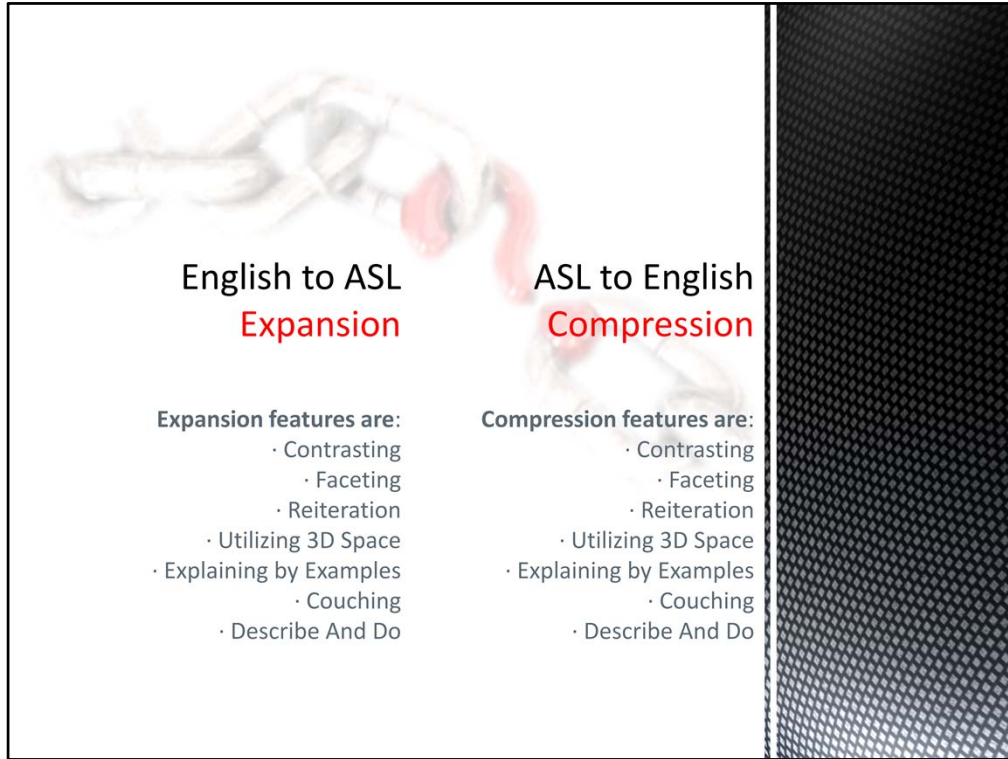




Interpreter Discourse:

English to ASL Expansion / ASL to English Compression



English to ASL Expansion

ASL to English Compression

Features:

Contrasting

Faceting

Reiteration

Utilizing 3D Space

Explaining by Examples

Couching

Describe and Do

EXPANSION

There are specific applications of language use and language phrasing in ASL that do not occur (or do not occur with the same frequency) in spoken English. There is a need for a better understanding of how concepts are presented in ASL. These specific applications are unique to ASL and are what is call **Expansion features**. ASL is a “spatial, time-oriented language based on visual perception and the visual conveyance of ideas, information, and feeling concepts”. Unfortunately, beginning interpreters often resort to using a linear (undeviating) presentation, i.e., a sequential delivery of signs in neutral space, as opposed to using ASL which includes location, space, height, and depth: in other words, a full and rich use of signing space. ASL does not require more information than English, but by its very nature, it uses space and presents information befitting a visual modality (method). ASL gives an equivalent message using a different format.

Expansion features are:

- Contrasting
- Faceting
- Reiteration
- Utilizing 3D Space
- Explaining by Examples
- Couching or scaffolding
- Describe And Do.

Rather than being a linguistic study, this discussion is intended to describe seven ASL expansion features for the purpose of teaching students of both ASL and interpreting to recognize some differences in discourse (dialogue) styles between English and ASL.

EXPANSION

There are specific applications of language use and language phrasing in ASL that do not occur (or do not occur with the same frequency) in spoken English. There is a need for a better understanding of how concepts are presented in ASL. These specific applications are unique to ASL and are what is call **Expansion features**. ASL is a “spatial, time-oriented language based on visual perception and the visual conveyance of ideas, information, and feeling concepts”. Unfortunately, beginning interpreters often resort to using a linear (undeviating) presentation, i.e., a sequential delivery of signs in neutral space, as opposed to using ASL which includes location, space, height, and depth: in other words, a full and rich use of signing space. ASL does not require more information than English, but by its very nature, it uses space and presents information befitting a visual modality (method). ASL gives an equivalent message using a different format.

Expansion features are:

- Contrasting

- Faceting
- Reiteration
- Utilizing 3D Space
- Explaining by Examples
- Coaching or scaffolding
- Describe And Do.

1

Contrasting

From English to ASL
ASL to English



■ **Contrasting** (English to ASL)



This feature highlights one idea by contrasting two opposite ideas in order to emphasize the one.

- For example, in English we might say, “*I wasn’t scared because I was with a group of people.*” In ASL, that could be signed using the **contrasting feature**, “*I wasn’t scared because I was with a group of people. I would be scared if I were alone, but not if I were with a group.*” With the addition of this contrasting idea, the original premise is emphasized. Sometimes this feature is used by stating the positive, then the negative (i.e. what something **is** followed by what it **isn’t**).
- Other times, the reverse occurs (i.e. a negative followed by a positive). In other examples, the premise, either positive or negative has its contrast “sandwiched” between the repeated premise. i.e.: “*it’s cold, not cool, cold*”. The **contrasting feature** differs from a text that is comparing two ideas; in the following case, two types of adaptive phone devices used by Deaf people are being compared. (*The old TTY’s were big, clunky and noisy whereas the new TDD’s are compact, lightweight and portable.*) Again, the contrasting feature **emphasizes one idea by talking about both what it is and what it is not**.

Contrasting (English to ASL)

Contrasting in ASL occurs when someone “compares two things by juxtaposing two opposite ideas in order to emphasize one of them”. This is done when a concept is presented in ASL, followed by a negated form of the same concept. Examples of this are:

Concept: a person walking at a normal pace

ASL: point WALK NORMAL, SLOW NOT.

Concept: a clear sliding glass door

ASL: GLASS DOOR CLEAR, CL:F, NONE

Concept: a cold room

ASL: THAT ROOM COLD, WARM NOT

Contrasting is not commonly used in English. English speakers either produce a positive statement or a negative statement about what is being discussed. What might be more idiomatic to the English speaker would be to make one statement of what something is.

ASL: WALK NORMAL, NOT SLOW.

Literal interpretation: The person walked normal, not slow.

Idiomatic interpretation: The person walked as they normally would.

ASL: GLASS DOOR CLEAR, CL:F (both hands), NONE

Literal interpretation: The glass door was clean, no spots.

Idiomatic interpretation: The glass door was spotlessly clean.

ASL: MY ROOM COLD, WARM NOT

Literal interpretation: My room is cold, not warm.

Idiomatic interpretation: My room is really cold.

A sentence dealing with a student who has a stay-at-home mom might be signed:

STUDENT HIS MOTHER STAY HOME, WORK NOT

In English, because information is sometimes implied, the interpretation could be “The student has a stay-at-home mom.” This sentence does not include the information that his mother does not work, as that information is implied in the phrase “stay-at-home,”.



Some examples in ASL are shown below:
(the feature is seen in bold print).

English: *Lenin's tomb is somber.*

_____nod topic neg

ASL: fs-LENIN GRAVE **PLAIN. FANCY // NOT.**

English: *I could barely stay on the horse.*

_____stress

ASL: SCL: "rider struggling to stay on a horse at a gallop."

_____q/t neg

"PERFECT" SCL: "graceful rider at a gallop," // NOT.

_____stress

SCL: "rider struggling to stay on a horse at a gallop."

Contrasting English to ASL

Some examples in ASL are shown below: (the feature is seen in bold print).

English: *Lenin's tomb is austere.*

_____nod topic neg

ASL: fs-LENIN GRAVE **PLAIN. FANCY // NOT.**

English: *I could barely stay on the horse.*

_____stress

ASL: SCL: "rider struggling to stay on a horse at a gallop."

_____q/t neg

"PERFECT" SCL: "graceful rider at a gallop," // NOT.

_____stress


SCL: "rider struggling to stay on a horse at a gallop."

The **first** example is a straight-forward contrast with what it is (*plain*) contrasted to what it is not (*fancy*).


The **second** example shows the contrast "sandwiched" between what the signer was describing (*a rider not easily staying atop a galloping horse*). This feature is certainly not unique to ASL. There are often times native speakers of English will use


this type of discourse (often in use with children or foreign speakers of English) but the frequency and application in a variety of registers and discourse genres distinguish this feature in ASL.

I just bought a top of the line computer.



The weather was cloudy, but we had a great vacation anyway.






Contrasting English to ASL Practice Sentences

Instructions:
Read the sentence - sign it. Check your interpretation against the video.

I found out that my nephew could really pack a punch when we were horsing around yesterday.



Contrasting Practice Sentences

Practice 1: I just bought a top of the line computer.

Practice 2: The weather was cloudy, but we had a great vacation anyway.

Practice 3: I found out that my nephew could really pack a punch when we were horsing around yesterday.

Contrasting (ASL to English)



- The **contrasting** feature highlights one idea by contrasting two opposite ideas in order to emphasize the one. **This can be accomplished by stating the positive and then the negative:** in other words, by stating what **is** and contrasting it with what **isn't**. When the contrasting feature takes this form, what **is** often will be reiterated at the end of the sentence, effectively sandwiching what **isn't** between a repetition of what **is**. Depending on context and the speaker's point, the reverse may also be seen: stating what **isn't**, followed by what **is**.
- **Contrasting Compression Strategies:**
Although two ideas are presented in ASL, they are used to emphasize one idea. **When interpreting from ASL to English, often the original idea can be emphasized by using an adverb and / or through vocal intonation rather than stating the contrasting idea.** While it is sometimes acceptable to provide both ideas in English to emphasize one of them, the choice of whether to voice one or both ideas is determined by which delivery the same emphasis of the original while maintaining a natural sounding delivery in English.

Contrasting ASL to English

The **contrasting** feature highlights one idea by contrasting two opposite ideas in order to emphasize the one. This can be accomplished by stating the positive and then the negative: in other words, by stating what **is** and contrasting it with what **isn't**. When the contrasting feature takes this form, what **is** often will be reiterated at the end of the sentence, effectively sandwiching what **isn't** between a repetition of what **is**. Depending on context and the speaker's point, the reverse may also be seen: stating what **isn't**, followed by what **is**.

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Although two ideas are presented in ASL, they are used to emphasize one idea. When interpreting from ASL to English, often the original idea can be emphasized by using an adverb and / or through vocal intonation rather than stating the contrasting idea. While it is sometimes acceptable to provide both ideas in English to emphasize one of them, the choice of whether to voice one or both ideas is determined by which delivery the same emphasis of the original while maintaining a natural sounding delivery in English.



Contrasting (ASL to English)

ASL:

topic

MY DAUGHTER, SHE RECENT JOIN BASKETBALL, SHE SKILL

_____ neg

AWKWARD NOT

Inadequate **English** interpretation:

My daughter recently joined basketball. She is pretty skilled, not awkward at all.

Effective **English** Interpretation:

For a beginner, my daughter is quite good at basketball.

Contrasting (ASL to English)

“This feature highlights one idea by contrasting two opposite ideas in order to emphasize the one. This can be accomplished by stating the positive and then the negative: in other words, by stating what **is** and contrasting it with what **isn’t**. When the contrasting feature takes this form, what **is** often will be reiterated at the end of the sentence, effectively sandwiching what **isn’t** between a repetition of what **is**. Depending on context and the speaker’s point, the reverse may also be seen: stating what **isn’t**, followed by what **is**” (Lawrence, 2003).

Compression Strategies:

Although two ideas are presented in ASL, they are used to emphasize one idea. When interpreting from ASL to English, often the original idea can be emphasized by using an adverb and/or through vocal intonation rather than stating the contrasting idea. For example, in the sentence above, the adverb *quite* is used and would most likely be accompanied by appropriate vocal inflection. It is sometimes acceptable to provide both ideas in English to emphasize one of them. The choice of whether to voice one or both ideas is determined by evaluating which delivers the same emphasis of the original while maintaining a natural sounding delivery in English.

ASL to English Compression Contrasting Examples:



topic

neg


ASL: PRESIDENT HOME NOT-FAR//**INDEX FAR**
INDEX// NOT-FAR FINISH

ENGLISH: *The President's home is not far from here.*


ASL to English Compression Contrasting Example:

The point of this sentence is to emphasize the nearness of the Presidents' home. This is accomplished in ASL by stating the home is close (**NOT-FAR**) The compare with the concept of not being far away (**INDEX FAR INDEX**). An equivalent English interpretation should emphasize the nearness of the President's house. If the contrasting feature is carried over into the target language of English the interpretation may sound unnecessarily redundant and stilted. (*The president's home is close by, not far, it's really close.*)


Practice 1:




Practice 2:



Practice 3:



Contrasting
(ASL to English)



Practice Sentences

Instructions:
Voice the video – then check your interpretation with the text in the notes.

Contrasting (ASL to English)

Practice 1: The test was harder than I had thought.

