



California Subject Examinations for Teachers®

TEST GUIDE

MANDARIN

General Examination Information

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CS-TG-MANDGI-04

Test Structure for CSET: Mandarin

CSET: Mandarin 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.

CSET: Mandarin			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
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 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: Mandarin Subtests III*, IV, and V. The test structure for CSET: Mandarin (used toward the BCLAD Certificate) is shown in the table below.

CSET: Mandarin (used toward the BCLAD Certificate)			
Subtest	Domains	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
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 Mandarin Subtest III is the same Mandarin 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 Mandarin or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Mandarin and the institution is equivalent in status to a regionally accredited institution of higher education in the United States.

**This Chinese Subtest V is the same Chinese Subtest V that can be used toward Cantonese certification.

Annotated List of Resources for CSET: Mandarin

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

Chao, Lin (Ed.). (1992). *Speak Mandarin in One Thousand Words*. Overseas Chinese Affairs Commission.

One hundred practice lessons in dialogue form. Students can learn Chinese language equivalent to levels I, II, and III and Chinese culture.

Choy, Rita Mei-wah. (1989). *Understanding Chinese: A Guide to the Usage of Chinese Characters*. China West Book.

A useful guide and dictionary for multiple purposes.

Cultural Analysis and Comparisons

Chao, Lin (Ed.). (1992). *Speak Mandarin in One Thousand Words*. Overseas Chinese Affairs Commission.

One hundred practice lessons in dialogue form. Students can learn Chinese language equivalent to levels I, II, and III and Chinese culture.

Kwok, Irene. (1976). *Chinese Culture Resource Book*. Cambridge, MA: Lesley College Evaluation, Dissemination and Assessment Center.

A very good cultural resource book for language teachers and bilingual teachers.

Language and Communication: Listening Comprehension

Chao, Lin (Ed.). (1992). *Speak Mandarin in One Thousand Words*. Overseas Chinese Affairs Commission.

One hundred practice lessons in dialogue form. Students can learn Chinese language equivalent to levels I, II, and III and Chinese culture.

Language and Communication: Reading Comprehension

Chao, Lin (Ed.). (1992). *Speak Mandarin in One Thousand Words*. Overseas Chinese Affairs Commission.

One hundred practice lessons in dialogue form. Students can learn Chinese language equivalent to levels I, II, and III and Chinese culture.

Language and Communication: Written Expression

Chao, Lin (Ed.). (1992). *Speak Mandarin in One Thousand Words*. Overseas Chinese Affairs Commission.

One hundred practice lessons in dialogue form. Students can learn Chinese language equivalent to levels I, II, and III and Chinese culture.

Language and Communication: Oral Expression

Chao, Lin (Ed.). (1992). *Speak Mandarin in One Thousand Words*. Overseas Chinese Affairs Commission.

One hundred practice lessons in dialogue form. Students can learn Chinese language equivalent to levels I, II, and III and Chinese culture.

Geographic and Historical Contexts

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

Kwok, Irene. (1976). *Chinese Culture Resource Book*. Cambridge, MA: Lesley College Evaluation, Dissemination and Assessment Center.

A very good cultural resource book for language teachers and bilingual teachers.

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.