

Non Manual Signals In ASL Agenda

- Lesson 1: Non-Manual Signals in American Sign Language
- Lesson 2: Non-manual Signals as Grammatical Markers
- Lesson 3: Mouthing in American Sign Language
- Lesson 4: Lexical Mouthing
- Lesson 5: Non-Manual Modifiers
- Lesson 6: More ASL Mouthing Part I
- Lesson 7: More ASL Mouthing Part II
- Lesson 8: The Importance of Non-Manual Signals in ASL

Class Agenda

Lesson 1: Non-Manual Signals in American Sign Language

Discusses the importance of NMS to ASL users. It includes a discussion on *facial expressions that represent emotions, constructed action, and conversation regulators*.

Lesson 2: Non-manual Signals as Grammatical Markers

NMS as *grammatical markers*.

Lesson 3: Mouthing in American Sign Language

Focuses specifically on mouth movements in ASL.

Lesson 4: Lexical (word) Mouthing

Lexicalized (vocabulary) NMS are discussed.

Lesson 5: Non-Manual Modifiers

Non-Manual modifier are discussed.

Lesson 6: More ASL Mouthing Part I

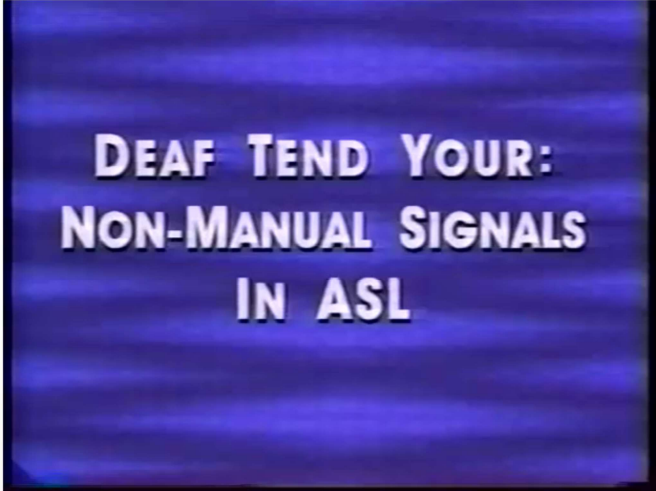
Lesson 7: More ASL Mouthing Part II

Examples of ASL mouth movements providing examples of sentences where they might occur.

Lesson 8: The Importance of Non-Manual Signals in ASL

Summary of the lessons

Non Manual Signals In ASL



DEAF TEND YOUR:
NON-MANUAL SIGNALS
IN ASL

[Video]

Hello there and welcome. My name is Bobby Beth Scoggins this video tape is about *Non-Manual Signals* which can also be referred to as *NMS*. Throughout the video tape you will hear the words Non-Manual Signals or NMS to refer to the same feature of American Sign Language.

Two researchers *Byron Bridges* and *Melanie Metzger* have examined the role of Non-Manual Signals in American Sign Language and we will present some of their findings in this video tape. But first I would like to share an experience I've had with Non-Manual Signals. (Bobby played Sarah, the main female character in *Children of a Lesser God*, 1,000 times with 13 different regional theater companies.)

I was touring as a professional actor and it resulted in a cultural conflict. While I was signing my lines a director asked that I reduce my use of facial expression. In trying to accommodate this request I discovered that I could not. Without the eyebrow movements and eye squinting which the hearing director thought of as facial expression, I was not truly using ASL. Non-Manual Signals an integral part of American Sign Language are the topic of this video tape.

Lesson 1

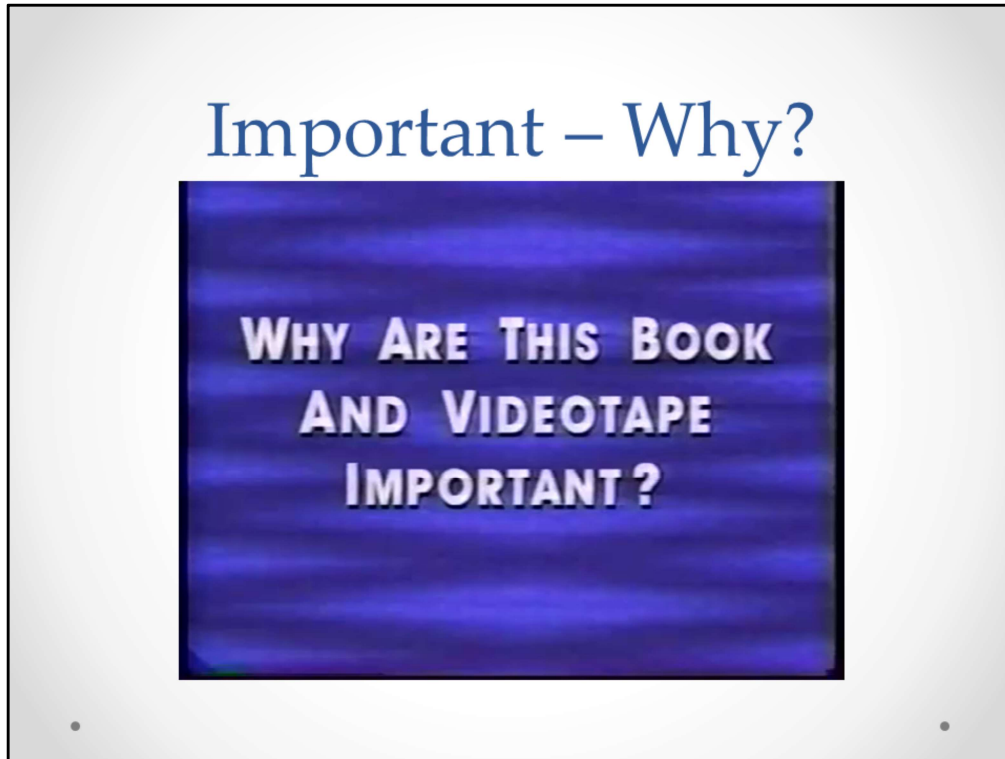
- **Non-Manual Signals in American Sign Language**
- Discusses the importance of NMS to ASL users. It includes a discussion on *facial expressions that represent emotions, pantomime/constructed action, and conversation regulators.*



Lesson 1

Non-Manual Signals in American Sign Language

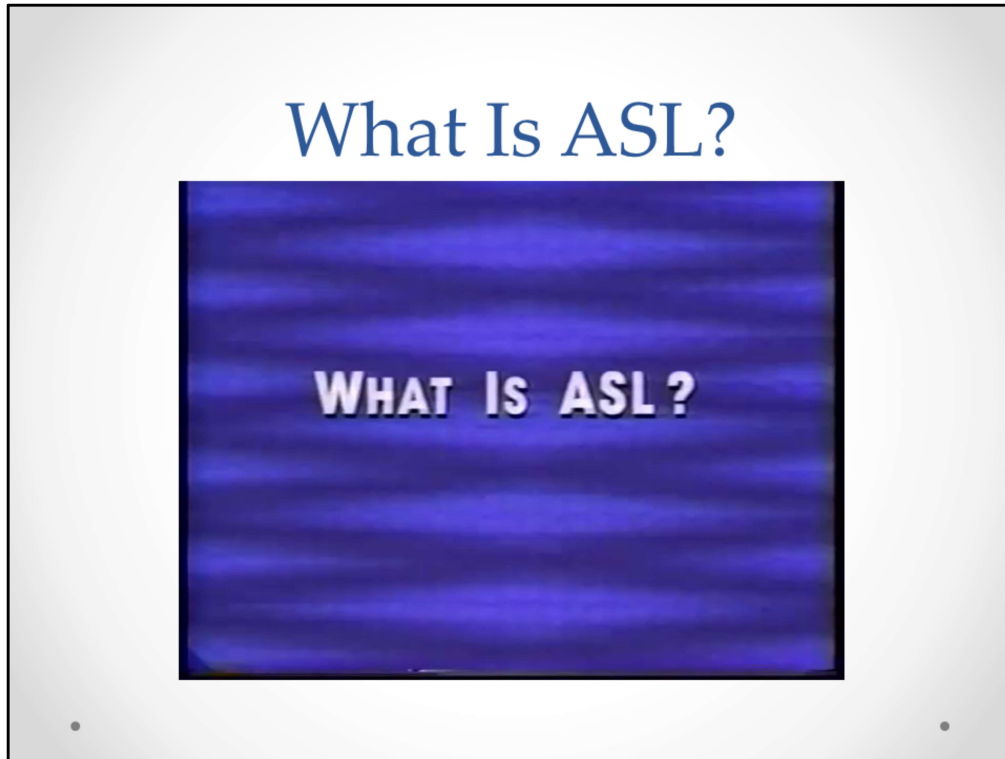
Discusses the importance of NMS to ASL users. It includes a discussion on *facial expressions that represent emotions, pantomime /constructed action, and conversation regulators.*



**Why Are This Book And Video Tape Important?
Important – Why?**

[Video]

A variety of resources are available with regard to various aspects of American Sign Language such as vocabulary, non-manual grammar, and the use of classifiers. But few of these resources include information specifically about ASL mouthing. Deaf Tense Your focus on mouthing in American Sign Language an aspect of the language without which second language learners might reach a plateau in learning ASL. If this plateau is reached frustration can be an outcome. Thus it is important to learn NMS. Additionally, in light of the fact that the Deaf community is diverse in its use of language this video tape will help you to identify when ASL is being used as opposed to any other form of signing. By studying the mouth movements that are used by ASL signers those who study the language should be better able to identify good models of ASL. This is one of the benefits of studying Non-Manual Signals.



What Is ASL?

[Video]

Before we discuss non-manual signals as a feature of American Sign Language, it is important to discuss ASL as a language. The literature harbors a verity of descriptions of ASL and native signers believe they are able to recognize when ASL is being used. Never the less ASL can be difficult to define. We do know that ASL exist of both manual and non manual features. Manual features refer to the signs as produced by the hands. Non-manual features include various aspects of facial expressions such as eyebrow movements, eye gaze, and mouthing. Defining the features of ASL can be important to second language learners who are interested in identifying people who are native users of ASL in order to immerse themselves in the language they are studying. I believe that I have a secrete that will help you to identify native ASL signers. In order to identify when a native signer is singing ASL keep a eye on the signers mouth and look for the use of ASL mouthing as opposed to other types of mouth movements.



So What Is ASL?

- ASL is comprised of:
 - Manual Signals=Signs
 - Non Manual Signals (NMS) =
 - Facial Expressions
 - Head and Body Movements

So What Is ASL?

It is necessary to begin with a discussion of the definition of ASL. Fortunately, an increasing number of researchers are devoting attention to this topic, since it is essential to understand what ASL is in order to acquire it or teach it correctly to others. **So what is ASL?** There are many different definitions of ASL. Few people have come to a complete agreement as to one clear and standardized definition of it. Whether one considers ASL to be the signing used by native signers born and raised by deaf ASL signers, or to be the signing of anyone who uses signs as a primary language, in our opinion one thing is clear: **ASL includes facial expressions, and head and body movements, also know as non-manual signals (NMS).** The reason NMS are so important is because it is through the use of these signals that an observer can recognize fluency in ASL, just as a person native to France or Germany can recognize a native speaker of their own language through pronunciation, rhythm and stress, and not only through vocabulary and grammar use.

Becoming Fluent in ASL

- The process of identifying who is fluent in ASL is relatively simple; those who use the mouth and tongue movements are almost always native users of ASL.
- Learning non-manual signals is **the door to becoming fluent in ASL**.
- ASL is a very rich language. NMS is only one small part of ASL. The ASL structure includes phonology, morphology, and syntax.
- With regard to NMS in ASL, the face may be divided in four parts: eyebrow, eyes, cheeks, and **mouth**.
- The mouth is used to show many things, including intonation and stress in ASL. In English, the meaning can be influenced by the speaker's use of intonation and stress.



EXAMPLE:

This is your pen.

This is your pen?

This is *your* pen.



Becoming Fluent in ASL

Deaf individuals come from a variety of backgrounds, not all deaf people are native ASL users. There are ways of discovering native ASL signers. **The process of identifying who is fluent in ASL is relatively simple; those who use the mouth and tongue movements which will be discussed in detail, are almost always native users of ASL.**

One purpose of this class is to assist in the identification of ASL, which, in turn, will help facilitate development of the appropriate use of NMS. **Learning non-manual signals is the door to becoming fluent in ASL.**

ASL is a very rich language. NMS is only one small part of ASL. The ASL structure includes phonology, morphology, and syntax.

But what are NMS? NMS focuses on the use of the face in signing ASL. **With regard to NMS in ASL, the face may be divided into four parts: eyebrows, eyes, cheeks, and mouth.**

The mouth is used to show many things, including intonation and stress in ASL. In English, the meaning of a sentence can be influenced by the speaker's use of intonation and stress.

Example:

This is your pen.

This is your pen?

This is *your* pen.

In ASL, the meaning of a sentence can be altered depending on what is done with the mouth and other parts of the face. Examples of ways that non-manual signals influence the meanings of ASL sentences will be addressed throughout this class.

There is a tremendous amount to learn about the use of the mouth in ASL, and much research remains to be done. The purpose here is to give you the opportunity to know what to look for with regard to NMS, to be able to observe and identify 50 various forms of NMS, and learn how to use them in the future.



Who Is This Video For?

[Video]

This video tape is for you – both hearing and Deaf people. The video tape is useful for anyone who is a part of or comes in contact with the Deaf community - including teacher, interpreters, parents, co-workers, and children. The companion book called “Deaf Tend Your” includes more in-depth information about non-manual signals and their use within the Deaf community. The video tape is especially beneficial for people interested in seeing non-manual signals demonstrated. Specific examples of NMS and sentence in which they naturally occur are included in the video tape so the book and video tape can be used in combination to get a complete picture of NMS. You’ll have fun using these resources.

[My Note]

Deaf Tend Your is class that will provide you with a complete picture of NMS using the book and video resources. I chopped up the video into 115 short clips and inserted them into PowerPoint slides so we can watch and learn at a manageable pace.

Non-Manual Signals In ASL

- The work of William C. Stokoe helped people to realize that ALS is an organized, structured linguistic system
 - This structure can best be described on the basis of **three categories** of linguistic that play a big role in the understanding of any language:
 - phonology* – study of small units of a language
(hand shape/ location/ orientation) TRAIN/SHORTLY SUMMER/UGLY/DRY
 - morphology* – focuses on meaningful utterances
WAIT [to wait] add circular movement [for a long time]
 - syntax* – rules that govern formation of grammar
- NMS are essential to forming the grammatical structure of certain question types, such as yes-no, and wh questions.