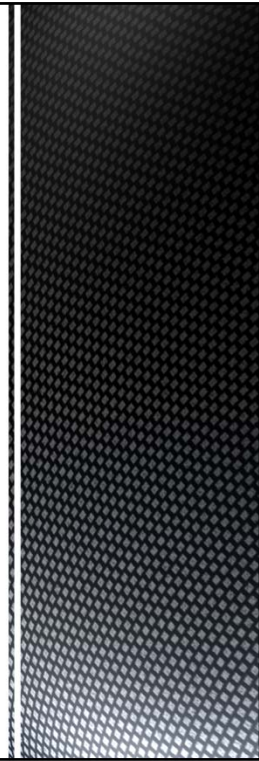
Practice 2: I wasn't sure the medium t-shirt would fit, but it fit me perfectly.

Practice 3: We have a gallon of chocolate ice cream so make sure there's enough to go around.

2

Faceting

From English to ASL
ASL to English



■ Faceting (English to ASL)



- **Faceting** describes a feature whereby several different signs are signed sequentially to express one idea more clearly. Although **several signs are used, this feature actually narrows a concept to a more exact or specific image**. The use of faceting seems to cluster around the use of adjectives or adverbs.
- **Faceting** differs from a practice sometimes used by interpreters who, unfamiliar with the appropriate lexical choice, sign several choices and leave the consumer to pick the right one (i.e.: *NO, NONE, NOTHING*). The multiple signs used in faceting, however, all serve to guide the viewer in a particular direction.

Faceting (English to ASL)

In ASL, faceting is “a feature whereby several different signs are signed sequentially to more clearly express one idea. Signs used in faceting are different but still somewhat synonymous. These signs are used to narrow down a concept to a more specific image or to convey a single idea. The interpreter may want to present a faceted concept into English by the use of adjectives or adverbs. In the following concepts were described in ASL.

A beautiful sunset
A room in disarray

The signer would use descriptors to establish a picture for the audience. Detailed information in ASL may be conveyed with fewer lexical items in English. For example, a description of a sunset might be signed as follows:

SUNSET BEAUTIFUL RED PURPLE SPREAD WOW

The interpreter could say, “IT WAS A SPECTACULAR SUNSET,” AND THE English speaker would have a clear mental picture of it. Also, the use of tone could enhance the sentence if emphasis were put on the word “spectacular.” On the other hand, if the interpreter were to produce a more literal interpretation and said, “the sunset was beautiful, with red and purple spreading out, wow,” the interpretation would sound clumsy and unnatural and

would not present the image in the listener's mind that the signer intended.

There are times when more English words than signs are required in order to convey an idea, but there are also times when the opposite is true. When a signer uses a number of signs to provide a detailed description of an event or situation, interpreters may be able to pick the one or two words that would bring to mind a clear picture for the English-speaking listener. For example, a room in disarray may be described as follows:

ROOM CLOTHES MESS UP, DESK DRAWERS PULL-OUT, PULL-OUT REMAIN PAPERS CL:V+++

If the interpreter says, "The room had clothes everywhere: it was messed up; desk drawers were left open, papers spread all over, it was disgusting," the message is no as clear as a more idiomatic interpretation. "The room looked like a tornado hit it" has all the necessary information included.

If an English interpretation takes less time than the ASL message, there is more time to produce a clear interpretation. Trying to catch every sign and assign a word to each one results in an interpretation that is unnaturally fast and contains no pauses. When this occurs, the hearing consumer does not have time to truly digest the information, and would have to work harder to try to decipher its meaning. Interpreters need to think how a concept can be presented in concise, idiomatic English. The English word, though not as many, are equivalent in meaning to all the signs utilized and still give the listener time to pause and comprehend the full message.

For example, to express the idea of being '**burned-out**', a faceted rendition might look like this:



puff cheeks _____ nod
FULL// WORN-OUT// GIVE fs-UP

Other examples include:

English: a **sparklingly** clean window

topic __oo__ nod

ASL: WINDOW // **SHINE, BRIGHT, CLEAN*. WOW*.**

English: an **easy** test

topic _____ neg _____ mm nod

ASL: TEST // **IT'S-NOTHING. EASY, WRITE FAST.**

Faceting describes a feature whereby several different signs are signed sequentially to express one idea more clearly. Although several signs are used, this feature actually narrows a concept to a more exact or specific image. The use of faceting seems to cluster around the use of adjectives or adverbs.

Faceting differs from a practice sometimes used by interpreters who, unfamiliar with the appropriate lexical choice, sign several choices and leave the consumer to pick the right one (i.e.: *NO, NONE, NOTHING*). The multiple signs used in faceting, however, all serve to guide the viewer in a particular direction.

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English: an **easy** test

topic_ _____ neg _____ mm _ nod

ASL: TEST // **IT'S-NOTHING. EASY, WRITE FAST.**

English is said to be one of the world's most lexicon-rich languages. When conveying an idea, speakers of English have a large cache of words to select from, each connoting a specific nuance. Stacking several signs sequentially may be the result of attempting to find the right nuance. Beginning signers tend to be satisfied with a single sign choice, perhaps with the addition of stress of a non-manual adverbial (e.g.: CLEAN or EASY) neither knowing about nor utilizing the option of faceting to more closely approximate the nuance of an adjective or adverb.

■ Sample English Sentence:
 ENGLISH: *She's a brilliant student.*

Faceting

ASL: topic
 INDEX STUDENT INDEX GIRL//**VERY SMART VERY-
 KNOW VERY KNOWLEDGEAGEL WOW**

Faceting

Faceting describes a feature whereby several different signs are signed sequentially to more clearly express one idea. Although several signs are used, this feature actually narrows a concept to a more exact or specific image.

Sample English Sentence:

ENGLISH: *She's a brilliant student.*

ASL: topic

INDEX STUDENT INDEX GIRL//**VERY SMART VERY-
 KNOW VERY KNOWLEDGEAGEL WOW**

In this example the concept of brilliant is shown by the use of several adjectives in ASL including **VERY-SMART VERY-KNOW VERY-KNOWLEDGABLE WOW**. While on the surface the use of multiple signs in ASL

appears to expand the concept, in fact it serves to narrow it to a more specific meaning.

I just finished a heart wrenching novel.



Faceting (English to ASL)



Practice Sentences

Instructions:

Read the sentence - sign it. Check your interpretation against the video.

He is SO tall.



I heard that teacher is great.



Faceting Practice Sentences

Read the sentence – sign it. Check your interpretation against the video.

Practice 1: I just finished a heart wrenching novel.

Practice 2: He is SO tall.

Practice 3: I heard that teacher is great.

▪ **Faceting (ASL to English)**



Faceting describes a feature whereby **several different signs are signed sequentially to more clearly express one idea**. Although several signs are used, this feature actually narrows a concept to a more exact or specific image.

▪ **Faceting Compression Strategies:**

The number of descriptive adjectives in ASL can often be reduced in the target language of English; they can be replaced with adverbs vocal intonation, and idiomatic English. Use of idiomatic **English often narrows a concept in the same way faceting narrows a concept in ASL**.

Faceting (ASL to English)

Faceting describes a feature whereby several different signs are signed sequentially to more clearly express one idea. Although several signs are used, this feature actually narrows a concept to a more exact or specific image.

Faceting Compression Strategies:

The number of descriptive adjectives in ASL can often be reduced in the target language of English; they can be replaced with adverbs vocal intonation, and idiomatic English. Use of idiomatic English often narrows a concept in the same way faceting narrows a concept in ASL.

Faceting (ASL to English)



ASL:

topic

MY NIECE, PAST FAT, NOW, **SLIM-DOWN THIN SKINNY**

Inadequate **English** Interpretation:

*My niece used to be fat, but she has really reduced;
she's thin now, really skinny.*

Effective **English** Interpretation:

*My niece used to be overweight, but she has really
slimmed down.*

Faceting (ASL to English)

“Faceting describes a feature whereby several different signs are signed sequentially to more clearly express one idea. Although several signs are used, this feature actually narrows a concept to a more exact or specific image or is an attempt to find the right nuance” (Lawrence, 2003).

Compression Strategies:

The number of descriptive adjectives in ASL can often be reduced in the target language of English; they can be replaced with adverbs, vocal intonation, and idiomatic English. Use of idiomatic English, in this case, “really slimmed down”, often narrows a concept in the same way faceting narrows a concept in ASL.

Faceting Example: (ASL to English)



ASL: MARY BABY CUTE-VERY BEAUTIFUL-VERY//EYES EYE-SASHES-LONG BLUE-VERY //RED RINGLET//CUTE-VERY BEAUTIFUL-VERY WOW+++

ENGLISH: *Mary's baby with the blue eyes and curly red hair, ahh, is the cutest baby I have ever seen.*

Faceting Example: (ASL to English)

The point of this sentence is to emphasize the baby's appearance. This is accomplished in the above ASL sentence by using the multiple adjectives of CUTE, BEAUTIFUL, and WOW. Several different signs are used which actually narrows the concept to a more specific image. In the English interpretation the vocal inflection of "ahh" and the idiomatic phrase "the cutest baby I've ever seen" provides equivalency. If the use of multiple adjectives was carried over into the target language the interpretation may sound wordy and unnatural. (*"Mary's baby is so cute, so beautiful with her blue eyes and red ringlets, wow, she was so cute, so beautiful"*)

Practice 1



Faceting (ASL to English)



Practice Sentences

Instructions:

Voice the video – then check your interpretation with the text in the notes.

Practice 2



Practice 3



Faceting (ASL to English) Practice Sentences

Practice 1: The interpreter should have known better than to wear that rock of a diamond. It was so distracting I felt like I was at a laser light show.
Practice 2: Those sneaky green chili peppers in Mexican food really get me.
Practice 3: When I got home from vacation something smelled really funny. When I opened the refrigerator door, oh boy, it smelled like something died in there!

3

Reiteration

From English to ASL
ASL to English



■ Reiteration (English to ASL)



- **Reiteration** refers to signs that are repeated in a text exactly the same way as they were initially stated. That is, a sign or signs are used again, reiterated, within a passage. It appears that **reiteration implies emphasis**: that something is important to the storyline, has cultural significance, or has high emotional impact to the signer. For the purpose of emphasis, it seems that adjectives and adverbs are used and repeated.
- In contrast, if a noun is repeated, it becomes plural. If a verb is repeated through inflection, information about time (frequency or duration) or distribution, (to which individuals, to or from each in a group, etc.) is included. Repeating adjectives, however, is one of the most common ways to show emphasis.

Reiteration

“Reiteration refers to signs that are repeated in a text the same way they were initially stated”. A signer may repeat a certain detail in a sentence, or one sign may be used both before and after a concept, much like bookends. This is done in order to emphasize, clarify, heighten, and specify concepts. For example, if a presenter wanted to let the listeners know the story he is about to tell is a really funny story, he might sign:

WANT TELL-YOU FUNNY STORY, FUNNY.

Since the English language does not use this construction, the interpreter may need to eliminate one of the repeated adjectives or combine the adjectives, using just one English term to indicate the concept presented. The word “hilarious” or the phrase “really funny” can represent the bookend signs of FUNNY. Another example might be:

RAIN-ON-ME CLOTHES WET, CHANGE MUST WET

If an ASL sentence incorporates reiteration, the interpreter must find the central concept of the message and use only the word which clearly convey the concept,

not a word for every sign.

Examples of **reiteration**

English: *Maybe his parents are deaf.*

_____ neg _____ nod

ASL: **MOTHER FATHER DEAF. DON'T-KNOW. MOTHER**

____ nod

FATHER DEAF SEEM.



Sometimes **reiteration** occurs when a sign or signs are repeated consecutively. Other times, **reiteration** occurs as “bookends” or brackets, sandwiching text between the repeated signs.

English: *You always lose one sock (to the dryer).*

ASL: **LOST ONE SOCK. LOST ONE SOCK**

English: *It was **my** job.*

_____ neg _____ nod

ASL: **MY DUTY. NOT WIFE. MY DUTY, RESPONSIBILITY.**

English: *I waited in a long line forever.*

_____ puff cheeks _____ puff cheeks

ASL: **PCL:4 “long line”. WAIT++. PCL:4 “long line.”**

(for a long time)

Reiteration

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English: *I waited in a long line forever.*

_____ puff cheeks _____ puff cheeks

ASL: **PCL:4 “long line”. WAIT++. PCL:4 “long line.”**

(for a long time)

Again, something that is culturally important or something that is important to the storyline or to the signer is often emphasized. One way then to show this emphasis in ASL is to reiterate a sign or a phrase.

- Sample English Sentence:

ENGLISH: Calculus class is so boring;
the teacher just goes on and on.



Reiteration

ASL: topic

ME TAKE CLASS CALCULUS **BORING**//SIT TEACHER
"mimic teacher talking blah blah blah" ME LOOK-
AT//**VERY-BORING**

Reiteration

Sample English Sentence:

ENGLISH: Calculus class is so boring; the teacher just goes on and on.

ASL: topic

ME TAKE CLASS CALCULUS **BORING**//SIT TEACHER
"mimic teacher talking blah blah blah" ME LOOK-
AT//**VERY-BORING**

In the English sample sentence the word "so" is stressed to emphasize the extent to which the student is bored. The use of the reiteration "BORING" serves the same function in ASL. The teacher's action of "going on and on" is sandwiched between the reiterated sign.

I'm doing everything I can to learn ASL, but it's really hard.



He is brilliant at taking on characters.



Reiteration

Practice Sentences



Instructions:

Read the sentence - sign it. Check your interpretation against the video.

Oh, I had my heart set on milk and cookies, but then there was no milk.



Reiteration Practice Sentences

Read the sentence – sign it. Check your interpretation against the video.

