



California Subject Examinations for Teachers®

TEST GUIDE

LANGUAGES OTHER THAN ENGLISH SUBTEST IV

Subject Matter Requirements

For the purposes of this document, the terms *code-switching*, *interlanguage*, and *language mixing* are defined as described below. All occur at the individual level.

code-switching: a bilingual communication strategy consisting of the alternate use of two languages in the same type of language production (utterance or writing). This can occur within sentences or between sentences; however, code-switching events follow systematic (regular) syntactic patterns.

interlanguage: successive and temporary stages in the process of learning a second language in which the linguistic productions of the learner represent systematic approximations to the target language

language mixing: a more general category that occurs at all levels of linguistic description (phonological, syntactic, and lexical)

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CS-TG-SMRLIV-01

Languages Other Than English
Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment

DOMAIN 1: BILINGUAL EDUCATION AND BILINGUALISM

001 Foundations of Bilingual Education

- Demonstrate understanding of the philosophical, theoretical, and research bases for bilingual education.
- Demonstrate knowledge of the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language instruction, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education).
- Demonstrate knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], *Lau v. Nichols*, *Castañeda v. Pickard*) and California (e.g., *Mendez v. Westminster*, Proposition 227, *Williams v. State of California*) and their effects on bilingual education programs.
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the subtractive (deficit) perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation into the target culture).
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the additive (enrichment) perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation into the target culture).

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002 Bilingualism and Biliteracy

- Demonstrate knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) that occur in the development of bilingualism and biliteracy.
- Demonstrate understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge) and implications of this research for instruction and assessment in bilingual education settings.
- Demonstrate understanding of the roles of code-switching, language mixing, and interlanguage in the development of bilingualism and biliteracy.
- Apply knowledge of developmental processes of bilingualism and biliteracy to select appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy.
- Demonstrate understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target languages.
- Apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writing skills in the primary and target languages.

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DOMAIN 2: INTERCULTURAL COMMUNICATION

003 Intercultural Communication and Culturally Inclusive Instruction

- Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., distance between speakers, eye contact), patterns of oral discourse (e.g., overlapping, turn-taking, volume of voice, use/role of silence), and patterns of written discourse (e.g., level of formality, organizational structure).
- Demonstrate understanding of the effects of intercultural communication and interaction on bilingual education settings; the school/community climate; and student motivation, participation, and achievement.
- Demonstrate understanding of the origins of dialectal and/or tonal variation (e.g., geographic location, gender, socioeconomic background) and ways in which dialectal and/or tonal variations can affect student learning.
- Demonstrate understanding of cultural influences (e.g., different values regarding cooperation and competition, different expectations and preferences in teacher-student and student-student interaction, different attitudes toward conformity and individuality) on learning and teaching in bilingual education settings.
- Demonstrate knowledge of factors that contribute to classroom and school environments that support cultural understanding, student motivation, and achievement (e.g., infusing multicultural perspectives throughout the curriculum, establishing a high level of interaction among students with different backgrounds, promoting respect for cultural and linguistic diversity).
- Apply knowledge of intercultural communication and interaction that is linguistically and culturally inclusive and responsive to provide literacy and content instruction in bilingual education settings (e.g., role-playing intercultural encounters, analyzing current events related to a variety of cultures, respecting students' primary language/dialect, using students' primary language and home culture to promote language and literacy development and content-area learning).

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004 School, Home, and Community Collaboration

- Demonstrate understanding of the important role of families as primary-language and cultural resources and the importance of establishing and maintaining strong school-home partnerships.
- Demonstrate knowledge of effective strategies to provide families with information about the educational goals and characteristics of bilingual programs and to assist families in making decisions concerning their children's placement and education.
- Demonstrate knowledge of families' notification rights regarding program options for students in bilingual education programs (e.g., the waiver process) and strategies to communicate these rights in an appropriate and effective medium (e.g., bilingual telephone calls, home visits, videos, primary-language materials).
- Demonstrate knowledge of effective strategies to communicate assessment results to families and to provide guidance on ways in which families can support their children's achievement at home and in bilingual education settings.
- Demonstrate knowledge of strategies to identify opportunities for families to contribute their funds of knowledge and expertise within bilingual education settings and across the school community, including participation in a variety of school forums and organizations.
- Demonstrate knowledge of strategies to identify and utilize available community resources and to establish and maintain strong school-community partnerships to support culturally inclusive bilingual instruction.
- Demonstrate knowledge of strategies to communicate and collaborate with other teachers and educators to share information about methods and models of bilingual education that promote the learning and development of culturally and linguistically diverse students.

