial.

This work provides a curriculum for the teaching of Filipino American as well as Philippine cultures and histories.

Friend, Theodore. (1965). *Between Two Empires: The Ordeal of the Philippines, 1929–1946*. New Haven, CT: Yale University Press.

This is a thorough account of the history of the Philippines during the Pacific war.

Ileto, Reynaldo. (1998). *Filipinos and Their Revolution*. Quezon City, Philippines: Ateneo de Manila University Press.

These essays offer a new critical perspective on the revolution, shifting away from the traditional revolution narrative to explore the construction of the "Filipino" in popular consciousness.

Perez, A. (Ed.). (1995). *The Filipino Family: A Spectrum of Views and Issues*. Quezon City, Philippines: University of the Philippines Press.

This study offers an overview of the structure, characteristics, and traditions of the Filipino family.

Language and Communication: Listening Comprehension

Aguilar, Elizabeth C.; Endaya-Cruz, Estrella; and Santiago, Alfonso C. (Ed.). (1997). *Filipino Sa Bagong Henerasyon: Ikatlong Taon*. Makati City, Philippines: Bookmark, Inc.

This is an upper-level textbook that addresses all aspects of communicating in Filipino.

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Aspillera, Paraluman S. (1984). *Basic Tagalog for Foreigners and Non-Tagalogs*. Boston, MA: Tuttle Publishing.

This reference for students of Filipino focuses mainly on everyday oral and written communication. Drills follow each lesson, and there are useful summary tables and appendices, including reading passages.

Buenaventura, Ligaya C. (1991). *Let Us Converse in Filipino*. Quezon City, Philippines: Phoenix Publishing House.

This textbook offers guidance in speaking Filipino and understanding spoken Filipino.

Language and Communication: Reading Comprehension

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Language and Communication: Written Expression

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Language and Communication: Oral Expression

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Takaki, Ronald. (1998). *A History of Asian Americans: Strangers from a Different Shore*. New York, NY: Little, Brown and Co.

Excellent historical and scholarly accounts of major Asian American groups: Chinese, Filipino, Korean, Indian, and Japanese.

Sociopolitical and Sociocultural Contexts

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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.

Perez, A. (Ed.). (1995). *The Filipino Family: A Spectrum of Views and Issues*. Quezon City, Philippines: University of the Philippines Press.

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