Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

American Sign Language (184)

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About The Test

Test Name	American Sign Language
Test Code	184
Time	5 hours
Number of Questions	80 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES American Sign Language (184) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 80 multiple-choice questions are based on the American Sign Language test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

The American Sign Language test consists of only one domain.

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	American Sign Language	100%	American Sign Language I–VI

The Standards

American Sign Language Standard I
The ASL teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language and signed languages used by Deaf communities in other countries.

American Sign Language Standard II
The ASL teacher demonstrates knowledge of language as a vehicle of culture and knowledge of theories of second language learning.

American Sign Language Standard III
The ASL teacher demonstrates knowledge of effective methodologies for teaching American Sign Language, its history and its evolution to modern usage.

American Sign Language Standard IV
The ASL teacher demonstrates knowledge of the grammatical features of American Sign Language and knowledge of comparative and contrastive attributes of American Sign Language and English.

American Sign Language Standard V
The ASL teacher demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community, and can compare and contrast cultures.

American Sign Language Standard VI
The ASL teacher demonstrates knowledge of American Deaf culture and its evolution.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains***. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.

- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

* The American Sign Language test consists of only one domain.

Domain I — American Sign Language

	Competency	Approx. Percentage of Test
001	General Language Acquisition	15%
002	Second Language Acquisition	15%
003	Teaching Sign Language	25%
004	Linguistics of American Sign Language	20%
005	Sociology and Cultural Anthropology	10%
006	Aspects of the Deaf Culture	15%

Competency 001: *The teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language and signed languages used by Deaf communities in other countries.*

The beginning teacher:

A. Understands general language acquisition (i.e., general assumptions about how people acquire a first language, language development milestones in children and factors affecting first-language acquisition) and communication processes (e.g., attention getting, eye contact, turn taking).

B. Demonstrates knowledge of historical and current research on American Sign Language and knows how to apply this knowledge to analyze situations relevant to the acquisition and use of American Sign Language.

C. Demonstrates awareness of general similarities and differences between American Sign Language and signed languages of other countries (e.g., French Sign Language, British Sign Language).

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Competency 002: *The teacher demonstrates knowledge of language as a means of transmitting culture and demonstrates knowledge of theories of second-language learning.*

The beginning teacher:

A. Understands ways in which language transmits culture and that second-language acquisition involves developing awareness and understanding of a second culture.

B. Understands the role of social and interactive processes in language acquisition.

C. Recognizes similarities and differences in how culture is transmitted in both hearing and deaf communities.

D. Understands and applies theories and concepts related to second-language learning (e.g., interlanguage, interference, fossilization, immersion).

Competency 003: *The teacher demonstrates knowledge of effective methods for teaching American Sign Language, its history and its evolution to modern usage.*

The beginning teacher:

A. Understands how to use the Texas Essential Knowledge and Skills (TEKS) for American Sign Language (ASL) as a Language Other Than English (LOTE) in curriculum design and teaching.

B. Understands and applies a variety of methods and approaches for teaching American Sign Language (e.g., direct, functional-notional, natural, communication and interactive learning activities).

C. Understands the advantages and disadvantages of a wide range of language-related evaluation and feedback techniques (e.g., observation, video portfolios, teacher-made assessments, peer assessment, teacher-guided and/or individual student self-assessment) and knows how and when to use assessment to enhance students' language learning.

D. Knows how to identify, develop and/or adapt appropriate materials, resources and current technologies for instruction.

E. Demonstrates knowledge of strategies for accommodating diverse language-learning styles.

F. Modifies language to be comprehensible and appropriate for instruction.

G. Incorporates aspects of Deaf culture into instruction, including multicultural aspects of the deaf community.

H. Knows how to connect language study with the study of other academic disciplines.

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I. Understands the relevance of language learning outside the classroom and demonstrates knowledge of ways for students to participate effectively in social, professional, civic and avocational activities using American Sign Language.

J. Knows how to include people who are deaf and other deaf community resource personnel in classroom instruction.

K. Demonstrates knowledge of current research about American Sign Language instruction and uses that knowledge to enhance instruction.

L. Knows the history of American Sign Language and its evolution to modern usage.

Competency 004: *The teacher demonstrates knowledge of the linguistic and grammatical features of American Sign Language and knowledge of comparative and contrastive characteristics of American Sign Language and English.*

The beginning teacher:

A. Demonstrates knowledge of the major linguistic features of American Sign Language (e.g., pluralization, distributional aspect, classifiers, subject–object agreement, temporal aspect, spatial agreement, signs indicating tense).

B. Demonstrates knowledge of the phonological structure of American Sign Language, including phonological parameters (i.e., handshape, movement, location, palm orientation and non-manual signals).

C. Understands the effects of phonological processes on signs and combinations of signs (e.g., assimilation, metathesis, alternative locations of signs, two-hand relationships, noun–verb pairs) and demonstrates the ability to analyze and correct student production errors that are phonologically based.

D. Demonstrates knowledge of grammatical features of American Sign Language (e.g., non-manual signals, rhetorical questions, negation, "yes/no" questions, "wh–" questions).

E. Understands and identifies the morphological features of American Sign Language (i.e., numerical incorporation, distributional aspect, classifiers, subject–object agreement, temporal aspect, spatial agreement, free/bound morphemes and free/bound compound morphemes).

F. Understands the function of fingerspelling, lexical borrowing and numbers in American Sign Language.

G. Demonstrates knowledge of the syntax of American Sign Language (e.g., sign/word order, topicalization, ASL gloss, sentence constructions and types).

H. Understands the organization of various forms of discourse in American Sign Language and can recognize linguistic features (i.e., discourse markers) that identify the structure of the discourse.