Non-Manual Signals In ASL

For many years, there was no formal recognition of the importance of facial expression in signed languages. It was not until **the work of William C. Stokoe that people even realized that ASL was an organized, structured linguistic system.** In 1956 Stokoe, with Dorothy Casterling and Carl Croneberg, published the first dictionary of ASL based on linguistic principles. This dictionary demonstrated that signs, like words, consist of parts. In spoken languages, words are built from small units of sound which are produced at a certain location in the mouth (with the tongue near the teeth, for example), in a specific manner (with air moving in a continuous stream or with an “explosion” of air, and so forth), and either with or without the voice. In English, these building blocks are combined in a series of consonant-vowel syllables in order to build meaningful words. The signs used in signed languages such as ASL are also built from small units. These units are visual and spatial and consist of handshape, location, and hand orientation. These visual-spatial units are combined in a series of movements and hold in order to build meaningful signs. Over the past thirty years, linguistic researchers have discovered much about the structure of ASL. **This structure can best be described on the basis of three categories of linguistic that play a big role in the understanding of any language:**

phonology – study of small units of a language

morphology – focuses on meaningful utterances

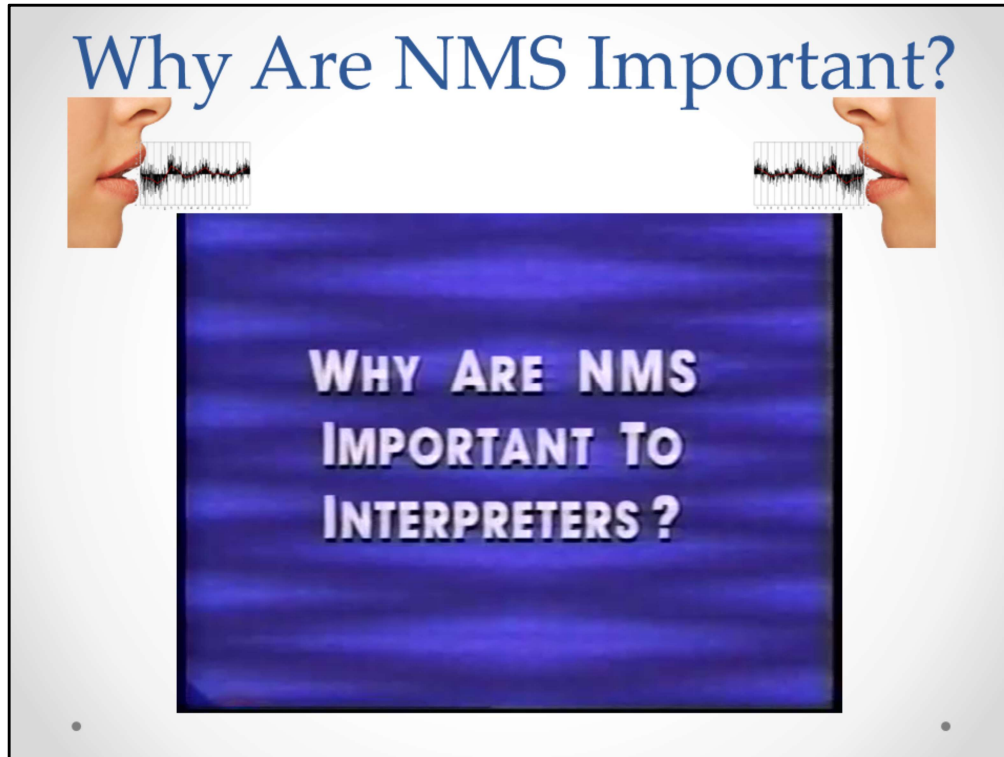
syntax – rules that govern formation of grammar

Phonology: The study of small units of a language and the ways in which they are used to create meaningful words and signs is referred to as phonology. Phonology deals with the

building blocks from which signs are formed in ASL, and how they are assembled into those signs. For example, manual signs are made up of handshapes (hand configuration) at certain places (location) around the body with the hands facing in a specific direction (orientation). These parts are combined in a series of movements and holds, to create meaningful utterances. To illustrate, the sign for TRAIN and SHORTLY use the same handshapes, location, and movement but differ in hand orientation. Similarly, the signs for SUMMER, UGLY, and DRY differ only in hand location but share common handshapes, orientation, and movement.

Morphology: focuses on meaningful utterances. Morphemes in ASL are those signs or processes which have very specific meanings associated with them. For instance, if one were to sign the verb glossed as WAIT, the sign has a meaning associated with it (which could be translated as “to wait” in English) and is, therefore, one example of a morpheme in ASL. If one were to add a circular movement while signing the verb WAIT, another specific meaning that can be translated into English as, “for a long time”. This process of movement has a meaning associated with it that remains constant even when accompanied by different ASL verbs. Morphology also relates to how new words are formed in a language, through processes such as compounding. RED-HAIR, FEEL-LIKE, BELIEVE, and FEEL-NOTHING are all examples of compound in ASL.

Syntax: refers to the rules that govern formation of grammatical sentences in a language. Syntax is especially relevant to NMS that function as grammatical markers. This will be addressed in Lesson 2 when discussing the fact that NMS are essential to forming the grammatical structure of certain question types, such as yes-no questions, and wh-questions, as well as for showing negation.



Why Are NMS Important?

[Video]

NMS are important to interpreters because they allow one to include some of the **intonation** aspects of a language. That is just as a pitch of the voice can impact on the meaning of a spoken utterance - the use of an ASL mouthing may impact the meaning of a signed utterance. Let me demonstrate:

CAR CL:3 PAST-OTHER-CAR PULL-A-HAIR

in conjunction with the sign PULL-A-Hair. They can be translated into English in the following:

IS – One car almost [CLOSE] hit another car.

BRRR- One [AWFUL] car *almost* hit another car.

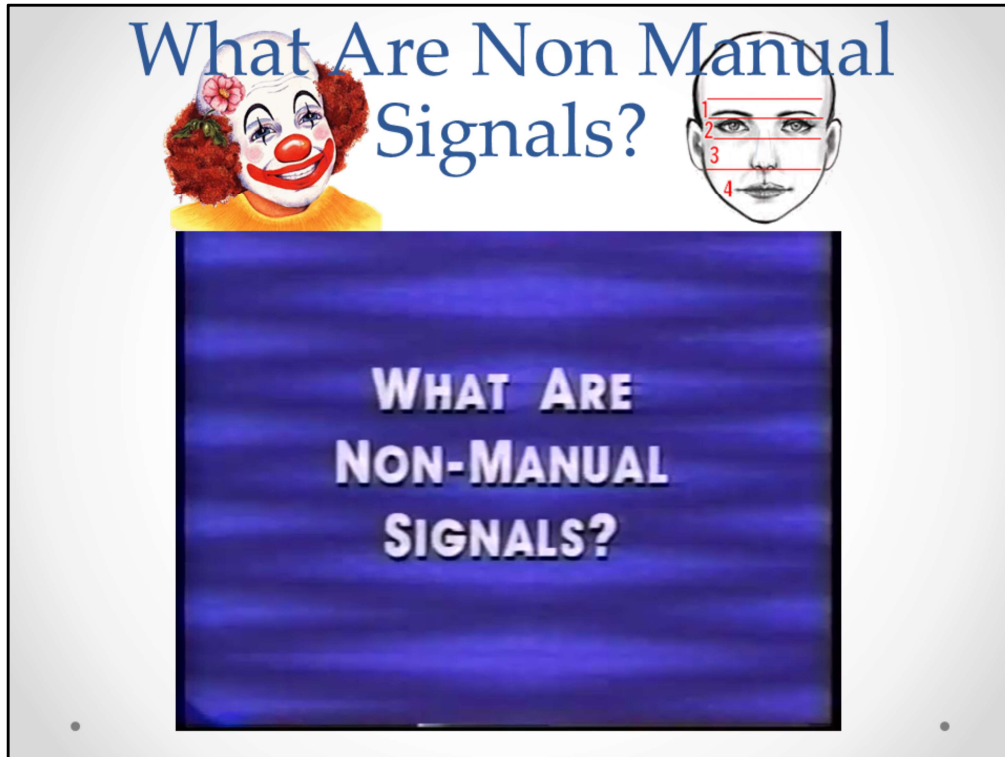
SOA- One [LUCKY] car almost *hit* another car.

The examples you've just seen demonstrate that ASL mouthing can serve a similar function to spoken English intonation.

[Book]

The discovery of the use of non-manual signals in ASL has proven significant in many ways. As will be discussed later, researchers have found that non-manual signals function as modifiers (such as adverbs), and they function grammatically in distinguishing certain clause structures as well. It is even possible that non-manual signals are able to serve as a

form of visual intonation, parallel in some ways to **intonation carried by vocal pitch** in spoken languages.

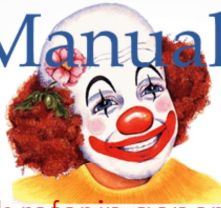


What Are Non-Manual Signals?

[Video]

Non-manual signals as they occur on the face can be divided into 4 types: These include **eyebrow movements**, which convey grammatical information, use of the **eyes** includes eye gaze and eye blinking both which are rule governing behaviors in ASL, employment of the **cheeks**, as seen in some ASL adverbs, and use of the **mouth** which we will be addressing in more detail. NMS can also include **head, shoulder and body movements** and even movements of the **nose** as in the wrinkled nose movement signaling an affirmative response (knew that). I would like to distinguish between ASL mouthing and English mouthing. English mouthing often accompany signs when they are produced in English word order. For example: *I did not go to the store*. Now let me do an ASL translation [NOT-YET GO STORE YET]. In the ASL translation one of the signs accompanied was accompanied by a particular ASL mouth movement where you can see the tongue protruding between the lips. In the former example every sign was accompanied by an English mouth movement.

Non-Manual Signals



- Non-manual signals refer in general to those aspects of ASL which do not involve the use of the hands. NMS are an integral part of ASL. These are **at least six different roles (functions)** known to be played by NMS:
 - 1) Reflections of emotional states (universal expressions)
 - 2) Constructed action,
 - 3) Conversation regulators
 - 4) Lexical
 - 5) Grammatical markers
 - 6) Modifiers such as adverbs [when, where, how, what]
- Each of these roles played by NMS has a **different function** in ASL. Representing a *signer's feelings*, *construction actions* of characters from narratives, and *regulators* (certain limits) of conversational discourse.

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Functions of NMS

NON-VERBAL COMMUNIATION

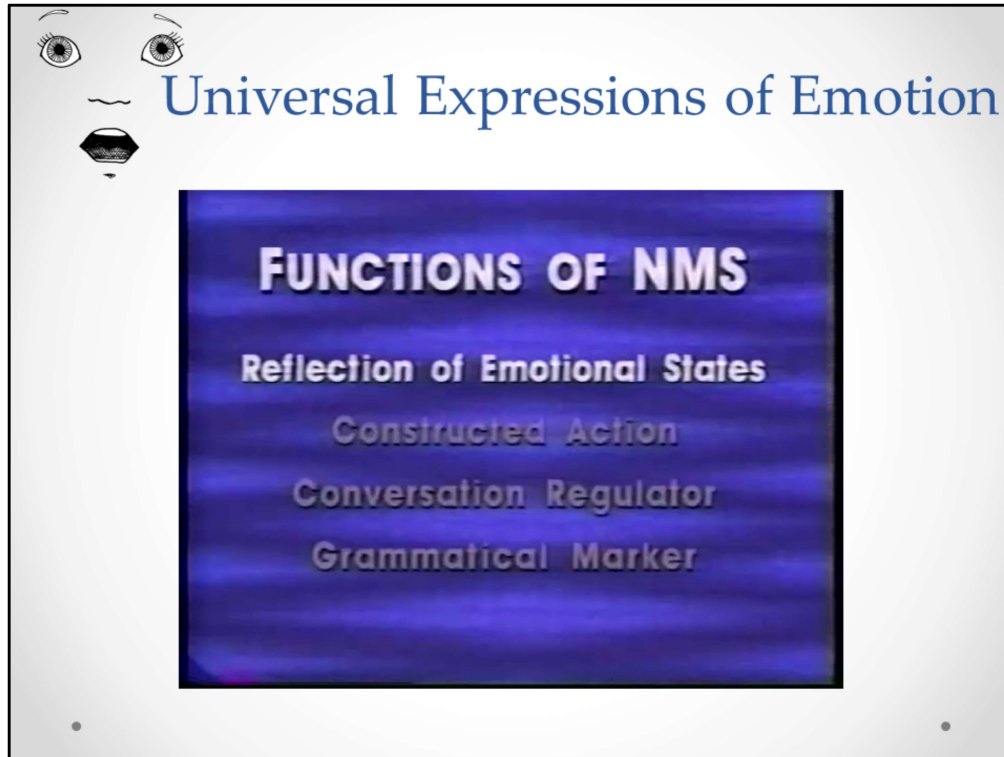
SPEAKS LOUDLY

FUNCTIONS OF NMS

- Reflection of Emotional States
- Constructed Action
- Conversation Regulator
- Grammatical Marker

[Video]


So far we've discussed Non-Manual Signals in ASL. Now we can look at wheatear spoken languages (English) include any *non verbal features* which might be compared with NMS found in Sing languages.



Universal Expressions of Emotion

[Video]

Let me show you some examples of facial expressions that represent various emotions such as happiness and sadness. When a person feels angry or surprised for example these emotions are identifiable via that individuals facial expressions. Facial expressions that represent emotions are universal and have been attributed to all language communities to both signed and spoken language users. I believe that the universal non manual and non verbal facial expressions that represent emotions are however very different from other types of non manual signals that are specifically linked to particular sign languages. (happy, sad, surprise or angry expressions are connected to the eyes and eyebrows which are universal – but below the eyes and the use of the mouth they are connected to ASL)



Universal Expressions of Emotion

- In many cultures it is well known, that a person's feelings can be observed by reflections in the face.


Surprised
Happy
Angry

These facial expression that reflect a person's feelings are universal. **The facial expression, such as that for surprise, which includes a dropped jaw and wide eyes, are consistent in form through many different cultures.**

Universal Expression of Emotion

In many cultures it is well known, that a person's feelings can be observed by reflections in the face. When someone is surprised, angry, or happy, these feelings can often be seen in the person's facial expressions. These facial expressions that reflect a person's feelings are universal. **The facial expression, such as that for surprise, which includes a dropped jaw and wide eyes, are consistent in form through many different cultures.**

When facial expressions reflect the emotions of a signer, this is a universal signal rather than one associated specifically with ASL. Nevertheless, the facial expressions of the signer are meaningful to the act of communicating, even though the reflection of the signer's feelings is not a purely linguistic act.



Universal Expressions of Emotion

Since certain facial expressions which express specific emotions appear to be universal, it seems logical that these same facial expressions will be used to represent the feelings of signers, as well. Facial expression can reflect the feelings of the signer. One needs to be careful to distinguish the use of facial expressions that show the signer's feelings from those facial expressions that occur within an ASL sentence, and either refer to the subject of the sentence (rather than the signer's feelings), or that are specifically related to a certain sign. For example, the facial expression for sadness will probably occur when a signer signs SAD, whether the signer feels sad or not. However, when the signer signs the following:

brows up
MY DOG DIE

with a sad expression, this reflects the signer's personal feelings about the death of the dog. This can be compared to the use of vocal intonations. Thus, a sentence such as:

My dog died.

could be spoken in a way that indicates whether the speaker is feeling shocked, saddened or relieved. Hearing, native English speakers will also have facial expressions that reflect their feelings of sorrow, or surprise, unhappiness, amusement, and so on.

Universal Expression of Emotion

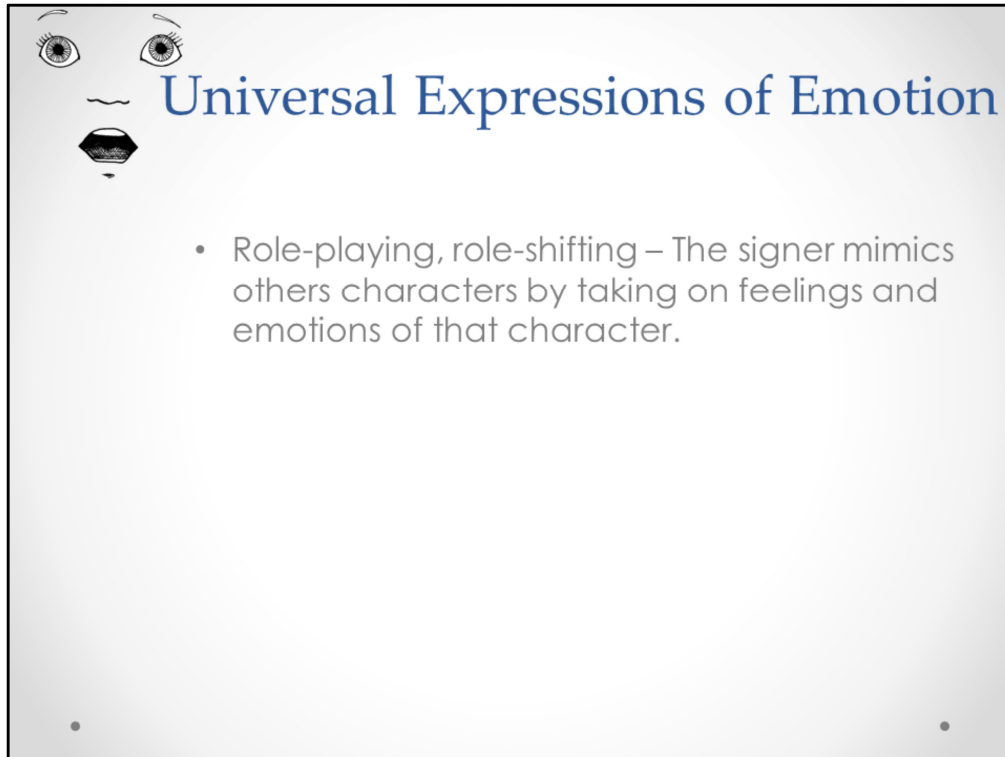
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Universal Expressions of Emotion

- Role-playing, role-shifting – The signer mimics others characters by taking on feelings and emotions of that character.