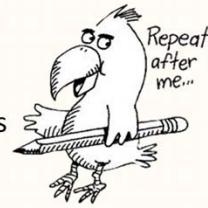
Practice 1: I'm doing everything I can to learn ASL, but it's really hard.

Practice 2: He is brilliant at taking on characters.

Practice 3: Oh, I had my heart set on milk and cookies, but then there was no milk.

■ Reiteration (ASL to English)

- **Reiteration** refers to signs that are repeated in a text the same way as they were initially stated, sometimes occurring one after another, repeating verbatim a sign or signs consecutively. Other times, reiteration occurs as “bookends”. Sandwiching text between the repeated signs. It appears that reiteration implies emphasis: that something is important to the storyline, has cultural significance, or has high emotional impact to the signer.



■ Reiteration Compression Strategies:

Reiteration in ASL serves to emphasize. English has a number of ways of accomplishing this same goal. The reiterated word can be voiced twice for emphasis. Two different lexical items can be chosen to show emphasis. The reiterated word can be said once with the use of a qualifier such as “really” or “very”. A stronger word can be chosen to convey the concept once. Most of these strategies would also be accompanied with a change in vocal inflection as a form of emphasis.

Reiteration (ASL to English)

“Reiteration refers to signs that are repeated in a text the same way as they were initially stated, sometimes occurring one after another, repeating verbatim a sign or signs consecutively. Other times, reiteration occurs as ‘bookends’, sandwiching text between the repeated signs. It appears that reiteration implies emphasis: that something is important to the storyline, has cultural significance, or has high emotional impact to the signer”.

ASL:

topic

ME SHOCK, PAPER, A-on-paper, SHOCK ME



Inadequate **English** Interpretation:

I was shocked when I found I got an 'A' on my paper. I was shocked!

Effective **English** Interpretation:

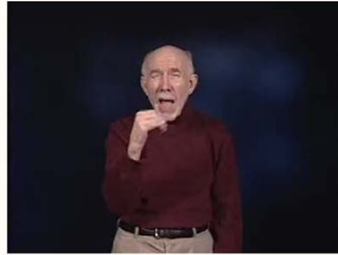
I was quite shocked to find I'd gotten an 'A'.

Reiteration (ASL to English)

Compression Strategies:

Reiteration in ASL serves to emphasize. English has a number of ways of accomplishing this same goal. The reiterated word can be voiced twice for emphasis (*I was shocked when I found I'd gotten an 'A' on my paper, just shocked!*) Two different lexical items can be chosen to show emphasis. (*I was so surprised to find I got an 'A' on my paper, just shocked!*). The reiterated word can be said once with the use of a qualifier such as *really* or *very*. (*I was really shocked to find I got an 'A' on my paper.*) A stronger word can be chosen to convey the concept once. (*I was stunned to find I got an 'A'.*) Most of these strategies would also be accompanied with a change in vocal inflection as a form of emphasis.

Reiteration Example: (ASL to English)




ASL: **IMAGINE**//RUTH STUDY
NOTHING//SAME GOT-AN=A//**IMAGINE**

ENGLISH: Can you believe Ruth didn't study at all and she still got an "A"?


Reiteration (ASL to English)

The point of this sentence is to emphasize how incredulous the signer feels with Ruth's ability to get an A without studying. The reiteration of the sign IMAGINE serves to emphasize the incredulity of the signer. In the English interpretation the choice of "can you believe" and its accompanying vocal inflection provides the same emphasis that the reiteration of the sign IMAGINE provides in ASL.

Practice 1



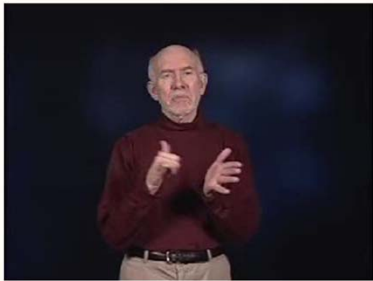
Reiteration
(ASL to English)



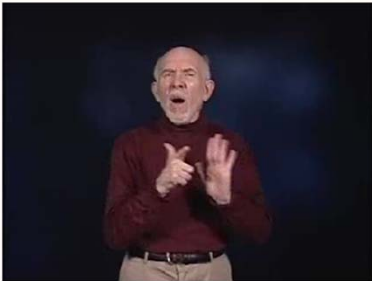
Practice Sentences

Instructions:
Voice the video – then check your interpretation with the text in the notes.

Practice 2



Practice 3



Reiteration (ASL to English)
Reiteration Practice Sentences

Practice 1: I've been wrestling with whether or not to buy a car.

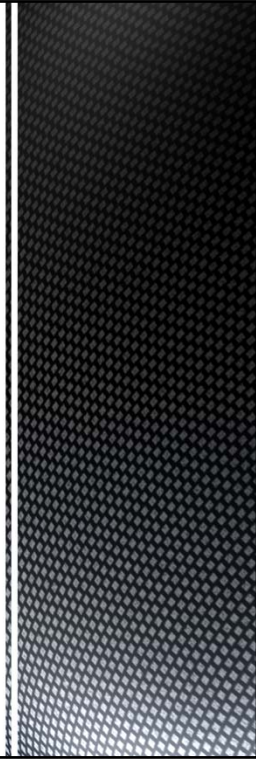
Practice 2: Given the condition of the stock market right now, there is no way I can retire.

Practice 3: There's no way I'm going to let my sixteen-year-old daughter date Bob, he's the same age I am.

4

Utilizing 3D space

From English to ASL
ASL to English



▪ Utilizing 3D space

Space is probably the most obvious of all the expansion features, the most complicated and, perhaps, the most studied. A lot has been written in the literature about space. Because ASL uses a modality foreign to most students, their facility in using space is limited. **The way space is used by native ASL users, however, is multi-faceted.** Because of the gestural nature of the language, space is employed the moment a signer lifts his/her hands. **Space is utilized in setting up nouns that later get replaced with pronouns (referential space) and also used to describe proximal relationships (topographical space).** Moreover, because Deaf people view the world primarily through their eyes, visual description and detail is an important component of ASL discourse. **Classifiers are one way visual information is conveyed.** Additionally, when looking at a whole utterance, space is used meaningfully creating cohesion in the text (spatial mapping).



Utilizing 3D space

ASL, being a three-dimensional visual language, uses spatial information that must be taken into consideration when interpreting into English. Not all spatial information needs to be interpreted; the interpreter needs to keep in mind what information is crucial to the message and what information is simply an aspect of ASL that is not necessary in the English interpretation.

An example is a Deaf person describing how she is going to the library (and indexing to the right) and then going to the store (and indexing to the left) and then finally coming home (and signing HERE to indicate home). The information isn't the ASL message of where the library and store are located does not need to be stated overtly in English. In English we might say something like, "I need to go to the library and then the store before coming home." The additional spatial information, though appropriate in ASL, is not fitting for the English message. Including the English word "before" makes the sentence sound more idiomatic.

Information contained in directional verbs may also not need to be conveyed. For example:

LAST-WEEK, L.A (left). NEW YOUR (right), ME FLY (left to right).

When expressing the concept of flying from the West Coast to the East Coast the plan usually flies from left to right. To an English speaker there is little convert how the sign a

plane MOVES, left to right, right to left, or front to back, because English speakers have no indication of direction in the verb “to fly”.

These aspects of **3D space** are:

Referential Space

Space can be used referentially to represent people, places and things. After being established in a location in space, these nominals are replaced by pointing to the location and reinforced in a variety of ways. The reinforcement comes in the form of directional verbs, eye gaze, classifier predicates and role assumption (also known as characterization or constructed speech and reported action). These reinforcements are used liberally throughout the discourse.



Topographical Space

Space can also be topographical. That is, the signer's space can be used to represent how objects look in the real world. More specifically, the signer can present information from different perspectives. To help us better understand how space is used, linguistics have identified 3 categories:

- 1) a miniature view whereby the referents are made to be models of the real world using semantic classifiers,
- 2) a view that is of natural, or "life-size" using role assumption and body classifiers
- 3) a view that uses space and objects shared in the environment by both the signer and his/her audience. In this case, the signer may point or gesture to references in common space: e.g. *that gentleman over there*.

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and his/her audience. In this case, the signer may point or gesture to references in common space: e.g. *that gentleman over there*.

Spatial Mapping

Studies have also looked at the use of space throughout a text. Through spatial mapping, a location is created in the signing space by a signer who can later re-refer to the location and evoke the same mental representation of the entity that was created initially. Additionally, spatial mapping contributes to the overall cohesion of a text.



Classifiers

It is not possible to discuss space without talking about the use of classifiers. Smith, Lentz and Mikos (1988) divide classifiers into several categories in their book, *Signing Naturally*. Their categories include:

- descriptive classifiers** which are used to describe an object or a person,
- locative classifiers** which are used to represent objects in a specific location and sometimes indicating movement,
- semantic classifiers** which are used to represent a category of nouns,
- body classifiers** which are used to enact the verb of a sentence and usually require role shifts,
- instrumental classifiers** which are used to show how hands manipulate an object,
- body part classifiers** which are used to represent a specific part of the body doing an action and finally,
- plural classifiers** which are used to indicate a specific or non-specific number of people, animals, or objects.

The use of classifiers not only brings an ASL text to life, it takes advantage of the spatial qualities of the visual/gestural modality: examples include using visual description and detail, animating verbs, and incorporating adverbs and prepositions. When students and interpreters omit the use of classifiers, visual interest and vital information is missing.

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Descriptive Discourse

In descriptive discourse, the signing space must be used creatively. In addition to the space directly in front of the chest, the signer can incorporate a potential hemisphere of space, including the areas in front of and to either side of the body, and above the head. **Utilizing space** requires a good visual memory and the ability to “see” scenes in the “minds’ eye”. The signer “paints a picture” of a scene replete with visual details. More than that, the signer or interpreter describes the scene from a variety of perspectives by including classifiers, role assumption, reported or constructed action, eye gaze, and body agreement.



Additionally, body and facial agreement must complement the composite: squinting one’s eyes to support the concept “as far as the eye could see”, or curling up the upper torso in some of the poses for the sleepy lions and closing one’s eyes momentarily to represent sleeping. This would be an example of topographical space [relationship between how objects are related in the real-world] with some co-occurrence of referential space if one points to an area already set up in space, e.g.: the trees. The layout of the trees, when referred to again, gives referential information and confirms where the trees are located, which adds cohesion to the text.

The use of **3D space** is complex. Creating a visual representation is such a major component of a “Deaf-thought world” that an interpreted text without the use of space and the use of classifiers is not an accurate presentation in ASL. Interpreters must visualize what they hear and attempt to recreate the vision using the space around them. Not only will this allow them to keep their references clear, it will also make their interpretation interesting to the listener.

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- The **use of space** is a salient feature in ASL. It takes advantage of the three-dimensional physical space around the signer's body. This space can be used to represent people, places, and things; to represent how objects appear in the real world and present them from different perspectives; to create cohesion in ASL discourse; and to set the visual scenes. This use of space can be accomplished in ASL through the use of space can be **accomplished in ASL through the use of or combination of some of the following: pointing, placed signs, fingerspelling, directional verbs, classifiers, role assumption, reported or constructed dialogue, prosody (patterns of stress and intonation in language), body shifting, and eye gaze.**



Use of Space

There are times, however, when spatial information is crucial to the message. For example, the exact location of vehicles or people involved in an automobile accident must be articulated clearly. ASL handles this information efficiently, whereas English usually requires many more words that may or may not convey the information accurately.

- Example English Sentence:

ENGLISH: The Frisbee came out of nowhere
and hit me in the head.



Use of Space

ASL:

topic

F-R-I-S-B-E-E//KNOW FRISBEE ME STANDING “me not paying
attention: CL:B “sails through air hits me in head” OUCH!

Use of Space

Sample English Sentence:

ENGLISH: The Frisbee came out of nowhere and hit me in the head.

ASL:

topic

F-R-I-S-B-E-E//KNOW FRISBEE ME STANDING “me not paying attention: CL:B “sails through
air hits me in head” OUCH!

In ASL, setting the scene by using 3D space typically involves more detail than would be given in delivering the same message in English. In ASL, but its very nature, the direction from which the Frisbee came and the location on the body where the Frisbee hit has to be included in the interpretation.

The wok I got from Mary last Christmas was the perfect recyclable gift for my mom this year.



Use of Space



Practice Sentences

Instructions:
Read the sentence - sign it. Check your interpretation against the video.

I was born and raised in Rochester, went to school in Philadelphia and, when I got a job in Tennessee, made it my home.



Printing and editing paperwork for me means climbing the stairs time and again between the first floor copy room and my third floor office.



Use of Space Practice Sentences

Read the sentence – sign it. Check your interpretation against the video.

Utilizing 3D Space (ASL to English)



“The use of space is a salient feature of ASL.

ASL takes advantage of the three-dimensional physical space around the signer’s body. This space can be used to represent people, places, and things; to represent how objects appear in the real world and present them from different perspectives; to create cohesion in ASL discourse; and to **set a visual scene**”. This use of space can be accomplished in ASL through the use of or combination of some of the following: pointing, placed signs, fingerspelling, directional verbs, classifiers, role assumption, reported or constructed dialogue, prosody(patterns of stress and intonation in language), body shifting, and eye gaze.