I. Understands various sociolinguistic aspects of American Sign Language (e.g., register variation, regional variation), including the use of American Sign Language and its derivative, contact sign (formerly referred to as Pidgin Sign English [PSE]).

J. Recognizes and can explain to students that they may encounter invented sign systems.

K. Demonstrates knowledge of comparative and contrastive characteristics of American Sign Language and English.

Competency 005: *The teacher demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community*.

The beginning teacher:

A. Knows how to compare and contrast hearing/Deaf cultures and can analyze and apply general sociological theories.

B. Demonstrates an understanding of the deaf community and recognizes that the Deaf are a cultural and linguistic minority within the majority culture.

C. Understands the multicultural aspects of and diversity within the American Deaf culture.

D. Demonstrates knowledge of the characteristics of people who are culturally Deaf and of the deaf community.

E. Demonstrates an understanding of the ways to participate in the deaf community (e.g., social, political, linguistic, audiological).

Competency 006: *The teacher demonstrates knowledge of American Deaf culture and its evolution, including the social, political, educational and audiological aspects of Deaf culture, as well as federal and state legislation regarding the education and civil rights of individuals who are deaf*.

The beginning teacher:

A. Demonstrates knowledge of the history and evolution of Deaf culture, including the oppression of and discrimination against people who are deaf.

B. Demonstrates an awareness of International Deaf cultures and organizations.

C. Understands how people who are deaf are viewed (clinical/pathological vs. cultural-linguistic) and the perspectives of the majority and minority cultures.

D. Demonstrates knowledge of educational facilities (e.g., schools for the deaf, public schools, private schools, charter schools), various philosophies of educational instruction and educational issues of concern to the deaf community.

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E. Demonstrates knowledge of services and cultural organizations (e.g., national, state) related to the deaf community.

F. Understands the history and current status of technology and how communication access is evolving for individuals who are deaf or hard of hearing.

G. Understands Deaf culture's language, values, customs, traditions and rules for social interaction.

H. Understands multiculturalism and diversity within the American Deaf culture.

I. Demonstrates knowledge of the folklore of the Deaf and their culture (e.g., humor, storytelling, myths, legends, art, poetry, theater).

J. Demonstrates knowledge of major contributions and accomplishments of individuals within the deaf community in historical events, popular culture and the arts.

K. Demonstrates knowledge of federal and state laws regarding the education and civil rights of individuals who are deaf.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the American Sign Language test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as an American Sign Language teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The American Sign Language test is designed to include a total of 80 multiple-choice questions, out of which 60 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Formats

New multiple-choice formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer choices into "targets" on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

You may see the following types of multiple-choice questions on the test:

— Single Questions
— Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of American Sign Language Competency 006: *The teacher demonstrates knowledge of American Deaf culture and its evolution, including the social, political,*

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educational and audiological aspects of Deaf culture, as well as federal and state legislation regarding the education and civil rights of individuals who are deaf.

Example

1. Supporters of audism would argue that deaf individuals should

    A. embrace Deaf culture as a means of acceptance and growth.
    B. actively learn sign language to better communicate with others.
    C. refrain from lip reading as a tool for communication.
    D. struggle to be like hearing individuals to improve their quality of life.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

Note that the question asks about a certain system of practice and belief defined as audism. So, it is important to have a solid understanding of this system of thinking to answer the question. Recall that audism is a system of practice or belief that hearing individuals are superior to people who cannot hear. Audists believe that Deaf people should strive to be like hearing people as much as possible. With that in mind, which of the attitudes listed in the question best matches with an audist system of thinking?

Option A describes a perception of the Deaf culture that affirms its importance to deaf people. Within the Deaf culture, loss of hearing is not seen as a deficiency. Because audists believe that loss of hearing is a tragedy, this statement does not align with audism. So, option A may be eliminated as the best response to this question.

Option B encourages a non-hearing person to actively pursue sign language to communicate with others. Because audists believe that non-hearing people should focus on being like hearing individuals, audists would recommend non-hearing people use residual hearing, speech and lip reading to communicate instead of sign language. So, option B may be eliminated as the best response to this question.

Option C encourages non-hearing individuals to refrain from lip reading as a means of communication. Because lip reading is a way that non-hearing individuals can be more like their hearing counterparts, audists would support lip reading as desirable. So, option C may be eliminated as the best response to this question.

Option D describes a belief that non-hearing individuals should strive to be more like hearing individuals as much as possible. This belief implies that deaf people are somehow inherently lacking without the ability to hear. This is a core attitude of audism. So, option D may be the best response to this question.

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The analysis of these four options should lead you to the conclusion that the attitude described in option D is most closely aligned with the thinking of the audism philosophy. Therefore, **the correct response is option D**.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material may be a reading passage, sample of student work, description of a student and/or program, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

Strategy 1   Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

Strategy 2   Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

Strategy 3   Use a combination of both strategies. Apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the questions first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher's frame of mind and use that teacher's point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

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Example

First read the stimulus (a description of a class activity planned by an American Sign Language [ASL] teacher).

Use the information below to answer the questions that follow.

Mr. Brackley, a teacher of intermediate ASL students, arranges for his class to see a performance of a signed play by a local deaf theatre troupe. The play depicts the everyday lives of deaf people from a variety of ethnic and cultural backgrounds.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures American Sign Language Competency 003: *The teacher demonstrates knowledge of effective methods for teaching American Sign Language, its history and its evolution to modern usage.*

1. Which of the following activities would best help Mr. Brackley prepare the class for the trip to the theatre?

    A. Performing selected scenes of the play for students
    B. Introducing key vocabulary and themes from the play during a class discussion
    C. Asking students to read a transcript of the play before writing a summary of it
    D. Showing a video of the play with voice-over interpretation

Suggested Approach

Carefully consider the information presented in the stimulus about an ASL teacher arranging to take his class to see a performance by a local deaf theatre troupe. Then read the question, which asks you to identify the activity that would best help the teacher to prepare students to see the play. Recall that the play is entirely signed and the students are at the intermediate level.