Universal Expression of Emotion

One last point to be made about how facial expression can show a signer's emotions. In ASL, one way of expressing what other people have said or done is through what has been referred to as role-playing, role-shifting, perspective shifting, or taking on the role of another. In such an instance, a signer might identify an upcoming action or quote as belonging to a specific person, as if to say, "Mary said..." When a signer quotes or represents the actions of another character, the use of facial expression could reflect the feelings of that other person (in this case, Mary).

Constructed Action



FUNCTIONS OF NMS

Reflection of Emotional States

Constructed Action

Conversation Regulator

Grammatical Marker

Constructed Action

[Video]

Constructed Action refers to a way a signer might represent the actions of someone they are talking about. For example if I were telling you about a boy who was stealing a cookie – I might look first to one side and then the other side as a way of representing what the boy would do if he were not trying to get caught in the act. That is an example of *Constructed Action*.

Constructed Action



- Role-playing, Role shifting (taking on the role of another)
- Constructing people's actions includes:
Gesturing/Signing
Looking and moving in the direction of the character they are portraying.
- Eye Gaze – Adult/Child

Constructed Action

Constructed action refers to a way in which ASL signers tell stories about other people and places. Traditionally referred to as role-playing, role shifting, or taking on the role of another, constructed action is a way of telling narratives in which the signer represents actions and dialogue of others from another time or place. Constructing people's actions can include not only gesturing and signing what they supposedly once said, but also can include **looking in the direction they looked, and moving the body to distinguish certain mannerisms**. For example, if a signer is telling a story about an interaction between a child and an adult, one might see the signer looking up at an imaginary adult while representing the child.

Constructed Action



- Constructing actions and dialogue, also called performatives, have also been described as **a form of pantomime**.
- A distinction between gestures, pantomime, and signs – gestures are spontaneous hand or arm movements that are made while a person is speaking. An example of this would be when someone is moving their arm in circles while saying in English: *...and the slide at the playground went around and around...* Pantomime, on the other hand, refers specifically to the use of hands, body, head and face to represent specific objects or actions.
- Constructed action is not limited to human characters or narratives. **The types of non-manual signals involved in constructing actions are extensive and include eye gaze and facial expressions, as well as head and body movements.**

Constructed Action

Constructing actions and dialogue, also called performatives, have also been described as **a form of pantomime**. A distinction between gestures, pantomime, and signs – gestures are spontaneous hand or arm movements that are made while a person is speaking. An example of this would be when someone is moving their arm in circles while saying in English: *...and the slide at the playground went around and around...* Pantomime, on the other hand, refers specifically to the use of hands, body, head and face to represent specific objects or actions.

PENNY MAN

Sign: PENNY MAN then reach into your pocket and pull out your hand such that the fingers seem to have a penny in them. Next – put hand behind your shoulder and appear to drop the penny behind your back.

Only the signs PENNY and MAN are actual signs. The rest of the actions are a form of pantomime. While pantomime is a form of communication which is not limited to any particular language, this aspect of ASL has received increased attention among researchers in recent years.

Constructed action is not limited to human characters or narratives. The types of non-manual signals involved in constructing actions are extensive and include eye gaze and facial expressions, as well as head and body movements



Conversation Regulator

ASL has rules governing the use of eye gaze. Eye gaze can regulate turn taking in a conversation. I've noticed it's okay for me to look away to look at someone who is signing to me in order to wave at a passerby. However to gaze upward or downward in the mist of a conversation would prove very disruptive. It seems certain types of eye gaze are not permitted in ASL.

Conversation Regulators



- When two or more people are engaged in a conversation, there are unconscious techniques people use that help to determine who talks when, and how people take turns within the conversation. These techniques are a form of NMS.
- **Eye gaze** is frequently used to regulate who has the floor during an ASL conversation. Essentially, a signer in conversation has the option to either make eye contact or not make eye contact. Generally, a signer makes eye contact to begin a turn, and then looks away while signing. When the signer makes eye contact again, it is either to check to make sure the message is being understood, or to allow someone else to have a turn in the conversation.
- **Eye gaze** has also been found to be a regulator for classroom conversations.

Conversation Regulators

When two or more people are engaged in a conversation, there are unconscious techniques people use that help to determine who talks when, and how people take turns within the conversation. These techniques are a form of NMS.

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Eye gaze has also been found to be a regulator for classroom conversations.

Conversation Regulators



- It seems likely that there are rules that govern the direction of **eye gaze**; side-to-side gazes seem to be natural in conversation where as gazes up and down seem to not be allowed, or to carry different meanings.
- Based on findings regarding **eye gaze**, it is clear that appropriate use of NMS to regulate conversations can help students of ASL avoid seeming rude by inadvertently using inappropriate **eye gaze**.

Conversation Regulators

It seems likely that there are rules that govern the direction of **eye gaze**; side-to-side gazes seem to be natural in conversation where as gazes up and down seem to not be allowed, or to carry different meanings. The use of **eye gaze** can fulfill many different functions as an NMS in ASL. When two or more people engage in conversation, **eye gaze** has been shown to be an important technique for regulating conversations in a variety of situations. Based on findings regarding **eye gaze**, it is clear that appropriate use of NMS to regulate conversations can help students of ASL avoid seeming rude by inadvertently using inappropriate **eye gaze**.

Lesson 1 Review

- 1) Whose work helped people to realize that American Sign Language is an organized, structured linguistic system?
- 2) Are all deaf people native ASL signers? Why or why not?
- 3) To what does the term non-manual signal (or NMS) refer?
- 4) List three functions carried out by non-manual signals.
- 5) Describe one type of non-manual behavior that is universal and one that is language specific.
- 6) Make up a sentence in ASL which involves both reflections of emotional states and constructed action.

Lesson 1 Review

- 1) Whose work helped people to realize that American Sign Language is an organized, structured linguistic system?**

William C. Stokoe

- 2) Are all deaf people native ASL signers? Why or why not?**

No, Not all Deaf people are raised in a Deaf family, attend Deaf schools or have a consistent exposure to ASL and have appropriate use of MNS.

- 3) To what does the term non-manual signal (or NMS) refer?**

Aspects of ASL that don't involve the use of the hands.

- 4) List three functions carried out by non-manual signals.**

*1) reflections of emotional states, 2) Constructed action, 3) Conversation regulators
4) Lexical 5) Grammatical markers 6) Modifiers such as adverbs*

[when, where, how, what]

- 5) Describe one type of non-manual behavior that is universal and one that is language specific.**

SURPRISE (universal) / SAD (specifically related to a certain sign or language specific)

- 6) Make up a sentence in ASL which involves both reflections of emotional states and constructed action.**

Sign PENNY MAN story – under Constructed Action (surprise [universal reflection] pantomime story and include eye gaze when penny drops over shoulder)

Lesson 2

- **Non-Manual Signals As Grammatical Markers**
- NMS as *grammatical markers*.



Lesson 2

Non-Manual Signals As Grammatical Markers

NMS as *grammatical markers*.

Non-manual markers (NMM) consist of the various facial expressions, head tilting, shoulder raising, mouthing, and similar signals that we add to our hand signs to create meaning. There are grammatical NMS, transition markers, mouth morphemes, and emotional markers.

Non-Manual Signals As Grammatical Markers



- Many grammatical markers in ASL involve the use of non-manual signals. Non-manual signals that convey grammatical information can also take other forms, such as eyebrow movement. Information carried by eyebrow movements can distinguish one type of sentence from another in ASL. **Eyebrows feature of the face often functions as a grammatical marker in ASL.**
- **When NMS distinguish questions and statement types they are called grammatical markers.** Research on grammatical markers has revealed that NMS are involved in many aspects of ASL grammar including topicalization, relative clauses, conditionals, yes-no questions, wh-questions, rhetorical questions, and negation.

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Grammatical Marker



FUNCTIONS OF NMS

Reflection of Emotional States

Constructed Action

Conversation Regulator

Grammatical Marker

Grammatical Markers

Grammatical Markers refer to the ways NMS distinguish among sentence types in ASL. Eyebrow movements distinguish among Wh-questions, rhetorical questions and conditionals.

Topicalization



- Topic-comment structure involves first stating the thing that will be talked about, and then making a statement or asking a question about that thing. What is to be talked about can include first stating either the subject, the object, or the verb phrase. **Topicalization involves the use of specific NMS – namely, raising of eyebrows accompanied by a slight backward tilt of the head.**

brow raise

WOMAN LIKE CAT
subject

As for the woman, she likes the cat.

brow raise

CAT WOMAN LIKE
object

As for the cat, the woman likes it.

brow raise

LIKE CAT WOMAN
verb phrase

As for liking the cat, the woman does.

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Relative Clauses



- A relative clause is the part of a sentence in which the speaker or signer clarifies something about the subject, or relates it to something that will be known or remembered by the person receiving the message. In this way, relative clauses help to specify to whom or what the signer is referring. They are accompanied by specific NMS. Relative clauses generally seem to occur with the noun that they describe. Often, relative clauses can make use of signs such as, REMEMBER OR KNOW-THAT, KNOW or even THAT. Nevertheless, the NMS that accompany relative clauses in ASL include raised eyebrows, slight backward head tilt, and an upper lip raise.

brows up, hd tilt, upper lip raise

KNOW GIRL RED-HAIR THAT
INDEX MY SISTER

The girl who has the red hair is my sister.

brows up, hd tilt, lip raise

BOY RECENTLY GO
STEAL MONEY

The boy who just left took the money

- If the sentences were signed without the NMS, the meaning of the sentences would be altered:

The boy just went to steal some money.

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Conditionals



- Another type of sentence that is used in many languages is one that expresses a result which is based on a given condition.

If you do your homework, then you can have ice cream.

The result is that ice cream will be available, but the result is dependent on one condition; that the homework has been completed. In English, a sentence that includes a condition-result, or a conditional can easily be identified by the use of if and then.

If you do your homework, you can have ice cream.

Do your homework and you can have ice cream.

The result part of the sentence does not have to be a statement. This part of the sentence could just as easily be a question:

If I do my homework, can I have ice cream?

- NMS associated with conditionals seems to include an eyebrow raise and head rotating throughout the conditional part of the sentence. In addition, on the final sign, the signers head is thrust outward and downward.
- Without the NMS the sentence might be roughly translated as
The homework gave me ice cream.

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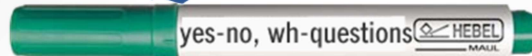
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Questions



- In English, there are two basic types of questions people ask questions that can be answered with a simple yes or no response, or **yes-no questions**, and interrogative questions which require more detailed answers and which begin with words such as what, why, where and so forth and thus referred to as **wh-questions**. ASL makes use of special questions which are not intended to elicit a response, but merely give the signer and opportunity to supply the intended information. Many languages make use of this type of “unanswered” question which is called a **rhetorical question**.
- The NMS include raised eyebrows with the head and/or the body tilted forward.

hd frwd, brow raise

MARY LIKE JANE

Does Mary like Jane?

Without the use of NMS this would be construed as:

Mary likes Jane.

Yes-no Questions

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Does Mary like Jane?

Without the use of NMS this would be construed as:

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Wh-Questions



- In addition the yes-no question NMS must be present, but they must occur at the correct time within the sentence. For instance, if the raised eyebrows and forward head and/or body tilt are only present during one or two of the signs, the question is not well-formed. Thus, it is not only important for the NMS represent certain grammatical aspects of ASL, but also when to apply them.
- Wh-questions use NMS that are described as a “brow squint” combined with a head tilt. These NMS can accompany a manual sign such as the sign WHAT made with two hands, palms open in front of the signer.

brow squint

EAT WHAT

What are you eating?

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EAT WHAT

What are you eating?

Rhetorical-Questions



- Rhetorical questions may be accompanied by signs that normally are involved in wh-questions, such as WHY, WHO, WHEN, WHERE, WHAT, as well as the signs REASON and FOR-FOR. However, the NMS that occur with rhetorical questions are different from the NMS that occur with interrogative wh-question. For rhetorical questions the NMS includes raised eyebrows and a small shake or tilt of the signer's head. Again, it is the NMS that make clear what type of question is being asked.

hd tilt/shk

ME HUNGRY WHY NOT-YET EAT ALL-DAY
I'm hungry because I didn't eat today.

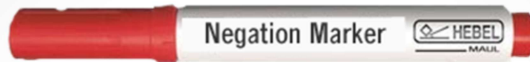
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Negation



- The use of head shaking and frowning or squinting to indicate negation in ASL has been researched for many years. The use of NMS can be sufficient to indicate the negative of a sentence.

hd shk

GIRL NOT HERE

The girl is not here.

hd shk

GIRL HERE

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- The second example is dependent on the use of NMS to distinguish between the statement the girl is present and that the girl is *not* here.

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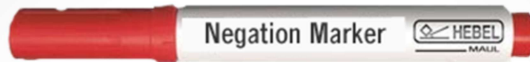
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Negation



- This is yet another example of the importance of NMS as grammatical markers. A single signed utterance can have a multitude of meanings depending solely on the NMS which accompany the signs.

nod
GIRL HERE
The girl is here

brow up, hd frwd
GIRL HERE
Is the girl here?

hd shake
GIRL HERE
The girl is not here.

- Clearly grammatical markers are the NMS which distinguish statements and questions in ASL. NMS are integral to many aspects of ASL grammar, including topicalization, relative clauses, conditionals, yes-no, wh, rhetorical questions, and negation.

Negation Continued

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Lesson 2 Review

- 1) Which feature of the face often functions as a grammatical marker in ASL?
- 2) What are grammatical markers?
- 3) What does the term topicalization (or the topic-comment structure) involve?
- 4) What is a relative clause? What NMS are associated with this structure in ASL?
- 5) Give an example of a conditional in English. What MNS are involved in ASL condition.
- 6) ASL makes use of at least three different types of questions. List three types of questions and the NMS associated with them.
- 7) What NMS are associated with negation in ASL?
- 8) Make up a sentence in ASL which can mean two or more different things, depending on the NMS

Lesson 2 Review

1) Which feature of the face often functions as a grammatical marker in ASL?

Eyebrows

2) What are grammatical markers?

When NMS distinguish question and statement types they are called grammatical markers.

3) What does the term topicalization (or the topic-comment structure) involve?

It involves the use of specific NMS – namely, raising of eyebrows accompanied by a slight backward tilt of the head.

4) What is a relative clause?

The part of a sentence in which the speaker or signer clarifies something about the subject, or relates it to something that will be known or remembered by the person receiving the message.

What NMS are associated with this structure in ASL?

Signs such as: REMEMBER or KNOW-THAT, KNOW or even THAT and Raised eyebrows, slight backward head tilt, and an upper lip raise

5) Give an example of a conditional in English.

If you do your homework, then you can have ice cream.

What MNS are involved in ASL condition.

It involves an eyebrow raise and head rotation throughout the conditional part of the sentence. In addition, on the

final sign of the conditional, the signer's head is thrust outward and downward. (a nod)

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Yes-no Wh and rhetorical questions

7) What NMS are associated with negation in ASL

The use of head shaking and frowning or squinting to indicate negation.

