



# California Subject Examinations for Teachers®

## TEST GUIDE

### WORLD LANGUAGES

(HEBREW, HINDI, ITALIAN, PORTUGUESE, TURKISH)

### Test Description

This document contains the World Languages subject matter requirements arranged according to the domains covered by the CSET in Hebrew, Italian, Portuguese, and Turkish. In parentheses after each named domain is the domain code from the World Languages subject matter requirements.

Copyright © 2013 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

California Subject Examinations for Teachers, CSET, and the CSET logo are trademarks of the  
Commission on Teacher Credentialing and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

CS-TG-SDLOT3-04

**World Languages**  
**General Linguistics; Linguistics of the Target Language;**  
**Literary and Cultural Texts and Traditions;**  
**Cultural Analysis and Comparisons**

**Part I: Content Domains for Subject Matter Understanding and Skill in**  
**World Languages**

**GENERAL LINGUISTICS (SMR Domain 1)**

Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture.

**The Nature of Language (SMR 1.1)**

- a. Demonstrate an understanding of the nature, purposes, and uses of language. For example:
  - ◆ Demonstrate an understanding of the elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
  - ◆ Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.
  - ◆ Demonstrate an understanding of the distinction between deep structure and surface structure.
- b. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:
  - ◆ Demonstrate an understanding of the classification of languages into families and branches.

**WORLD LANGUAGES**  
**GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE; LITERARY AND CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS AND COMPARISONS**

- ◆ Describe different perspectives on the study of language (e.g., synchronic vs. diachronic).
- ◆ Identify the different types of change that languages undergo at all levels (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
- ◆ Analyze the mechanisms by which language change occurs (e.g., umlaut, phonemic splits and mergers, borrowing, euphemisms, folk etymologies, metaphors, taboos).

**Language Use (SMR 1.2)**

- a. Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. For example:
- ◆ Demonstrate an understanding of how sentences may be used to communicate more than they literally say.
  - ◆ Analyze principles of structure, regularity, and coherence in extended texts.
  - ◆ Demonstrate an understanding of distinctions between different types (e.g., direct vs. indirect) and varieties (e.g., commands, questions, assertions, exclamations) of speech acts.
  - ◆ Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade).
  - ◆ Apply concepts of reference, sense, force, tone, and conversational implicature (contextualized meaning) to the analysis of speech acts.
  - ◆ Demonstrate an understanding of the distinction between performative and constative utterances (speech that constitutes an act vs. speech that describes facts or provides information).

**Applied Linguistics (SMR 1.3)**

- a. Demonstrate an understanding of theories of language acquisition and learning. For example:
- ◆ Analyze potential differences between learning first and second languages.
  - ◆ Identify the developmental stages through which language learners acquire first and second languages.
  - ◆ Demonstrate an understanding of the cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference).
  - ◆ Demonstrate an understanding of how theories of language acquisition can be applied to facilitate language instruction and learning.
  - ◆ Demonstrate an understanding of the creativity and recursive character of human languages.

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

**WORLD LANGUAGES**  
**GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE; LITERARY AND**  
**CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS AND COMPARISONS**

**LINGUISTICS OF THE TARGET LANGUAGE (SMR Domain 2)**

Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of the target-language grammar. They understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target-language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes. In addition, they understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register.

**Contrastive Analysis (SMR 2.3)**

- a. Analyze and contrast linguistic structures of the target language and English.
- b. Compare and contrast particular words, idioms, and inflections in the target language and English.

**Sociolinguistics and Pragmatics (SMR 2.4)**

- a. Demonstrate an understanding of pragmatic and sociolinguistic features of target-language discourse. For example:
  - ◆ Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions (e.g., the use of honorifics).
  - ◆ Demonstrate an understanding of the influence of social and cultural norms on the use of the target language (e.g., use of formal vs. informal forms of speech).
- b. Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.
- c. Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 1.b, 1.c)

**WORLD LANGUAGES**  
**GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE; LITERARY AND CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS AND COMPARISONS**

**LITERARY AND CULTURAL TEXTS AND TRADITIONS (SMR Domain 3)**

Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time.

**Major Movements, Genres, Writers, and Works (SMR 3.1)**

- a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.
- b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.
- c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.
- d. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

**Analysis of Literary and Cultural Texts (SMR 3.2)**

- a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).
- b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.
- c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).
- d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)

**WORLD LANGUAGES**  
**GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE; LITERARY AND**  
**CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS AND COMPARISONS**

**CULTURAL ANALYSIS AND COMPARISONS (SMR Domain 4)**

Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art, cultural attitudes and priorities, daily living patterns, and social institutions. They are able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures.

**Cultural Perspectives (SMR 4.1)**

- a. Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures (e.g., worldview, core beliefs, values).
- b. Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
- c. Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
- d. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
- e. Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures (e.g., traditions, social conventions, social relationships, and social status).

**WORLD LANGUAGES**  
**GENERAL LINGUISTICS; LINGUISTICS OF THE TARGET LANGUAGE; LITERARY AND**  
**CULTURAL TEXTS AND TRADITIONS; CULTURAL ANALYSIS AND COMPARISONS**

**Cultural Practices (SMR 4.2)**

- a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives.  
For example:
  - ◆ rituals and traditions
  - ◆ social institutions such as marriage and family
  - ◆ social status and social relationships
  - ◆ holidays and festivals
  - ◆ health practices and traditions
  - ◆ patterns of work and leisure
  - ◆ culinary traditions and practices
- b. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.

**Cultural Products (SMR 4.3)**

- a. Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. For example:
  - ◆ architecture
  - ◆ works of art (e.g., painting, sculpture, handicrafts)
  - ◆ artistic performance (e.g., music, dance, drama)
  - ◆ literature
  - ◆ technology and media (e.g., Web sites, advertisements)
  - ◆ entertainment
  - ◆ fashion
  - ◆ manufactured goods

(American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers, 2.a, 2.b)