Option A suggests that the teacher perform scenes from the play for students. There is no mention of any activities (e.g., introduction of key words, use of comprehension checks) other than the teacher performing the scenes himself. Without help accessing the vocabulary or expressions that the teacher uses in the scenes, the intermediate-level students may not understand what they are seeing. Simply watching scenes performed by the teacher will not help students to understand the ASL used in the play or to access the themes and events in the play. Option A is not the best response to this question.

Option B suggests that the teacher conduct a class discussion about the themes that students will see in the play. During this discussion, the teacher introduces important vocabulary that is used in the play. By discussing these themes

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beforehand, the students gain a basic understanding of what they will see in the play but still maintain the need to use their ASL comprehension skills while watching the play. Learning key new vocabulary before seeing the play helps the students understand more easily what the actors are signing during the course of the play. Option B describes an activity that gives students guidance but leaves them room to discover and appreciate the play on their own by using the skills they have developed in class. Option B may be the best response to this question.

Option C suggests that students read the play in transcription and write a summary of it. This preparation draws on reading skills only and does not help students to access the play in its original language, signed ASL. Although students may under-stand the plot after reading a transcript, they will not be prepared for under-standing or appreciating the play while it is being performed. This activity relies on written glosses of ASL and does nothing to deepen students' knowledge of ASL or appreciation of Deaf culture. Option C is not the best response to this question.

Option D suggests that the teacher show a video of the play that has voice-over interpretation. This activity, however, does not help the hearing students in the class use their knowledge of ASL to understand the play. For deaf or hard-of-hearing students, watching a play with voice-over interpretation is equally unhelpful. Simply watching a recording of the play, with no guidance or discussion, will not help these students understand or appreciate it. Option D is not the best response to this question.

Of the alternatives offered, option B presents the best activity for the teacher to use in order to prepare the class for the trip to the theatre. Therefore, **the correct response is option B**.

Now you are ready to answer the second question. This question also measures American Sign Language Competency 003: *The teacher demonstrates knowledge of effective methods for teaching American Sign Language, its history and its evolution to modern usage.*

2. The theatre trip best allows Mr. Brackley to demonstrate the connection between the study of American Sign Language (ASL) and which of the following?

    A. The power of ASL as an expressive language used by many disciplines
    B. An understanding of the history of Deaf culture
    C. The similarities between Deaf and hearing cultures
    D. An appreciation of the similarities shared by all languages

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Suggested Approach

Again, carefully consider the information presented in the stimulus, then read the second question, which focuses on the connection between the study of ASL in the classroom and the world outside the classroom. The question asks you to determine what connection is being drawn.

Option A suggests that the theatre trip encourages a connection between the study of ASL in the classroom and the use of ASL as an important language in many disciplines. The performance of the signed play shows students how ASL is used as a language of artistic and communicative expression. There is a clear connection between the language itself as it is studied in the classroom, and the active, creative use of the language in theatre. Option A may be the best response to this question.

Option B suggests that the trip to the theatre allows students to connect their study of ASL with an understanding of the history of Deaf culture. The play is described as depicting the everyday lives of deaf people, but there is no indication of the time period in which the play is set. The play itself does not specifically address deaf history and the teacher does not appear to discuss the history of ASL theatre or performance groups as part of the class activity. Option B is not the best response to this question.

Option C suggests that the theatre trip allows the teacher to demonstrate the connection between studying ASL and seeing similarities between Deaf and hearing cultures. The focus of the activity, however, is on having students participate in a Deaf cultural event that focuses on Deaf life and the event itself is presented entirely in ASL. There is no mention of hearing culture at all. Option C is not the best response to this question.

Option D suggests that the theatre trip allows the teacher to draw a connection between the study of ASL and an appreciation of the similarities of all languages. The play is presented entirely in ASL. The activity focuses on the use of ASL outside of the classroom and there is no mention of any discussion of how the use of ASL in the play might compare with the use of other languages in similar artistic formats. Option D is not the best response to this question.

Of the alternatives offered, option A describes the strongest connection that can be drawn from this activity. Therefore, **the correct response is option A**.

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Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

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COMPETENCY 001

1. Which of the following terms best applies when a language user knows the governing rules of ASL, including features such as syntax, grammar and discourse markers?

    A. Language competence
    B. Language performance
    C. Language interference
    D. Language characteristic

Answer and Rationale

COMPETENCY 004

2. Which of the following best describes the placement of the object at the beginning of an ASL sentence?

    A. Subject-object agreement
    B. Subject-verb agreement
    C. Topic-comment structure
    D. Contrastive structure

Answer and Rationale

COMPETENCY 004

3. Which of the following is the linguistics term for the process of making an affirmative sentence into its opposite?

    A. Negation
    B. Contradiction
    C. Metathesis
    D. Reversal

Answer and Rationale

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COMPETENCY 004

4. The signs ALL-NIGHT-LONG and ALL-DAY-LONG best indicate which of the following?

    A. Habitual time
    B. Duration of time
    C. Derivational morphemes
    D. Inflectional fixed morphemes

Answer and Rationale

COMPETENCY 004

5. Which of the following best describes a phrase where signers raise their eyebrows, tilt their heads, pause briefly and structure sentences to sign terms such as IF or SUPPOSE?

