



# AN EYE FOR DETAILS:

## Taking Control of Fingerspelling in Interpreted Discourse

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An independent study module  
using two RSA Region V Project CD-ROMs

**Navigating Discourse Genres**  
ASL and English Texts on Canoeing in the BWCA

**To the Heart of the Matter**  
The Cardiovascular System in ASL and English

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## Introduction

As interpreters we often find fingerspelling, both receptive and expressive, to be a challenge. The reasons for this are varied and sometimes quite personal. Participants in a fingerspelling workshop I presented included the following reasons for this challenge:

- ✎ Speed of fingerspelling production by signers
- ✎ Length of fingerspelled words (especially more than five letters)
- ✎ Incomplete or inaccurate spelling
- ✎ Unfamiliar/foreign words
- ✎ Confusion regarding the use of fingerspelling rather than existing signs
- ✎ Uncertainty about when to fingerspell
- ✎ Pressure to use the specific word that is fingerspelled
- ✎ Pressure to make the speaker appear competent
- ✎ Pressure to pronounce words correctly.

While this list is not all inclusive, it does make it apparent that fingerspelling is a challenge in large part because we don't thoroughly understand its purposes and realities of production. This module is designed to make the purposes and realities of production clear and to explore their application to the interpreting process. The educational goals of the module are:

- To identify the purposes of fingerspelling in ASL discourse
- To analyze the purposes of fingerspelling in recorded samples of ASL discourse
- To identify fingerspelling production norms used in ASL discourse
- To identify commonly fingerspelled words and phrases
- To analyze fingerspelling production norms in recorded samples of ASL discourse
- To compare and contrast fingerspelling in ASL discourse and interpreted discourse
- To demonstrate strategies for receptive fingerspelling in a practice interpretation
- To demonstrate strategies for expressive fingerspelling in a practice interpretation
- To analyze effectiveness of fingerspelling in a practice (live) interpretation.

## Module Structure

Each section begins with a brief reading including examples of the concepts (either in print, on CD, or a combination). Page numbers provided refer to the PDF file on the CD-ROM. This is followed by suggested additional readings for those who would like to review the original sources on which this module is based<sup>1</sup>. Throughout each section you will find a number of activities. There is flexibility in some of the activities. This is so that the module will be interesting to you and will better address your needs. As a result, answer keys are not always available. For those activities that are prescribed (with no personal choice option), answer keys may be found in Appendix D.

The module is designed to be used by interpreters at various levels of development. Accordingly, activities have been categorized as novice, intermediate and advanced based on level of difficulty. Select the level at which you feel challenged but not overwhelmed. It is not necessary to complete all three levels to earn CEUs. In fact, it is entirely possible to complete the module at one level and return to it later for additional CEUs at another level. Likewise, it is possible to complete all three levels of difficulty within one section and return to subsequent sections for additional CEUs.



## Materials Required

In order to complete this module, you will need the following CD-ROMs:

### **Navigating Discourse Genres To the Heart of the Matter**

These CD-ROMs are available from the Northeast Service Co-op. For more information on ordering these CDs visit [www.stkate.edu/project](http://www.stkate.edu/project) or [www.digiterp.com/NESC.html](http://www.digiterp.com/NESC.html).

You may also use any other CD-ROM produced by the RSA Region V Federal Interpreter Education Project, such as; **Mirrored Math**; **Stomach This**; the monologues on *She Said ~ He Said*; or other videotaped or CD-ROM resources you may own or have access to. If you are working at the advanced level in this module, you will need a third CD or video.

**\*\*NOTE** – if you are working through the module for the second or third time or if you are planning to complete one section at each level, you will need additional stimulus material. *It is not recommended that you use interactive vignettes or dialogues for the activities included in this module, particularly at the novice or intermediate levels.*

In addition to the above materials, you will need access to a video camera and the ability to print pages from this module.

## Software Installation

The use of these CD-ROMs requires two free software programs, *QuickTime*, and *Acrobat Reader/Adobe Reader*. If you have not used CD-ROMs produced by the RSA Region V Project or Digiterp Communications, be sure to work through the next three pages on “Getting Started: Understanding the Technology.”

## Earning CMP or ACET Credit

In order to earn CMP or ACET credit for completing this module, you must first file an independent study plan with an approved RID sponsor. A sample independent study plan has been included in Appendix E. The plan may be modified to suit your needs. For example, if you intend to complete all levels of difficulty for a single section for the independent study, you need only list those objectives pertaining to the section of interest. Likewise, if you will complete the entire module at a particular level, select all the objectives but indicate the level of focus. To aid in the calculation of CEUs, an estimated amount of time for each activity has been included on the table of contents.

A list of RID approved CMP independent study sponsors can be found at [www.rid.org](http://www.rid.org) or in the *IEWS*.

## Disclaimer

This independent study module is not a “cure-all.” There is no magic pill that will allow one to comprehend **all** fingerspelling with ease or to produce error free. However, it is a means of increasing confidence and effectiveness with both comprehension and production of fingerspelling.



## Getting Started: Understanding the Technology

### Step 1: Software Installation

Using the CD-ROMs requires two free software programs: Acrobat Reader and QuickTime. The CD-ROMs have either a *ReadMeFirst* or *Begin* file with links for software installation. Depending on when the CD you worked with was produced, other versions of the software may be discussed. What is contained here represents more up-to-date information.

**Acrobat Reader:** If you need to install Acrobat Reader 5.1, go to [www.adobe.com/products/acrobat/alternate.html](http://www.adobe.com/products/acrobat/alternate.html). Adobe Reader 6 is also available. At this time, it does not support playing video in slow motion, or pausing the video once it is playing, which is why we suggest using Acrobat Reader 5.1.

(Macintosh OS X users need to have Acrobat Reader 5.1 installed. Released October 2002. Adobe Reader 6.0 was released in 2003).

**QuickTime:** You need QuickTime 5 or better installed. (QuickTime 6 is more dependable in playing the video in a high quality fashion).

If you need to install QuickTime 6, go to: [www.apple.com/quicktime/download](http://www.apple.com/quicktime/download). (When installing QuickTime, be sure to choose the Recommended installation, and not the Minimum one. Choosing Minimum will prevent the captioned video from working).

#### **Action Moment:**

Insert the **Heart of the Matter** CD, and locate the *Begin* file on the CD. Open it and follow instructions for software installations for both programs using the links provided in the file.

#### **For Users with Adobe Reader 6:**

If you have already installed Adobe Reader 6, you can still use Acrobat Reader 5.1. Your computer can run both programs. To use Acrobat Reader 5.1, you need to open up that program first. (In Windows, there should be a shortcut on your desktop. In Macintosh, the Acrobat Reader folder will either be on your Hard Drive (OS 9) or in your Applications folder (OS X). Once you open the program, then use File>Open to select *Heart.pdf* on the CD entitled *Heart*. You can also choose to uninstall Adobe Reader 6. Then, when you click on the PDF file, it will automatically open up in Acrobat Reader 5.1

*The best configuration of software is Acrobat Reader 5.1 and QuickTime 6. If you know you have these programs installed, you can skip the section on Software Installation.*

#### **For Users with a Dial-up Connection:**

If you have difficulties downloading the installers, you can order "Here's How: A Tutorial and Sampler" created by Digiterp Communications. This has QuickTime 6 and Adobe Reader 6 and Acrobat Reader 5.1 for both Windows and Macintosh, and is available from [www.digiterp.com](http://www.digiterp.com).