8) Make up a sentence in ASL which can mean two or more different things, depending on the NMS

Lesson 3

- **Mouthing In American Sign Language**
- Focuses specifically on mouth movements in ASL.



Lesson 3

Mouthing in American Sign Language

Focuses specifically on mouth movements in ASL.



Welcome to the World of NMS

[Video]

Now, Byron Bridges will explain two functions specifically **associated with ASL mouthing**. I hope that you enjoy the challenge of learning about ASL mouthing. Welcome to the wonderful world of Non-Manual Signals.

Mouthing

- Mouth movements are an essential part of ASL and its structure, that when signing excludes them it is often ungrammatical or unclear. It is important to understand the concept behind them and the role they play in ASL.
- The use of mouth movements in signed languages have been described in two ways by some researchers. Some mouth movements are seen to be wholly related to the signed language while other mouth movements are described as remnants from the spoken language used in the same country. This is called “mouthing” or “word pictures”.
- English mouthing is as the mouthing that accompanies certain nouns, numbers, question words, finger spelling and so forth.
- ASL mouthing is as the mouth movements that function as adverbs, verbs, and modals in ASL.



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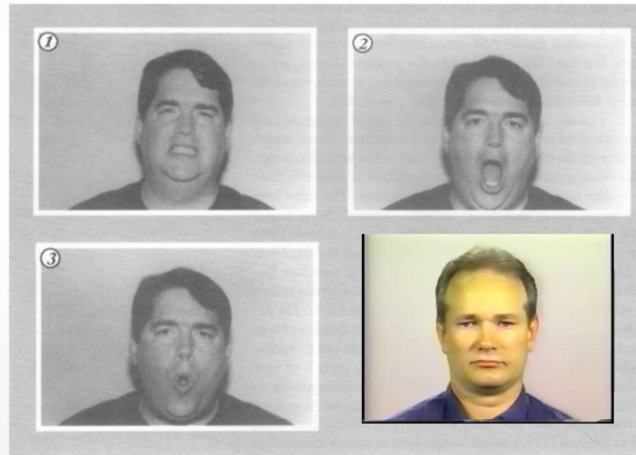
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English mouthing is as the mouthing that accompanies certain nouns, numbers, question words, finger spelling and so forth.

ASL mouthing is as the mouth movements that function as adverbs, verbs, and modals in ASL.

SOA

- SOA= mouth flat and wide followed by rounded lips
- SOA occurs with signs such as PEEVED, HATE, SMART, CHEAP, EXPENSIVE, PROUD, FULL, and LUCKY.



SOA

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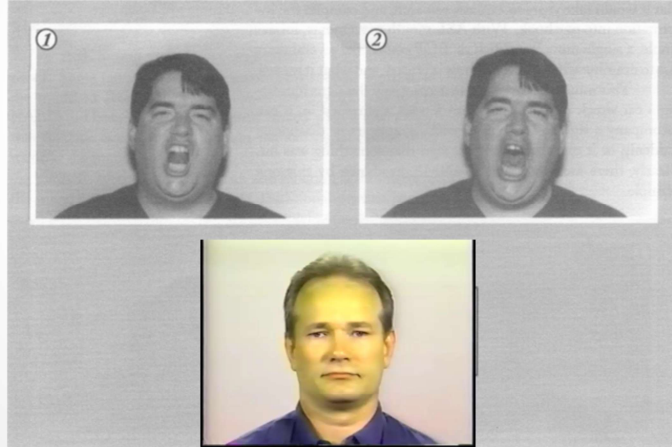
ASL mouth movements tend to be problematic for non native users. This seems to be due to the fact that non-native signers do not necessarily notice non-manual signals. Learning NMS is easier when one knows what to look for; what certain NMS look like, and when they occur. The following examples are good indications of native competency in ASL: SOA, LR-LR, and CHA.

If people never use these facial expressions, then chances are they are not native users. Informal observation also indicate that those who know and use ASL mouth movements have an easier time signing ASL rather than signing English or some form of contact signing.

The use of mouth movements as an NMS in ASL is the major focus of this class.

LR-LR

- LR-LR mouth open, lips forward, tongue moving up and down
- LR-LR is used to indicate that the addressee should look in the direction of the signer's eye gaze



LR-LR

LR-LR mouth open, lips forward, tongue moving up and down

LR-LR is used to indicate that the addressee should look in the direction of the signer's eye gaze

BOP

- BOP= mouth closed, then open, then mouth closed
- Indicating a car wreck in which the front fender is smashed in, a sign to indicate something appears or disappears suddenly, or it can accompany the sign that something was hit



BOP

With ASL mouth movements, for example, a single movement such as BOP could take several years just to examine where it occurs, how it is used, and what it means.

This mouth movement can accompany the signs indicating a car wreck in which the front fender is smashed in, it can accompany a sign to indicate something appears or disappears suddenly, or it can accompany the sign that something was hit. Clearly, there are many uses for, NMS as shown by this one example.

CHA

- **CHA**= lips rounded and forward followed by mouth open wide
- This **NMS** can be used with classifiers to mean huge



CHA

Another example of mouthing in ASL is CHA. This example of NMS can be used with classifiers to **mean a huge stack** of something, a giant cup such as 7-11 big gulp, or a giant pizza. This seems to be an obvious meaning that matches the NMS when you see it in motion, but there are other NMS that are very ambiguous and for which it is difficult to determine and distinguish the difference.

IS & OOO

- IS= mouth wide and flat, teeth visible through corners of mouth.



- OOO=lips rounded

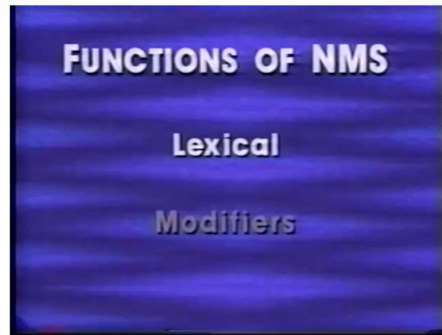
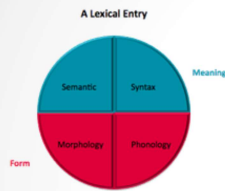


- The meaning of the sign would be modified when
- used in conjunction with the sign PULL-A-HAIR •

IS & OOO

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The function of ASL mouth movements



4 broad categories of NMS usage: 1)Reflection of Emotion, 2)Constructed Action, 3)Conversation Regulator, 4)Grammatical Markers

Two specific functions are *Lexical* and as a *Modifier*

Examples of **Lexical** ASL mouthing:

A single ASL mouthing can be assigned to 1 sign but can not be assigned to others.

PAH=FINALLY - but can't be used with: HAPPY, WALK, CHAT

VA VA= HAVE - but can't be used with: HAPPY, WALK, CHAT

LR LR= LOOK AT - but can't be used with: HAPPY, WALK, CHAT

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Two specific functions are *Lexical* and as a *Modifier*

[Video]

Greetings! We've just discussed 4 broad categories of NMS usage. Now I'm gonna focus on two more specific functions specifically related to ASL mouthing. One category is *Lexical NMS* and the other is where mouthing serves as a *modifier*.

Here are some examples of the former (Lexical NMS):

PAH=FINALLY

A single ASL mouthing can be assigned to 1 sign but can not be assigned to others.

PAH=FINALLY

But can't be used with: HAPPY, WALK, CHAT

Here's another example:

It is correct to use this NMS with this sign but other signs can not be substituted.

VA VA= HAVE

But can't be used with: HAPPY, WALK, CHAT

Hear is yet another example:

This particular NMS is attributed to 1 sign but not to others signs

LR LR=LOOK AT

But can't be used with: HAPPY, WALK, CHAT

These are all examples of Lexical ASL mouthing. An Lexical NMS is linked to a particular ASL sign – other signs cannot be substituted.

The function of ASL mouth movements

- ASL mouth movements can be used for a variety of purposes. Some mouth movements **accompany specific signs**, as in the mouthed PAH which occurs with the sign glossed as FINALLY. These NMS are so closely linked with a given sign, that in some circumstances the non-manual signal can be used without the manual sign.

- Two functions of ASL mouth movements are:

Lexical NMS signs (lexical means: one word linked to one sign or an independent meaning)

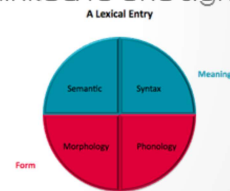
Lexical signs are linked to a particular sign and other signs can't be substituted

PHA=FINALLY

VA VA= HAVE

LR LR= LOOK AT

Modifier NMS signs (modifier means: changer)



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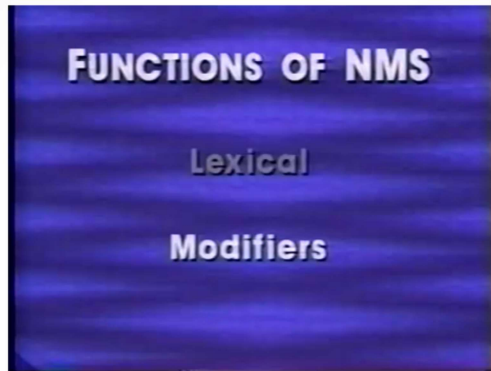
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The function of ASL mouth movements



A specific ASL mouthing might be used with a variety of ASL signs
SOA (WOW, SMART, SICK)

A variety of ASL mouthing's can be used with a single ASL sign.
IS, (SMART)
BRRR, (SMART)
• SOA (SMART) •

The function of ASL mouth movements

[Video]

Another function of ASL mouthing is as a modifier.

A specific ASL mouthing might be used with a variety of ASL signs or

A variety of ASL mouthing's can be used with a single ASL sign.

Here is an example of the former:

A specific ASL mouthing might be used with a variety of ASL signs

SOA (WOW, SMART, SICK)

As you can see a single ASL mouthing accompany a variety of ASL signs.

Now an example of the latter:

A variety of ASL mouthing's can be used with a single ASL sign.

IS, (SMART)

BRRR, (SMART)

SOA (SMART)

A single ASL signs is used with a variety of ASL mouthing's.

Here is yet another example:

BRRR (COLD, BORED, CHAT)

These are all examples of ASL mouthing's being used as ASL modifiers. This video tape

provides examples of both uses of NMS that I just described. You will have an opportunity to view a particular ASL mouthing in isolation then via the given exercises to see examples of how the NMS can be appropriately used in ASL sentences. Have fun.

The function of ASL mouth movements

- **ASL mouth movements can also function as modifiers** to the manual portion of the message. Traditionally, when people teach signs in ASL, they do not always explain which NMS can accompany that particular sign, or how it modifies the meaning of the sign.
- An example of ASL mouth movements as a “modifier” of the sample sentence:

CAR CL:3 PAST-OTHER-CAR PULL-A-HAIR

- The meaning of the sign would be modified by the use of three NMS,
- **IS** [CLOSE]
- **BRRR** [AWFUL]
- **SOA** [LUCKY]

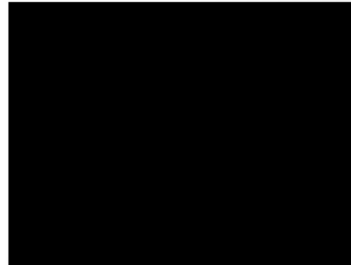
in conjunction with the sign PULL-A-Hair. They can be translated into English in the following:

IS – One car almost [CLOSE] hit another car.

BRRR- One [AWFUL] car *almost* hit another car.

SOA- One [LUCKY] car almost *hit* another car.

- This is how the use of these NMS modifies the accompanying sign. We compare this to the use of **intonation in spoken languages**, in which the pitch and stress of an utterance can influence its meaning. Without the NMS, there is less clarity and detail in the signer’s message.



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IS [CLOSE]

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influence its meaning. Without the NMS, there is less clarity and detail in the signer's message.

The function of ASL mouth movements

- As discussed, natural expressions tend to be somewhat universal, For example, with regard to the expression which shows surprise, one would see the same kind of expressions from Africans, Americans and Italians. This universality does not appear to hold true for the NMS of ASL. For Portuguese, there are some things that are commonalities between Spanish and Italian Sign Language (LIS). Nevertheless, a signer of one language cannot fully understand a signer of the other language. Similarly, there appears to be some facial expressions in LIS that are similar to NMS in ASL. **The function and meaning of these NMS vary from signed language to signed language**, and thus, unlike expressions of emotions, NMS is part of the structure of the language itself.
- In general, NMS tend to be used in informal contexts. It seems to be less common to see extensive use of the type of ASL mouth movements discussed here in formal ASL. Perhaps this is a lingering result of an outdated view that use of ASL reflects poor language skills, This type of attitude can influence when, where, and how native signers use ASL. Nevertheless, **ASL mouth movements occur in informal ASL, might occur in formal ASL, might occur in contact signing, but generally do not occur in English-like signing.**
- Not all signers use NMS. Through informal observation, it seems that those who incorporate the use of ASL mouthing into their signing are often native users.



The function of ASL mouth movements

As discussed, natural expressions tend to be somewhat universal, For example, with regard to the expression which shows surprise, one would see the same kind of expressions from Africans, Americans and Italians. This universality does not appear to hold true for the NMS of ASL. For Portuguese, there are some things that are commonalities between Spanish and Italian Sign Language (LIS). Nevertheless, a signer of one language cannot fully understand a signer of the other language. Similarly, there appears to be some facial expressions in LIS that are similar to NMS in ASL. **The function and meaning of these NMS vary from signed language to signed language**, and thus, unlike expressions of emotions, NMS is part of the structure of the language itself.

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Not all signers use NMS. Through informal observation, it seems that those who incorporate the use of ASL mouthing into their signing are often native users.

Lesson 3 Review

- 1) List two functions of ASL mouth movements.
- 2) How do NMS differ from universal natural facial expressions?
- 3) In what context are NMS generally used?
- 4) What is the difference between ASL mouthing and English mouthing?
- 5) To what does CHA refer?
- 6) With what sign does the ASL sign PAH occur?
- Find three ASL sentences involving natural facial expressions, and three sentences involving NMS from ASL.

Lesson 3 Review

1) List two functions of ASL mouth movements.

Lexical and Modifiers

2) How do NMS differ from universal natural facial expressions?

The function and meaning vary from language to language

3) In what context are NMS generally used?

Informal ASL, might occur in formal ASL, might occur in contact signing

4) What is the difference between ASL mouthing and English mouthing?

ASL functions as adverbs, and verbs. English accompanies certain nouns, numbers, questions and fingerspelling

5) To what does CHA refer?

HUGE

6) With what sign does the ASL sign PAH occur?

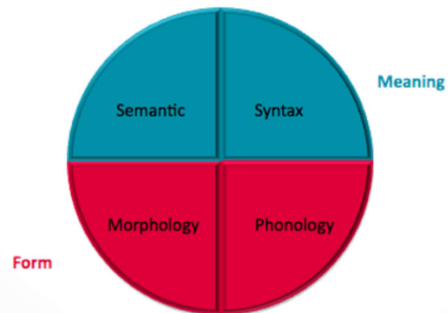
FINALLY

Find three ASL sentences involving natural facial expressions, and three sentences involving NMS from ASL.

Lesson 4

- **Lexical (word) Mouthing**
- Lexicalized (vocabulary) NMS are discussed.

A Lexical Entry











Lesson 4

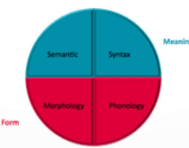
Lexical (word) Mouthing

Lexicalized (vocabulary) NMS are discussed.

Lexical Mouthing

<ul style="list-style-type: none"> • PAH  • LR-LR  • AF-FO  • SAM  	<ul style="list-style-type: none"> • FISH  • VA-VA  • FA-UP  • GA-GA-GA 
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A Lexical Entry



Lexical Mouthing

The NMS that have been addressed so far might function as grammatical markers. They might represent a signer's feelings at a specific time, or they might be used during spontaneous conversations to help regulate whose turn it is to speak. These non-manual signals might occur in conjunction with a variety of different signs. Sometimes, however, a specific facial expression or mouth movement is linked with a specific sign. This is called lexical NMS. Whenever that particular sign occurs, the appropriate facial expression will occur with it.