    A. A rhetorical question
    B. A conditional phrase
    C. Topic-comment
    D. Question marker

Answer and Rationale

COMPETENCY 004

6. The practice of changing from one language to another is best known as

    A. interference.
    B. code switching.
    C. lexical borrowing.
    D. maintained bilingualism.

Answer and Rationale

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COMPETENCY 003

7. ASL teacher training emphasizes curriculum development, teaching methodology and

    A. performance-based assessments.
    B. behavior-management techniques.
    C. parent-community involvement.
    D. teacher-student rapport.

Answer and Rationale

COMPETENCY 006

8. Which of the following best describes a change that resulted from the Milan Convention of 1880?

    A. Mandating that educational institutions hire deaf leaders
    B. Eliminating the requirement that business establishments hire deaf individuals
    C. Encouraging linguistic scholars to study sign language acquisition
    D. Restricting the use of sign language during instruction in schools

Answer and Rationale

COMPETENCY 005

9. Which of the following ASL words is the best example of regional variation?

    A. POPULAR
    B. BICYCLE
    C. PAPER
    D. BIRTHDAY

Answer and Rationale

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COMPETENCY 003

10. When students are learning ASL, which of the following is the most appropriate skill set for ASL teachers to evaluate?

    A. Receptive and expressive skills
    B. Total communication skills
    C. Oral and effective written skills
    D. Rational metacognitive skills

Answer and Rationale

COMPETENCY 006

11. Within the Deaf culture, if two signers are conversing with each other and blocking a third person's path, the third person should

    A. ask them to pause their conversation and obtain permission to pass through their signing space.
    B. wait until they stop signing before passing through their signing space.
    C. bend down very low to avoid passing through their signing space.
    D. walk through without hesitation or permission to pass through their signing space.

Answer and Rationale

COMPETENCY 003

12. To most effectively expose students to Deaf culture, a teacher should have students

    A. participate in language labs during class.
    B. attend events in the local Deaf community.
    C. observe students who are hearing impaired and are mainstreamed.
    D. attend a lecture about an individual's experiences in the Deaf community.

Answer and Rationale

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COMPETENCY 005

13. Which of the following is a characteristic best aligned with the cultural values of collectivism?

    A. Competitiveness
    B. Loyalty
    C. Self-expressiveness
    D. Independence

Answer and Rationale

COMPETENCY 006

14. Which of the following was the main purpose of the Deaf President Now (DPN) movement?

    A. Improving the quality of deaf interpreting services
    B. Emphasizing sign language research
    C. Assuring that deaf people are in decision-making positions
    D. Admitting more hearing students at a college

Answer and Rationale

COMPETENCY 003

15. ASL primarily evolved from which of the following sign languages?

    A. German Sign Language (GSL)
    B. Spanish Sign Language (SSL)
    C. French Sign Language (FSL)
    D. British Sign Language (BSL)

Answer and Rationale

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COMPETENCY 005

16. Which of the following is a well-known alternate name for the Deaf world?

    A. Earth
    B. ASL World
    C. Eyeth
    D. Gallaudet University

Answer and Rationale

COMPETENCY 003

17. Which of the following best identifies common learning styles?

    A. Visual, auditory, kinesthetic and tactile
    B. Extrinsic and intrinsic motivation
    C. Readiness, primacy, recency and intensity
    D. Behaviorism and constructivism

Answer and Rationale

COMPETENCY 001

18. Which of the following terms best identifies a linguistic feature that allows the components of a language to be separated into categories?

    A. Passives
    B. Paraphrases
    C. Parameters
    D. Phonemes

Answer and Rationale

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COMPETENCY 001

19. Which of the following is most likely to prevent a person from acquiring a first language?

   A. An isolated setting
   B. A multicultural setting
   C. A residential setting
   D. A mainstreamed setting

Answer and Rationale

COMPETENCY 001

20. During the 1960s, which of the following individuals proved that American Sign Language is a complete and sophisticated language system?

   A. Thomas Gallaudet
   B. Ken Mikos
   C. William Stokoe
   D. Laurent Clerc

Answer and Rationale

COMPETENCY 002

21. Which of the following terms refers to the stage in second-language acquisition where a student reaches a plateau and internalizes errors?

   A. Fossilization
   B. Foreigner talk
   C. Interlanguage
   D. Interference

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the next three questions that follow.

Ms. Garcia, an ASL teacher working with beginning ASL students, reflects on student progress from the previous week. She reviews her notes below and considers possible adjustments needed to better ensure student success.

- Sarah, Billy and Jose continue to mistakenly use English grammar while communicating in ASL.
- Students have difficulty seeing me and others at times during the various lessons.
- Kang is easily discouraged when attempting to sign. How can I best encourage him and help him move forward in his learning?

COMPETENCY 002

22. Which of the following terms best describes the difficulty exhibited by Sarah, Billy and Jose?

　　A. Lexical borrowing
　　B. Language interference
　　C. Creole development
　　D. Code switching

Answer and Rationale

COMPETENCY 002

23. The most effective classroom arrangement for teaching ASL is to place desks or tables in a

　　A. series of rows.
　　B. circle.
　　C. semicircle.
　　D. rectangle.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

24. Which of the following strategies is most appropriate for Ms. Garcia to use with Kang?

    A. Praising the student's attempts while modeling the correct ASL sign
    B. Asking classmates to demonstrate the correct ASL sign
    C. Referring the student to an ASL sign dictionary
    D. Providing the ASL sign correction privately at a later time