If you have this CD, you may need to find the Acrobat Reader 5.1 installer in a folder other than the one suggested for your Operating System. Windows users should use the installer in Windows 98 folder. Macintosh users should use the installer in OS 9.1-10.2.x (Adobe Reader was just released when that CD was produced, so there was not time to discover the changes in how Adobe Reader 6 functioned compared to Acrobat Reader 5.1).



## Step 2: Working with PDF Files

All of the information and video on the CD-ROMs are accessed through Portable Downloadable Files (PDFs) that are readable with Acrobat Reader. In many ways, PDF files are like interactive books, containing text that you can read (and print out) as well as links which play movies, guide you through the PDF, and take you to resources on the internet. In this step, you will learn techniques for maneuvering through the PDF file to access the necessary information.

### Opening the PDF file.

First of all, you need to locate the CD-ROM. Windows users should click on "My Computer." Macintosh users should click on the CD icon on their desktop. When you open up the CD, there is one PDF file that you will see. On **To the Heart of the Matter**, it is entitled *Heart*. It will have an icon somewhat similar to this picture. (The actual icon varies depending on your operating system and version of Acrobat Reader.)



### Action Moment:

Insert the **To the Heart of the Matter** CD and locate the PDF file entitled *Heart*. Click on it to begin.



#### Navigating the PDF file.

##### Option 1: Bookmarks

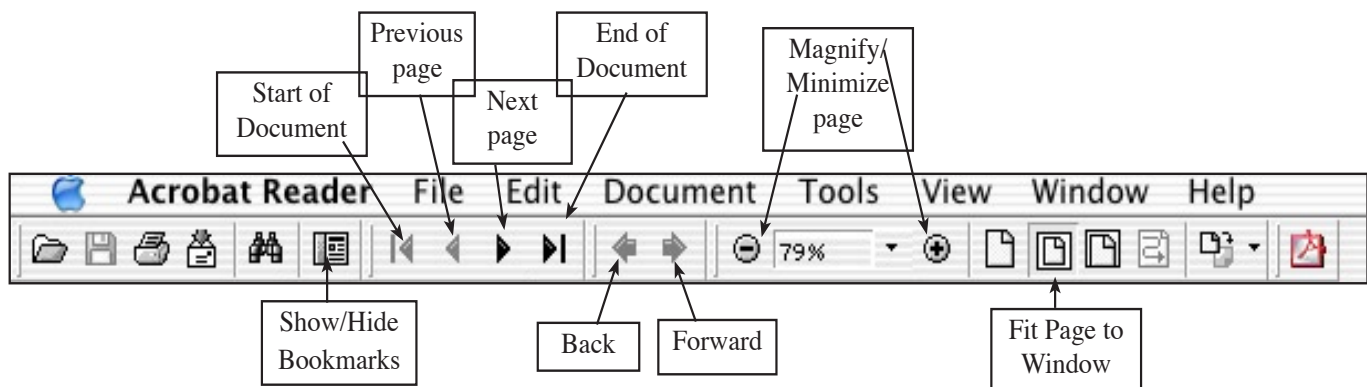
There are a series of options for moving around the PDF file. Initially, what may be the easiest is to use the Bookmarks. By clicking on the tab in the upper left corner of the window (like the one pictured to the left), you will reveal a series of links. Clicking on any of those links will take you to the page indicated.

##### Option 2: Internal Navigational Links

The CDs also have a series of links that you can use. Arrows at the bottom of each page take you to the next or previous pages. Also, some text gives you the instructions to click to move to certain places, similar to the way hyperlinks function in a web browser. The Table of Contents is set up in this way to function in the same way that the bookmarks function.

##### Option 3: Use the Toolbar

The toolbar at the top of the page also allows you to move through the page in the same way that you can navigate the internet with a web browser. The diagram below shows the different functions of buttons.



### Action Moment:

Use the Bookmarks tab to view these links. Practice moving around within the file to certain locations.



## Step 3: Working with the Video

### Opening Videos

**To the Heart of the Matter** has four options for opening the same video. Clicking on the picture will play the video the same size as the picture. **2x** will play a video at 640x480 resolution. **Max** will play full screen assuming your monitor resolution is at minimum 1028 x 768. **QT** opens the video directly in QuickTime.



**2x**      **Max**  
**QT**

### Action Moment:

Go to "Meet the Instructors" on page 5. Practice playing the video of Kendall's introduction in the different formats to see which will be most effective for your system.

### Check-In

Clicking here will open the movie in its regular size.

### Large

Clicking here will open the movie in the largest size possible for your monitor settings.

### Captions

Clicking here will open the captioned version of this video clip.

### Playing and Pausing Movies with Control bar

The image below is the control bar at the bottom of the video screen. To pause a movie while it is playing, click on the pause button at the left of the bar. The two bars will then change to a triangle which you can click to make the movie play again. You can also use the SPACE bar for both functions. *(The space bar only serves this function in Acrobat Reader 5.1. Adobe Reader 6 will not allow this, which is why we recommend Acrobat Reader 5.1.)* You can also click on the control bar to move to that point in the movie. This functions as immediate fast forwarding or rewinding.



### Closing Movies Early

Some movies last over 10 minutes. In order to close a movie before it is finished, simply press the esc button in the upper left corner of the screen. This technique is necessary for video formatted for consecutive interpreting, as the video window remains open even after it stops playing.

### Movies in Slow Motion

To play the movies in slow motion, click on the **Right arrow** (→) on your keyboard. Mac users simply need to hold it down. Windows users need to tap it. See the sample movie clip to see how it slows down the video. Releasing the arrow key makes the movie pause. *(The arrow key only serves this function in Acrobat Reader 5.1. In Adobe Reader 6, the arrow key plays in fast forward, which is why we recommend Acrobat Reader 5.1.)*

### Opening Movies in QuickTime

**To the Heart of the Matter** offers the option of opening the video in your QuickTime player. This has the added benefit of showing the Time Code and offering simple resizing. When you click on the link, a dialogue box will pop asking you if it is OK to open the application QuickTime Player. You should allow this as the file is safe.



## Step 4: Working with Resources on the Internet

This next step simply insures that you can use the internet links to access further information.

Because **To the Heart of the Matter** was created earlier, it does not make much use of web links. The only weblink in *Heart.pdf* is located on page 22 and will take you to the RSA Region V Interpreter Education project at <http://www.stkate.edu/project>. Other CDs, including **Navigating Discourse Genres**, make more use of the internet.

### How can I get more information?

**Federal Interpreter Education Project**  
College of St. Catherine  
601 25th Avenue South  
Minneapolis, MN 55454  
651-690-7779 (V) 651-690-7869 (TTY)  
Fax: 651-690-7849  
E-mail: [federalprojectinfo@stkate.edu](mailto:federalprojectinfo@stkate.edu)  
<http://www.stkate.edu/project>

### Action Moment:

On the bottom of page 22 of *Heart.pdf*, click on the link in the lower right corner which goes to : [www.stkate.edu/project](http://www.stkate.edu/project).

Clicking this link should launch your web browser. You may get a dialogue box asking you if you want to view the file within Acrobat Reader or in your web browser. You should choose your web browser. Depending on your connection to the internet, you may need to dial in first before clicking on the link. Once you are able to make the connection to the internet, it means that any other links should automatically launch your browser and take you to the appropriate location on the internet.

