



Preparation Manual

American Sign Language (184)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Preparation Manual

Section 3: Overview and Exam Framework American Sign Language (184)

Exam Overview

Exam Name	American Sign Language
Exam Code	184
Time	5 hours
Number of Questions	80 selected-response questions
Format	Computer-administered test (CAT)

The TExES American Sign Language (184) exam 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 selected-response questions are based on the American Sign Language exam framework. Questions on this exam range from grades EC–12. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

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.

Standard II

The ASL teacher demonstrates knowledge of language as a vehicle of culture and knowledge of theories of second language learning.

Standard III

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

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.

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.

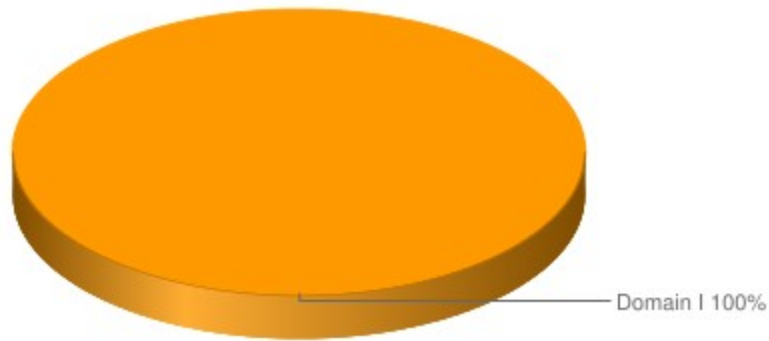
Standard VI

The ASL teacher demonstrates knowledge of American Deaf culture and its evolution.

Domains and Competencies

The American Sign Language exam consists of only one domain.

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



The content covered by this exam 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 exam consists of only one domain.

Domain I—American Sign Language

Competency	Competency Title	Approx. Percentage of Exam
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).

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.
- 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.
- 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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Section 4: Sample Selected-Response Questions American Sign Language (184)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—American Sign Language

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.

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 _____

2. 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 _____

3. 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 _____

4. 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 _____

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

5. 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 _____

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

6. 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 _____

7. 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 _____

8. 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 _____

9. 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 _____

10. 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 _____

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.

11. 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 _____

12. 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 _____

13. 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 _____

14. 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 _____

15. 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 _____

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

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

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

Answer _____

17. 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 _____

18. 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 _____

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.

19. 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 _____

20. 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 _____

21. 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 _____

Multiple-Competencies Passage

Questions 22–24 refer to the following information.

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.

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

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

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 _____

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 _____

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

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 _____

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Section 4: Sample Selected-Response Answers and Rationales

American Sign Language (184)

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Domain I—American Sign Language

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.

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

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.

2. 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

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.

3. 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

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.

4. 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

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.

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

5. 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

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.

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

6. 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

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.

7. 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

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.

8. 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

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.

9. 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

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.

10. 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

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.

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.

11. 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

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.

12. 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

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.

13. 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

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.

14. 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

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.

15. 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

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.

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

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

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

Answer

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.

17. 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

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.

18. 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

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 D are incorrect** because Earth, ASL World and Gallaudet University are not terms used for the Deaf world

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.

19. 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

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.

20. 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

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.

21. 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

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.

Multiple-Competencies Passage

Questions 22–24 refer to the following information.

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.

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

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

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

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.

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

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.

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

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

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.