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	A	**Option A is correct** because language competence is the ability to speak, read, write and understand another language. **Option B is incorrect** because language performance identifies the actual spoken ability of a speaker measured when conversing, including syntax and phonetic errors. **Option C is incorrect** because language interference is the effect of the learner's first language on his or her production of the second language being learned. **Option D is incorrect** because a language characteristic is an identifying feature of a language, without regard to the language user's knowledge of the characteristic. Back to Question
2	004	C	**Option C is correct** because topicalization and topic-comment structure is common in ASL. The object, or topic, is moved to the beginning of the sentence to announce the content of the sentence. **Option A is incorrect** because subject-object agreement refers to an appropriate identification and/or inclusion of a subject of the sentence. **Option B is incorrect** because subject-verb agreement refers to the appropriate use of a verb to identify the desired subject of the sentence. **Option D is incorrect** because contrastive structure occurs when signing takes place on both sides of the body using the shoulder-shift. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
3	004	A	**Option A is correct** because the insertion of a negation in a sentence with either a non-manual sign or a lexical item changes the meaning of the sentence in such a way that the affirmative sentence becomes negative. **Option B is incorrect** because contradiction is an unresolved dissonance; it does not change the meaning of the sentence altogether. **Option C is incorrect** because metathesis is a morphological process connected with transposing words, signs or phonemes but does not change the meaning of a sentence. **Option D is incorrect** because a reversal converts a sentence back to a previous meaning; however, the term does not apply if information is changed only once. Back to Question
4	004	B	**Option B is correct** because the duration of time describes how long something occurs. The duration of time signs use specific movement and non-manual signals. **Option A is incorrect** because habitual time is represented by a change in a sign's movement to show that something occurs as part of a series. The following are some additional examples: EVERY-TUESDAY, EVERY DAY, ANNUALLY/EVERY-YEAR. **Option C is incorrect** because derivational morphology creates new signs. The meaning of the sign has only been modified, not completely changed. An example of derivational morphology would be noun-verb pairs. **Option D is incorrect** because ALL-DAY-LONG is one sign. An inflectional morpheme modifies a word's tense, aspect, etc. It would require the addition of another sign, which is not indicated in this example. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
5	004	B	**Option B is correct** because conditional phrases are if-then statements and are not used to request more information. The non-manual signs described in the question are used for conditional statements. **Option A is incorrect** because the signers do not ask for information with rhetorical questions; they are setting up a situation to deliver information they already know. **Option C is incorrect** because topicalization is a common ASL sentence structure in which the object appears at the beginning of a sentence to announce the topic of a sentence. It does not require the use of an if-then statement. **Option D is incorrect** because assimilation is a process applicable to all languages. It occurs naturally when the body adapts the sign or sound to make it more efficient in relation to the previous or following movement or sound. Back to Question
6	004	B	**Option B is correct** because the term "code switching" refers to a bilingual person who uses one language and then switches to another language for a word or phrase. **Option A is incorrect** because the term "interference" refers to a bilingual person's use of parts of one language, in error, while communicating in another language. **Option C is incorrect** because the term "lexical borrowing" refers to the borrowing of a lexical item — a word or a sign — from one language and incorporating it into another language system. **Option D is incorrect** because the term "maintained bilingualism" refers to the use of two languages in the same location. They may both stay, or one of them may gradually disappear. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
7	003	A	**Option A is correct** because developing performance-based assessments is emphasized during ASL teacher training. **Options B, C and D are incorrect** because behavior-management techniques, parent-community involvement and teacher-student rapport are addressed in ASL teacher training but are not emphasized. Back to Question
8	006	D	**Option D is correct** because the Milan Convention convened to ban sign language and to promote the Oralism movement. **Options A, B and C are incorrect** because the Milan Convention was not called to promote deaf leadership in educational institutions, to prevent deaf individuals from being hired or to promote the study of sign language acquisition. Back to Question
9	005	D	**Option D is correct** because the sign for BIRTHDAY is different depending upon the region where you live. **Options A, B and C are incorrect** because the signs for POPULAR, BICYCLE and PAPER are the same regardless of the region. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
10	003	A	**Option A is correct** because assessing receptive (comprehension) skill and expressive (conversation) skills can be effectively used to evaluate students' mastery of ASL in a classroom setting. **Option B is incorrect** because total communication skills consist of speaking and signing at the same time, which does not allow students to properly acquire ASL linguistic structures. **Option C is incorrect** because oral and effective written skills are not part of the ASL setting. **Option D is incorrect** because metacognitive skills are thinking skills rather than language skills acquired when learning ASL. Back to Question
11	006	D	**Option D is correct** because walking through their signing space without hesitation is the proper behavioral norm in Deaf culture, which contrasts with the hearing culture. It is appropriate for teachers to practice this behavioral rule in the classroom with students. **Options A, B and C are incorrect** because each describes a behavior that is considered rude and distracting in the Deaf culture. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
12	003	B	**Option B is correct** because attending Deaf events would allow students to have a first-hand experience and observe the cultural norms. **Option A is incorrect** because attending language labs does not sufficiently expose students to language and culture. **Option C is incorrect** because hearing impaired students are often mainstreamed in public schools, which limits the student's exposure to ASL or the Deaf culture. **Option D is incorrect** because each Deaf speaker is an individual with varied backgrounds, so the individual can only present their own experience of the Deaf culture. In addition, students will not receive a first-hand experience with the culture. Back to Question