### Troubleshooting

This is the end of Lesson 1. Hopefully, you will now feel more comfortable in navigating the files, viewing the video, and connecting to the internet. If you experience any difficulties, follow these steps.

1. Check the "Using this CD" and "Troubleshooting" pages on the CD itself. This has answers to many frequently experienced problems. Most of them can be resolved by ensuring that you have Acrobat Reader 5.1 and QuickTime 6 installed.

2. Visit the Support Page for *Digiterp Communications*. As new problems (and solutions) are discovered, this page is updated to reflect the most current understanding of the best ways to work with these CDs. There is also contact information on this page if you do not see the answer to the question you have. The URL for this page is: [www.digiterp.com/support.html](http://www.digiterp.com/support.html).



## Taking the Pre-Test

In Appendix A, you will find a pre-test designed to determine your current mastery of the objectives of this module. Do not worry if you are unable to answer some questions or if you are unable to answer them completely as this will also help you to identify the appropriate level at which to begin this module and/or to focus the study on a specific topic. Finally, it will be one measure of your growth upon completion of the module.

*Complete the Pre-test now.*

Let's see how you did! You will find an answer key at the back of the module. The questions pertain to specific module objectives and sections of the module. The module sections corresponding to each question are identified below. If you did especially well on the questions for a particular section, it may not be necessary for you to complete that section of the module. Likewise, if you had difficulty with questions in a particular section, this may indicate a need to focus on that section.

### Questions

1, 2  
3, 4, 5, 8  
7

### Module Section

Controlling the Purpose  
Controlling Production  
Application to Interpreting

Review of your interpreting samples applies to various sections of the module.

Issues with form (uncertainty in identification, reliance on a single form) and/or discourse norms (following the form when working from ASL, reliance on a single norm when working from English) suggest a need to complete the Controlling Production section of the module.

Issues with purpose (reliance on a single purpose, comprehension of limited purposes) suggest a need to complete the Controlling the Purpose section of the module.

Finally, limited strategies and/or omissions of fingerspelling in the interpretation suggest a need to complete the Application to Interpreting section.

## Action Steps

1. Locate the Pre-test. (Page )
2. Complete the pre-test to the best of your ability.
3. Evaluate your work using answer key on page .

*Use what you learn to help focus your work with the rest of the packet.*



## Section 1: Controlling the Purpose

Fingerspelling is a natural part of American Sign Language. This may seem like an obvious statement, however, many of us who learned ASL as a second language in a formal setting (that is, a college classroom) were unconsciously taught that fingerspelling was somehow very different from the other signs of ASL through the requirement to take a class that focused on it, often taken out of context, or through special units within the ASL curriculum that focused on fingerspelling. Research now indicates that fingerspelling is a series of signs much like any other series of signs (Valli and Lucas, 2001). This means that it is used intentionally, for specific reasons. As interpreters, we don't always recognize the reason for fingerspelling. As a result, we don't always use fingerspelling according to the linguistically acceptable reasons. This section will explore the specific reasons that fingerspelling is used in ASL discourse.

The purpose of fingerspelling that we are most familiar with is the **labeling of nouns**, particularly proper nouns. Labeling of nouns includes names of people, titles (of books, movies, and positions), street names, brands of clothing, store names, organization names, etc. In fact, this is the most common purpose of fingerspelling.<sup>4</sup> While we are likely familiar with this purpose, we must be aware of the possibility of encountering nouns that are unfamiliar to us, for example, personal names from unfamiliar languages or dialects, unique spelling of names, regional store or organizational names, etc.

Along the same lines, fingerspelling is also used for **abbreviations** and **acronyms**. Again, this is a common usage of fingerspelling and we are likely familiar with this use. ASL uses fingerspelled abbreviations for nouns such as state names, names of the months, and various other lexical items such as *vegetable*, *apartment*, *overtime*, *company*, *second* (time reference), *regular*, *department*, as well as phrases such as *no good* and *too bad*. Many abbreviations coincide with those used in spoken English by the general population. However, there are also many abbreviations that are more commonly used by the deaf and/or interpreting communities such as some state abbreviations (e.g. *Indiana*), RID, NAD, SSD, NTID, and abbreviations for the state residential deaf schools. Acronyms are less frequent than abbreviations. Again, acronyms that are fingerspelled may coincide with acronyms in spoken English (ex. *scuba*) or they may be more familiar within the deaf and/or interpreting communities (ex. *coda*). As with labeling of nouns, abbreviations and acronyms may exhibit regional variation.

### Complete Activity 1

A third purpose of fingerspelling with which we may be familiar with is **lexical specification**. This purpose can be subdivided into three categories: semantic specification, flagging, new terminology and terms with no associated sign.

Semantic specification frequently occurs when a sign has multiple meanings. The use of fingerspelling in this instance specifies the intended meaning for the sign. For example the sign commonly glossed as APPOINTMENT may be preceded or followed by fingerspelling specifying "reservation" as the

### Activity 1: Identification

*Goal: To identify commonly fingerspelled words and phrases.*

#### Action Steps

*Identify 10 commonly fingerspelled words in your geographic area. Be sure that at least 3 are abbreviations or acronyms.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



meaning.

*Flagging* is similar to semantic specification, however, it is generally used to associate a sign with a multiple meaning English word. The sign identified is likely not readily associated with the assigned meaning. As a result, flagging is situation specific. In other words, it is used to identify a sign that will be used to carry the meaning of the fingerspelled word for the duration of the communication event. For example, the sign commonly glossed as RELAX may be identified to carry the meaning of “passive.” Flagging may also be used to identify a classifier that will be used for the duration of the communication event, again, this is situation specific.

Finally, as in all languages, new terminology is regularly introduced. It is not uncommon for such new terminology, including technical terms, to be fingerspelled until the community develops a sign. Some examples of this from recent times include *email* and *relay*. It is also possible when new terminology is introduced into the language that no sign becomes associated with it because it is short and easy enough to continue to fingerspell. An example of this is the word *mile* which is most commonly fingerspelled.

Fingerspelling is also used for **emphasis**. This is typically the purpose when fingerspelling is used rather than an existing sign. For example, *yes*, *slow*, *true* and *sure* are commonly fingerspelled for emphasis. It is also a purpose that interpreters often are unfamiliar with, which results in that previously mentioned confusion as to why fingerspelling is being used rather than an existing sign.

Finally, fingerspelling is used for **spelling**. However, it should be noted that this is an infrequent use. Perhaps because it has been labeled “fingerspelling”, we often view it as particularly about spelling. However, research indicates that deaf individuals do not perceive fingerspelling as spelling, rather they perceive the shape and movement of the fingerspelling in much the same way that other signs are perceived (Hanson, 1981; Padden, 1991)\*. A poignant example of this is given in Grushkin (1998) where a young child uses fingerspelling to ask how to spell *Navajo*. If you have interacted with young deaf children, you may have had a similar experience. The perception of the shape of a word rather than the letters is also true for the written word. A poignant example of this for the written word can be seen in the following paragraph which has been circulating on the internet:

Aoccdnig to a rscheearch at an Elingsh uinervtisy, it deosn't mttajer in what order the ltteers in a word are, the only iprmoetnt thing is that frist and lsat ltteer is at the rghit pclae. The rset can be a total mses and you can sittll raed it wouthit porbelm. This is bcuseae we do not raed ervey lterer by ittsslef but the word as a wlohe.

