



# California Subject Examinations for Teachers®

## TEST GUIDE

### KOREAN

## General Examination Information

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CS-TG-KOREGI-05

## Test Structure for CSET: Korean

CSET: Korean consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

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

<b>CSET: Korean</b>			
<b>Subtest</b>	<b>Domains</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Constructed-Response Questions</b>
I	General Linguistics	5	1 short (focused)
	Linguistics of the Target Language	15	3 short (focused)
	Subtest Total	20	4 short (focused)
II	Literary and Cultural Texts and Traditions	10	2 short (focused)
	Cultural Analysis and Comparisons	10	1 short (focused) 1 extended
	Subtest Total	20	3 short (focused) 1 extended
III	Language and Communication: Listening Comprehension	10	1 short (focused)
	Language and Communication: Reading Comprehension	10	1 short (focused)
	Language and Communication: Written Expression	none	1 short (focused) 1 extended
	Language and Communication: Oral Expression	none	2 short (focused)
	Subtest Total	20	5 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](http://www.ctc.ca.gov) and/or the current CSET registration bulletin, available on the CSET Web site at [www.ctcexams.nesinc.com](http://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: Korean Subtests III\*, IV, and V. The test structure for CSET: Korean (used toward the BCLAD Certificate) is shown in the table below.

<b>CSET: Korean (used toward the BCLAD Certificate)</b>			
<b>Subtest</b>	<b>Domains</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Constructed-Response Questions</b>
III*	Language and Communication: Listening Comprehension	10	1 short (focused)
	Language and Communication: Reading Comprehension	10	1 short (focused)
	Language and Communication: Written Expression	none	1 short (focused) 1 extended
	Language and Communication: Oral Expression	none	2 short (focused)
	Subtest Total	20	5 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 Korean Subtest III is the same Korean Subtest III 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 Korean or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Korean 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: Korean**

This list identifies some resources that may help candidates prepare to take CSET: Korean. 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**

Lee, Eun-Joo; Park, Duk-Soo; and Yeon, Jaehoon. (2000 and more recent). *Integrated Korean (Klear Textbooks in Korean Language)*. Honolulu, HI: University of Hawaii Press.

This series of books, from beginner to advanced, has been developed in accordance with performance-based principles and methodology. Grammar points are systematically introduced with simple but adequate explanations and abundant examples, exercises, and drills.

Lee, Iksop, and Ramsey, Robert S. (2000). *The Korean Language*. New York, NY: State University of New York Press.

An accessible, comprehensive source of information on the Korean language, from its structure and history to its cultural and sociological setting.

Richards, Kyungnyun K.; Rogers, Michael C.; and You, Clare. (1992). *College Korean*. Berkeley, CA: University of California Press.

A comprehensive introduction to the Korean language designed for American students. The text systematically introduces basic Korean grammar, a contextualized vocabulary, and styles of speech that are sociolinguistically appropriate for college students.

### Literary and Cultural Texts and Traditions

Hee, Yung, and Kim, Lee. (2004). *Readings in Modern Korean Literature*. Honolulu, HI: University of Hawaii Press.

*Readings in Modern Korean Literature* provides advanced students with materials that will help them understand and appreciate modern Korean literary traditions as well as challenge them to use their Korean-language competence to the fullest extent.

Hoyt, James. (2000). *Soaring Phoenixes and Prancing Dragons: A Historical Survey of Korean Classical Literature*. Somerset, NJ: Jimoondang International.

This book provides a good background on a variety of Korean literatures.

### Cultural Analysis and Comparisons

Lee, Eun-Joo; Park, Duk-Soo; and Yeon, Jaehoon. (2000 and more recent). *Integrated Korean (Klear Textbooks in Korean Language)*. Honolulu, HI: University of Hawaii Press.

This series of books, from beginner to advanced, has been developed in accordance with performance-based principles and methodology. Grammar points are systematically introduced with simple but adequate explanations and abundant examples, exercises, and drills.

### Language and Communication: Listening Comprehension

Lee, Eun-Joo; Park, Duk-Soo; and Yeon, Jaehoon. (2000 and more recent). *Integrated Korean (Klear Textbooks in Korean Language)*. Honolulu, HI: University of Hawaii Press.

This series of books, from beginner to advanced, has been developed in accordance with performance-based principles and methodology. Grammar points are systematically introduced with simple but adequate explanations and abundant examples, exercises, and drills.

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## Language and Communication: Reading Comprehension

Lee, Eun-Joo; Park, Duk-Soo; and Yeon, Jaehoon. (2000 and more recent). *Integrated Korean (Klear Textbooks in Korean Language)*. Honolulu, HI: University of Hawaii Press.

This series of books, from beginner to advanced, has been developed in accordance with performance-based principles and methodology. Grammar points are systematically introduced with simple but adequate explanations and abundant examples, exercises, and drills.

Sohn, Ho-min, and Yang, Heisoon. (2003). *Selected Readings in Korean*. Honolulu, HI: University of Hawaii Press.

The first advanced Korean reading text for nonnative speakers, consisting of eighteen lessons on diverse, stimulating topics such as Korean traditions, culture, and society.

## Language and Communication: Written Expression

Lee, Eun-Joo; Park, Duk-Soo; and Yeon, Jaehoon. (2000 and more recent). *Integrated Korean (Klear Textbooks in Korean Language)*. Honolulu, HI: University of Hawaii Press.

This series of books, from beginner to advanced, has been developed in accordance with performance-based principles and methodology. Grammar points are systematically introduced with simple but adequate explanations and abundant examples, exercises, and drills.

## Language and Communication: Oral Expression

Lee, Eun-Joo; Park, Duk-Soo; and Yeon, Jaehoon. (2000 and more recent). *Integrated Korean (Klear Textbooks in Korean Language)*. Honolulu, HI: University of Hawaii Press.

This series of books, from beginner to advanced, has been developed in accordance with performance-based principles and methodology. Grammar points are systematically introduced with simple but adequate explanations and abundant examples, exercises, and drills.

## Geographic and Historical Contexts

Huhr, Won Moo. (1998). *The Korean Americans*. Westport, CT: Greenwood Press.

An excellent history of Korean Americans: Koreans' ethnic roots, their immigration, family life, and unique characteristics, as well as economic, cultural, and psychological adjustments to the United States.

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**

*Handbook for Teaching Korean-American Students.* (1992). Sacramento, CA: California Department of Education.

A good source of information about Korean Americans in California: their sociocultural background, linguistic characteristics, and instructional strategies.

Hee, Yung, and Kim, Lee. (2004). *Readings in Modern Korean Literature.* Honolulu, HI: University of Hawaii Press.

*Readings in Modern Korean Literature* provides advanced students with materials that will help them understand and appreciate modern Korean literary traditions as well as challenge them to use their Korean-language competence to the fullest extent.

Hoyt, James. (2000). *Soaring Phoenixes and Prancing Dragons: A Historical Survey of Korean Classical Literature.* Somerset, NJ: Jimoondang International.

This book provides a good background on a variety of Korean literatures.

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.