13	005	B	**Option B is correct** because being loyal to the group is one of several characteristics of collectivism. **Options A, C and D are incorrect** because competitiveness, self-expression and independence are examples of individualist values. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
14	006	C	**Option C is correct** because the DPN movement originated at Gallaudet University, a historically Deaf college. The college was led by hearing presidents and a board of trustees comprised of mostly hearing people for over 100 years. The DPN protesters believed that the lack of a Deaf president perpetuated the misconceptions that a non-hearing person was not competent enough to administer a university and that non-hearing people were not capable of controlling their own fates. **Options A, B and D are incorrect** because these concerns were not aspects of the DPN protests. Back to Question
15	003	C	**Option C is correct** because many modern ASL sign roots came from Old French Sign Language. Laurent Clerc was French and became the first deaf teacher in the country when he migrated to the United States. He used sign language as a method of teaching deaf children, some of whom used Old American Sign Language. When Old French Sign Language and Old American Sign Language combined, they resulted in modern ASL. **Option A is incorrect** because there is no documented evidence of Old German Sign Language in the etymology of ASL. **Option B is incorrect** because a few documents state that the one-hand alphabet hand shapes are the only feature that possibly derived from Spanish Sign Language, specifically used by monks. **Option D is incorrect** because most of the British Sign Language (BSL) words/signs have no similarity to modern ASL signs. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
16	005	C	**Option C is correct** because traditional Deaf folklore refers to a place called Eyeth where everyone can sign, an allusion to the Deaf world. **Options A, B and C are incorrect** because Earth, ASL World and Gallaudet University are not terms used for the Deaf world. Back to Question
17	003	A	**Option A is correct** because visual, auditory, kinesthetic and tactile are the four basic categories of learning styles used by teachers to identify the modality that each of their students' uses to learn best. **Option B is incorrect** because extrinsic and intrinsic motivation refer to the underlying reasons students desire to do a task or activity. **Option C is incorrect** because readiness, primacy, recency and intensity are principles of learning, not learning styles. **Option D is incorrect** because behaviorism and constructivism are two learning theories, not learning styles. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
18	001	C	**Option C is correct** because the parameters of ASL include non-manual signals, handshapes, palm orientation, location and movement, which allow the language to be separated into categories for specialized studies. **Option A is incorrect** because passive terms are words within a language that distinguish the relationship between the subject and the verb. **Option B is incorrect** because paraphrases are two sentences that have the same meaning. **Option D is incorrect** because words can be broken down into parts, but phonemes are just a single unit. Back to Question
19	001	A	**Option A is correct** because an isolated setting would limit a person's exposure to language, varied communication and resources in a manner that could prevent the person from appropriately acquiring a first language naturally. **Option B is incorrect** because the cultural setting, whether monocultural or multicultural in nature, does not necessarily affect language acquisition. **Option C is incorrect** because a person would learn positively at a school for the Deaf. **Option D is incorrect** because many mainstream settings offer interpreters and appropriate support for students to acquire a first language. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
20	001	C	**Option C is correct** because William C. Stokoe proved that American Sign Language meets the full criteria of linguistics (phonology, morphology, syntax, semantics and pragmatics) necessary to be classified as a fully developed language. **Option A is incorrect** because Thomas Gallaudet is more appropriately credited with establishing the American School for the Deaf (ASD). **Option B is incorrect** because Ken Mikos wrote curriculum materials and presented ASL-related workshops in the late 1980s and 1990s. **Option D is incorrect** because Laurent Clerc is recognized as the first Deaf educator in the United States. Back to Question
21	002	A	**Option A is correct** because fossilization refers to the point in the learning of a secondary language at which the student has more and more difficulty furthering his or her fluency in the language. **Option B is incorrect** because foreigner talk is a form of language used when a native signer communicates or addresses a nonnative signer. **Option C is incorrect** because interlanguage refers to language produced by a learner of a second language that often has grammatical features not found in either the native or secondary language. **Option D is incorrect** because interference occurs when the signer's two languages intersect, thereby resulting in linguistic intrusions from the first language. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
22	002	B	**Option B is correct** because language interference refers to using parts of one language, in error, while communicating in another language. **Option A is incorrect** because lexical borrowing refers to the intentional incorporation of a word or sign from another culture into the lexicon. **Option C is incorrect** because creole development is an intentional combination of two languages. **Option D is incorrect** because code switching refers to a bilingual person's use of one language, then switching to another language for a word or phrase. Back to Question
23	002	C	**Option C is correct** because a semicircular arrangement allows students visual access to each other, the teacher and instructional materials. **Option A is incorrect** because sitting in rows makes it difficult for students and teachers to see each other. This arrangement would limit communication within the classroom. **Option B is incorrect** because a circular arrangement can limit accessibility to the teacher and instructional materials, depending on their placement in the room. **Option D is incorrect** because a rectangular arrangement can limit access to certain areas in the room, including the whiteboard, and limit space for some activities. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
24	003	A	**Option A is correct** because the teacher is validating the student's efforts to sign while still offering a correction immediately. **Option B is incorrect** because the student may feel that other students are being asked to judge him or her. This does not reduce the affective filter. **Option C is incorrect** because it does not provide a context for the correction and the feedback is not immediate. **Option D is incorrect** because the feedback is not immediate and is therefore not the most effective correction. Back to Question

