



California
Subject
Examinations for
Teachers®

TEST GUIDE

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT SUBTEST I

Subtest Description

This document contains the World Languages: English Language Development subject matter requirements arranged according to the domains covered by Subtest I of CSET: English Language Development. In parentheses after each named domain is the domain code from the World Languages: English Language Development subject matter requirements.

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CS-TG-ELD-02

California Subject Examinations for Teachers® (CSET®)

**World Languages: English Language Development
Subtest I: Knowledge of English Learners in California and the
United States; Applied Linguistics**

**KNOWLEDGE OF ENGLISH LEARNERS IN CALIFORNIA AND THE UNITED STATES
(SMR Domain 1)**

0001 Historical, Demographic, and Social Contexts for English Learner Education (SMR 1.1)

- a. Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., settlement and resettlement patterns).
- b. Demonstrate understanding of current trends, features, and causes of migration and immigration (e.g., push/pull factors), including secondary migration and trans-national migration, in California and the United States.
- c. Demonstrate understanding of characteristics of contemporary migrants, immigrants, refugees, and U.S.-born English learners (e.g., countries of origin, home languages, destinations, levels of education, socioeconomic status, race) in California and the United States.
- d. Demonstrate knowledge of the experiences (e.g., issues, opportunities, contributions, responsibilities) of bilingual, multilingual, and multicultural groups in California and the United States, including challenges faced by these groups (e.g., heritage language maintenance and loss; legal status; geographic isolation; residential and school segregation; prejudice, discrimination, and stereotyping; cultural contact and acculturation) and how members of these groups draw on a wide variety of resources to confront these challenges (e.g., using more than one language, establishing familial and social networks, developing strategies to access and navigate U.S. educational institutions).

0002 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States (SMR 1.2)

- a. Demonstrate understanding of research on and data trends in the academic achievement and educational attainment levels of different typologies of English learners in California and the United States (e.g., redesignation/reclassification rates, English language proficiency, state/national content assessments, postsecondary eligibility, graduation rates), implications of these data on the equitable education of English learners (e.g., access to core curriculum, achievement gap, dropout and expulsion rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education/gifted education placement, teacher quality and retention, funding and resources) and the importance of advocating for access and equity in learning.

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- b. Demonstrate knowledge of research on the effects of sociocultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations, differential status of the home language or dialect and English, length of residence in the United States, amount of prior schooling, language planning and policies) on English learners' academic achievement and educational attainment.
- c. Demonstrate knowledge of research on factors in the school environment (e.g., teacher quality and preparedness, attitudes toward English learner programs and students) that influence English learners' academic achievement and educational attainment.
- d. Demonstrate the ability to use appropriate technological resources to identify and access research and data on English learners' educational status, academic outcomes, and related factors that influence student achievement.

0003 Characteristics and Typologies of English Learners (SMR 1.3)

- a. Demonstrate knowledge of cultural, linguistic, and academic characteristics, assets, and needs of a range of English learner typologies (e.g., well-educated newcomers, underschooled newcomers, long-term English learners, English learners with exceptional needs and talents).
- b. Demonstrate knowledge of different levels of English language proficiency as identified in the state-adopted English language development/proficiency standards.
- c. Demonstrate understanding of the role of English learners' L1 proficiency and prior educational experiences in their English language development and of the assets and needs of students with limited or interrupted formal education and students who are long-term English learners.
- d. Demonstrate understanding of the importance of providing English learners with differentiated learning experiences based on typology, L1 and English proficiency level, and prior educational experiences.

0004 Child and Adolescent Growth and Development (SMR 1.4)

- a. Demonstrate knowledge of the cognitive and linguistic growth and development of children and adolescents (e.g., reasoning, problem solving, cognitive ability, learning styles), including students with exceptional needs and talents, and cross-cultural perspectives on children's cognitive and linguistic development.
- b. Demonstrate knowledge of the social, moral, and emotional growth and development of children and adolescents (e.g., personality, temperament, attachment, self-concept, identity, motivation, inhibition, attitudes, anxiety, identity), including students with exceptional needs and talents, and cross-cultural perspectives on children's social, moral, and emotional development.
- c. Demonstrate knowledge of the physical growth and development of children and adolescents (e.g., age, disability), including students with exceptional needs and talents, and cross-cultural perspectives on children's physical growth.