BITE
RELIEVED
SLEEP-IN
NOT-YET

Some signs are so commonly used and associated with the specific facial expression that the NMS alone can be used without the manual sign and still be understood such as NOT-YET, in conjunction with the manual sign. Without the manual sign, the NMS carries an identical meaning and is understood to mean NOT-YET .

Unlike other forms of NMS which might vary depending on the mood of the speaker or the situation in which it occurs, NMS that are linked with specific manual signs occur either with the sign or in some cases in place of it. This lesson will cover **eight lexical NMS**.

PAH
LR-LR
AF-FO
SAM

FISH
VA-VA
FA-UP
GA-GA-GA

PAH - FINALLY

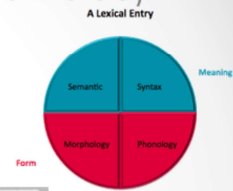
PAH mouth closed, then mouth opens (air exhaled)

- ME GRADUATE #MA FINALLY

I finally got my master's degree.

- ME WAIT WAIT FINALLY BUS ARRIVE

It sure took a long time for the bus got here



PAH – FINALLY

PAH mouth closed, then mouth opens (air exhaled)

ME GRADUATE #MA FINALLY

I finally got my master's degree.

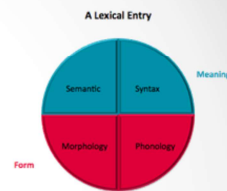
ME WAIT WAIT FINALLY BUS ARRIVE

It sure took a long time for the bus got here

LR-LR

LR-LR- mouth open, lips forward, tongue moving up and down- Eye gaze-

- Hey LOOK-AT TEACHER LOOK AT!
Hey you guys, look at the teacher!
- TOM BROKE PANT ZIPPER CL:B LOOK AT!
Look at Tom, his fly is broken.



LR-LR

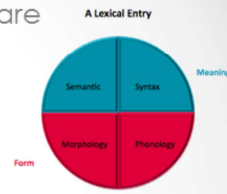
LR-LR- mouth open, lips forward, tongue moving up and down- Eye gaze-

Hey LOOK-AT TEACHER LOOK AT!
Hey you guys, look at the teacher!

TOM BROKE PANT ZIPPER CL:B LOOK AT!
Look at Tom, his fly is broken.

AF-FO

- AF-FO- Mouth starts open and wide, then bottom lip touches bottom of the top row of front teeth. Finally, lips are rounded. Used with “Have to”
- WORK ME HAVE-TO GO
I've got to run to the office.
- BOSS SAY ME HAVE-TO WORK TOMORROW
My supervisor says I've got to go to work tomorrow.



AF-FO

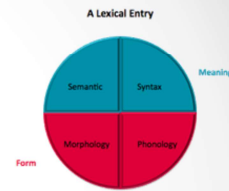
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WORK ME HAVE-TO GO
I've got to run to the office.

BOSS SAY ME HAVE-TO WORK TOMORROW
My supervisor says I've got to go to work tomorrow.

SAM

- SAM= front teeth together with lips parted, then lips pressed together. Used with SAME
- REALLY SAME-ME "D" TEST
Wow, I can't believe we both got a "D" on the exam.
- YOU WORK #PO SAME ME?
Do you work at the post office like I do?



SAM

SAM= front teeth together with lips parted, then lips pressed together. Used with SAME

REALLY SAME-ME "D" TEST

Wow, I can't believe we both got a "D" on the exam.

YOU WORK #PO SAME ME?

Do you work at the post office like I do?

FISH

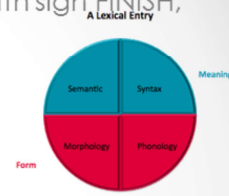
- FISH= bottom lip tucked under front teeth, then lips rounded and forward with tips of teeth touching- used with sign FINISH, CUT-IT-OUT, or STOP-IT.

- TEST ME FINISH

I just took my exams.

- STUDY STUDY TEST FINISH ME

I'm done studying for the test.



FISH

FISH= bottom lip tucked under front teeth, then lips rounded and forward with tips of teeth touching- used with sign FINISH, CUT-IT-OUT, or STOP-IT.

TEST ME FINISH

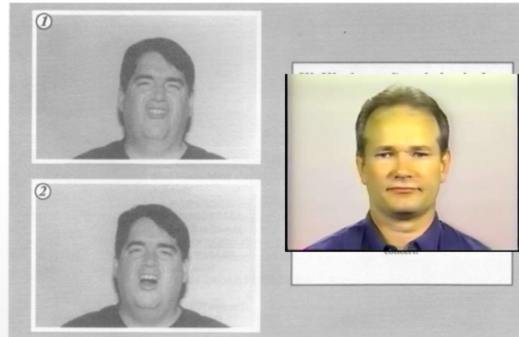
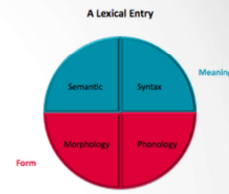
I just took my exams.

STUDY STUDY TEST FINISH ME

I'm done studying for the test.

VA-VA

- VA-VA- bottom lip tucked under front teeth, then released. Use with Sign HAVE
- C-A-S-S HAVE #MAC COMPUTER
C-O-M-P-U-T-E-R ASK-HER SEE
Why don't you ask Cass, since she has a Macintosh.
- GREATFUL DEAD TICKETS HAVE YOU
Do you have the tickets to the Grateful Dead concert?



VA-VA

VA-VA- bottom lip tucked under front teeth, then released. Use with Sign HAVE

C-A-S-S HAVE #MAC COMPUTER

C-O-M-P-U-T-E-R ASK-HER SEE

Why don't you ask Cass, since she has a Macintosh.

GREATFUL DEAD TICKETS HAVE YOU

Do you have the tickets to the Grateful Dead concert?

FA-UP

- FA-UP= bottom lip tucked under front teeth, mouth opens, then closes with lips together. This is used with the signs glossed as FUCK-UP. This is used very quickly.
- KNOW C-L-Y-D-E FUCK UP FINISH.
Clyde's just not the guy he used to be.
- RANDY BEFORE FINE NOW FUCK UP!
Randy used to be alright, until he started screwing up.



FA-UP

FA-UP= bottom lip tucked under front teeth, mouth opens, then closes with lips together. This is used with the signs glossed as FUCK-UP. This is used very quickly.

KNOW C-L-Y-D-E FUCK UP FINISH.
Clyde's just not the guy he used to be.

RANDY BEFORE FINE NOW FUCK UP!
Randy used to be alright, until he started screwing up.

GA-GA-GA

- GA-GA-GA= open mouth opens wider, repeats two-three times (also related movement of throat). Used with drinking signs.
- EXERCISE ME FINISH TEND WATER CL:C
I'm always game for water after a workout.
- FEEL GOOD WATER CL:C WOW
Boy, this water goes down good!



GA-GA-GA

GA-GA-GA= open mouth opens wider, repeats two-three times (also related movement of throat). Used with drinking signs.

EXERCISE ME FINISH TEND WATER CL:C
I'm always game for water after a workout.

FEEL GOOD WATER CL:C WOW
Boy, this water goes down good!

Lesson 4 Review

- Identify the NMS that can appropriately occur with the underlined gloss in each of the following ASL sentences.
- 1) GREATFUL DEAD TICKET HAVE YOU
- 2) TEST ME FINISH
- 3) YOU WORK #PO SAME-ME?
- 4) FEEL GOOD WATER CL:C WOW
- 5) HEY LOOK-AT TEACHER LOOK-AT
- 6) C-A-S-S HAVE MAC COMPUTER C-O-M-P-U-T-E-R ASK-HER SEE
- 7) TOME BROKE PANT Z-I-P-P-E-R CL:B LOOK-AT
- 8) ME WAIT WAIT FINALLY BUS ARRIVE
- 9) EXERCISE FINISH ME TEND WATER CL:C
- 10) WORK ME HAVE-TO GO
- 11) RANDY BEFORE FINE NOW FUCK-UP
- 12) REALLY SAME-ME "D" TEST SAME-ME
- 13) BOSS SAY ME HAVE-TO WORK TOMORROW
- 14) STUDY STUDY TEST FINISH ME
- 15) ME GRADUATE #MA FINALLY

Lesson 4 Review

Identify the NMS that can appropriately occur with the underlined gloss in each of the following ASL sentences.

- 1) GREATFUL DEAD TICKET HAVE YOU
VA-VA
- 2) TEST ME FINISH
FISH
- 3) YOU WORK #PO SAME-ME?
SAM
- 4) FEEL GOOD WATER CL:C WOW
GA-GA-GA
- 5) HEY LOOK-AT TEACHER LOOK-AT
LR-LR
- 6) C-A-S-S HAVE MAC COMPUTER C-O-M-P-U-T-E-R ASK-HER SEE
VA-VA
- 7) TOME BROKE PANT Z-I-P-P-E-R CL:B LOOK-AT
LR-LR
- 8) ME WAIT WAIT FINALLY BUS ARRIVE
PAH
- 9) EXERCISE FINISH ME TEND WATER CL:C
GA-GA-GA

- 10) WORK ME HAVE-TO GO
AF-FO
- 11) RANDY BEFORE FINE NOW FUCK-UP
FA-UP
- 12) REALLY SAME-ME "D" TEST SAME-ME
SAM
- 13) BOSS SAY ME HAVE-TO WORK TOMORROW
AF-FO
- 14) STUDY STUDY TEST FINISH ME
FISH
- 15) ME GRADUATE #MA FINALLY
PAH

Lesson 5

- **Non-Manual Modifiers**
- Non-Manual modifiers are discussed



Lesson 5

Non-Manual Modifiers

Non-Manual modifier are discussed.

Non-Manual Modifiers

• MM



• STA



• CS



• CHA



• TH



• IS



• Puffed Cheek



• BRRR



• Intense



• SOA



• Pursued Lips



•

•

Non-Manual Modifiers

NMS are often used in ASL to modify manual signs.

MM

STA

CS

CHA

TH

IS

Puffed Cheek

BRRR

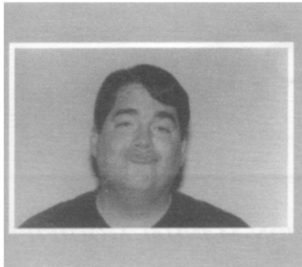
Intense

SOA

Pursued Lips

MM

- MM= lips pressed together- indicates something that happens normally or regularly. MM can occur with numerous verbs including drive, look, shop, going-steady, and write.
- ME DRIVE.
I drove myself.
- ME ENJOY STUDY.
I like to study.



MM

MM= lips pressed together- indicates something that happens normally or regularly. MM can occur with numerous verbs including drive, look, shop, going-steady, and write.

ME DRIVE.

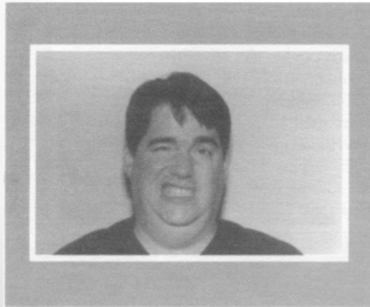
I drove myself.

ME ENJOY STUDY.

I like to study.

CS

- CS= corner of mouth to side with cheek raised, eye squinting- something nearby in time or space. Use with signs recently, close-by, next-to-us.
- RECENTLY ME FINISH TEST.
I just finished my exam a little while ago.
- GAS STATION NEARBY.
Your home is just around the corner.



CS

CS= corner of mouth to side with cheek raised, eye squinting- something nearby in time or space. Use with signs recently, close-by, next-to-us.

RECENTLY ME FINISH TEST.

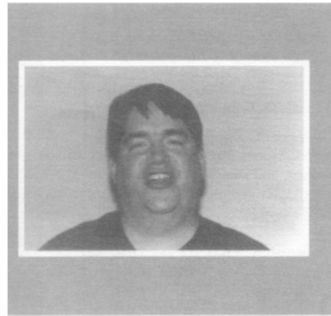
I just finished my exam a little while ago.

GAS STATION NEARBY.

Your home is just around the corner.

TH

- TH= tongue through front teeth, lips rounded, cheeks slightly puffed- used when something is done carelessly or without paying attention.
- ME SHOP
Seems like I'm always shelling out money for something.
- ME SAW DRUNK MAN CL:1
I saw a drunk guy stumble by.



TH

TH= tongue through front teeth, lips rounded, cheeks slightly puffed- used when something is done carelessly or without paying attention.

ME OVERSPENT SHOP

Seems like I'm always shelling out money for something.

ME SAW DRUNK MAN CL:1

I saw a drunk guy stumble by.

Puffed Cheek

- Puffed Cheek= lips closed, cheeks puffed with air. Large Amount or Size.
- RESTAURANT GOOD WHY FOOD CL:5
That's a great restaurant. The portions are huge.
- WOW LOOK MAN FAT CL:5 CAN'T SIT
Man, that guy is big. Look, he can't even fit in his chair!



Puffed Cheek

Puffed Cheek= lips closed, cheeks puffed with air. Large Amount or Size.

RESTAURANT GOOD WHY FOOD CL:5

That's a great restaurant. The portions are huge.

WOW LOOK COW FAT CL:5

Man, that guy is big. Look, he can't even fit in his chair!

Intense

- Intense= lips closed and spread, eyes squinting- of great magnitude.
- CONCERT-C-O-N-C-E-R-T. MANY PEOPLE CL:5
Hordes of people attended the concert.
- B-E-A-C-H WOW PEOPLE CL:5 MANY
People flock to the beach in the spring.



Intense

Intense= lips closed and spread, eyes squinting- of great magnitude.

CONCERT-C-O-N-C-E-R-T. MANY PEOPLE CL:5
Hordes of people attended the concert.

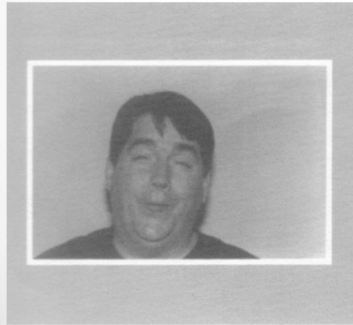
B-E-A-C-H WOW PEOPLE CL:5
People flock to the beach in the spring.

Pursed Lips

- Pursed Lips= lips are pursed with a small opening- indicate something very small, thin, narrow, or smooth.

- MAN POUR KNOW C-O-N-C-R-E-T-E CL:B WOW -SMOOTH CL:B
There wasn't a single nick in the surface of the concrete after the man poured it.

- WOMAN BEFORE FAT NOW THIN.
That woman lost a lot of weight.



Pursed Lips

Pursed Lips= lips are pursed with a small opening- indicate something very small, thin, narrow, or smooth.

**MAN POUR KNOW C-O-N-C-R-E-T-E CL:B WOW -SMOOTH CL:B .
There wasn't a single nick in the surface of the concrete after the man poured it.**

**WOMAN BEFORE FAT NOW THIN.
That woman lost a lot of weight.**

STA

- STA- lips spread wide, teeth visible and clenched, then jaw opens- something that happens for an unusually long time- WORK, STAND, CLEAN, WAIT
- LAST NIGHT ME AWAKE, ALL NIGHT STUDY STUDY
I was up all night studying.
- ME, WORK-WORK MECHANIC FINALLY MOTOR RUN
I worked on the engine until I finally got it going.



STA

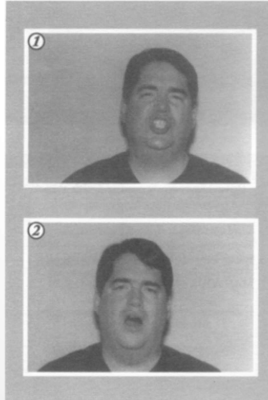
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LAST NIGHT ME AWAKE, ALL NIGHT STUDY STUDY
I was up all night studying.