Utilizing 3D Space (ASL to English)

AS 3-D space is **used in ASL to describe a scene or layout and to assign locations to people, things, or ideas**, signers “paint a picture” with visual details. Watching such a display is enjoyable for a person who understand the language. English, on the other hand, does not use these features, and interpreting each and every detail may make the interpretation sound very simplistic or overly complex. Interpreters must desire how much of the visual detail is necessary. Too much detail can sound wordy or unnatural and is distracting because English speakers typically rely on a far fewer visual details. Too little detail, however, may leave the listener with “dead air.” When interpreting information that uses space, it is best to make sure the information is delivered into idiomatic English that is comfortable to an English speaker.

ASL:

topic

MY GARAGE HAVE THREE CL:3+++ , MINE PARK If MY HUSBAND PARKctr, R-V PARKrt



Inadequate **English** Interpretation:

My garage has three parking slots. I park my car in the left space, my husband parks in the middle space, and we park our RV in the right space.

Effective **English** Interpretation:

We have a three-car garage that fits my car, my husband's car and our RV.

Compression Strategies:

When working between the languages of English and ASL, the interpreter often finds herself struggling with the amount of detail that is contained in ASL compared to that of English. While this amount of detail is linguistically appropriate for ASL, it is often linguistically inappropriate for English. This is especially true when an ASL text contains significant use of space.

In the above example, to include the left, middle, and right orientation of where the cars are parked results in an interpretation that sounds unnatural in English. The level of detail included in the ineffective interpretation results in a stilted delivery. Often including this level of detail (left, right, middle) may imply that this information is important to the text. If the relevance of this information never becomes clear, the native English listener would be left puzzled as to why it would have been mentioned in the first place. If it has no import in English, then it should not be included. However, if the storyteller continues to explain that a bad windstorm brought down a huge tree which landed right in the middle of her garage, damaging her husband's car, then this spatial information would be appropriate to include and the interpreter will need to pull those details back into the interpreted message.

Utilizing 3-D Space



A particular challenge to the ASL/English interpreter is in the interpretation of referential space. When using referential pronouns in ASL, the gender of the noun can often go unstated; for example, terms such as *neighbor*, *teacher*, *friend*, imply no particular gender in ASL or English. In ASL, they can be kept gender neutral through the use of referential pronouns (pointing in a specific location to represent the noun). English would typically replace the noun with the pronoun *he* or *she* after it has been introduced. Interpreters must predict whether the gender of the person will have relevance to the story and ask the signer for the gender if deemed necessary or take a stand regarding the gender and hope it doesn't have relevance later in the discourse.

Utilizing 3-D Space

When interpreting spatial information literally, the meaning will be skewed. Humphrey and Alcorn point out that interpreter working between English and ASL sometimes try to match lexical items instead of thriving for message equivalency. An example is when a signer is describing a family packing for a camping trip:

CAR-RT PUT-IN (left to right) (non-dominant hand to show listing of items) TENT, FOOD, SLEEPING #BAG FINISH CAR CAR-DRIVE-OFF

The use of space shows the car in one location with the items being placed into it before it drives off. All of this is clear in a visual language. A literal interpretation might be, "The car, which was on the right, we put in the tent, the food, sleeping bag, when we finished, the car drive off to the left."

By looking for the message and utilizing an understanding of the spatial referents used in ASL, an idiomatic English interpretation may be, "After parking the car with our camping gear-tent, food, sleeping bags-we drove off."

Utilizing 3-D Space



The second challenge relates to the establishment of *figure/ground* relationships. “In any language, the object that is given focus is called the *figure*. It is usually expressed in terms of its relationship to an already referenced object called the *ground*. In English, the figure usually occurs first in a sentence...English primarily uses prepositions to express this relationship...In ASL, the order for expressing figure and ground is reversed...the mechanism for expressing the relationship between figure and ground in ASL is the placement of classifier handshapes in the signing space”.

Utilizing 3-D Space

The spatial information is not important to the meaning of the story. The items of the tent, food, and sleeping bags were bundled into the words “camping gear,” and if there was not enough time to include these details the interpreter could then choose to omit any or all of the words, “tent, food, and sleeping bags,”

Other items to note:

- The verb “packing” is used in place of the movement of items into the car.
- The word “after” is used to convey the meaning behind the time indicator FINISH.
- Instead of the car driving off, the statement is “we drove off”. The idea of the car implied in the verb “drove”.

Use of 3D Space (ASL to English)



For example, in the ASL sentence below, the figure (the object of focus) is the box. This is stated *after* the establishment of the ground (OFFICE, COMPUTER-If, DESK-rt) In the English interpretation, the figure is stated before the ground, and the amount of information that is supplied in describing the ground is limited.

ASL:

MY O-F-F-I-C-E YOU ENTER COMPUTER INDEX(lf) D-E-S-K *
topic
INDEX(rt) BOXES UNDER THAT-ONE BRING

ENGLISH: *Could you get me the boxes under my desk?*

Use of 3D Space (ASL to English)

When interpreting an ASL text that sets a visual scene, interpreters must be able to: (1) recognize the figure/ground relationship and switch the order between ASL and English and (2) recognize when the use of compression is necessary to truncate the amount of detail supplied to achieve linguistically appropriate English.

Utilizing 3D Space (ASL to English)



The use of space is a salient feature in ASL, ASL takes advantage of the three-dimensional physical space around the signer's body. This space can be used to represent people, places, and things; to represent how objects appear in the real world and present them from different perspectives; to create cohesion in ASL discourse; and to set the visual scene.

This use of can be accomplished in ASL through the use of our combination of some of the following: pointing, placed signs, fingerspelling, directional verbs, classifiers, role assumption, reported or constructed dialogue, prosody, body shifting, and eye gaze.

Utilizing 3D Space (ASL to English)

Use of Space Compression Strategies:

When working between the languages of English and ASL, the interpreter often finds herself struggling with the amount of detail that is contained in ASL compared to that of English. While this amount of detail is linguistically appropriate for ASL, it is often linguistically inappropriate for English. This is especially true when an ASL text contains significant use of space. When voice interpreting an ASL text which contains much use of space, the level of detail and specify in the source message often needs to be compressed in the target message. The challenge of the sign language interpreter is determining how much detail is appropriate or linguistically necessary in English.

“ASL uses space as an involvement strategy. Involvement strategies are used by speakers of a language to arouse the interest and the involvement of the listener.” Recognizing when the use of space functions as a involvement strategy and preserving that engaging and sometimes humorous style of the signer is challenging. Obviously, as with any interpretation, the goal of the speaker may influence how little or how much of the source message detail is retained.

A particular challenge to the ASL/English interpreter is in the interpretation of referential space. When using referential pronouns in /ASL, the gender of the noun can often go unstated. In ASL they can be kept gender neutral through the use of referential pronouns

(pointing in a specific location to represent the noun): in English, however, the pronoun “he” or “she” would typically replace the noun once it has been introduced. Interpreters must either predict whether the gender of the person will have relevance to the story and ask the signer for the gender or take a stand regarding the gender and hope the gender doesn’t have relevance later in the discourse.

ASL and English also differ in how they establish a scene. “in any language, the object that is focus is called the figure. It is usually expressed in terms of its relationship to an already referenced object called the ground. In English, the figure usually occurs first in a sentence...English primarily uses prepositions to express this relationship....In ASL, the order for expressing figure and ground is reversed...the mechanisms for expressing the relationship between figure and ground in ASL is the placement of classifier handshapes in the signing space.” Being able to recognize the figure/ground relationship and switching the order between ASL and English is important in an ASL to English interpretation.

Utilizing 3D Space Example:



ASL: MY O-F-F-I-C-E// YOU

ENTER//COMPUTER INDEX//D-E-S-K

_____ topic
INDEX // BOXES UNDER THAT-ONE//BRING


ENGLISH: *Could you get me the box under my desk?*

Utilizing 3D Space Example:


In the ASL sentence, the signer initially describes the placement for the computer in relation to the desk, setting the visual scene of the office. The signer establishes the exact location of the furnishings; the computer being located on the left, the desk to the right. This followed by a description of where the boxes are located in relation to the desk. This description of real world orientation and knowing the exact location of objects is common in ASL discourse as is the order of their occurrence in the sentences.

In English, including this level of detail to set the visual scene is uncommon. The object that is the focus of the sentence typically occurs first with a minimum amount of detail used to set the scene occurring after.

Practice 1




3D Space
(ASL to English)




Practice Sentences

Instructions:
Voice the video – then check your interpretation with the text in the notes.

Practice 2



Practice 3



Practice Sentences Utilizing 3D Space

Practice 1: It's really irritating when theaters set interpreters too far off stage. They are so far away from the action of the play that the deaf audience can't follow what's going on.

Practice 2: If you're familiar with the first floor, the art gallery is right across from the theater.

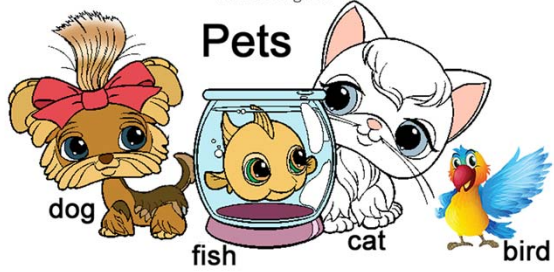
Practice 3: It's a four-page test. There are directions, a matching section, a short answer section, and then a short essay.

5

Explaining by Examples

From English to ASL
ASL to English

Pets






- **Explaining by Examples**

In English, if a term needs to be explained, the initial approach used by many is to define the word. Resources are available to assist with definitions. Unfortunately, this is not true for ASL. Typically, students ask native signers for the meaning of a sign. Most Deaf signers give examples which often include several short pictures of how the sign is used. **Example, the concept of “pets” is conveyed as DOG CAT FISH ETC.** Often this is done when the term that needs explanation is a noun. One grouping of nouns is called *superordinates*.

- **Superordinates** are a category of words that group concrete objects together e.g.:furniture, tools, vehicles, etc. (This has also been referred to as noun-listing or noun classification.) ASL has few superordinate signs but does have a “rule-governed” means for expressing these concepts. There’s a special kind of compounding called superordinate compounding. This rule-governed approach has “three or four signs strung together followed optionally by a sign ETC...do[es] not have a fixed sign order nor are the particular signs chosen...the same each time...”. **Explaining by Example** is a variant of this.
- A superordinate compound is not always being formed however. Concepts such as a *self-sufficient society*, a *balanced diet* or *demographics* might be explained via examples. In these cases, **a list of three or four signs are grouped together to describe a concept.** These concepts nonetheless, do not attempt to capture a broad category. They instead ‘define’ the concept.

Explaining by Examples

The interpreter keeps in mind that ASL tends to use more examples than spoken English. For this reason, every item listed in the examples does not necessarily have to be spoken in the English interpretation, or the examples may not have to be interpreted at all. When the interpreter feels the idea presented in ASL with examples is not one that an English speaker would need and explanation of, interpreting the examples is not necessary. For example, if a Deaf person is talking about fast food and signs, YOU-KNOW MCDONALDS, TACO BELL, WENDYS, the interpreter may be able to just say “fast food places.” Another option would be to interpret a couple of the examples presented and then put the remaining items under a general topic.



An example of the **Explain by Example** is:

_____ topic _____ head nod
 BABY CLOTHES // **UNDERPANTS, SOCKS, PANTS // ETC**

Other examples include:

English: *TTY's (telecommunication devices for the deaf)*
 _____ topic + head nod
ASL: **KNOW TTY, fs-MODEL 28, 15, 19 //ETC**

English: *The Middle East*


ASL: **KNOW+ //ISRAEL, fs-JORDAN, fs-SAUDI ARABIA**
 _____ topic + head nod
ETC. // THAT AREA //ETC

Explaining by Examples


This feature is often cued. That is, before a list of examples is signed, there is often a manual or non-manual signal (or both) signed that clues the watcher that a list or explanation is coming. Linda Stauffer (2002) discusses markers that identify visual descriptors which she defines as “sign clusters which, taken as a whole, describe an object, event, or concept” (p. 108). Most commonly, the signed marker included (YOU)

KNOW and THAT. We see in many instances if **Explain by Example** is used, it is preceded by KNOW. There may be other markers but further research is required. We see then, when explaining a concept using several examples, whether creating *superordinates* or not, it is often marked by a sign. This signal is also seen in the following feature, “**Couching**” or “**Scaffolding**”.

■ Sample English Sentence:
ENGLISH: Don't forget to bring your art supplies to the next class.



Pets
dog fish cat bird



Explaining by Example

ASL:
 "hey"-sweep++//REMEMBER YOU-ALL NEXT CLASS BRING-TO//**COLOR PENCIL, PAPER,**
 topic
RULER VARIOUS//BRING-TO

Explaining by Example

A list of examples is sometimes used in ASL to define or explain a term. This **explaining by example** feature may result from the fact that ASL does not have a specific lexical item for the term being explained. A variant or subset of this feature is the noun classification. This term, identified as "superordinate compounding" consists of three to four signs strung together, often followed by the ETC. sign to express a specific English noun. Examples of this include the terms "tools" (Hammer, SAW, SCREWDRIVER, ECT.) or "fruit" (APPLE, ORANGE, BANANA, ECT.)

Sample English Sentence:

ENGLISH: Don't forget to bring your art supplies to the next class.

ASL:

"hey"-sweep++//REMEMBER YOU-ALL NEXT CLASS BRING-TO//**COLOR PENCIL, PAPER,**
 topic
RULER VARIOUS//BRING-TO

The term "supplies" does not have a single lexical equivalent in ASL. Therefore a list of examples is used to define this term for an art class.

My company's benefits package had a recent upgrade to the dental plan.



I donated my old winter clothes to Goodwill.