This should alleviate some concerns that we may hold about our own abilities (or inabilities) to spell.

---

\*This implies the use of fingerspelling for spelling bees may be appropriate. For further discussion, see Grushkin, 1998.



## Identifying Purpose of Fingerspelling in an ASL Text

Let's take a look at fingerspelling in discourse and see if we can identify the purpose for its use based on the purposes discussed above. To do this, you will need the **Navigating Discourse Genres** CD. Take a few minutes to familiarize yourself with the format of the CD and to review the background information on the Boundary Waters Canoe Area (page 12)<sup>+</sup> and the narrative outline (link on page 15). When you are ready, watch Jenny present her narrative (page 15) for comprehension. Do not worry at this point about the specifics of the fingerspelling. Next, watch the narrative a second time, pausing at the fingerspelling to review the list of fingerspelled words and their purpose found in Appendix B.



### Complete Activity 2: Example

It should be easy to see the heavy usage of fingerspelling for labeling nouns and lexical specification especially of commonly fingerspelled words that have no associated sign. It should also be easy to see that fingerspelling for the purpose of spelling did not occur in this narrative despite the frequency of fingerspelling. Finally, you will notice that a function was not associated with a number of the fingerspelled words. This is because while they are in fact fingerspelled, these words have taken on the form of a sign, that is, they have become lexicalized and carry no special function. This form of fingerspelling will be discussed further in the next section of the module.

Now you try it. Continue using the **Navigating Discourse Genres** CD to identify the purpose of the fingerspelled words in the ASL Procedural presentation. Use the same process of reviewing the background information (page 16), reviewing the outline (page 6), previewing for comprehension and then re-watching to determine the purposes. Select the appropriate worksheet for the level at which you want to work from Appendix C.



### Complete Activity 2: Your Turn

Let's see how you did. Compare your answers with those found in the answer key (Appendix D). Take a few minutes to review the presentation, paying particular attention to the fingerspelling associated with incorrect answers or answers you left blank.

### Activity 2: Example

*Goal: To identify purposes of fingerspelling in ASL discourse.*

#### Action Steps

1. Insert **Navigating Discourse Genres** CD.
2. Review background information on page 12 of BWCA.pdf.
3. Review outline of ASL narrative (using link on page 15 of BWCA.pdf.)
4. Watch Jenny present ASL narrative for comprehension.
5. Find list of fingerspelled words and their purpose on next page.
6. Watch ASL narrative again. Pause at fingerspelled words to check words and their purpose in list.

### Activity 2: Your Turn

*Goal: To identify purposes of fingerspelling in ASL discourse.*

#### Action Steps

1. Locate ASL Procedural text.
2. Review background information if desired.
3. Review outline of ASL procedural text (using link on page 16 of BWCA.pdf.)
4. Watch Jenny's procedural text for comprehension.
5. Select appropriate worksheet for your level from pages ??.
6. Watch ASL test again. Pause at fingerspelled words to identify and mark down their purpose.
7. Evaluate your results by checking them with the answer key.

<sup>+</sup>Please note that page numbers referred on the CD-ROMs correspond with the page of the PDF file. For example, on **Navigating Discourse Genres**, it refers to the page from the PDF file entitled *BWCA*.



## Making Predictions from English to ASL

Now that we have become familiar with the purposes for fingerspelling in ASL and have witnessed their usage, we can begin to consider incorporating these purposes in our own (expressive) ASL usage. Keeping our new knowledge in mind, we might anticipate fingerspelling the underlined terms in the following paragraph from the English Narrative text on the CD for the purposes indicated in the parentheses.

I had an experience some years ago – I think it was in 1990, **August** (*label a noun/abbreviation*) of 1990, it happened to be – with my wife. We had the good fortune of spending 6 days together in the **Boundary Waters** (*label a noun*) and it happened to fall over her birthday which is **August** (*label a noun/abbreviation*) 8<sup>th</sup>. And, uh, I had as so many times, decided to ford a long **portage** (*lexical specification – technical term*) by walking upstream (*lexical specification – technical term*) and making our own little route out of the day. We were fording a 300 plus rod (*lexical specification – technical term*) portage (*lexical specification – technical term*), which is a pretty extensive **portage**. And I thought we could take some time off of it. She wasn't real comfortable with that situation, but we agreed to follow on and do it. And uh, we happened to be going upstream (*lexical specification – technical term*) on the **Basswood River** (*label a noun*), instead of downstream (*lexical specification – technical term*), and I didn't realize that until we had gotten into it and committed. But uh, the portage consisted of punching the canoe up a series of small falls and lining around some **rapids** (*lexical specification – technical term*), and we made our way. At some points, we had take bags (*lexical specification – no sign*) out of the canoe (*lexical specification – semantic specification*) and fishing rods, and whatever else – miscellaneous gear that we had – and make our own paths through the woods which can be pretty tough, as you know if you've spent some time in the Boundary Waters (*label a noun*). It's pretty thick forest.



### Complete Activity 3: Example

Watching the model interpretation of the same text (page 20) confirms that the terms in bold were in fact fingerspelled as predicted. You should notice, however, that all the terms we anticipated might be fingerspelled were not. Keep in mind that we are comparing a transcript of spoken English with an ASL interpretation. The two languages are structured differently and fingerspelling is not the only way to accomplish the identified purpose. Also, as we know, an interpretation may not take the same form (words) as the source message but rather present the intended meaning. We will look more closely at how the interpreting process affects fingerspelling usage later in the module.



### Complete Activity 3: Your Turn

For this activity, everyone will work with the English Procedural text identifying words that you would anticipate fingerspelling and the purpose for the fingerspelling.

- **Novice level:** you will find a copy of the text with anticipated fingerspelled words underlined in Appendix C, Activity 3 worksheet.
- **Intermediate level:** complete this activity based on the written transcript of the text (page 24).
- **Advanced level:** complete this activity while listening to the text (page 16). DO NOT sign or interpret the text, merely identify the words as you listen. Later in the module you will be asked to sign or interpret this text.

### Activity 3: Example

*Goal: To predict use of use of fingerspelling in ASL interpretation of an English source and identify purpose of fingerspelling.*

#### Action Steps

1. Read through sample paragraph above.
2. Watch ASL interpretaon of English narrative on page 20.
3. Read analysis at left.

#### Your Turn: Action Steps

1. Select appropriate English source based on descriptions at left.
2. Identify words you would anticipate fingerspelling in an ASL interpretation and list the purpose for fingerspelling.
3. Compare your answers with answer key on page ?.



Take a few minutes to compare your answers with the answer key in Appendix D. Do not be overly concerned if you anticipated more or less fingerspelling as there is some personal preference and style associated with the use of fingerspelling. What is key here is that there is an appropriate purpose associated with your anticipated fingerspelling.

While the purposes for fingerspelling discussed above are the primary purposes in ASL, it should be noted that it is not uncommon to also see fingerspelling used for an additional lexical specification in the form of identification of **specific English phrases**, particularly if a more English form of signing is being used. This may also be true if English use is being reported in ASL. For example, reading from a written text.