ME, WORK-WORK MECHANIC FINALLY MOTOR RUN
I worked on the engine until I finally got it going.

CHA

- CHA= lips round, jaw closed, then mouth opens wide- associated with classifiers and indicates something thick or big.
- WOW B-O-B HOME CL:C
Gee, Bob's home is a mansion.
- P-I-Z-Z-A ME LIKE CL:C
I like thick-crust pizza.



CHA

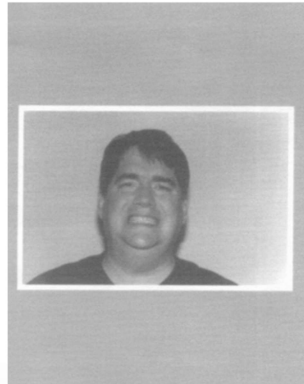
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WOW B-O-B HOME CL:C
Gee, Bob's home is a mansion.

P-I-Z-Z-A ME LIKE CL:C
I like thick-crust pizza.

IS

- IS= lips spread, teeth visible, jaw together-occurs with signs as GETTING BY, WOW, SILLY, CLOSE, READ, DIRTY, EXPLAIN, FEELING, SORRY.
- YOU LUCKY
You lucky dog you.
- WOW PULL-A-HAIR COP ALMOST CATCH!
That was close. The cops almost got me!



IS

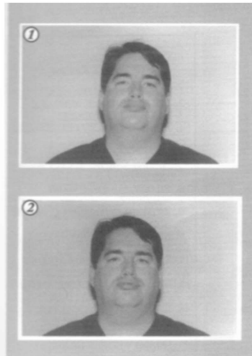
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YOU LUCKY
You lucky dog you.

WOW PULL-A-HAIR COP ALMOST CATCH!
That was close. The cops almost got me!

BRRR

- BRRR= lips are together loosely and pushed forward slightly, air pushed through the lips causes them to vibrate. BORED, COLD, SMART, BEAUTIFUL, AWFUL, FEELINGS. SICK-OF
- INDEX B-E-A-C-H WOW CL:5 GIRLS
The beach is crawling with women.
- REALLY ME SICK-OF MAN LOOK-ME SICK-OF
I've had it with that guy staring at me.



BRRR

BRRR= lips are together loosely and pushed forward slightly, air pushed through the lips causes them to vibrate. BORED, COLD, SMART, BEAUTIFUL, AWFUL, FEELINGS. SICK-OF

INDEX B-E-A-C-H WOW CL:5 GIRLS

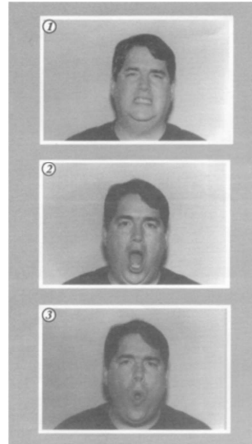
The beach is crawling with women.

REALLY ME SICK-OF MAN LOOK-ME SICK-OF

I've had it with that guy staring at me.

SOA

- SOA= lips are spread wide, jaw closed, teeth showing, then lips become rounded. Used with signs as PEEVED, HATE, SMART, EXPENSIVE, PROUD, FULL, LUCKY.
- REALLY ME SICK-OF LOOK-ME
I'm tired of him looking at me.
- WOW ME FULL.
Man, am I stuffed.



SOA

SOA= lips are spread wide, jaw closed, teeth showing, then lips become rounded. Used with signs as PEEVED, HATE, SMART, EXPENSIVE, PROUD, FULL, LUCKY.

REALLY ME SICK-OF LOOK-ME
I'm tired of him looking at me.

WOW ME FULL.
Man, am I stuffed.

Lesson 5 Review

- 1) P-I-Z-Z-A ME LIKE CL:C
- 2) ME SAW DRUNK MAN CL:1
- 3) YOUR HOME NEARBY
- 4) B-E-A-C-H HOW PEOPLE CL:5 MANY
- 5) MAN POUR KNOW C-O-N-C-R-E-T-E CL:B WOW SMOOTH CL:B
- 6) WHEW, ME FULL WOW
- 7) ME DRIVE
- 8) WOW SILLY ALMOST CAUGHT COP WOW
- 9) RECENTLY ME FINISH TEST
- 10) ME SHOP
- 11) MAN LOOK ME, ME SICK-OF
- 12) WOW B-O-B HOME CL:C
- 13) ME WORK-WORK MECHANIC FINALLY MOTOR RUN
- 14) RESTAURANT GOOD WAY FOOD CL:5
- 15) CONCERT C-O-N-C-E-R-T MANY PEOPLE CL:5

Lesson 5 Review

1) P-I-Z-Z-A ME LIKE CL:C

CHA

2) ME SAW DRUNK MAN CL:1

TH

3) YOUR HOME NEARBY

CS

4) B-E-A-C-H HOW PEOPLE CL:5 MANY

Intense

5) MAN POUR KNOW C-O-N-C-R-E-T-E CL:B WOW SMOOTH CL:B

Pursed lips

6) WHEW, ME FULL WOW

SOA

7) ME DRIVE

MM

8) WOW SILLY ALMOST CAUGHT COP WOW

IS

9) RECENTLY ME FINISH TEST

CA

10) ME SHOP

TH

11) MAN LOOK ME, ME SICK-OF

SOA

12) WOW B-O-B HOME CL:C

CHA

13) ME WORK-WORK MECHANIC FINALLY MOTOR RUN

STA

14) RESTAURANT GOOD WAY FOOD CL:5

Puffed cheek

15) CONCERT C-O-N-C-E-R-T MANY PEOPLE CL:5

BRRR

Lesson 6



- **More ASL Mouthing Part 1**
- Examples of ASL mouth movements providing examples of sentences where they might occur.



Lesson 6

More ASL Mouthing Part I

Examples of ASL mouth movements providing examples of sentences where they might occur.

Many examples of ASL mouthing that modify manual signs.

More ASL Mouthing Part I

- WHOP
- ZZ
- POW
- AAH
- OOO
- OOOA
- PO
- EEE
-
- BOP
- UR
- BE-BE-BE
- FFF
- PEY
- AB
- Tongue Horizon
- BA-BA-BA
-

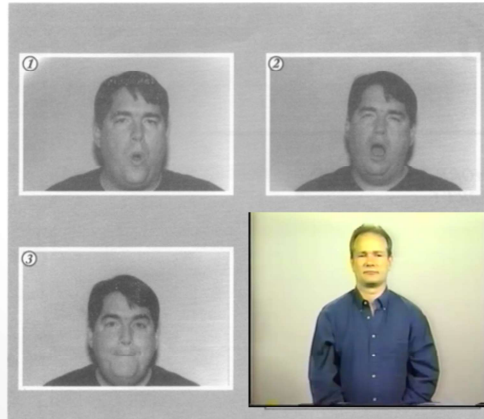
More ASL Mouthing Part 1

In this and the next lesson additional ASL mouthing modifiers are addressed.

WHOP	BOP
ZZ	UR
POW	BE-BE-BE
AAH	FFF
OOO	PEY
OOOA	AB
PO	Tongue Horizon
EEE	BA-BA-BA

WHOP

- WHOP= lips rounded, then mouth opens wide, finally lips touch-used with signs BIGHEAD, and BORED.
- REALLY YOU CL:L YOU WOW
You're really arrogant, aren't your.
- MY TEAM BLOW OUT OTHER TEAM.
My bask ball team just smeared the other team.



WHOP

WHOP= lips rounded, then mouth opens wide, finally lips touch-used with signs BIGHEAD, and BORED.

REALLY YOU CL:L YOU WOW
You're really arrogant, aren't your.

MY TEAM BLOW OUT OTHER TEAM.
My bask ball team just smeared the other team.

ZZ

- ZZ= teeth clenched, lips pulled back at corners, inhale. Used with a signed glossed as SPEEDING, BEING CAUGHT, SORRY.

- ME HURRY WORK

I have to hurry and get to work on time.

- COP CATCH ME WHY? ME SPEED

A policeman pulled me over for speeding.



ZZ

ZZ= teeth clenched, lips pulled back at corners, inhale. Used with a signed glossed as SPEEDING, BEING CAUGHT, SORRY.

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I have to hurry and get to work on time.

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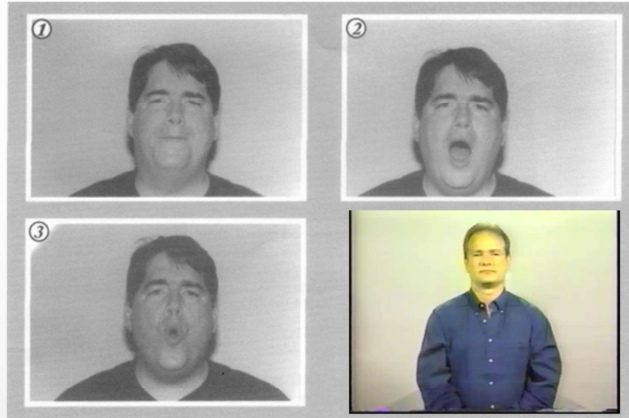
POW

- POW= lips together, mouth opens wide then lips rounded.
- KNOW L-O-T-T-E-R-Y ME HIT \$500 LAST WEEK.

I won \$500 in the lottery last week.

- ME SICK HIT AWFUL.

I was sick as a dog.



POW

POW= lips together, mouth opens wide then lips rounded.

KNOW L-O-T-T-E-R-Y ME HIT \$500 LAST WEEK.

I won \$500 in the lottery last week.

ME SICK HIT AWFUL.

I was sick as a dog.

AAH

- AHH= mouth open- means far away, in awe, falling into immersion, ALL DAY, ALL NIGHT

- KNOW LINCOLN L-I-N-C-O-L-N S-T-A-T-U-E ME LOOK-UP

The Lincoln Memorial is awesome!

- THINK ME WALK FAR-AWAY

I think I'll go for a long walk.



AAH

AHH= mouth open- means far away, in awe, falling into immersion, ALL DAY, ALL NIGHT

KNOW LINCOLN L-I-N-C-O-L-N S-T-A-T-U-E ME LOOK-UP

The Lincoln Memorial is awesome!

THINK ME WALK FAR-AWAY

I think I'll go for a long walk.

OOO

- OOO= lips rounded tightly (lips slightly forward)
- Used with signs glossed as THIN, WOW, NEAT, NEW, WHO, AWFUL, OH-I-SEE, LONG-AGO, NOON

- AWFUL

Gee, that's terrible.

- WOW HERO YOU

Hey, you've got guts.



OOO

OOO= lips rounded tightly (lips slightly forward)

Used with signs glossed as THIN, WOW, NEAT, NEW, WHO, AWFUL, OH-I-SEE, LONG-AGO, NOON

AWFUL

Gee, that's terrible.

WOW HERO YOU

Hey, you've got guts.

OOOA

- OOOA= lips rounded and pursed, then open- Used with signs glossed as THIN, COOL, WOW, AWFUL, and YOUNG.

- OUTSIDE FINE COOL

It's pretty cool outside.

- RIGHT RIGHT GIRL YOUNG

Yeah, yeah, that's because she is young.



OOOA

OOOA= lips rounded and pursed, then open- Used with signs glossed as THIN, COOL, WOW, AWFUL, and YOUNG.

OUTSIDE FINE COOL

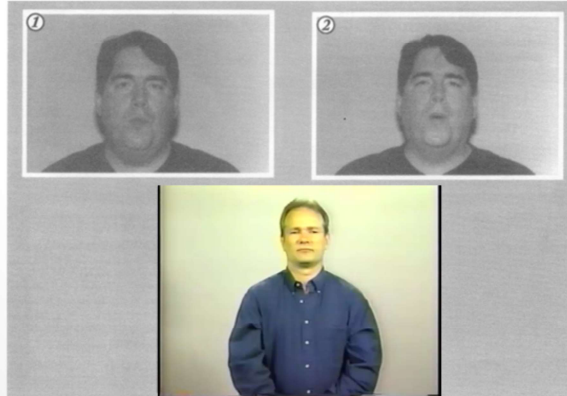
It's pretty cool outside.

RIGHT RIGHT GIRL YOUNG

Yeah, yeah, that's because she is young.

PO

- PO=lips together then rounded- used with signs glossed as SHORT, SMALL, and LITTLE.
- ME THOUGHT CL:C FIND CL:G SICK YOU
Oh, I thought it was real a real car, not a matchbox, humph.
- FOOD ME IMAGINE CL:5 FIND CL:5
I thought they would be big servings but they weren't.



PO

PO=lips together then rounded- used with signs glossed as SHORT, SMALL, and LITTLE.

ME THOUGHT CL:C FIND CL:G SICK YOU

Oh, I thought it was real a real car, not a matchbox, humph.

FOOD ME IMAGINE CL:5 FIND CL:5

I thought they would be big servings but they weren't.

EEE

- EEE=lips spread and flat- associated with such meanings as squeezing by, really skimming it, and being peeved.
- HEARING-AID SQUEAL INDEX
Is that your hearing aid whistling?
- SORRY
I'm really sorry.



EEE

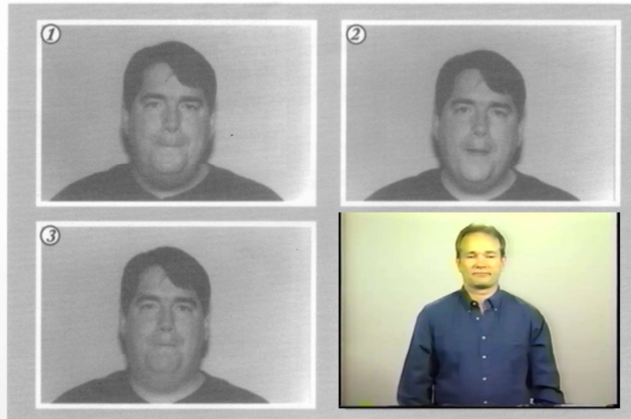
EEE=lips spread and flat- associated with such meanings as squeezing by, really skimming it, and being peeved.

HEARING-AID SQUEAL INDEX
Is that your hearing aid whistling?

SORRY
I'm really sorry.

BOP

- BOP= lips together, mouth open, then lips together again.
- ME PLAN PLAN WRECK FINISH
Now all my plans are ruined.
- S-T-E-V-E WHAT HAPPEN DISAPPEAR
Hey, you know what happened? Steve disappeared!



BOP

BOP= lips together, mouth open, then lips together again.

ME PLAN PLAN WRECK FINISH
Now all my plans are ruined.

S-T-E-V-E WHAT HAPPEN DISAPPEAR
Hey, you know what happened? Steve disappeared!

UR

- UR= lips rounded
- THINK ME PITY NO-NO
I'm not going to feel sorry for you.
- H-A-R-R-Y TALK-TO-SELF AWFUL
Poor Harry, he's always talking to himself.



UR = lips rounded

THINK ME PITY NO-NO
I'm not going to feel sorry for you.

H-A-R-R-Y TALK-TO-SELF AWFUL
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I'm not going to feel sorry for you.

H-A-R-R-Y TALK-TO-SELF AWFUL
Poor Harry, he's always talking to himself.

BE-BE-BE

- BE-BE-BE- lips together, then part slightly (rapid repetition)
- ME BOIL WHY? BEFORE HE STOLE MY MONEY

It gripes my goat that he stole my money!

- CAREFUL SHE TEND GOSSIP CAREFUL

Watch out, she can't keep a secret.



BE-BE-BE

BE-BE-BE- lips together, then part slightly (rapid repetition)

ME BOIL WHY? BEFORE HE STOLE MY MONEY

It gripes my goat that he stole my money!