Explaining by Example



Practice Sentences

Instructions:

Read the sentence - sign it. Check your interpretation against the video.

The computer store had a great sale on peripherals.



Explaining by Example Practice Sentences

Practice Sentences

Read the sentence – sign it. Check your interpretation against the video.

Practice 1: My company's benefits package had a recent upgrade to the dental plan.

Practice 2: I donated my old winter clothes to Goodwill.

Practice 3: The computer store had a great sale on peripherals.

Explaining by Example (ASL to English)



“A list of examples is sometimes used in ASL to define or explain a term. This *explaining by example* feature may result from the fact that ASL does not have a specific lexical item for the term being explained”. A variant or subset of this feature is the noun classification. This term, identified as superordinate compounding consists of three to four signs strung together, often followed by the ETC. sign to express a specific English noun. Examples of this include the terms *tools* (HAMMER, SAW, SCREWDRIVER, ETC) or *fruit* (APPLE, ORANGE, BANANA, ETC.)

Explaining by Example (ASL to English)

Explaining by Example gives a list of examples as an explanation. Some nouns in ASL use representatives to convey a category. For example, the concept of “pets” is conveyed as DOG CAT FISH ETC., and “jewelry” as EARRINGS NECKLACE BRACELET ETC.



ASL:

rh-q

ALL-DAY SATURDAY MY HUSBAND DO DO **MOW PULL
W-E-E-D-S TRIM-WITH-CLIPPERS**,YARD CLEAN, LOOK
NICE

Inadequate **English** Interpretation:

All day on Saturday my husband was busy mowing the lawn, pulling weeds, and trimming the bushes. The yard looks really cleaned up now. It's very nice.

Effective **English** Interpretation:

My husband spent all day Saturday sprucing up the yard. It looks great.

Explaining by Example (ASL to English)

Compression Strategies:

Whereas ASL uses a listing of examples to convey a concept or idea, English may have a specific lexical item to convey the same idea. As a result, a unnatural interpretation may occur if the specific English lexical item is not included in the interpretation. In the above example, *sprucing up the yard* is an equivalent interpretation of the various tasks done to make the yard look nice. Obviously, if an interpreter retained the specific examples, the interpretation would be acceptable in English. (*My husband spent all day Saturday mowing and weeding the yard and trimming the bushes. It looks great.*) However, the specific examples are nicely summed up in the English idiomatic expression of *sprucing up the yard*.

“Explaining by Example: Example:




ASL: LONG-TIME-AGO RESIDENTIAL-SCHOOL EXPERT
ME TRACK//220 (RUN AROUND THE TRACK 2
TIMES)//SECOND (STICK POLE IN GROUND-
JUMP)//GHIRD (JUMP FAR)//AND SO ON// EXPERT ME


ENGLISH: In high school I participated in a number of
track events and I was quite good.

Explaining by Example (ASL to English)

In the ASL sentence above, the concept of track events is conveyed through the use of three examples; the 220 meter dash, the pole vault, and the long jump with the addition of the “so on” or the “etcetera” sign. This indicates that the examples listed are a sample of the track events in which the signer participated. The lexical term “track events” is an equivalent interpretation in English.

Practice 1






Pets

Explaining by Example
(ASL to English)

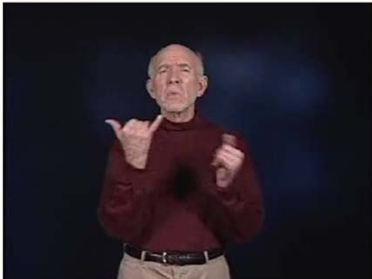
Practice Sentences

Instructions:
Voice the video – then check your interpretation with the text in the notes.

Practice 2



Practice 3



Explaining by Example (ASL to English)
Practice Sentences

- Practice 1: Impoverished countries are in desperate need of school supplies
- Practice 2: Dentists are really promoting the importance of good dental hygiene.
- Practice 3: In today's violent world, where is peace to be found?

6

Couching

From English to ASL
ASL to English



▪ “Couching” or “Scaffolding”

Perhaps due to a lack of a single specific lexical item in ASL, a series of signs are grouped together to form a concept. This series of signs adds background or contextual information to a concept to make it clear. Couching as “defining an object or phenomenon by description, analogy or function instead of by label”. Termed “**couching**” or “**scaffolding**”, it occurs by virtue of the differences between the two languages.



- One way ASL can expand vocabulary is to **explain an item or give foundation or support to a concept**. This can be done in a variety of ways that may include **3D space, explaining by example, contrasting or by simply explaining the concept**. An introductory “set-up” is needed to ensure the listener has a shared schema or frame to understand the upcoming discourse. In subsequent references however, the “set-up” is reduced: i.e. when referring to the concept later on in the discourse, the whole explanation is not repeated because the connection has already been made.
- **Couching** or **scaffolding** is probably one of the hardest features to identify in an ASL text because the idea is presented in a way natural to ASL. It is often only when one focuses on how that same concept would be presented in English that we can identify the discourse as “**couched/scaffolded**.” **It may be clearer to explain by using an example.**

Couching or Scaffolding

“Couching is when background or contextual information is added to a concept to make it clear”. When an item is presented in ASL, background information or a brief description is added in order to make the message more understandable to the recipient. Example: if a signer mentions “call waiting,” he may explain the concept to Deaf members of the audience. Hearing audience members, because they are most likely familiar with the concept, would not need the explanation.

Couching Compression Strategies:

Since English often “labels” whereas ASL often “describes”; when interpreting a concept that is couched in ASL, it is important in the English interpretation to include the “label”.

Several grammatical markers, both signs and non-manual behaviors, may signal the use of the couching feature. These grammatical markers may appear at the end of the utterance, at the beginning and end of an utterance, or less commonly, just at the beginning of the utterance. They may include the signs KNOW, YOU-KNOW, THAT as well as non-manual markers such as affirmative head not and a head tilt. Recognizing these visual descriptor markers as signaling the possible use of the **couching** feature may assist the interpreter in rendering a more effective interpretation.

To get to the idea of *sewer pipes*, the following is signed:



ASL: _____ q/t

KNOW TOILET FLUSH // ECL: "water/waste is carried off"

_____ slight nod

lx-dir: "through sewer" DCL: (2h)CC "big sewer pipe"

ECL: "sewage flows"

English: *corral*

ASL: **FENCE++ (four sides)// HORSE SCL: (2h) "horses standing"++.**

Couching

To get to the idea of *sewer pipes*, the following is signed:

ASL: _____ q/t

KNOW TOILET FLUSH // ECL: "water/waste is carried off"

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lx-dir: "through sewer" DCL: (2h)CC "big sewer pipe"

ECL: "sewage flows"

English: *corral*

ASL: **FENCE++ (four sides)// HORSE SCL: (2h) "horses standing"++.**

Examples of English words that need to be couched in ASL abound. Some examples include the ideas of *primitive cultures*, *aqua farms*, *Pacific Rim countries*, *endangered species*, *fine arts*, *an eclipse* and *classic literature*. Again, how these ideas are "scaffolded" is not bound or restricted. There is not one way to "couch" or "scaffold". It is not a special lexical feature but rather the understanding that a native signer would create a unique explanation for the term, idea or object. The most efficient method is the one most likely selected by the signer. This feature, not unlike ' **Explaining by Examples**', is often cued by manual or non-manual means. As

seen above, the example of *sewer pipes* begins with “KNOW...”.

■ Sample English Sentence:
ENGLISH: My parents are Russian immigrants.




Couching

ASL: topic
 MY PARENTS//**BORN RUSSIAN MOVE TO HEAR AMERICA**

Couching

Perhaps due to the lack of a single specific lexical item in ASL, several signs are grouped together to form a concept. This series of signs, defined as couching, adds background or contextual information to a concept to make it clear. Smith's (1996) interpretation of couching is "defining an object or phenomenon by description, analogy or function instead of by label".

Sample English Sentence:

ENGLISH: My parents are Russian immigrants.

ASL: topic

MY PARENTS//**BORN RUSSIAN MOVE TO HEAR AMERICA**

English has a lexical item for the concept of "immigrants". Due to the lack of a single lexical item for this term in ASL the interpretation provides background or contextual information to describe this term.

When I sat down with my lawyer to draft my will, he asked me who my beneficiary was.



You really should avoid last minute cramming for tests.



Couching



Sentence Practice

Instructions:

Read the sentence - sign it. Check your interpretation against the video.

Jill's makeup always looks so nice. She is so put together.



Couching Sentence Practice

Practice Sentences

Read the sentences – sign it. Check your interpretation against the video.

Practice 1: When I sat down with my lawyer to draft my will, he asked me who my beneficiary was.

Practice 2: You really should avoid last minute cramming for tests.

Practice 3: Jill's makeup always looks so nice. She is so put together.

Couching (ASL to English)



- Perhaps due to the lack of a single specific lexical item in ASL, several signs are grouped together to form a concept. This series of signs, defined as couching, **adds background or contextual information to a concept to make it clear.** Interpretation of couching is “defining an object or phenomenon by description, analogy or function instead of by label”.

Couching (ASL to English)

Sometimes, a Deaf person fingerspells an English loan word followed by a description of what it means. Here, the interpreter must decide if the English-speaking audience is sufficiently aware of what the loan word means. If so, the interpretation may only include the fingerspelled word with the description omitted. If the description goes on over a period of time, though, and the interpreter had made a conscious decision to omit it, the interpreter must then decide when there is too much dead air time and include a bit of the description. There is a fine line between what to exclude in order to make the language sound idiomatic, and what to include in order to ensure that the audience, who is dependent on auditory stimuli, stays involved.

Couching Example (ASL to English)



ASL:

topic

LAST NIGHT MY FRIENDS GROUP PLAN go-to-in-a-group
BAR A-L-L DRINK+++ ME (raise hand) **ME WILLING DRINK
NONE, ME SOBER, YOU-ALL DRINK+++ HAVEFUN, ME
DRIVE**

Inadequate **English** Interpretation:

Last night my friends and I planned to go to a bar. I willingly agreed not to drink and remain sober and let my friends have fun. That way I could drive them home.

Effective **English** Interpretation:

I agreed to be the designated driver when my friends and I went out on the town last night.

Couching Example (ASL to English)

Compression Strategies:

The point of the above example is that English has a specific term *designated driver* to describe the person who chooses to remain sober and deliver his friends home after a night of drinking. ASL doesn't have a specific lexical item to convey this concept but rather uses a combination of signs to convey this meaning. A stilted interpretation often results if the specific English lexical item is not included in the interpretation since English often *labels* whereas ASL often *describes*; when interpreting a concept that is couched in ASL, it is important in the English interpretation to include the label.

Stauffer identified several grammatical markers, both signs and non-manual behaviors, which may signal the last two expansion strategies: the explaining by example and couching features. These grammatical markers may appear at the end of the utterance, at the beginning and end of an utterance, or less commonly, just at the beginning of the utterance. They may include the signs KNOW, YOU-KNOW, THAT as well as non-manual markers such as *affirmative head nod* and a *head tilt*. Recognizing these visual descriptor markers as signaling the possible use of the explaining by example and couching features may assist the ASL to English interpreter in rendering a more effective interpretation.

Couching Example: (ASL to English)



Topic

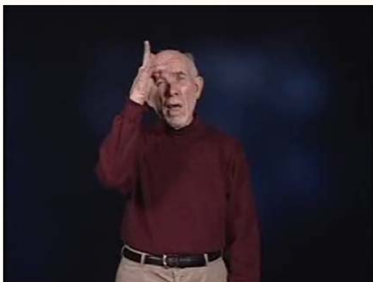
ASL: RICHARD//SOMETHING WRONG
BRIAN//NEED GO SEE **DOCTOR INDEX//FIELD BRIAN**
KNOW-A-LOT INDEX

ENGLISH: *There is something not quite right about Richard. He needs to see a psychiatrist.*

Couching Example: (ASL to English)

In the ASL sentence above, the doctor is described as one who specializes in working with those who have mental problems. As seen in the above example, when describing a person's medical specialty, the specialty is often couched by stating that the person is a doctor and then describing the type of specialty. For example, the term "pediatrician" would be couched DOCTOR FIELD CHILDREN. Because English has a specific lexical item for the term "psychiatrist", it should appear in the interpretation. To do otherwise would sound unnatural and would leave an English speaker wondering why the specific term was not used.

Practice 1




Couching (ASL to English)


Practice Sentences

Instructions:
Voice the video – then check your interpretation with the text in the notes.

Practice 2



Practice 3



Couching (ASL to English)
Practice Sentences

Practice 1: While my father was a heavy smoker, my younger sister never smoked a day in her life. So it was especially tragic that his second-hand smoke was the cause of her death.

Practice 2: All over the country deaf women are now establishing domestic violence shelters.

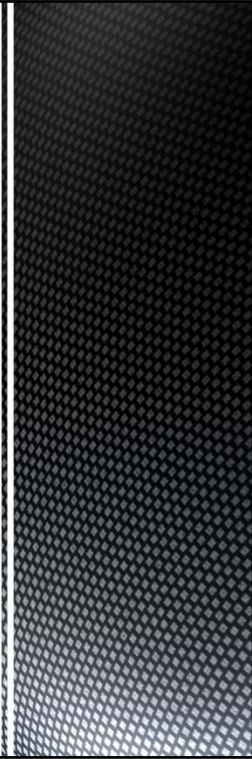
Practice 3: I get really irritated with the amount of red tape at work; it takes forever to get a project off the ground.