It is not uncommon for interpreters to also expand the function of lexical specification to include unknown signs, that is, we don't know the sign so we fingerspell. While this is a frequently used interpreting strategy, and a second language learning strategy, it is not a linguistically appropriate use of fingerspelling in ASL. ASL employs other strategies for unknown signs. In fact, the Signing Naturally curriculum states, "fingerspelling is not a substitute for signing. Do *not* spell a word as your first alternative for expressing an idea for which you don't know a sign. Instead, point, describe, act out, gesture, draw – anything but fingerspell" (Smith, Lentz, and Mikos, 1988, p. 20). This is something we should bear in mind as we continue our studies of fingerspelling.

Understanding the linguistic reasons for fingerspelling is the first step toward improving both our receptive and expressive skills. Now that we have become familiar with understand when fingerspelling should be used, it is time to study how it is used.

#### ADDITIONAL READINGS

- Grushkin, D. (1998). Lexidactylophobia: The Irrational Fear of Fingerspelling. *American Annals of the Deaf*, 143, 5.
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- Padden, C. (1991). The Acquisition of Fingerspelling by Deaf Children. In P.Siple and S.D. Fischer (Eds.), *Theoretical Issues in Sign Language Research, Vol. 2*. University of Chicago Press.
- Smith, C., Lentz, E., Mikos, K. (1988). *Signing Naturally: Student Workbook Level 1*. Dawn Sign Press.
- Valli, C. and Lucas, C. (2001). *Linguistics of American Sign Language: An Introduction*. (3<sup>rd</sup> ed.) Gallaudet University Press.

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\* If you are in need of practice with these basic expressive skills, see Cartwright and Bahleda, 2002, Groode 1992, and Patrie.





## Section 2: Controlling Production

Just as there are identifiable and predictable purposes for the use of fingerspelling in ASL discourse, there are predictable production patterns or rules called norms. Likewise, just as interpreters were generally familiar with some but not all of the purposes for fingerspelling, interpreters are generally familiar with some but not all of the production norms. The reason for this is also similar. As second language learners, we are consciously introduced to some aspects of production in our studies. The remaining aspects are left for more casual learning through interaction resulting, when learned, in unconscious awareness. In this section of the module, we will focus on production norms with the goal being to bring those production norms that are unconscious to our conscious awareness.

We are generally all aware of the 26 handshapes that are used in fingerspelling and the norms for articulating individual fingerspelled words in isolation. This part of fingerspelling production is common in most sign language classes including drills with a focus on letter combinations so that we can develop a kinesthetic memory for the shape and movement of the combinations and to assist in the development of a natural flow/rhythm\*. Therefore, the following summary of these norms should suffice.

- Arm should be bent at the elbow resulting in the hand being slightly below shoulder level, elbow in near your side
- Palm should face outward (at roughly a 45 degree angle)  
\*\*NOTE – if you're in the right position, you should feel comfortable
- Your hand should move slightly outward as you spell
- Do not bounce – especially for each letter
- Double letters may be produced by a repeated contact, repeated forward pulse or slide slightly outward
- Hold the final letter of each word
- Don't think of the letters, think of the whole word – its shape and movement.

These norms are also called upon for receptive fingerspelling. While recognition of the hand and arm moving into the “fingerspelling space” may cause fear and mental blocks, we should recognize it as an advantage and use it as such. The advantage comes in that the hand is placed in proximity to the face and especially the mouth. It is common for mouthing to accompany fingerspelling as well as other facial cues which we can use to assist us. Likewise, we are told not to look for the individual letters but to look for the whole word, its shape and movement, much like we look for the shape of words while reading. This is good advice, however, we must keep in mind that due to the differences between written English and sign language, the shapes we see in fingerspelling will not be the same as those we will see in print. For example, in print, “g” looks like  in sign language “g” looks like  (Sign Enhancers, 2001) and in sign language there are no capital letters. Let's consciously consider those differences in both individual letters and words.



### Complete Activity 4: Your Turn

We should note at this point, that in our consideration of the shape of fingerspelled words we have been working in a static medium. This is unrealistic for two reasons. First, fingerspelling is not static. Second, the space between the letters is much smaller in fingerspelling than in our representations. In the static medium, or in English print, it is possible to return to the word to double check its shape. In live fingerspelling, this is not possible. As a result, we must become comfortable with rapid identification of the shape of words.

\* If you are in need of practice with these basic expressive skills, see Cartwright and Bahleda, 2002, Groode 1992, and Patrie.

### Activity 4: Your Turn

*Goal: To compare and contrast the shapes of letters in isolation in ASL and written English.*

#### Action Steps

1. Print out Activity 4 Worksheet.
2. Draw the shape that you would see as each of the following are fingerspelled in isolation or printed in English.
3. Compare your answers with those in the answer key in Appendix D.



## Identifying the Shape of Fingerspelling in Discourse

With this in mind, let's return now to **Navigating Discourse Genres**, (BWCA.pdf, p. 15) and look for the shape of the fingerspelled words. You will find a chart indicating the shapes you will see in Appendix B (*Controlling Production Viewing Guide 1*). Take a moment to review the chart before watching the narrative. If you have difficulty seeing the shape of the word while you are watching or if you think you see a different shape, feel free to stop the CD and back up to take another look.



### Complete Activity 5: Example

You will notice that some of the shapes did not match exactly what you saw. I have indicated those that deviated with a double asterisk. We will discuss why those words had a different shape than we anticipated later in this section.

Let's try using this knowledge on an unfamiliar text. Since we have become fairly familiar with the **Navigating Discourse Genres** CD and the words that may be fingerspelled in conjunction with that topic, let's use the **To the Heart of the Matter** CD to practice using the shape of a fingerspelled word to decode the word.



### Complete Activity 5: Your Turn

For this activity, use the warm up lecture in ASL on **To the Heart of the Matter** (page 7). Complete the worksheet for the level at which you are working.

Again, take a few minutes to compare your answers with those on the answer key in Appendix D. Also be sure to review the lecture paying particular attention to those answers that you got wrong.

### Activity 5: Example

*Goal: To identify shapes of fingerspelled words embedded in discourse.*

#### Action Steps

1. Review *Controlling Production Viewing Guide 1*.
2. View ASL narrative on **Navigating Discourse Genres**. (p. 15 on BWCA.pdf)
3. Pause and go back as often as necessary.

### Activity 5: Your Turn

*Goal: To identify shapes of fingerspelled words embedded in discourse.*

#### Action Steps

1. Select appropriate worksheet for the level at which you are working.
2. View ASL warm-up lecture on **To the Heart of the Matter**. (p. 7 on Heart.pdf)
3. Pause and go back as often as necessary.
4. Compare your answers with those on the answer key in the Appendix.



## Shadowing Fingerspelling Production in Discourse

Just as in the previous section we were not satisfied to simply see the concepts in use, we must now incorporate the basic concepts of fingerspelling along with shape and movement into our own ASL use. Producing fingerspelling as a shape with movement needs to become as second nature as writing whole words and not letters. Again, we must bear in mind that the shape of the fingerspelled word may not be the same as the shape of the written word. Let's try it.



### Complete Activity 6: Your Turn

Now that you have had the opportunity to emulate the production of fingerspelling by a native signer, let's turn our attention to identifying the norms for how fingerspelling is produced in ASL discourse.