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APPLIED LINGUISTICS (SMR Domain 2)

0005 The Nature of Language and Language Use (SMR 2.1)

- a. Demonstrate knowledge of the components of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
- b. Demonstrate knowledge of the development of languages (e.g., the classification of languages into families and branches) and the nature of language change over time (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
- c. Demonstrate knowledge of similarities and differences in the linguistic structure of different languages and principles of cross-linguistic influence and resource sharing to analyze and contrast linguistic structures of English and other languages.
- d. Demonstrate knowledge of principles of pragmatics, including different social and academic functions of language (e.g., to inform, amuse, persuade) and how the structure of sentences is influenced by the relationship between the speaker or writer and the audience.
- e. Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).
- f. Demonstrate an understanding of direct and indirect speech acts (e.g., commands, questions, requests, complaints).
- g. Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker's age, gender, culture, level of education, social class, occupation, geographic background).
- h. Demonstrate understanding that all children, except in extreme circumstances, develop the ability to use language to communicate at a young age, that every speaker of a language uses one or more dialect(s) of a language and that dialects are influenced by individuals' geographic, class, and ethnic/racial backgrounds, communities, and identities.
- i. Demonstrate understanding of how languages are used by individuals and groups in bilingual and multilingual settings, communities, and societies (e.g., language attitudes and choice, code-switching, diglossia, language maintenance and shift).

0006 Language Development (SMR 2.2)

- a. Demonstrate understanding of current research-based theories and models of language acquisition, including similarities and differences in language acquisition (e.g., first-language acquisition, second-language acquisition, sequential bilingual development, simultaneous bilingual development, multilingual development) in various contexts.
- b. Demonstrate knowledge of current research-based models of bilingual development and developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.

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- c. Demonstrate knowledge of processes and sequences in the acquisition of a new language (e.g., productive/expressive skills vs. receptive skills, interdependence of language and content and of language domains [i.e., reading, writing, speaking, listening, and visual literacy]), including characteristic features of developmental stages of English language acquisition.
- d. Demonstrate knowledge of physical, cognitive, and affective factors that can influence English learners' acquisition of English (e.g., age, learning styles, motivation, personality, language identity).
- e. Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and in learning a new language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification).
- f. Demonstrate knowledge of the role of the L1 in the acquisition of a new language (e.g., positive and negative transfer) and the importance of building on English learners' L1 skills as a foundation for learning English (e.g., nature and value of cognates, role of L1 literacy skills, use of L1 in facilitating comprehensible input).

0007 English Language Linguistics (SMR 2.3)

- a. Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English learners' assets and needs related to phonology.
- b. Demonstrate understanding of English orthography (e.g., alphabets, sound-symbol correspondence, spelling conventions) and strategies for identifying English learners' assets and needs related to orthography.
- c. Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English learners' assets and needs related to morphology and vocabulary.
- d. Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English learners' assets and needs related to syntax and grammar.
- e. Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English learners' assets and needs related to semantics and vocabulary.
- f. Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English learners' assets and needs related to sociolinguistics and pragmatics, including:
 - ◆ Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning
 - ◆ Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence)

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- ◆ Factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter)
- ◆ Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English)
- g. Demonstrate the ability to identify and analyze English learners' phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency.

0008 Nature and Role of Academic Language in Language Acquisition Across the Curriculum (SMR 2.4)

- a. Demonstrate knowledge of students' development of language for social and academic purposes and how both social and academic language support and promote student learning.
- b. Demonstrate knowledge of the characteristic features of different styles and registers used for academic and social purposes, including vocabulary, formulaic expressions, grammatical features, and discourse structures (e.g., verbal and nonverbal cues, level of contextualization, tiered vocabulary, complexity of grammatical constructions).
- c. Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example:
 - ◆ English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers)
 - ◆ History/Social Science (e.g., abstract language, complex sentence structure of historical documents)
 - ◆ Science (e.g., technical vocabulary, academic text structures such as cause-effect, compare-contrast, sequence)
 - ◆ Mathematics (e.g., discipline-specific terms and symbols, syntax of mathematical word problems)
 - ◆ Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing)
 - ◆ Career and Technical Education (e.g., industry-specific registers and genres, technological applications)
- d. Demonstrate the ability to analyze language forms and functions in academic texts and tasks, and identify those forms and functions that may pose challenges for English learners at different levels of English language proficiency.