7

Describe, Then Do

From English to ASL
ASL to English

*... AND
ACTION!*



Describe, Then Do (English to ASL)



One of the most salient features of ASL is its narrative nature. There is often much “action” in ASL discourse. We see signers acting out stories or parts of stories in ASL. What seems to be occurring is the repetition of the verb, once in its simple form and then again acted out. A verb sandwich where a verb is repeated, the second time adding information which can include adding aspect, plurals, handle classifiers, attitude or affect, making it different from the first verb. **Sometimes, with a shift in eye gaze, the signer assumes the role of the subject or, in other words, does a role shift and acts out the verb.**

- Both reported dialogue and reported action are features of ASL discourse. Reported speech is a creative replay of dialogue that is generally not a verbatim retelling of another’s words. **Likewise, reporting of events is a creative representation of actions.** These actions used to be called “role playing” which is described as “assum[ing] the posture and actions of a character ‘and imitate(s) them, either as mime or while signing about the character.” **“Describe, then do” enacts or reports the action of the utterance.**

Describe, Then Do

This feature of ASL occurs when the signer moves from a narrative style of discourse to taking on the role of a person speaking. This is also referred to as direct address, direct dialogue, role shift, or direct discourse. When relating the discourse, the speech is quoted more or less verbatim. Indirect address, or reported speech, involves a person relating what someone has said previously to another person, but presenting the information in a narrative form. For example, if a day earlier a person had overheard John say:

“Mary, will you join me for dinner tonight?”

And later, this person wanted to relay the information to someone else using direct address, the sentence would be,

“Yesterday I heard John ask, “Mary, will you join me for dinner tonight?”

This is a direct quote of what John said to Mary.

If the same person wanted to pass on the information using indirect address or a narrative discourse, the person would say,

“Yesterday John asked Mary if she planned to join him for dinner that evening.”

Because the telling about the conversation occurred on a different day than the one John asked the question, the word “tonight” must be changed to “that evening.” Likewise, “tomorrow” would need to be interpreted “the next day,” and “yesterday” as “the day before.” This is an area in which many students and working interpreters have difficulty.

Describe, Then Do (English to ASL)



“**Describe, then do**” can be observed when the signer shifts a narrative style of discourse to direct style of discourse or from narrator to character.

An example is:

English: *I called a friend.*

_____ nod

ASL: ME TO-CALL FRIEND. **ICL:** “**pick-up-phone-put-on-TTY**” **TYPE++.**

Describe, Then Do

“**Describe, then do**” can be observed when the signer shifts a narrative style of discourse to direct style of discourse or from narrator to character.

An example is:

English: *I called a friend.* _ nod

ASL: ME TO-CALL FRIEND. **ICL:** “**pick-up-phone-put-on-TTY**” **TYPE++.**

The information is in fact, duplicated, but from a different perspective. Fischer and Janis talk about a verb being loaded the second time it is signed; information is added to the verb the second time in the inflection of the sign or in the added non-manual marker. In the above ASL example, one can see in the first sentence that a call is being made. In the second sentence, the call is enacted.

Describe, Then Do (English to ASL)



When English speakers talk about something or describe something, they do so by stating a fact i.e.: “*The porters were called to help in the search.*” ASL signers, on the other hand, personalize information by first stating what is going to happen and then showing it happening.

For example:

_____topic

_____nod

PORTER // SUMMON++ HELP*. // SPREAD-OUT SEARCH.

eye gaze searching ‘here and there

’

<RS: (2h alt) SEARCH++. (2h alt) lx-+++ “looked here and there” >

(Body shift left to right)

Describe, Then Do

A literal translation of the preceding example might be: *The porters were called in to help in the search (of the missing dog cage.) We looked everywhere for it; we searched high and low.* Using 1st person, taking on the role of the porters, is rather awkward in English. A variation of this feature is the enactment of the verb without description. Signers, on occasion, will go directly to the enactment without first ‘describing’ the action.

Describe, Then Do (English to ASL)

... AND
ACTION!



A variation of this feature is the enactment of the verb without description. Signers, on occasion, will go directly to the enactment without first 'describing' the action.

An example of this is:

English: (describing skydiving)

If something happens to the main chute, you must activate the emergency chute.

ASL: MUST DISCONNECT fs-MAIN fs-CHUTE IX-back of signer.
eg @ pack nod

HAVE BEHIND EMERGENCY DCL: "pack on midriff."

BCL: "pull string" // BCL: "push pack to upper chest".

Describe, Then Do

There seem to be at least two kinds of "**describe, then do**". One is a short description followed by an action or enactment of the description. The other is just the action itself. Second language learners of ASL tend to be wary of including this action in their work. This feature brings a text to life.

▪ Sample Sentence: **Describe, Then Do**

ENGLISH: I lost his test and could not find it anywhere.



Describe Then Do

ASL:

topic

HIS TEST//ME LOST ME SEARCH-FOR++ “pull out drawer” “look through things on upper shelf” “look all around”//”embarrassed”

Describe Then Do

Sample English Sentence:

ENGLISH: I lost his test and could not find it anywhere.

ASL: topic

HIS TEST//ME LOST ME SEARCH-FOR++ “pull out drawer” “look through things on upper shelf” “look all around”//”embarrassed”

In the ASL sample interpretation, the signer reports that the test was lost **HIS TEST//ME LOST ME**. A shift in perspective is added as the signer assumes the role of the subject and acts out the search process. “Couldn’t find his test” is interpreted as **ME LOST ME SEARCH-FOR** with an accompanying shift in perspective assuming the role of the subject and acting out the search process. Possible places that may have been searched are included in the acting out of this scenario.

That soup was so hot I couldn't even eat it.



Saving Private Ryan was a good movie but the war scenes were so graphic it was hard to watch.



Describe Then Do

... AND ACTION!



Practice Sentences

Instructions:

Read the sentence - sign it. Check your interpretation against the video.

I was shocked when I saw my best friend's husband kissing another woman.



Describe, Then Do Practice Sentences

Read the sentence – sing it. Check your interpretation against the video.

Practice 1: That soup was so hot I couldn't even eat it.

Practice 2: Saving Private Ryan was a good movie but the war scenes were so graphic it was hard to watch.

Practice 3: I was shocked when I saw my best friend's husband kissing another woman.

Describe, then Do (ASL to English)



- One of the most salient features of ASL is its narrative nature. In using the describe, then do feature of ASL, signers enact or report the action of an utterance.
Described, then do usually involves a short description followed by an action or enactment of the description. This can happen in two ways. It may take the form of the “verb sandwich” where the verb in a sentence or twice, once in its simple form and then again acting-out the verb, or in the use of reported dialogue or reported action in which the signer assumes the posture and actions of the character.
- A second modification of the describe, then do feature involves only the action itself, without the initial describe feature.

Describe, Then Do

ASL almost invariably uses direct address to convey what transpired between two or more people. Direct address, or direct discourse, occurs less frequently in English than ASL. In English, direct address is used in:

- Story telling, including jokes.
- Discourse to dramatize a point.
- Speaking to children.

Direct address is rarely used in English in formal situations. An exception might be a presenter telling a story or joke at the beginning of a formal presentation to loosen up an audience. When an English speaker does tell a story or a joke, each person in the story is usually identified, and there is often a shift of tone to differentiate the characters.

English speakers tend to use indirect or reported speech more frequently than direct speech. The use of indirect speech in English involves spoken discourse being described without being quoted. For example, “The president said he will visit Africa next month,” would be said as opposed to “The president said “I will visit Africa next month.” The former statement uses indirect address, the latter, direct speech would be chosen. Otherwise, the information is expressed in indirect address.

Direct address is used often in ASL in both informal and formal registers. The speaker acts

out the role of each character using body shift and gives the information being conveyed in the first person. ASL Signers employ direct address in three different situations:

1. To tell a story that involved the signer and one or more other persons.
2. To tell a story about two or more other people in which the signer was not involved.
3. To dramatize a monologue.

Therefore, when interpreting from ASL to English, direct address must often be conveyed as indirect address.

The following example includes reported dialogue.

ASL:

topic

YESTERDAY MEETING MY DEPARTMENT VOTE NEW POLICY
ESTABLISH, **ME (raise hand) "DISAGREE ME", CHAIRPERSON,**
"WE PROCEED, VOTE NOW", ME "BUT ME DISAGREE, ME WANT
DISCUSS", CHAIRPERSON, "LAST WEEK DISCUSS, SORRY", GROUP
PROCEED VOTE, ME DISGUST

... AND
ACTION!



Inadequate **English** Interpretation:

At my department meeting yesterday we voted on establishing a new policy. I told my chairperson 'I disagree.' He said, 'We are going to vote now.' I told him again, 'I disagree, I would like further discussion.' He said, 'Sorry, we are going ahead with the vote, we discussed it last week.' They went ahead and voted and I was really disgusted.

Effective **English** Interpretation:

At yesterday's department meeting we voted on a new policy. I was opposed to it and voiced that to the chair but I was told that given the discussion last week that the vote would proceed. I was quite annoyed.

Describe, Then Do (ASL to English)

Compression Strategies:

The reported or first person dialogue (sometimes called constructed dialogue) is frequently used in ASL. Rather than just reporting about an event, a Deaf person may provide the dialogue (actual or perceived) to make his/her point. In English, the use of first person dialogue is reserved for specific purposes. We often find the use of first person address in fairy tales and storytelling. Jokes are another common genre in which we find constructed dialogue in English. Sometimes, in order to add humor to the retelling of an event, speakers of English reuse the speaker's exact words.

The use of constructed dialogue in ASL "adds 'voices' and actions to the message, using details and visual imagery to interest the watcher in the signer's message". This use of constructed dialogue is one form of involvement strategy. When changing from first person address to third person narrative in an interpretation, the involvement strategy used to engage the audience might be lost in the interpretation. However, consistently retaining the constructed dialogue of ASL would sound awkward to a hearing audience and would likely result in a mismatch of register. One's decision then to retain first person address or change to a narrative form will be influenced by the speaker's goal, the register, and the ability

to deliver the text in natural sounding English. In addition, many errors in interpretation result when trying to assign *who* said *what* to *whom* from ASL to English. If the interpreter changes first person dialogue to third person narrative some of the burden of assigning exactly *who* said *what* to *whom* is relieved.

The **describe then do** can also take the form of the verb sandwich with reported action. Reported action in ASL explains an action and then shows an action, often with an accompanying shift in perspective. The following ASL example sentence illustrates this.



ASL: MAN, HE WALK, CL:1 weave++. LOOK-LIKE DRUNK.

We are first told that the man walks, and then more explicit information of *how* he walks is included in the use of the classifier for walk, completing the verb sandwich.

The change in perspective occurs while signing the classifier. In addition, the non-manual signals of the signer will likely take on the features of a person who appears drunk. In an English interpretation of this type of sentence, the verb repetition will not appear, nor will the change in perspective. An effective English interpretation might be, "*The man walked as if he were drunk.*"

Describe, Then Do (ASL to English)

As can be seen in the inadequate English interpretation samples for each feature, when ASL to English interpretations lack effective compression strategies, common target language weaknesses result. These weaknesses may include one or more of the following:

- (a) Intrusion of source message features
- (b) Wordiness
- (c) Redundancies
- (d) Stilted sentence structures
- (e) Stilted vocabulary selection
- (f) Unnatural sounding delivery
- (g) Register mismatch
- (h) Inappropriate use of first person dialogue
- (i) Loss of engaging speaker style

There are some unique challenges when incorporating compression strategies in an ASL to English interpretation. Interpreters are sometimes left with too much time on their hands. When the number of lexical items signed is significantly larger than the number of spoken lexical items in an interpretation there is always potential for

awkward and unnatural periods of silence. Interpreters must balance the need for effective, natural sounding interpretations with potential awkward pauses.

Describe, then Do Example:



ASL: HOLLOWEEN//PARTY MY FAVORITE

topic RHQ


GAME//WHAT//KNOW YOU **APPLES** "placed in front of
signer hands behind back, grab apples with teeth" MY
FAVORITE

ENGLISH: My favorite Halloween party game is bobbing for
apples.


Describe, Then Do

In the above sample the singer does not describe the game by labeling it, but rather "shows" it. The singer uses a shift in perspective assuming the role of the subject and acts out "bobbing for apples".

Practice 1




Describe, Then Do
(ASL to English) ... AND ACTION!



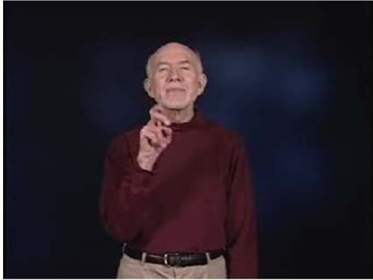
Practice Sentences

Instructions:
Voice the video – then check your interpretation with the text in the notes.

Practice 2



Practice 3



Describe, Then Do
Practice Sentences

Practice 1: Last Sunday I was out of cash. Thank goodness for ATMs

Practice 2: I just went to Vocational Rehabilitation for services and they made me take a hearing test. How many times do I have to prove that I'm deaf?

Practice 3: Last Sunday, Ken and I went out for dinner. We went back and forth about Who would treat. I finally gave in.

CONCLUSION


8

In this workshop, We discussed **7 expansion features**. There is little doubt that there are more patterns that are as yet unidentified. It is only when we compared how the two languages differed in expression and how interpreting students struggled to execute “good ASL” that these differences between English and ASL began to become apparent.