### Identifying Fingerspelling Production Norms

Unfortunately, fingerspelling seldom occurs in isolation. It is a part of discourse. And yet, the norms for including fingerspelling in discourse are seldom a part of language instruction. As a result, we are often expecting to see the shapes we anticipate in isolation, the clear articulation, and production in the "fingerspelling space." As we saw in a previous activity, shapes change. Other parameters change as well. Fingerspelling does not always occur in the "fingerspelling space." The palm is not always oriented outward and, the letters are not always produced with all five fingers, and, in fact, the same word is not always produced in the same way within the discourse! Little is as we expect. Nonetheless, all these changes are rule governed and can be expected when we understand the norms for fingerspelling production in discourse.

Some of the changes we are not anticipating are the result of a linguistic phenomenon found in all languages known as assimilation. The preceding sign (or "letter") in fingerspelling affects the next one. The following sign (or "letter") may also cause assimilation. For example, in the ASL narrative of the BWCA, the fingerspelling of BWCA shows assimilation of the "b" to the "w" (the "b" is not closed but open) and also the "w" to the "c" (the "w" is curved). Assimilation may cause the fingerspelling to occur outside of the "fingerspelling space" or to have a different shape. Again in the ASL narrative of the BWCA, there is an example of the location of the fingerspelling assimilating to the following sign when she is talking about her astonishment at yelling at her son. She says "...my o-w-n son" and "own" is spelled where she begins to sign "son", outside of the "fingerspelling space."

Robert Johnson (satellite presentation) recognized that fingerspelling is produced in three different fashions that account for some of the changes in shape and movement that we see: careful, rapid and lexicalized.

**Careful** fingerspelling is recognized by the presence of all "letters" which are clearly articulated. It is used when the purpose is spelling or the introduction of a label or lexical specification. This is the type of fingerspelling we are encouraged to produce in sign language classes and, thus, the type of fingerspelling we prefer to see in

### Activity 6: Your Turn

*Goal: To emulate fingerspelling production from ASL discourse samples.*

#### Novice - Intermediate Action Steps

1. Review worksheet from Activity 5.
2. Set up video camera to record your work.
3. View ASL warm-up lecture on **To the Heart of the Matter**. (p. 7 on Heart.pdf)  
*Novice:* Pause the video to copy the fingerspelling.  
*Intermediate:* Shadow the fingerspelling in real time.
4. Review your fingerspelling on the videotape comparing your production with that on the CD.

#### Advanced Action Steps

1. Select a different video source (either CD or videotape).
2. Set up video camera to record your work.
3. View ASL text.. Shadow the fingerspelling in real time.
4. Review your fingerspelling on the videotape comparing your production with that on the CD.



discourse.

**Rapid** fingerspelling is not as carefully articulated and may be produced with a bit more speed. The articulation may also be affected by assimilation as discussed above. Rapid fingerspelling is used for commonly fingerspelled words and fingerspelled words previously introduced into the discourse. It is important to note that while rapid fingerspelling may be produced with less careful articulation and a bit more speed, it is not an excuse for us to be sloppy in our production. The shape and movement of the fingerspelled word, as it was previously introduced in the discourse through careful fingerspelling, is always maintained. The exceptions to rapid fingerspelling following careful introduction of a word are commonly fingerspelled words and lexicalized fingerspelling (see below).

It should be noted that while these two labels, careful and rapid, appear to be associated with clarity and speed, effective fingerspelling is no more about speed than production of any sign is about speed. It should also be noted that since each individual has a unique signing style, careful fingerspelling may not always be clear (much like writing is not always clear).

**Lexicalized** fingerspelling is articulated more like a sign than fingerspelling. Some letters may be omitted, movement (grammatical or otherwise) added, and palm orientation is often changed. Lexicalized fingerspelling becomes somewhat standardized, therefore, once learned it is easy to recognize in discourse. In our viewing of the BWCA narrative (**Navigating Discourse Genres**, page 15) we have seen two lexicalized fingerspellings – *back*, *do* (indicated above by the double asterisk). The lexicalization resulted in a difference between the shape produced and the shape we anticipated. In the case of *do*, the palm orientation has changed to palm up changing the shape from a vertical to a horizontal in the “d”. In the case of *back*, the “b” assimilates to the “c” resulting in a shorter horizontal than expected and the “a” is eliminated. Other common lexicalizations include *dog*, *bank*, *fix*, *off*, *how*, *car*, *what* and *when*.

Davis (1989) discusses a fourth production norm that is situationally specific. He refers to this norm as **nonced**. Nonced fingerspelling is something of a cross between rapid and lexicalized. Like lexicalization, letters are omitted, however, the general shape is maintained as it is in rapid fingerspelling. Again, this production norm is situationally specific and would be used for a lexical specification that occurs repeatedly in a communication event. It would not be recognized in another event. Nonced fingerspelling is always preceded by careful and generally by rapid fingerspelling of the term.

The technical lecture on **To the Heart of the Matter** provides us with excellent examples of fingerspelling used according to these discourse norms. Again, a guide to what you will see can be found in Appendix B (*Controlling Production Viewing Guide 2*). As you watch this lecture, pay attention to how the spelling of the various terms changes throughout the discourse. Feel free to stop the CD and back up as necessary.



## Complete Activity 7: Example A

As you can see, there is an overwhelming reliance on careful fingerspelling (about half of the fingerspelling) and rapid fingerspelling (about 40%). The sample includes only a few lexicalized fingerspellings and even fewer nonced spellings. Careful fingerspelling is used to introduce all fingerspelling that used for lexical specification of a technical term. Once introduced, and generally after several careful spellings\*, rapid fingerspelling maintaining the shape and movement is used. You can also see that commonly fingerspelled words (ex. conjunctions, *legs*) are introduced with rapid fingerspelling and the two

### Activity 7: Example A

*Goal: To identify fingerspelling production norms in ASL discourse.*

#### Action Steps

1. Review *Controlling Production Viewing Guide 2*.
2. View ASL technical lecture on **To the Heart of the Matter**. (p. 8 on Heart.pdf) Pay attention to how spelling of terms changes throughout the discourse.
3. Pause and go back as often as necessary.

\* No research on the frequency of careful fingerspelling prior to the shift to rapid fingerspelling is known to this author.



examples of nonced fingerspelling being used for *capillaries* after it has been spelled both carefully and rapidly as expected.

Fingerspelling may occur in discourse as an independent lexical item using one of the norms that we have just explored. Our training generally leads us to believe that this is what we can expect. However, it is equally common for one of the above norms to be combined with a discourse structure that relates the fingerspelling to other lexical items. There are five discourse structures that have been identified for the inclusion of fingerspelling in discourse. Three of the structures (sandwiching, linking and focusing) are commonly used. The other two (distancing and framing) are used for instructional discourse and are less commonly seen in everyday discourse.

The first of the commonly used structures is called **sandwiching** (Blumenthal-Kelly, 1995). Sandwiching is the production of a sign followed by a fingerspelled word for the sign followed by repetition of the sign. It may also occur with the fingerspelling on the ends and the sign in the middle. Sandwiching is used for lexical specification and may be used for spelling.

**Linking** is the fingerspelling of a word followed by an explanation of its meaning. Its use is self-evident – the introduction of new or technical terms.