Study Plan Sheet

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date Completed

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

American Annals of the Deaf, Council of American Instructors of the Deaf (CAID) and Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).

Deaf Life Magazine.

Journal of Deaf Studies and Deaf Education, Oxford University Press.

Sign Language and Linguistics.

Sign Language Studies, Gallaudet University Press.

OTHER RESOURCES

Baker-Shenk, C., and Cokely, D. (1991). *American Sign Language: Student Texts* (Units 1–9; 10–18; 19–27). Washington, District of Columbia: Gallaudet University Press.

Baker-Shenk, C., and Cokely, D. (1991). *American Sign Language: A Teacher's Resource on Grammar and Culture*. Washington, District of Columbia: Gallaudet University Press.

Carroll, C., and Mather, S. (1997). *Movers and Shakers — Deaf People Who Changed The World*. San Diego, Calif.: Dawn Sign Press.

Cohen, L. H. (1995). *Train Go Sorry: Inside a Deaf World*. Boston, Mass.: Houghton Mifflin Company.

Coleman, Janet R., and Wolf, Elizabeth W. (2009). *Advanced Sign Language Vocabulary,* Second Edition. Springfield, Ill.: Charles C. Thomas, Publisher, Ltd.

Ellis, R. (1997). *Second Language Acquisition*. New York, N.Y.: Oxford University Press.

Fromkin, V., Rodman, R., and Hyams, N. (2010). *An Introduction to Language*, Ninth Edition. New York, N.Y.: Thomson Heinle.

Gregory, S., Knight, P., McCracken, W., Powers, S., and Watson, L. (2002). *Issues in Deaf Education*, Reprinted. London: David Fulton Publishers.

Humphries, T., and Padden, C. (2003). *Learning American Sign Language: Levels I and II Beginning and Intermediate*. Upper Saddle River, N.J.: Allyn and Bacon.

Lane, H. (1989). *When the Mind Hears: A History of the Deaf*. New York, N.Y.: Vintage Publishers.

Lane, H., Hoffmeister, R., and Behan, B. (1996). *A Journey into the Deaf World*. San Diego, Calif.: Dawn Sign Press.

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Lentz, E., Mikos, K., and Smith S. (2001). *Signing Naturally Level 3 — Vista Curriculum Series*. San Diego, Calif.: Dawn Sign Press.

Padden, C., and Humphries, T. (1990). *Deaf in America — Voices from a Culture*. Boston, Mass.: Harvard University Press.

Padden, C. A., and Humphries, T. L. (2005). *Inside Deaf Culture.* Boston, Mass.: Harvard University Press.

Peters, C. (2000). *Deaf American Literature: From Carnival to the Canon*. Washington, District of Columbia: Gallaudet University Press.

Sternberg, Martin. (1998). *The American Sign Language Dictionary*, Third Edition. New York, N.Y.: Harper Collins Publishers.

Stremlau, T. M. (Ed.) (2002). *The Deaf Way II Anthology: A Literary Collection by Deaf and Hard of Hearing Writers*. Washington, District of Columbia: Gallaudet University Press.

Valli, C., and Lucas, C. (2011). *Linguistics of American Sign Language: An Introduction*, Fifth Edition. Washington, District of Columbia: Gallaudet University Press.

Van Cleve, J., and Crouch, B. (1989). *A Place of Their Own: Creating the Deaf Community in America*. Washington, District of Columbia: Gallaudet University Press.

Wilcox, S., and Wilcox, P. (1997). *Learning to See: Teaching American Sign Language as a Second Language*, Second Edition. Washington, District of Columbia: Gallaudet University Press.

ONLINE RESOURCES

American Sign Language Teachers Association (ASLTA) — www.aslta.org

ASLinfo.com (information and resources related to American Sign Language (ASL), interpreting and Deaf culture) — www.aslinfo.com

ASL University — http://lifeprint.com/

Deaf.com (a gateway to Deaf community resources) — www.deaf.com

DEAFmedia, Resources — www.deafmedia.org

Gallaudet Research Institute — www.gallaudet.edu/gallaudet_research_institute.html

Handspeak: Learn Sign Language Online — www.handspeak.com

Journal of Deaf Studies and Deaf Education — www.jdsde.oxfordjournals.org

The Deaf Resource Library — www.deaflibrary.org

National Association of the Deaf (NAD) — www.nad.org

National Deaf Education Project — www.ndepnow.org

National Technical Institute for the Deaf (NTID) — www.ntid.rit.edu

National Theatre of the Deaf — www.ntd.org

Texas Education Agency, Services to Students who are Deaf or Hard of Hearing (DHH) — www.tea.state.tx.us/index2.aspx?id=2147497727

The Signing Exact English (S.E.E.) Center —www.seecenter.org

World Federation of the Deaf — www.wfdeaf.org

Glossary of Terms

artificial signed system	Signing systems (e.g., Seeing Essential English [SEE$_1$], now called the Morphemic Sign System [MSS], Signing Exact English [SEE$_2$], now called SEE) that were artificially devised in order to teach English to deaf children. These systems use manual signs to represent English visually. Invented signs are part of these systems and are used for English words or word parts, and all signs are used in English grammatical order.
assimilation	A phonological process in which one sign influences the articulation of another sign, so that a phonological feature (e.g., the handshape) of the two signs becomes the same or similar.
bilingual/bicultural	Individuals who are bilingual are able to communicate in two languages with equal or nearly equal fluency. Individuals who are bicultural have learned to function in two distinct sociocultural environments: their primary culture and that of the dominant mainstream culture of the society in which they live. The situation in the American Deaf community is generally one of maintained bilingualism and biculturalism. Most deaf people know some form of English and ASL and participate to some extent in both Deaf and hearing cultures.
citation form	The form of a sign when it is produced in isolation, such as the form of a sign as it appears in a sign language dictionary.
clinical/pathological model	The clinical/pathological model of deafness emphasizes a medical view of deafness and focuses on the physical state of hearing loss. In this model, deafness is physically defined.
communication process theory	Theories about general physiological processes that take place during communication (e.g., a message becomes encoded in the signaler's nervous and muscular systems, the message leaves the signaler via the vocal tract or hands, the message is transmitted to the brain of the receiver via the eye or ear).
contact sign	The contact language that has arisen as a result of language contact between members of the Deaf and hearing communities in the United States. Contact sign is sometimes referred to as Pidgin Sign English (PSE); however, many linguists today do not consider it a true pidgin, because its grammar and lexicon are more complex than those of most (spoken language) pidgins (see "pidgin").
creole	A pidgin that has become the native tongue of a language community (see "pidgin").