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DOMAIN 3: INSTRUCTION AND ASSESSMENT

005 Language and Literacy Instruction and Assessment in Bilingual Education Settings

- Demonstrate understanding of the applications, limitations, and appropriateness of different models of bilingual education to develop, plan, and implement effective language and literacy instruction and assessments.
- Demonstrate knowledge of how to plan, select, and use effective and appropriate pedagogical practices that foster language and literacy development in the primary and target languages (e.g., providing comprehensible input, accessing students' prior knowledge, creating a language-rich environment, scaffolding literacy activities, planning meaningful and purposeful literacy activities).
- Demonstrate knowledge of strategies to provide differentiated instruction in language and literacy based on student proficiency levels in the primary and target languages.
- Demonstrate understanding of the interrelatedness of the four domains of language (i.e., listening, speaking, reading, and writing) in the development of biliteracy and the importance of integrating these language domains into instruction and assessment in bilingual education settings.
- Apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers), and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages.
- Demonstrate understanding of ways in which students' life experiences (e.g., immigrant or refugee experiences, prior educational experiences, oral traditions), educational achievements, and language development can be used to foster learning and literacy in the primary and target languages.
- Demonstrate understanding of ways in which variations in students' primary languages (e.g., dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language.
- Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of language and literacy assessments in bilingual education settings, including appropriate assessments of social and academic language proficiency.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, modify, and differentiate instruction in the appropriate language(s) in bilingual education settings.

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006 Content Instruction and Assessment in Bilingual Education Settings

- Demonstrate understanding of the applications, appropriateness, and limitations of different models of bilingual education in developing, planning, and implementing effective content-area instruction and assessments.
- Demonstrate knowledge of how to plan, select, and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings (e.g., including language and grade-level content objectives in lessons, activating background knowledge and experiences, providing linguistic scaffolding).
- Demonstrate knowledge of strategies for aligning instruction with California K–12 student academic content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages.
- Demonstrate understanding of the interrelated nature of language and literacy development and content-area learning, including understanding of issues related to the integration of language development and content-area learning in bilingual education settings (e.g., development of academic language in the primary and target languages, language modification without simplification of content, cultural/multicultural perspectives).
- Demonstrate understanding of a variety of instructional approaches and strategies that foster the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target languages.
- Demonstrate understanding of ways in which students' life experiences, language development, and language variations can be used to foster content learning in the primary and target languages.
- Demonstrate knowledge of a variety of participation structures that require students to negotiate meaning in order to understand content.
- Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language content assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of content assessments in bilingual education settings.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, and differentiate instruction in content areas.

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007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

- Demonstrate knowledge of strategies for evaluating alignment among primary- and target-language materials, content standards, and curriculum frameworks.
- Demonstrate knowledge of strategies for evaluating and selecting state-adopted and state-approved textbooks and supplementary materials for bilingual education settings based on a variety of criteria, including appropriateness for instructional purpose, alignment with curriculum, local community and student needs, and level of academic language.
- Demonstrate knowledge of strategies for developing, adapting, and extending instructional materials to meet the needs of diverse learners in bilingual education settings.
- Demonstrate knowledge of strategies for selecting and evaluating primary- and target-language materials, including multicultural literature and nontext materials, for use in instruction and assessment.
- Demonstrate knowledge of strategies for reviewing and evaluating materials to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups.
- Demonstrate knowledge of how to locate, evaluate, and incorporate target- and/or primary-language-specific technology (e.g., Web-based media, educational software) into bilingual education settings to facilitate students' language, literacy, and content-area development.