Expansion appears to be one of the missing links in acquiring native-like competency in ASL. By isolating the features of expansion the ASL student and ultimately the student of interpretation may gain the facility to produce a more natural form of ASL discourse that is not only more accurate but also allows a Deaf consumer the ease of understanding the message in a more native-like form.

The expansion features identified have significant implications for interpreting. Recognizing the differences in discourse features between ASL and English will greatly assist the sign language interpreter in effectively incorporating **compression** features in **ASL to English** interpreting. Recognizing their use in the source message, avoiding the common interpretation weaknesses associated with them, and delivering an appropriate, natural sounding English interpretation leads to an effective, linguistically appropriate and equivalent interpretation. A focus on compression features can assist the sign language interpreter in interpreting meaning while dropping form. Linguistic and cultural competence will assist the interpreter in determining when to appropriately use these strategies.

Carolyn – Model Interpreter



Voice to ASL

- You can click in the “time indicator track at the bottom of video clip” to advance or review a precise point in the video.
- Carolyn Transcript in NOTES. This will help you to see the two languages side by side.

This footage shows “where” 4 of the 7 ASL Expansion happened in the 5 min video test.

- 1) Contrasting
- 2) Reiteration
- 3) Describe, Then Do
- 4) Utilizing 3-D Space

Carolyn uses 3 other ASL markers that are not taught in THIS workshop – but they were noted.

Check your own interpretation against this video.

Carolyn Transcript

ALL CAPS ASL gloss representing an ASL sign

Italicized is Carolyn voice

Underline are key words

Bold marks the ASL expansion

Good morning. Welcome. I’m really glad that you were able to make it here for today’s presentation in the series that we’ve been offering on skills that can improve your

Rhetorical Question: Question in which both “question” and “answer are provided by the signer.

TOPIC WHAT? / TIME CONTROL

college career. Today’s topic is time management. I think as students you all know the

Contrasting: Emphasizes one idea by talking about both what it is and what it is not.

[SAY MUST REMOVE/DOWN/EXCUSE/MUST- FOCUS/YES]

importance of managing your time well. That is a very necessary skill for success in college.

So, I’d like to talk about several ideas that I think can assist you in managing your time more effectively.

Reiteration: Implies emphasis.

[CHAMPION/TOP/MOST IMPORTANT/thing use help time control/GOOD]

First, I’d like to talk about the use of a planner. That’s probably the most important tool you can use to effectively manage your time. There are many different kind of planners. But, what’s important to keep in mind is, choose one that fits your personality. So for

Describe, Then Do: Enacts or reports the action of the utterance.

[SMALL YELLOW SQUARE – STICKY POST] [WHITE CARD 3X5 STACK ORDER – FLIP THROUGH]
[WHO SUBMERGE COMPUTER – SMALL SLIDING SCREEN (index finger) PEN DOTS PALM –fs
palm pilot]

some people that might mean a scheduling calendar, another person might use sticky notes, somebody else might put 3x5 cards in a Rolodex. You “techies” will buy yourself a palm pilot. There are a lot of different ways to schedule. But the most important thing is, pick a planner that fits your personality.

Describe, Then Do: Enacts or reports the action of the utterance.

[1hr WORK/STUDY WOW 2hr BLOCK/PROJECT/BLOCK]

My next suggestion is, write in everything that you’re responsible for doing. So, what would that include? Class-time, time to complete your projects, time to study for tests, every homework assignment. You need to put those items in and then block out the amount of time you think they’re going to take. So, every chunk of time you need, needs to be accounted for in your planner.

Describe, Then Do: Enacts or reports the action of the utterance.

[FUN SHOW UP/INFLUENCE/CHANGE/ NOT]

Another important suggestion for effective time management is learning that important word: no. If you’ve scheduled your time, you have study time scheduled, or time to do a project, don’t let anything interfere with that. Don’t let your friends convince you that there’s a great movie you’ve gotta see, tonight. You’ve committed that time, and you need to follow through. So, learn to say no.

Contrasting: Emphasizes one idea by talking about what it is and what it is not.

[THINK/CAN/WORRY/PARANOID/PERFECT/REQUIRE/NOT]

[UNDERSTAND/YOU/INSIDE/MOTIVE/WANT GOAL/PERFECT/?DO?DOUBT]

Here’s a good one. Learn not to be a perfectionist. We all do want to be perfect. Learn to realize that’s unrealistic.

Describe, Then Do: Enact or reports the action of the utterance.

[WORRY/NO-GOOD/LESSER/CRITICAL/PUSH BACK]

Learn not to be self critical, don’t beat yourself up just because something isn’t 110% perfect. Now here’s a challenge.

Describe, Then Do: Enact or reports the action of the utterance.

[fs grade/A/100/REQUIRE/PUSH BACK//BETTER

FOCUS/IMPROVE/LEARN/PROGRESS/SUCCESS]

Try to focus less on your grades and more on your learning. That’s a guaranteed way to become a more effective student.

Utilizing 3-D Space: Pointing, placed signs, fingerspelling, directional verbs, classifiers, role assumption, body shifting, and eye gaze.

[CHOOSE ONE/eye gaze on page/WILL FOCUS/PROGRESS/FINISH body shift/NEXT

PROGRESS/COMPLETE/TIME WORKOUT/PERFECT JUMP BACK-N-FORTH eye gaze/MESS

UP/ME]

Another suggestion here has to do with focusing on one thing at a time. Some experts suggest that you try to do more than one thing at once. I'm not sure that's such a good idea. I know that it doesn't work for me. For me, if I do one thing, and I do it well, it ends up taking me less time than if I were to try to balance two or three things going on all at the same time.

Rhetorical Question: Question in which both "question" and "answer" are provided by the signer.

[HELP/TIME CONTROL/WHAT?/TIME/YOURSELF]

My last piece of advice, which to me is a very important part of effective time management, is to plan time for yourself. It is just very important that you do have time for fun each week. To say "yes" to your friends about going to that movie. You need that down time in order to re-invigorate yourself. To do all of the hard work that needs to be done. So, don't forget that last important part of time management. Well, I hope this has been helpful. And I really do hope you have a wonderful and successful and enjoyable college career.

Jean – College instructor (VOICE ONLY)



English to ASL Test

The Text Practice (See/Print NOTES for transcript of the video clip) provides an opportunity to incorporate *Expansion* features at the discourse level. In the *Sentence Practice* section, you were given an opportunity to view and practice the *Expansion* features in isolation.

- **Practice** the *Expansion* (**English to ASL**) features you have learned in this workshop by interpreting this 5 min video of Jean a college instructor. Teach on the topic of “Time Management”.

In this section we suggest you to take the opportunity to incorporate various *Expansion* features by **video record yourself** as you play this video while you give an interpretation of it.

This particular text lends itself to the use of *Expansion* features; try to use as many of the features as possible.

Transcript of Jean:

Good morning. Welcome. I’m really glad that you were able to make it here for today’s presentation in the series that we’ve been offering on skills that can improve your college career. Today’s topic is time management. I think as students you all know the importance of managing your time well. That is a very necessary skill for success in college. So, I’d like to talk about several ideas that I think can assist you in managing your time more effectively.

First, I’d like to talk about the use of a planner. That’s probably the most important tool you can use to effectively manage your time. There are many different kind of planners. But, what’s important to keep in mind is, choose one that fits your personality. So for some people that might mean a scheduling calendar, another person might use sticky notes, somebody else might put 3x5 cards in a Rolodex. You “techies” will buy yourself a palm pilot. There are a lot of different ways to schedule. But the most important thing is, pick a planner that fits your personality. My next suggestion is, write in everything that you’re responsible for doing. So, what would that include? Class-time, time to complete your projects, time to study for tests, every homework assignment. You need to put those items in and then block out the amount of time you think they’re going to take. So, every chunk of time you need, needs to be accounted for in your planner.

Another important suggestion for effective time management is learning that important word: no. If you've scheduled your time, you have study time scheduled, or time to do a project, don't let anything interfere with that. Don't let your friends convince you that there's a great movie you've gotta see, tonight. You've committed that time, and you need to follow through. So, learn to say no. Here's a good one. Learn not to be a perfectionist. We all do want to be perfect. Learn to realize that's unrealistic. Learn not to be self critical, don't beat yourself up just because something isn't 110% perfect. Now here's a challenge. Try to focus less on your grades and more on your learning. That's a guaranteed way to become a more effective student.

Another suggestion here has to do with focusing on one thing at a time. Some experts suggest that you try to do more than one thing at once. I'm not sure that's such a good idea. I know that it doesn't work for me. For me, if I do one thing, and I do it well, it ends up taking me less time than if I were to try to balance two or three things going on all at the same time.

My last piece of advice, which to me is a very important part of effective time management, is to plan time for yourself. It is just very important that you do have time for fun each week. To say "yes" to your friends about going to that movie. You need that down time in order to re-invigorate yourself. To do all of the hard work that needs to be done. So, don't forget that last important part of time management. Well, I hope this has been helpful. And I really do hope you have a wonderful and successful and enjoyable college career.

Carolyn - Model Interpretation



English to ASL Expansion Features


- Contrasting
- Faceting
- Reiteration
- Utilizing 3D Space
- Explaining by Examples
- Couching or scaffolding
- Describe, Then Do

Meet Carolyn our “Model Interpreter” as she models the ASL Expansion techniques taught in this workshop.

Print the transcript of this discourse and make notes of where the Expansion features were used.

Print the transcript of this discourse and “note” as many of the 7 ASL Expansion techniques used.

Ken



ASL to Voice (voice replaced by text)

- This video was slowed down to help you to “see” where ASL expansion took place. The voice has been removed. Text notes the location of the ASL expansion.
- **In NOTES – see glossed video (text).** This will help you to see the two languages side by side.
- You can click in the “time indicator track at the bottom of video clip” to advance or review a precise point in the video.

This footage shows “where” 5 of the 7 ASL Expansion happened in the 4 min video test.

- 1) Utilizing 3-D Space
- 2) Reiteration
- 3) Contrasting
- 4) Faceting
- 5) Describe, Then Do

Ken uses 2 other ASL markers that are not taught in THIS workshop – but they were noted.

Check your own interpretation against this video.

Ken Video GLOSSED

ALL CAPS ASL gloss representing an ASL sign

Italicized is Linda’s voice interpretation

Underline are key words

Bold marks the ASL expansion

HEY NOW I MESSAGE ABOUT FIRST VISIT TO DENTEST OFFICE

Hi. I’d like to talk about going to the dentist office for the first time.

Utilizing 3-D Space pointing, placed signs, finerspelling, directional verbs, classifiers, role assumption, body shift and eye gaze.

MANY US FINISH GO RECENT OFFICE GROW-UP BUT MAYBE SOME US INSIDE SCARED GO DENTEST OFFICE. LOOK THAT I REALLY WANT HELP CHILDREN (index point) DON’T WANT (use of space THEM) FEELING SCARED DENTEST OFFICE.

Many of us have gone to the dentist office as we’ve grown up, but some of us have developed fears about seeing a dentist.

YOU WANT (reference THEM) GOOD POSITIVE EXPERIENCE FEEL WANT DON’T MIND GO. *I think it’s important that going to the dentist office be a positive experience.*

Rhetorical Question: Question in which both “question” and “answer” are provided by the signer.

I HAVE SOME IDEA WANT SHARE WHY CHILDREN FEEL POSITIVE. FEELING IMPORTANT TEACH.

I have some ideas I think may help improve the experiences that children have when they go to the dentist office.

Wh-Question: placed either at the end or the beginning of an ASL sentence.

FIRST IDEA WHAT? YOU IF GO-AHEAD APOINTMENT YOU FINISH NOW TIME GO DENTIST OFFICE BRING CHILD NOT BETTER WAIT BEFORE IF ONE DAY TWO DAY ASK DENTEST DON'T MIND ME BRING MAYBE.

My first suggestion would be is that when you make the appointment to go to the office, that it not be the first time. It's best if you do a pre-visit one or two days before.

Rhetorical Question: Question in which both "question" and "answer" are provided by the signer.

DENTEST OH SURE BRING THEM WHY HELP THEM FEEL COMFORTABLE ENTER THAT THAT SIT LOOK FACE THAT NURSE NICE NOTICE CLEAN.

The office won't mind if you bring the child in, that way the child will feel more comfortable. They'll enter the environment and see what it looks like, meet the people and feel more confident.

Reiteration: serves to emphasize.

TIME APPOINTMENT DON'T MIND ENTER KNOW KNOW KNOW CONFEDENT. RECOMMEND TRY.

That way when it's time for them to go in for the actual appointment they'll have no qualms about entering the office. Give that one a try.

Wh-Question: placed either at the end or the beginning of an ASL sentence.

Contrast: used to emphasize one idea.

ANOTHER IDEA WHAT? YOU APPOINTMENT SHOULD NOT GO-AHEAD AFTERNOON NOT BETTER MORNING 8 TO 12 MORNING MORNING.

Another suggestion is that when you make the appointment try to make it sometime during the morning hours.

AND SECOND YOU FIRST WHAT FEED (use of space eye gaze to child – directional) MORNING FINISH THEN GO-AHEAD IF NOT GIVE FOOD CHILD KNOW THAT CHILDREN TEND CRAB HUNGRY.

And also make sure that the child has already eaten; and they will feel better and more comfortable when they go to the appointment.

YOU KNOW HUNGRY FOOD CRABBY DON'T WANT SUGEST FEED FOOD FEEL READY FOCUS DENTEST.

You know, a hungry child is often a crabby child. So I think it's important that the child been fed, and not have hunger as a distraction when they go.

