



# California Subject Examinations for Teachers®

## TEST GUIDE

### VIETNAMESE General Examination Information

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CS-TG-VIETGI-05

## Test Structure for CSET: Vietnamese

CSET: Vietnamese 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: Vietnamese</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: Vietnamese Subtests III\*, IV, and V. The test structure for CSET: Vietnamese (used toward the BCLAD Certificate) is shown in the table below.

<b>CSET: Vietnamese (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 Vietnamese Subtest III is the same Vietnamese 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 Vietnamese or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Vietnamese 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: Vietnamese

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

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

A classic in the study of Vietnamese traditional and modern literature. Should help widen and deepen students' knowledge of Vietnamese literature and culture. An extremely rich source of vocabulary, grammar, syntax, folk values, and concepts. An indispensable tool for an 8–12 teacher.

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

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

A classic in the study of Vietnamese traditional and modern literature. Should help widen and deepen students' knowledge of Vietnamese literature and culture. An extremely rich source of vocabulary, grammar, syntax, folk values, and concepts. An indispensable tool for an 8–12 teacher.

Karnow, Stanley. (1997). *Vietnam: A History*. New York, NY: Penguin.

Written in English and also accompanied by a PBS video series, this history study offers insights into Vietnamese culture and major literary and political movements, as well as some customs and traditional values. Explanations on the genesis and development of the *quoc ngu* are offered throughout. A few chapters are particularly helpful to the bilingual teacher.

Nguyen, Dinh-Hoa. (1998). *Vietnamese Literature: An Anthology: Policy Studies in Language and Cross Cultural Education*. San Diego, CA: San Diego State University Foundation.

A great history and anthology of Vietnamese literature from ancient times to the present, with literary response and analysis and also precise, accurate translations of passages, sentences, and verses from Vietnamese to English. A must-have for any student of Vietnamese.

Nguyen, Van Ngai. (1966). *Phien-Dich Bao Anh My*. Los Angeles, CA: Xuan-Thu.

This composition is one in a series of English-to-Vietnamese translation drills of typical news or media articles. It enhances students' skills in a variety of topics and fields, including Vietnamese economy, military, education, science, society, health, religion, and of course, culture in general.

### Literary and Cultural Texts and Traditions

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

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Toan Anh. (1950). *Phong Tuc Vietnam*. Los Angeles, CA: Xuan-Thu.

A must for any student of Vietnamese language and culture, customs, etc.

## Cultural Analysis and Comparisons

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

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## Language and Communication: Listening Comprehension

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

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### Language and Communication: Reading Comprehension

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### Language and Communication: Written Expression

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

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Nguyen, Dinh-Hoa. (1998). *Vietnamese Literature: An Anthology: Policy Studies in Language and Cross Cultural Education*. San Diego, CA: San Diego State University Foundation.

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## Language and Communication: Oral Expression

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

A classic in the study of Vietnamese traditional and modern literature. Should help widen and deepen students' knowledge of Vietnamese literature and culture. An extremely rich source of vocabulary, grammar, syntax, folk values, and concepts. An indispensable tool for an 8–12 teacher.

Nguyen, Dinh-Hoa. (1998). *Vietnamese Literature: An Anthology: Policy Studies in Language and Cross Cultural Education*. San Diego, CA: San Diego State University Foundation.

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## Geographic and Historical Contexts

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## Sociopolitical and Sociocultural Contexts

Duong Quang Ham. (1939). *Van Hoc Vietnam (Vietnamese Literature and Culture)*. Houston, TX: Xuan-Thu.

A classic in the study of Vietnamese traditional and modern literature. Should help widen and deepen students' knowledge of Vietnamese literature and culture. An extremely rich source of vocabulary, grammar, syntax, folk values, and concepts. An indispensable tool for an 8–12 teacher.

## Vietnamese

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A great history and anthology of Vietnamese literature from ancient times to the present, with literary response and analysis and also precise, accurate translations of passages, sentences, and verses from Vietnamese to English. A must-have for any student of Vietnamese.

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.

Toan Anh. (1950). *Phong Tuc Vietnam*. Los Angeles, CA: Xuan-Thu.

A must for any student of Vietnamese language and culture, customs, etc.