**Focusing** is commonly used to draw attention to critical fingerspellings. Focusing is accomplished by pointing or looking at that fingerspelled word. Obviously, focusing would be used when fingerspelling for emphasis and may be used when fingerspelling for spelling.

The first of the two structures used primarily in instructional discourse is distancing. **Distancing** also involves the production of a sign and a fingerspelled word for that sign. It is also used for lexical specification to differentiate English and ASL. For example, the English word *problem* has multiple meanings reflected by different signs. Fingerspelling of the word (problem) and using the sign appropriate to the meaning, say as a math problem, indicates the difference between English and ASL. Distancing is important in the development of English literacy.

**Framing** is also a structure that is commonly seen in instructional discourse but less commonly used in everyday discourse. It involves the direct comparison of print and fingerspelling. (Padden, 1996.)

The important thing to notice here is that it is common for fingerspelled words to be repeated in some way (fingerspelling, sign, or explanation) within a sentence in both everyday discourse and instructional discourse. Again, let's look at the ASL technical lecture on **To the Heart of the Matter** and identify the structures used to include the fingerspelling in the discourse.



## Complete Activity 7: Example B

We should begin our discussion of this sample by noting that it is much more highly technical and more of an instructional discourse than the other samples we have looked at. In this sample, we see the use of sandwiching and linking with some regularity. However, we also see that fingerspelling is abundantly included as an independent lexical item (nearly 75%). This is fairly unusual. This may be because of the highly technical nature of the lecture and the need for lexical specification of terms with no associated signs. We also see the use of focusing in this sample which we have not previously seen in use.

We should now have a pretty good understanding of the norms for fingerspelling production and use. And yet,

### Activity 7: Example B

*Goal: To identify fingerspelling production norms in ASL discourse.*

#### Action Steps

1. Review *Controlling Production Viewing Guide 3*.
2. View ASL technical lecture on **To the Heart of the Matter**. (p. 8 on Heart.pdf) Pay attention to the structures used to include the fingerspelling.
3. Pause and go back as often as necessary.



we have looked at all these pieces as discreet pieces. In reality, they are all working together. Let's look at a text in its entirety and see how all these pieces fit together.

For your turn at this activity, you should choose any of the sample ASL texts we have been working with except for the BWCA ASL narrative. Using worksheets related to that text that you have already completed, fill in the worksheet for this activity found in Appendix C. View the text again to complete the grid. Being as there are so many possibilities for this activity, you will not find an answer key for this one.



## Complete Activity 7: Your Turn

Now that you have had the opportunity to identify the purpose, shape, discourse norm, and discourse structure of fingerspelling in ASL texts, it is time to focus on incorporating these insights in your own production.

## Producing Fingerspelling in an ASL Text

Before moving on to application of our knowledge to our interpreting work, we need to consider how we will incorporate this knowledge into our general ASL use. To do this, you should take a few minutes to review the production norms. If you need to see any of the norms or structures produced again, feel free to look at the sample texts. You can shadow them if that would help to develop a feel for rapid fingerspelling that is not sloppy. When you feel ready, proceed to Activity 8. For this activity, you will be videotaping yourself signing a text that requires you to incorporate fingerspelling. The level of familiarity you have with the text will vary depending on the level at which you are completing this module.



## Complete Activity 8: Your Turn

- **Novice level:** you will re-tell the text of the English Procedural Text (**Navigating Discourse Genres**, page 16). Begin by finding your work from Activity 3. Take a few minutes to review the text paying attention to the words that you anticipated fingerspelling. Think about the shape of the fingerspelling as well as the discourse norm and/or structure that you anticipate using in re-telling the text. Practice the presentation as often as you'd like paying attention to the characteristics of the fingerspelling (shape, movement, norms and structure). When you are ready, videotape yourself re-telling the text in ASL.
- **Intermediate level:** write the text of your autobiography or the biography of a family member. Take a few minutes to identify which words you anticipate fingerspelling. Think about the shape of the fingerspelling as well as the discourse norm and/or structure that you anticipate using in presenting the text. If you need to practice the presentation, you may practice it one time before videotaping yourself presenting it in ASL.
- **Advanced level:** select an English text from a CD or video that you have not previously worked with. Review the English transcript considering how you will incorporate fingerspelling as you prepare to re-tell the text. Videotape yourself retelling the text in ASL.

### Activity 7: Your Turn

*Goal: To identify fingerspelling production norms in ASL discourse.*

#### Action Steps

1. Review *Activity 7 Worksheet* grid.
2. Select ASL text. (*Novice/Intermediate:* Choose any we have worked with except for the narrative on **Navigating Discourse Genres**. *Advanced:* Choose a text you have not previously viewed.)
3. Identify fingerspelled words and their purpose, shape, discourse norm, and discourse structure. Use previous worksheets for assistance as appropriate.

### Activity 8: Your Turn

*Goal: To demonstrate appropriate discourse norms and structures of fingerspelling in an ASL text.*

#### Action Steps

1. Select level of challenge. Read directions at left for your level.
2. Set up video camera to record your work.
3. Do adequate preparation and then re-tell selected text in ASL.
4. Set video aside for a day or two. Then, use the Activity 8 worksheet to evaluate your production of fingerspelled words and their purpose, shape, discourse norm, and discourse structure.
5. Write a reflection on what you saw in the videotape of your work. (Described on the next page.)



Set your video aside for a day or two then review it using the Activity 8 worksheet in Appendix C. Write a brief reflection on the appropriateness of your incorporation of fingerspelling. Did you fingerspell for appropriate reasons? Did you use appropriate norms and structures? Did you maintain the appropriate shape when using rapid or nonced fingerspelling? Do you see any patterns of use that need further work (e.g. rapid fingerspelling is unclear, over-reliance on one structure or norm)?

At this point in the module, you should have a much more complete understanding of fingerspelling in ASL discourse. It is my hope that you are now feeling a bit more confident in both your comprehension and use of fingerspelling. It is now time to consider how this knowledge can be used to our advantage in the interpreting process.

#### ADDITIONAL READINGS

- Blumenthal-Kelly, A. (1995). Fingerspelling Interaction: A set of Deaf Parents and Their Deaf Daughter. In C. Lucas (Ed.), *Sociolinguistics in Deaf Communities*. Gallaudet University Press
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## Section 3: Application to Interpreting

So far in this module discussion of the implications of our understanding of fingerspelling for interpreting has been rather limited. You may be thinking, “Obviously if I am interpreting in ASL then this all applies directly.” However, as we are aware and as we saw earlier in the module, interpreting is not the same as signing a text for oneself. As a result, this final section of the module will take a closer look at how we can use our completed knowledge of fingerspelling to our advantage when we are interpreting.

Let’s begin by looking at the inclusion of fingerspelling in an interpreted text. Let’s return to **Navigating Discourse Genres** and look at the interpretation of the explanatory ASL text.

### Complete Activity 9: Example A

In going through this example, be sure to watch the first time without sound so you can focus on the signer’s choices without being distracted by the interpretation.

### Analysis of Source and Interpretation

The signer primarily used fingerspelling for the purpose of lexical specification to name the various types of canoes and for a term that has no sign. She also used lexicalized fingerspelling. In terms of discourse norms, she used all four norms, relying most heavily on careful fingerspelling (nearly half of the fingerspelling was careful). She did not use any of the discourse strategies that we discussed in their pure form. She frequently used a half sandwich (sign, fingerspell or vice versa) and modified this structure further by using enumeration (listing) as a piece of the sandwich (essentially the sign). In fact, half of her fingerspelling was structured as a half sandwich.