Wh-Question: placed either at the end or the beginning of an ASL sentence.

ANOTHER IDEA WHAT? IF YOU ALL YOURSELF IF ALREADY HAVE GOOD EXPERIENCE WHY NOT GO

Utilizing 3-D Space pointing, placed signs, finerspelling, directional verbs, classifiers, role assumption, body shift and eye gaze.

AHEAD SHARE (index CHILD – eye gaze up CHILDREN) THAT STORY LEARN KNOW THAT SHARE FEELING

Another suggestion would be to share your positive experience of going to the dentist with

your child.

TRUST MOM DAD FINE GO COME LIKE SAME WILL TRUST GO. ANOTHER WHAT POINT
ANOTHER WHAT?

Your child will learn that they too can also have positive experiences. And they'll feel much more confident about going in to the office.

Rhetorical Question: Question in which both "question" and "answer" are provided by the signer.

ME ONE MOTHER FATHER FAMILY TEND IF CHILD (index child) BAD BEHAVE MOM BALL-OUT
WHAT? BAD WHAT IF NOT YOU BEHAVE IMPROVE I WILL YOU GO-TO DENTEST OFFICE.

One Family that I know, when their child acts out, they use the treat of taking the child to the dentist as a form of punishment.

Reiteration: serves to emphasize

WOW CHILDREN INSIDE TERRIFIED DENTEST OFFICE NOT GOOD IDEA FOR THEM. HOLD OFF
NOT GOOD IDEA HOLD OFF CARFUL.

Ohh, and the child just became terrified of going to the dentist. This obviously is not a good idea.

Wh-Question: placed either at the end or the beginning of an ASL sentence.

Utilizing 3-D Space pointing, placed signs, finerspelling, directional verbs, classifiers, role assumption, body shift and eye gaze.

ANOTHER IDEA WHAT? IF YOU DOUBT DENTEST THERE THERE WHICH CHOOSE HUMM. YOU
GO AHEAD INTERVIEW NOT WRONG INTERVIEW

Another idea is when you go about selecting a dentist; you should be interviewing several dentists.

INTERVIEW INTERVIEW FINISH THEN THINK MY CHILD (index point to child) FEEL CHILD
MATCH CAN GO-AHEAD

That way you can think of the needs of your child and select which dentist fits their needs best.

Faceting: several different signs are signed sequentially to more clearly express one idea.

OR MAYBE YOU LOOK INTERVIEW YOU BAM HIM HIMSELF SPECIALIZE WORK CHILDREN
DENTEST THEMSELVES MAYBE THEY PERFECT EITHER CHOICE YOUR DECISION CHOOSE.

Or an alternative approach might be that while you are interviewing the dentist, you may find one that specializes in pediatric dentistry. So I think either one of those approaches would work very well.

Rhetorical Question: Question in which both "question" and "answer" are provided by the signer.

Describe, Then Do enact or report the action of an utterance.

ANOTHER IDEA - TRUE ALL PARENTS SHOULD WHAT? TRAIN WHAT BENEFET KNOW THAT
FEEDBACK COPY YOU EXAMPLE ME BRUSH TEETH ME FLOSS CHILD BRUSH TEETH CHILD
FLOSS CHILD WATCH THAT THAT WILL SAME SAME COPY

Another suggestion is that parents need to function as role models for their child. A child will copy the behavior they see. If the parent brushes their teeth regularly and flosses the child is more likely to emulate that behavior.

(index child) GROW UP GO OUT KNOW WORK HABIT SAME GO OUT PERFECT.

Thus, as they grow up and go out on their own, they will have already developed good dental hygiene.

YOU DENTEST MESSAGE IDEA THAT THIS LIST NEED HELP WHY CHILD WILL YOUR CHILD FEEL POSITIVE SENCE DON'T MIND GO-TO DENTEST OFFICE SAME

So in summary, I think these suggestions will help a child to develop a positive sense of going to the dentist.

Couching: adds background or contextual information to a concept to make it clear IMPORTANT SAME CHILD DON'T WANT TERRIFIED SAME AS ME TERRIFIED NOT. SO TRY LIST GO-AHEAD I FEEL CHILDREN WILL SMILE.

I think that's very important. I don't want the child to be terrified like I was. I think you should try these suggestions. And if you do, I think you'll be rewarded with a healthy, happy smile from your child.

Ken



- **Practice** the *Compression* (ASL to English) features you have learned in this workshop by interpreting this 4 min video of Ken talking about going to the dentist office the first time.

ASL to English Test

The Text Practice (See/Print NOTES for transcript of the 4 min video clip) provides an opportunity to incorporate *Compression* features at the discourse level. In the Sentence Practice section, you were given an opportunity to view and practice the *Compression* features in isolation.

In this section we suggest that you **video record yourself** while you give a voice interpretation of this video. Use the opportunity to incorporate various *Compression* features.

This particular text lends itself to the use of *Compression* features; try to use as many of the features as possible.

Linda's voice transcript:

Hi. I'd like to talk about going to the dentist office for the first time. Many of us have gone to the dentist office as we've grown up, but some of us have developed fears about seeing a dentist. I don't want to see children develop the same fears. I think it's important that going to the dentist office be a positive experience. I have some ideas I think may help improve the experiences that children have when they go to the dentist office.

My first suggestion would be is that when you make the appointment to go to the office, that it not be the first time. Its best if you do a pre-visit one or two days before. The office won't mind if you bring the child in, that way the child will feel more comfortable. They'll enter the environment and see what it looks like, meet the people and feel more confident. That way when its time for them to go in for the actual appointment they'll have no qualms about entering the office. Give that one a try. Another suggestion is that when you make the appointment try to make it sometime during the morning hours. And also make sure that the child has already eaten; and they will feel better and more comfortable when they go to the appointment. You know, a hungry child is often a crabby child. So I think its important that the child be fed, and not have hunger as a distraction when they go.

Another suggestion would be to share your positive experiences of going to the dentist with your child. Your child will learn that they too can also have positive experiences. And they'll feel much more confident about going in to the office. One family that I know, when their child acts out, they use the threat of taking the child to the dentist as a form of punishment. Ohh, and the child just became terrified of going to the dentist. This obviously is not good idea.

Another idea is when you go about selecting a dentist, you should be interviewing several dentists. That way you can think of the needs of your child and select which dentist fits their needs best. Or an alternative approach might be that while you are interviewing the dentist, you may find one that specializes in pediatric dentistry. So I think either one of those approaches would work very well.

Another suggestion is that parents need to function as role models for their child. A child will copy the behavior they see. If the parent brushes their teeth regularly and flosses the child is more likely to emulate that behavior. Thus, as they grow up and go out on their own, they will have already developed good dental hygiene.

So in summary, I think these suggestions will help a child to develop a positive sense of going to the dentist. I think that's very important. I don't want the child to be terrified like I was. I think you should try these suggestions. And if you do, I think you'll be rewarded with a healthy, happy smile from your child.

Ken with Linda's VOICE



ASL to English Compression Features

- Contrasting
- Faceting
- Reiteration
- Utilizing 3D Space
- Explaining by Examples
- Couching or scaffolding
- Describe, Then Do

Meet Linda our VOICE Interpreter as she models the ASL Compression techniques taught in this workshop.

Print the “gloss transcript” of this discourse (in the notes) and “note” where the Compression features were used.

Print the “Ken’s gloss transcript” of this discourse and “note” the ASL Compression techniques used.

HEY NOW I MESSAGE ABOUT FIRST VISIT TO DENTEST OFFICE
MANY US FINISH GO RECENT OFFICE GROW-UP BUT MAYBE SOME US INSIDE SCARED GO
DENTEST OFFICE. LOOK THAT I REALLY WANT HELP CHILDREN (index point) DON'T WANT
(use of space THEM) FEELING SCARED DENTEST OFFICE. YOU WANT (reference THEM)
GOOD POSITIVE EXPERIENCE FEEL WANT DON'T MIND GO. YOU I HAVE SOME IDEA WANT
SHARE WHY CHILDREN FEEL POSITIVE. FEELING IMPORTANT TEACH.

FIRST IDEA WHAT? YOU IF GO-AHEAD APOINTMENT YOU FINISH NOW TIME GO DENTIST
OFFICE BRING CHILD NOT BETTER WAIT BEFORE IF ONE DAY TWO DAY ASK DENTEST DON'T
MIND ME BRING MAYBE. DENTEST OH SURE BRING THEM WHY HELP THEM FEEL
COMFORTABLE ENTER THAT THAT SIT LOOK FACE THAT NURSE NICE NOTICE CLEAN. TIME
APPOINTMENT DON'T MIND ENTER KNOW KNOW KNOW CONFEDENT. RECOMMEND TRY.
ANOTHER IDEA WHAT? YOU APPOINTMENT SHOULD NOT GO-AHEAD AFTERNOON NOT
BETTER MORINGING 8 TO 12 MORNING MORNING AND SECOND YOU FIRST FEED (use of
space eye gaze to child – directional) MORNING FINISH THEN GO-AHEAD IF NOT GIVE
FOOD CHILD KNOW THAT CHILDREN TEND CRAB HUNGRY. YOU KNOW HUNGRY EAT
CRABBY DON'T WANT. SUGEST FEED FOOD FEEL READY FOCUS DENTEST.

ANOTHER IDEA WHAT? IF YOU ALL YOURSELF IF ALREADY HAVE GOOD EXPERIENCE WHY
NOT GO AHEAD SHARE (index CHILD – eye gaze up CHILDREN) THAT STORY LEARN KNOW

THAT SHARE FEELING TRUST MOM DAD FINE GO COME LIKE SAME WILL TRUST GO.
ANOTHER WHAT POINT ANOTHER WHAT? I ONE MOTHER FATHER FAMILY TEND IF CHILD
(index child) BAD BEHAVE MOM BALL-OUT WHAT? BAD WHAT IF NOT YOU BEHAVE IMPROVE
I WILL YOU GO-TO DENTEST OFFICE. WOW CHILDREN INSIDE TERRIFIED DENTEST OFFICE
NOT GOOD IDEA FOR THEM. HOLD OFF NOT GOOD IDEA HOLD OFF CAREFUL.

ANOTHER IDEA WHAT? IF YOU DOUBT DENTEST THERE THERE WHICH CHOOSE HUMM. YOU
GO AHEAD INTERVIEW NOT WRONG INTERVIEW INTERVIEW INTERVIEW FINISH THEN THINK
MY CHILD (index point to child) FEEL CHILD MATCH CAN GO-AHEAD OR MAYBE YOU LOOK
INTERVIEW YOU BAM HIM HIMSELF SPECIALIZE WORK CHILDREN DENTEST THEMSELVES
MAYBE THEY PERFECT EITHER CHOICE YOUR DECISION CHOOSE.

ANOTHER IDEA - TRUE ALL PARENTS SHOULD WHAT? TRAIN WHAT BENEFET KNOW THAT
FEEDBACK COPY YOU EXAMPLE ME BRUSH TEETH ME FLOSS CHILD BRUSH TEETH CHILD
FLOSS CHILD WATCH THAT THAT WILL SAME SAME COPY (index child) GROW UP GO OUT
KNOW WORK HABIT SAME GO OUT PERFECT.
YOU DENTEST MESSAGE IDEA THAT THIS LIST NEED HELP WHY CHILD WILL YOUR CHILD FEEL
POSITIVE SENCE DON'T MIND GO-TO DENTEST OFFICE SAME IMPORTANT SAME CHILD
DON'T WANT TERRIFIED SAME AS ME TERRIFIED NOT. SO TRY LIST GO-AHEAD I FEEL
CHILDREN WILL SMILE.

Transcription Conventions

ALL CAPS ASL gloss representing an ASL sign

fs- fingerspelled word

++ repetition of sign

-- (IT'S-NOTHING) represents a single sign

* (CLEAN*) sign is stressed

“ “ (“push pack to upper chest”) indicates a gesture-like sign

(2h) indicates 2 hands are used when normally a one-handed sign is used

(2h)alt indicates both hands move in alternating pattern

lx-dir pointing to indicate direction or trace a path

lx- Indicates pointing at referent

Non-Manual signals used

_____neg negative head shake (negation)

_____nod positive head nod (assertion)

_____topic topic portion of statement

_____RHQ rhetorical question

_____q/t yes/no question & topic at the same time

<RS> role shift

// indicates a short pause

_____oo small or emphasized

_____mm normal or with regularity

puff cheeks a lot, many or emphasized stress marked for intensity

Symbols for Classifiers

DCL: “ _____ ” Descriptive classifier with description inside the quotation marks

LCL: “ _____ ” Locative classifier with spatial or locative information inside the quotation marks

SCL: “ _____ ” Semantic classifier with information about the movement or placement inside the quotation marks

BCL: “ _____ ” Body classifier with information about the action inside the quotation marks

ICL: “ _____ ” Instrumental classifier with the action inside the quotation marks.

PCL: “ _____ ” Plural classifier with specific or non-specific number inside the quotation marks.

ECL: “ _____ ” Elemental classifier with information about the motion of the ‘element’

Transcription Conventions

ALL CAPS ASL gloss representing an ASL sign

fs- fingerspelled word

++ repetition of sign

-- (IT'S-NOTHING) represents a single sign

* (CLEAN*) sign is stressed

“ “ (“push pack to upper chest”) indicates a gesture-like sign

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Non-Manual signals used

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PCL: “ _____ ” Plural classifier with specific or non-specific number inside the quotation marks.

ECL: “ _____ ” Elemental classifier with information about the motion of the ‘element’