cultural/linguistic model	The cultural/linguistic model of deafness emphasizes a sociocultural view of deafness and focuses on the social and cultural experience of being deaf. In this model, deafness is culturally and linguistically defined.
Deaf culture/deaf community	The term Deaf culture refers to a culturally self-defining group within the deaf community. Members of a Deaf culture view themselves as composing a distinct culture with its own values, traditions and native language (ASL). The term deaf community refers to a group of people who are united by their physical deafness but who do not necessarily share the cultural, linguistic (ASL) and value-based identity defined by Deaf culture.
dialect	A pattern of grammar, vocabulary and articulation associated with the language users of a particular region and/or social background. The standard variety of a language is also a dialect — it is simply the dialect of the language that is accepted as the norm by the users of that language.
discourse	A continuous stretch of language, generally longer than a sentence. Discourse may take many different forms (e.g., conversation, argument, joke, lecture) and serves many different functions (e.g., informing, commanding, requesting, acknowledging, apologizing). Discourse structures in a given language are governed by norms that are often unique to the language.
etymology	The study of the history and evolution of words and their meanings.
fossilization	A process in which errors in second-language use or production become internalized and very resistant to change or correction.
gloss	A gloss is a representation of ASL in written form. A gloss is not a direct translation of ASL into English. Although there is not a standard system for creating glosses, most glossing systems use capital letters to represent ASL signs in written English (e.g., CAT, HOUSE, STUDENT).
iconic(ity)	Refers to language signals (signs or words) whose physical forms closely relate to characteristics of the thing to which they refer. In sign languages, iconic signs resemble the thing to which they refer, while in spoken languages, words that sound like the thing they represent (that is, onomatopoeic words) may be considered to be iconic.
immersion	An approach or a method of second-language teaching in which the target language is also the medium of instruction (see "target language").

interference	Errors in language use or production that arise as a result of negative transfer from another language. Persons learning a second language may experience interference from their first language, or persons learning a third language may experience interference from either or both of their first two languages.
interlanguage	According to theories of second-language acquisition, an interlanguage evolves within a person during the process of learning a second language. This intermediate language contains properties of the learner's first and second languages and varies as the second language evolves.
L1 and L2	Linguistic shorthand for "first language" and "second language," respectively.
language register	A variety of languages used in particular social situations that would be considered inappropriate or out of place in other social situations (e.g., formal, informal, consultative, intimate, etc.).
lexical borrowing	A process in which one language borrows a lexical item from another language and incorporates it into its system. In ASL, such a lexical item is generally referred to as a loan sign.
lexicon	The vocabulary of a language (its lexical items).
Manually Coded English (MCE)	Any of several artificial sign systems that were invented to represent English manually. Examples include but are not limited to Signed English (SE), Seeing Essential English (SEE$_1$), Morphemic Sign System (MSS), Signing Exact English (SEE) and Conceptually Accurate Signed English (CASE) (see "artificial signed system").
metathesis	A phonological process in which the sequence of two phonological features of a sign or word is switched due to the (phonological) influence of an adjoining sign or word (e.g., in ASL, a sign's location in the sign space may influence how an adjoining sign is articulated).
minimal pair	A pair of words or signs that are identical except for one phoneme.
morphology	The study of the smallest units that carry meaning (morphemes) in a given language. Morphology includes the study of words (lexical morphology) and word formation (derivational morphology) and the study of inflections (inflectional morphology).

Non-manual signals	Non-manual signals are the facial expressions and body movements that accompany the production of signs in ASL. Non-manual signals can be used phonologically (i.e., as a phonological parameter of a sign) or syntactically (e.g., as an indicator of topicalization, as an indicator of a rhetorical question).
oral education	Oral/aural education methods are characterized by instruction in spoken English, curriculum in speech and aural habilitation and the expectation that students will use speech, speechreading and auditory skills for communication.
phonological process	A process in which the articulation of a phoneme is affected by the phonemes that surround it.
phonology	The study of the smallest contrastive parts or parameters (phonemes) of a given language. "Contrastive" in this context means that if a particular parameter changed, it would have an effect on meaning in that language. Phonology includes the study of how phonemes are produced (articulated), structured and organized in a given language and the effects phonemes have on one another when they are articulated in sequence (see "assimilation," "metathesis"). It is important to note that individual phonemes or parameters have an effect on meaning but do not carry meaning by themselves.
pidgin	A language that emerges when members of two language communities attempt to communicate, often for business purposes. Pidgins have a significantly reduced grammatical structure, lexicon and stylistic range. A pidgin that has become the native tongue of a language community is referred to as a creole. Contact sign is sometimes referred to as Pidgin Sign English (PSE), but it is generally not considered by linguists to be a pidgin (see "contact sign").
pragmatics	General principles governing the communicative use of a language, including ways in which the meaning conveyed by a particular word/sign or sentence may depend on the context in which it is used (e.g., the relationship between the speaker or signer and the other participant[s] in a communicative act).
sign language	A natural language such as ASL, British Sign Language, French Sign Language, etc.
syntax	The study of the rules in a language governing the way words/signs are combined to form sentences.
target language	In a second-language classroom, the target language is the language that is being taught. The target language is sometimes also used as the language of instruction (see "immersion").

Total Communication	An educational philosophy developed by Roy Holcomb in which teachers and students use both oral and manual modalities, including gesture, pantomime, reading and writing, in order to convey messages.