CAREFUL SHE TEND GOSSIP CAREFUL

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FFF

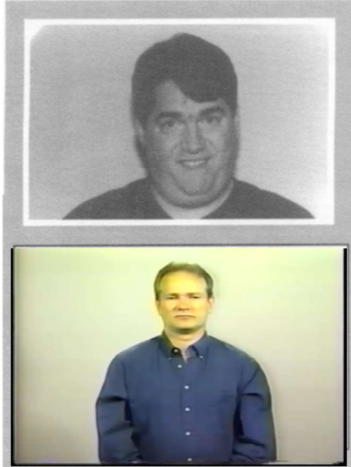
- FFF= bottom lip tucked under front teeth- used with signs glossed as SORRY, AWFUL, FUNNY, SHAME-ON-YOU, and KNIFE.

- REALLY ME PITY J-O-H-N

I feel so sorry for John.

- AWFUL

Oh, that's really terrible!



FFF

FFF= bottom lip tucked under front teeth- used with signs glossed as SORRY, AWFUL, FUNNY, SHAME-ON-YOU, and KNIFE.

REALLY ME PITY J-O-H-N

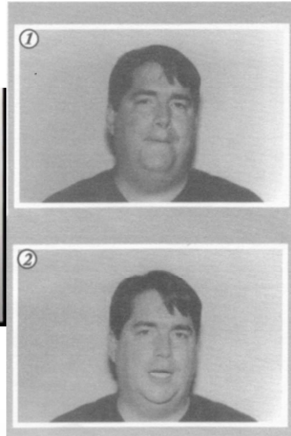
I feel so sorry for John.

AWFUL

Oh, that's really terrible!

PEY

- PEY= lips together, then parted slightly- used with signs glossed as TEND, PRINT, THRILL
- TALK TALK MAKE-UP OFF-THE-POINT TEND HIM
He never has his story straight.
- K-A-T-H-Y TEND OFF-THE-POINT
Kathy likes to go off on tangents.



PEY

PEY= lips together, then parted slightly- used with signs glossed as TEND, PRINT, THRILL

TALK TALK MAKE-UP OFF-THE-POINT TEND HIM
He never has his story straight.

K-A-T-H-Y TEND OFF-THE-POINT
Kathy likes to go off on tangents.

AB

- AB= mouth open, then lips together- used in signs glossed as STAY-QUIET, KEEP-MOUTH-SHUT, ACCEPT, and GET-UP.
- YOU NOT TELL MOUTH-CLOSE
Swear you won't tell a living soul.
- NOW TIME GET-UP
It's time to get up now.



AB

AB= mouth open, then lips together- used in signs glossed as STAY-QUIET, KEEP-MOUTH-SHUT, ACCEPT, and GET-UP.

YOU NOT TELL MOUTH-CLOSE
Swear you won't tell a living soul.

NOW TIME GET-UP
It's time to get up now.

Tongue Horizon

- Tongue Horizon= mouth open, tongue moves from side to side. Used mostly by children with such signs as GOLLY, FAR-FAR, and WANT.
- GOLLY ICE-CREAM ME HAVE YOU NONE
Ha, ha I have an ice cream cone and you don't.
- ME WANT CHOCOLATE ICE CREAM ME WANT
Oh yes, I would love to have some chocolate ice cream!



Tongue Horizon

Tongue Horizon= mouth open, tongue moves from side to side. Used mostly by children with such signs as GOLLY, FAR-FAR, and WANT.

GOLLY ICE-CREAM ME HAVE YOU NONE

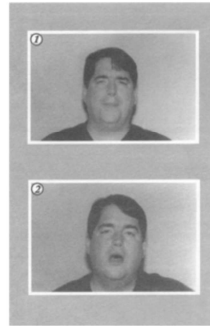
Ha, ha I have an ice cream cone and you don't.

ME WANT CHOCOLATE ICE CREAM ME WANT

Oh yes, I would love to have some chocolate ice cream!

BA-BA-BA

- BA-BA-BA= lips together, then mouth opens wide (repeats) used with signs glossed as BAD, BUT, TELL, and TALK.
- SHE TEND TALK-TOO-MUCH
She's always gabbing.
- HE TEND BEG-BEG-BEG PEOPLE
He's always mooching off others.



BA-BA-BA

BA-BA-BA= lips together, then mouth opens wide (repeats) used with signs glossed as BAD, BUT, TELL, and TALK.

SHE TEND TALK-TOO-MUCH
She's always gabbing.

HE TEND BEG-BEG-BEG PEOPLE
He's always mooching off others.

Lesson 6 Review

- 1) ME THOUGHT CL:C FIND CL:G SICK YOU
- 2) ME REALLY PITY J-O-H-N
- 3) COP CATCH ME WHY? ME SPEED
- 4) RIGHT RIGHT GIRL YOUNG
- 5) THINK ME WALK FAR-AWAY
- 6) YOU NOT TELL MOUTH CLOSE
- 7) MY TEAM BASKETBALL BLOW OUT OTHER TEAM
- 8) SHE TEND TALK-TOO-MUCH
- 9) AWFUL
- 10) ME BOIL WHY? BEFORE HE STOLE MY MONEY
- 11) KNOW L-O-T-T-E-R-Y ME HIT \$500 LAST WEEK
- 12) GOLLY ICE CREAM ME HAVE YOU NONE
- 13) S-T-E-V-E WHAT HAPPEN DISAPPEAR
- 14) TALK TALK MAKE-UP OFF-THE POINT TEND HIM
- 15) THINK ME PITY, NO-NO

Lesson 6 Review

- 1) ME THOUGHT CL:C FIND CL:G SICK YOU
PO
- 2) ME REALLY PITY J-O-H-N
UR
- 3) COP CATCH ME WHY? ME SPEED
ZZ
- 4) RIGHT RIGHT GIRL YOUNG
OOOA
- 5) THINK ME WALK FAR-AWAY
AAH
- 6) YOU NOT TELL MOUTH CLOSE
AB
- 7) MY TEAM BASKETBALL BLOW OUT OTHER TEAM
WHOP
- 8) SHE TEND TALK-TOO-MUCH
BA-BA-BA
- 9) AWFUL
FFF or OOO
- 10) ME BOIL WHY? BEFORE HE STOLE MY MONEY
BE-BE-BE
- 11) KNOW L-O-T-T-E-R-Y ME HIT \$500 LAST WEEK

POW

12) GOLLY ICE CREAM ME HAVE YOU NONE

TONGUE HORIZON

13) S-T-E-V-E WHAT HAPPEN DISAPPEAR

BOP

14) TALK TALK MAKE-UP OFF-THE POINT TEND HIM

PEY

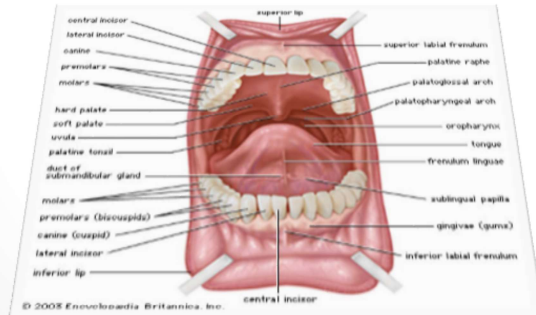
15) THINK ME PITY, NO-NO

UR

Lesson 7



- **More ASL Mouthing Part II**
- Examples of ASL mouth movements providing examples of sentences where they might occur.




Lesson 7


More ASL Mouthing Part II

Examples of ASL mouth movements providing examples of sentences where they might occur.

This lesson includes fourteen additional mouthings that modify manual signs used by signers of ASL.

More ASL Mouthing Part II

<ul style="list-style-type: none"> • BEY  • FOMP  • FA  • BA  • FA-FA  • WA  • AS  	<ul style="list-style-type: none"> • SA  • MA  • BOA  • SHHH  • LUP  • BAH  • PU 
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More ASL Mouthing Part II

14 Additional ASL mouthing that modify manual signs.

- | | |
|-------|------|
| BEY | SA |
| FOMP | MA |
| FA | BOA |
| BA | SHHH |
| FA-FA | LUP |
| WA | BAH |
| AS | PU |

BEY

- BEY=lips together, then parted.
- HEY SEE ME PRINT CL:G NEWSPAPER
Did you see I made the headlines in the papers?
- MAN INVEST-STOCK STRUCK MONEY AWFUL
He made it big after investing in stocks.



BEY

BEY=lips together, then parted.

HEY SEE ME PRINT CL:G NEWSPAPER
Did you see I made the headlines in the papers?

MAN INVEST-STOCK STRUCK MONEY AWFUL
He made it big after investing in stocks.

FOMP

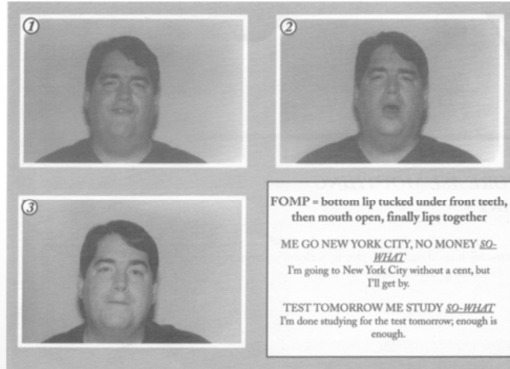
- FOMP= bottom lip tucked under front teeth then mouth open, finally lips together.

- ME GO NEW YORK CITY, NO MONEY SO-WHAT

I'm going to New York City without a cent, but I'll get by:

- TEST TOMORROW ME STUDY SO-WHAT

I'm done studying for the test tomorrow; enough is enough.



FOMP

FOMP= bottom lip tucked under front teeth then mouth open, finally lips together.

ME GO NEW YORK CITY, NO MONEY SO-WHAT

I'm going to New York City without a cent, but I'll get by:

TEST TOMORROW ME STUDY SO-WHAT

I'm done studying for the test tomorrow; enough is enough.

FA

- FA= bottom lip tucked under front teeth, mouth opens.

- GIVE ME #TV FINE

Thanks for giving me the television set.

- WATCH TV SHOW FUNNY AWFUL

I saw a hilarious show on TV last night.



FA

FA= bottom lip tucked under front teeth, mouth opens.

GIVE ME #TV FINE

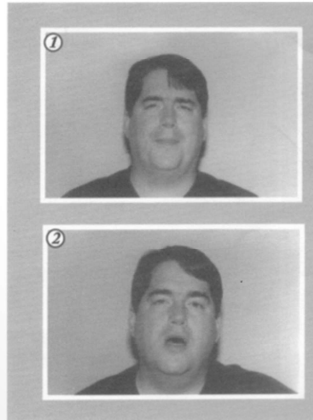
Thanks for giving me the television set.

WATCH TV SHOW FUNNY AWFUL

I saw a hilarious show on TV last night.

BA

- BA= lips together then mouth opens wide.
- ME WRITE ENGLISH CAN BUT HE BETTER
I can write English but he's better at it than I am.
- DOCTOR TELL ME HEART BAD
The doctor says John needs heart surgery.



BA

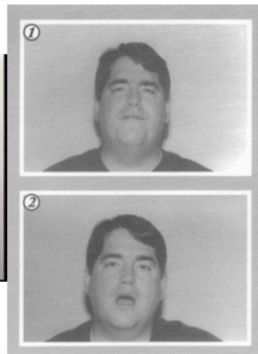
BA= lips together then mouth opens wide.

ME WRITE ENGLISH CAN BUT HE BETTER
I can write English but he's better at it than I am.

DOCTOR TELL ME HEART BAD
The doctor says John needs heart surgery.

FA-FA

- FA-FA= bottom lip tucked under front teeth, mouth opens (repeat).
- MOTHER INDEX FATHER INDEX TWO-OF-THEM
FUSS FUSS FUSS
Mom and dad are always at each other's throats.
- FATHER FOUND FOUND MONEY
My dad keeps finding money all over the place.



FA-FA

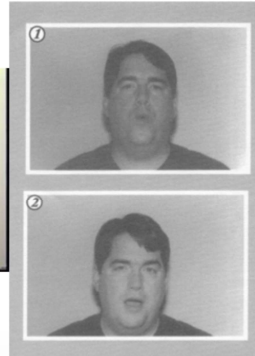
FA-FA= bottom lip tucked under front teeth, mouth opens (repeat).

MOTHER INDEX FATHER INDEX TWO-OF-THEM FUSS FUSS FUSS
Mom and dad are always at each other's throats.

FATHER FOUND FOUND MONEY
My dad keeps finding money all over the place.

WA

- WA= lips rounded then mouth opens. Used with signs glossed as WANT, WHAT, WHY, WATER, RAIN, and RUN.
- OUTSIDE RAIN RAIN HARD
It's raining cats and dogs out there.
- ME QUIT WORK WHY? NO RAISE ME
The boss wouldn't give me a raise so I quit my job.



WA

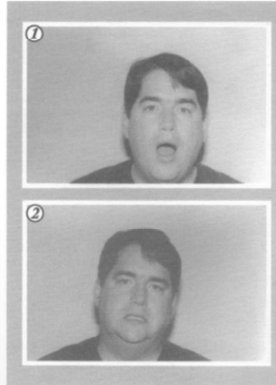
WA= lips rounded then mouth opens. Used with signs glossed as WANT, WHAT, WHY, WATER, RAIN, and RUN.

OUTSIDE RAIN RAIN HARD
It's raining cats and dogs out there.

ME QUIT WORK WHY? NO RAISE ME
The boss wouldn't give me a raise so I quit my job.

AS

- AS= mouth open wide, then jaws close. Used with signs glossed as ASK, REQUEST, IDEA, ACCIDENT
- ME ACCIDENT AWFUL
I was in a serious accident.
- DOG BIT LITTLE GIRL
The dog attacked the little girl.



AS

AS= mouth open wide, then jaws close. Used with signs glossed as ASK, REQUEST, IDEA, ACCIDENT

ME ACCIDENT AWFUL
I was in a serious accident.

DOG BIT LITTLE GIRL
The dog attacked the little girl.

SA

- SA= jaw together with lips parted then mouth opens. Used with signs glossed as SHOCK, SAD, DON'T KNOW, SORRY, TEST, CRY, and CHAT.
- SOMEONE TOLD ME SHOCK ME
I just heard and I'm flabbergasted!
- ME SAD WHY? YOUR CAT DIE
I was sad to hear your cat passed away.



SA

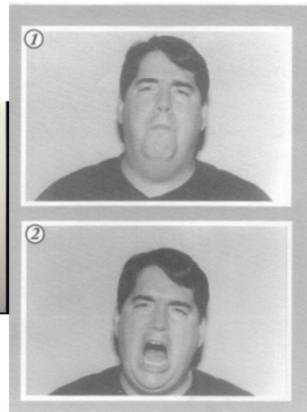
SA= jaw together with lips parted then mouth opens. Used with signs glossed as SHOCK, SAD, DON'T KNOW, SORRY, TEST, CRY, and CHAT.

SOMEONE TOLD ME SHOCK ME
I just heard and I'm flabbergasted!

ME SAD WHY? YOUR CAT DIE
I was sad to hear your cat passed away.

MA

- MA= lips together, then mouth opens.
- BOY MAD WHY? BIKE STEAL FROM HIM
The boy's mad because someone ripped off his bike.
- CAR NOT YOURS MINE
That's my car, not yours.



MA

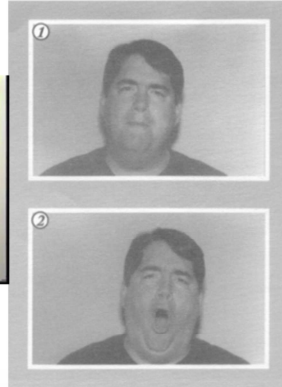
MA= lips together, then mouth opens.

BOY MAD WHY? BIKE STEAL FROM HIM
The boy's mad because someone ripped off his bike.

CAR NOT YOURS MINE
That's my car, not yours.

BOA

- BOA=lips together, then rounded and forward, then mouth opens. Often used by children.
- ROCKET BOOM
The rocket took off and exploded.
- FIREWORK EXPLODE EXPLODE
The fireworks lit up the sky.



BOA

BOA=lips together, then rounded and forward, then mouth opens. Often used by children.

ROCKET BOOM

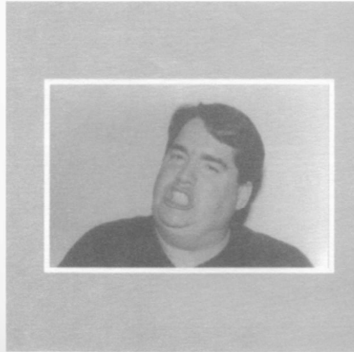
The rocket took off and exploded.

FIREWORK EXPLODE EXPLODE

The fireworks lit up the sky.

SHHH

- SHHH-lips forward and rounded.
- PLEASE SHHHH NOT TELL K-A-T-H-Y
Please don't tell Kathy.
- YESTERDAY ME PAIN-THE-TOWN-RED
Yesterday we went out on the town.



SHHH

SHHH-lips forward and rounded.

PLEASE SHHHH NOT TELL K-A-T-H-Y
Please don't tell Kathy.

YESTERDAY ME PAIN-THE-TOWN-RED
Yesterday we went out on the town.

LUP

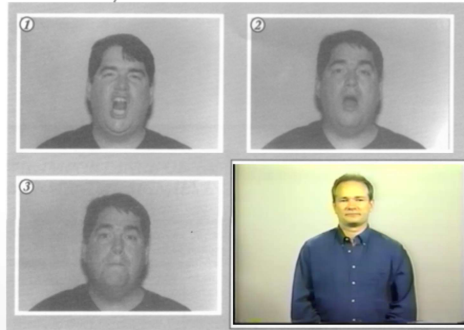
- LUP= mouth open, tongue touches roof of mouth then bottom of mouth, then lips close together. Used with signs glossed as BORED, WHIP-OTHER-TEAM, DISAPPEAR

- ME BORED KNOW TRAVEL SEE SEE

I go out of town all of the time.

- DALLAS COWBOYS BLOW OUT REDSKINS

You know the Dallas Cowboys will kill the Redskins.



LUP

LUP= mouth open, tongue touches roof of mouth then bottom of mouth, then lips close together. Used with signs glossed as BORED, WHIP-OTHER-TEAM, DISAPPEAR

ME BORED KNOW TRAVEL SEE SEE

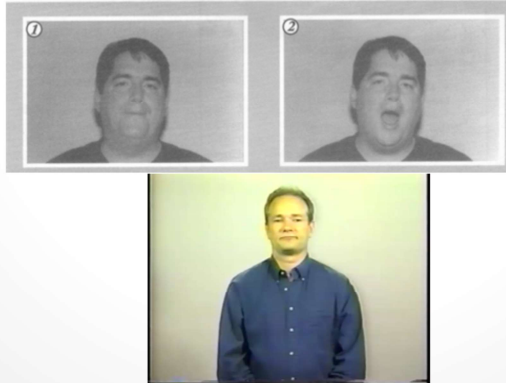
I go out of town all of the time.

DALLAS COWBOYS BLOW OUT REDSKINS

You know the Dallas Cowboys will kill the Redskins.

BAH

- BAH= lips are pressed together, then open wide (intake of air), intake of breathe and accompanies the sign glossed as ADMIT or GIVE-IN
- ME ADMIT JOIN ME GO TO NEW YORK C-I-T-Y
Yeah, I let him have a ride to New York.
- JOHN JOIN MY HOME SLEEP ME ADMIT.
It's true, I gave John a place to sleep.



BAH

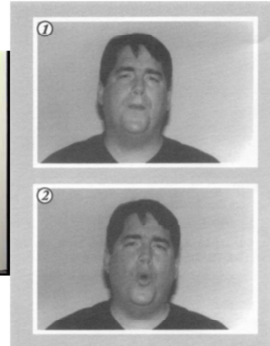
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Yeah, I let him have a ride to New York.

JOHN JOIN MY HOME SLEEP ME ADMIT.
It's true, I gave John a place to sleep.

PU

- PU= lips together, the forward and rounded. Signs glossed as SHOOT, GONE, and BEAT
- ME BEAT RACE CAR
I could whip you in a drag race!
- WHAT HAPPEN HE BEAT YOU
How come he beat you?



PU

PU= lips together, the forward and rounded. Signs glossed as SHOOT, GONE, and BEAT

ME BEAT RACE CAR
I could whip you in a drag race!

WHAT HAPPEN HE BEAT YOU
How come he beat you?

Lesson 7 Review

- 1) ME ACCIDENT AWFUL FUNNY ZERO
- 2) BOY MAD WHY? BIKE STEAL-FROM-ME
- 3) KNOW DALLAS COWBOYS FOR SURE BLOW OUT REDSKINS
- 4) DOCTOR TELL-ME J-O-H-N BAD HEART MUST OPERATED
- 5) MOTHER INDEX FATHER INDEX TWO-OF-THEM FUSS FUSS FUSS
- 6) YESTERDAY ME PAINT-THE-TOWN-RED
- 7) ME BEAT RACE CAR
- 8) TEST TOMORROW ME STUDY SO-WHAT
- 9) OUTSIDE RAIN RAIN HARD AWFUL
- 10) ROCKET BOOM
- 11) ME ADMIT JOIN ME GO TO NEW YORK C-I-T-Y
- 12) GIVE-ME #TV FINE
- 13) HEY SEE ME PRINT CL:G NEWSPAPER?
- 14) ME GO NEW YORK CITY NO MONEY SO-WHAT
- 15) ME BORED KNOW TRAVEL SEE SEE

Chapter 7 Review

- 1) ME ACCIDENT AWFUL FUNNY ZERO
AS
- 2) BOY MAD WHY? BIKE STEAL-FROM-ME
MA
- 3) KNOW DALLAS COWBOYS FOR SURE BLOW OUT REDSKINS
LUP
- 4) DOCTOR TELL-ME J-O-H-N BAD HEART MUST OPERATED
BA
- 5) MOTHER INDEX FATHER INDEX TWO-OF-THEM FUSS FUSS FUSS
FA-FA
- 6) YESTERDAY ME PAINT-THE-TOWN-RED
SHHH
- 7) ME BEAT RACE CAR
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- 8) TEST TOMORROW ME STUDY SO-WHAT
FOMP
- 9) OUTSIDE RAIN RAIN HARD AWFUL
WA
- 10) ROCKET BOOM
BOA
- 11) ME ADMIT JOIN ME GO TO NEW YORK C-I-T-Y

BAH

12) GIVE-ME #TV FINE

FA

13) HEY SEE ME PRINT CL:G NEWSPAPER?

BEY

14) ME GO NEW YORK CITY NO MONEY SO-WHAT

FOMP

15) ME BORED KNOW TRAVEL SEE SEE

LUP


Lesson 8

- The Importance of Non-Manual Signals in ASL
- Summary of each lesson



Lesson 8

The Importance of Non-Manual Signals in ASL
Summary of each lesson



The Importance of Non-Manual Signals in ASL

- Learning ASL mouth movement is an interesting and time consuming process.
- **Lesson One** discussed the importance of NMS and addressed facial expressions as expressing emotional states, pantomime and constructed action, and conversation regulators.
- **Lesson Two** focused on NMS as grammatical markers.
- **Lesson Three** described the procedures used to collect information about the NMS mouth movements, and began to focus specifically on ASL mouth movements.
- **Lesson Four** has lexicalized NMS.
- **Lesson Five** Non-Manual modifiers
- **Lesson Six** and **Lesson Seven** Additional ASL mouthing
- **Lesson Eight** review exercises based on the exercises contained in Lessons Four through Seven

The Importance of Non-Manual Signals in ASL

Learning ASL mouth movement is an interesting and time consuming process.

Lesson One discussed the importance of NMS and addressed facial expressions as expressing emotional states, pantomime and constructed action, and conversation regulators.

Lesson Two focused on NMS as grammatical markers.

Lesson Three described the procedures used to collect information about the NMS mouth movements, and began to focus specifically on ASL mouth movements.

Lesson Four has lexicalized NMS.

Lesson Five Non-Manual modifiers

Lesson Six and **Lesson Seven** Additional ASL mouthing

Lesson Eight review exercises based on the exercises contained in Lessons Four through Seven




The Importance of Non-Manual Signals in ASL

- ASL **mouth movements** are a meaningful aspect of ASL that do not require the use of the hand. Thus, these mouth movements are a form of non-manual signal. In ASL, NMS can involve the use of the mouth, cheeks, eyes, and/or eyebrows in various facial expressions. In addition, NMS can include head and/or body movements as well.
- NMS can function in a variety of ways. They can function in a way that can be described as similar to **vocal intonation** in spoken languages. NMS can also function as **grammatical markers**, integral parts of **lexical signs**, **conversation regulators**, **constructed action**, and as **universal expressions** of emotions.

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The Importance of Non-Manual Signals in ASL

- When facial expressions reflect the emotions of a signer, this is a **universal signal** rather than one associated specifically with ASL. In other words, when a signer's face shows feelings of sadness, surprise, or happiness, the same facial expressions would be used to reflect these same feelings for anyone else who is native to almost any language. Of course, the cause and timing of these facial expressions may vary from culture to culture. Nevertheless, the facial expressions of the signer are meaningful to the act of communicating, even though the reflection of the signer's feelings is not a purely linguistic act.
- Another example of a common use of NMS is the use of constructed action. **Constructed action** refers to the part of an utterance in which the signer actually demonstrates a character's actions. For instance, when a signer is telling a story in which someone looks around for possible observers, and the signer looks around without signing anything manually, this can be a form of constructed action; the signer is representing the actions of the character in the story. Constructing the actions of characters involves the use of non-manual signals.

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- NMS can be used to help regulate whose turn it is in a given conversation. Frequently, *eye gaze* functions as a **conversation regulator** in ASL. A signer will often make eye contact to begin to take a turn in a conversation. The, eye contact may be broken while the signer sings. Finally, eye contact is a way to indicate that a turn is completed and someone else can jump into the conversation. Conversation regulators can function in a variety of ways depending on the setting. So, for example, a teacher might use various techniques with eye gaze to maintain control of a class discussion in ASL.
- NMS also can occur with a manual sign. **Lexical** NMS are signals that tend to occur with a specific sign, and sometimes can even be substituted for that sign. One example of this is the sign for NOT-YET which involves the tongue protruding through the lips slightly. This NMS can mean “not-yet” even when made without the accompanying manual sign. Another example of a lexical NMS is the mouthing PAH which occurs with the ASL sign FINALLY.

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- The use of NMS as **grammatical markers** has received a great deal of attention. NMS function as grammatical markers in many sentence types, including *topicalization, relative clauses, conditionals, yes-no questions, wh-questions, rhetorical questions, and negation*. The importance of NMS as grammatical markers can be seen by the variations in possible meanings introduced using the following three signs. Note that the meanings are dependent upon NMS to distinguish and clarify the intent of the signer:

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3 Signs – 8 Meanings

1. WOMAN KISS-FIST FOOTBALL

The woman loves football.

brows up

2. WOMAN KISS-FIST FOOTBALL

As for the woman, she loves football.

brows up, hd tilt, lip raise

3. WOMAN KISS-FIST FOOTBALL

The woman who loves football...

brows up, hd thrust

4. WOMAN KISS-FIST FOOTBALL

If the woman loves football, then...

•

hd forward, brows up

5. WOMAN KISS-FIST FOOTBALL

Does the woman like football?

hd forward, brows furrowed

6. WOMAN KISS-FIST FOOTBALL

Which woman loves football?

hd back, brows raised

7. WOMAN KISS-FIST FOOTBALL

Why does the woman love football? Because...

hd shake

8. WOMAN KISS-FIST FOOTBALL

The woman does not football.

•

3 Signs – 8 Meanings

When these signs are accompanied by NMS, the meaning and function of the phrase may be altered.

1. WOMAN KISS-FIST FOOTBALL

The woman loves football.

This functions as a *statement*.

brows up

2. WOMAN KISS-FIST FOOTBALL

As for the woman, she loves football.

When the eyebrows are raised during the first of the three signs, for example the subject has become a *topic* and the rest of the sentence functions as a *comment*.

brows up, hd tilt, lip raise

3. WOMAN KISS-FIST FOOTBALL

The woman who loves football...

If the brows are raised, the head is tilted slightly, and the upper lip is raised all throughout the execution of the three signs, then they function as a *relative clause*.

brows up, hd thrust

4. WOMAN KISS-FIST FOOTBALL

If the woman loves football, then...

The use of the raised eyebrows combined with a head thrust on the last of the three signs indicates that the phrase is now *the condition* upon which some outcome must rest. For instance, the signer might be saying, "If the woman loves football, then sell her the tickets to the game." Again, the three signs accompanied by these NMS are not a complete sentence and are ungrammatical if left standing alone as an ASL sentence.

- hd forward, brows up
5. WOMAN KISS-FIST FOOTBALL

Does the woman like football?

When these three signs are signed with the eyebrows raised and the head tilted forward, then they represent a *yes-no question*. In this case, the three signs can stand alone as a completely grammatical question.

- hd forward, brows furrowed
6. WOMAN KISS-FIST FOOTBALL

Which woman loves football?

The question is altered to a *wh-form* when the three signs are accompanied by furrowed brows. Again, in this case the utterance is grammatical and does not require additional commentary.

- hd back, brows raised
7. WOMAN KISS-FIST FOOTBALL

Why does the woman love football? Because...

The head tilted back, with the eyebrows raised changes the form of the question entirely. The question in this case would be *rhetorical*, eliciting no response from a competent signer. In the next example, the sentence is ungrammatical if not followed by an immediate response from the signer, as in, "The woman loves football because her father is an all pro quarterback."

- hd shake
8. WOMAN KISS-FIST FOOTBALL

The woman does not like football.

Finally, the last example here is a *negative statement* indicating that the woman actually does not like football. The only way to determine that this particular sentence is not affirmative is through the non-manual head shake. This sentence is grammatical without requiring further input from the signer.

Clearly, the use of NMS is significant when functioning as grammatical markers in ASL. It seems obvious why people who learn ASL as a second language and are unaware of NMS in ASL can experience many frustrations and misunderstandings. NMS are important in all the various functions they play in ASL. Because NMS are such an integral part of ASL, it is essential that professionals and others using ASL with deaf people are able to recognize NMS and to use them correctly.

Lesson 8 Review

- The sentences glossed below include more than one NMS. Find a NMS that would be appropriate for each of the underlined glosses.
- 1) ME SAW MANDRUNK 1:CL
- 2) LAST NIGHT ME AWAKE ALL NIGH STUDY STUDY
- 3) MY MOM SEW-SEW DRESS ALL NIGHT FINISH
- 4) RECENTLY ME FINISH TEST
- 5) KNOW LINCOLN STATUE. WOW ME LOOK-UP
- 6) CAREFUL, JIMBO TEND BLOW UP
- 7) MY WIFE COMPLAIN COMPLAIN, SAME YOUR
- 8) STUDY STUDY FINISH YESTERDAY
- 9) ME LOOK LOOK FINALLY FIND JOB WHEW
- 10) BOTH HAVE TO GET MARRIED, WHY, PREGNANT
- 11) SHE TEND-TO TALK-TOO-MUCH
- 12) MY DAUGHTER TEND-TO TALK ON PHONE
- 13) MAN LOOK ME, ME SICK-OF
- 14) KATHY TEND OFF-THE-POINT
- 15) CAREFUL, SHE TEND-TO GOSPIP

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How to read Sentences

- ALL CAPS-used for English glosses of manual or non-manual signs
- #FINGERSPELLING- lexicalized fingerspelling
- L-E-T-T-E-R-S – the gloss represents a fingerspelled word
- HYPENATED WORDS- represent a single sign
- ++- repetition of a sign
- CL: classifier predicate (letter or number indicating handshape)
- Bob-ASK-TO-Mary- Indicating verbs include subj/obj referents
- (actions) indicate visual/spatial information and some contextual information
- brows up- indicates relevant non-manual features
- UNDERLINED AND ITALICIZED- glosses representing signs with which an ASL mouthing occurs.

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