When we look at the work of the interpreter, we find that there are some similarities and differences in the use of fingerspelling. This should be expected since the interpreter is not working with his own words and is not structuring the text himself. He is working with the speaker’s words and the structure(s) that she chooses. It is worth noting here that while there are norms for the incorporation of fingerspelling, language is still very much influenced by individual style and preferences. As a result, the choices that the speaker makes in terms of words and structure are likely different than those the interpreter would make if telling the same story.

The interpreter followed the intended purpose of the fingerspelling and provided the names of the various canoe types. He did not follow the discourse structure and repeat the term despite having seen it twice (once spelled and once signed). This is an effective interpretation that bears in mind that English does not use repetition in this same way. The interpreter was able to do this because he was aware that fingerspelling is often structured with repetition. He may also have relied on that repetition to aid him in the comprehension of the fingerspelling. This may be particularly true with referral to the list of canoe types. Of course, to be able to use the context to your advantage in this way, it is critical to remember which canoe type is associated with each location on the list. His ability to eliminate and/or use the repetition to his advantage in the interpretation is only possible because he has given himself enough processing time to see the repetition. These are strategies that we all should apply to our interpretation: allow ourselves enough processing time to use the repetition and other context to our advantage, and bear in mind the differences in structure between ASL and English.

While the vast majority of the fingerspelling was included in the interpretation as the word that was spelled,

### Activity 9: Example A

*Goal: To identify strategies for managing fingerspelling in an interpreted text.*

#### Action Steps

1. Review *Application to Interpreting Viewing Guide 1*.
2. View ASL explanatory text on **Navigating Discourse Genres**. (p. 20 on BWCA.pdf) Watch the first time with no sound to see how the signer uses fingerspelling in the discourse.
3. Watch video again with sound to hear what the interpreter does with the fingerspelling.
4. Read the analysis of the signer’s use of fingerspelling and strategies demonstrated by the interpreter.



the interpreter also used another strategy nearly 1/4<sup>th</sup> of the time. That strategy is the use of the concept as opposed to the specific word. There is some difference of opinion regarding the appropriateness of this strategy. Obviously, in using the concept rather than the specific word, the signer's intended purpose is not being met and it would be preferable to ask for a clarification so that the purpose would be present in the interpretation. When asking for a clarification, it is critical that we tell the signer what we did see or think we saw so that they know how to help us and do not lose confidence in us. While this is preferable, it is not always possible\*. In the event that it is not possible, knowing the purpose of the fingerspelling can be helpful. For example, in the interpretation that we just watched, the signer is discussing the cost of one canoe in comparison to another. She specifies the two canoes being compared by fingerspelling. The interpreter appears to use the context, knowing it is a comparison, and the purpose, that a type of canoe is being indicated to formulate his interpretation – "it is not as expensive as *some of the other ones*." This strategy seems preferable to omission in the mind of this author.

It is difficult to determine if the interpreter used the shape and rhythm of the fingerspelling to aid his comprehension based on what we can see. However, this is a skill we have practiced in this module and you should use to your advantage in your interpretations. It will be particularly useful as the fingerspelling moves from careful to rapid and possibly nonced. Bear in mind, that you have previously seen words that are fingerspelled rapidly so you should be familiar with the shape and movement. We can see this in the sample. Rapid fingerspelling does not occur until nearly halfway through the text and the first instance occurs shortly after the term has been introduced carefully. Give yourself a second to breathe and recognize those elements of the fingerspelling.

While we have said that interpreters often get nervous when seeing the hand move into the "fingerspelling space," this space is of great advantage to us. It is difficult, again, to determine if the interpreter in the sample took advantage of the space or not as it is not a visible activity. Use of the "fingerspelling space" moves the hand into proximity with the face and mouth which provide many clues to the fingerspelling. Watch the sample interpretation once again and notice how many of the fingerspelled words are present on the signer's mouth. Nearly all of them!! I have heard some interpreters say, "I cheated, I read his/her lips not the fingerspelling." I don't consider this cheating. I consider it to be effective use of the clues available and the norms of the language.

There is another strategy, not seen in the sample, that can make effective use of the repetitive structure of fingerspelling in ASL discourse when an omission or use of the concept rather than the specific word has occurred. As we have seen, it is unusual for a word to be fingerspelled only a single time in ASL discourse (unless it is a lexicalized fingerspelling). This provides the interpreter with multiple opportunities to comprehend the spelling and incorporate it. The repetition allows the interpreter to make an effective repair by incorporating the specific term later in the interpretation.

In summary, the incorporation of fingerspelling in an ASL to English interpretation, is different from the incorporation of fingerspelling in ASL primarily due to the elimination of repetition (a change in the structure of incorporation). Interpreters also occasionally incorporate fingerspelling in a general sense rather than the specific sense used by the ASL speaker by using the concept rather than the word. Keeping these differences in mind, our knowledge of the norms of fingerspelling can help us in the following ways when working from ASL to English.

- Prediction of the possible fingerspelled words
  - Incorporation of emphasis and spelling as appropriate
  - Generalization to concepts when necessary
  - Use of context for closure
  - Request effective clarifications
- Anticipation of repetition

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\* For an excellent discussion of the demands that are faced by interpreters and our decision making latitude, see Dean and Pollard (2001).



- Using repetition for clues
- Elimination of repetition in the interpretation
- Incorporate effective repairs of prior omissions
- Recognition of shape and movement
  - Use of closure skills (based on letters seen)
  - Reduce fear of rapid fingerspelling
  - Request effective clarifications
- Reliance on clues provided by the “fingerspelling space.”



## Complete Activity 9: Example B

Let us now take a look at the interpretation of the Explanatory English text and think about some strategies for taking control of fingerspelling when working from English to ASL.

### Analysis of Interpreting Strategies

When working from English to ASL, we should expect to see a great deal of adherence to the norms of fingerspelling in ASL. In fact, this is what happened in the sample. The interpretation reflected the same heavy reliance on fingerspelling for lexical specification and labeling nouns as we have seen in un-interpreted ASL texts. The interpretation also relied on the half sandwich to nearly the same extent as we saw in the un-interpreted ASL text of the previous sample. In addition, the shape and movement of the fingerspelling was maintained as the norm shifted from careful to rapid (and once to nonced).

A comparison of the words marked in the transcript as potentially fingerspelled shows that many were not actually spelled. Rather, the interpreter employed one of two strategies. Where repetition in English did not follow the rules for repetition in ASL, it was eliminated thereby eliminating some of the anticipated fingerspelling. For example, when the speaker said, “is, uh, a skin, essentially, the canvas is a skin...” the interpreter did not include the speaker’s hesitation through repetition. Fingerspelling was also not used when the interpreter chose to use another linguistic feature of ASL, a classifier, in its place\*. This was seen when talking about layups and hulls. Unfortunately, we do not have the opportunity to discuss the choices with the interpreter, however, we can anticipate that he is making the choices based on his perception of the intent of the presentation and the audience (we are not told on the CD who the audience is, other than to note that the introduction is to an individual).

There is another strategy commonly used by interpreters that is not seen in this interpretation. That is the use of fingerspelling when a sign is unknown. This is not a purpose for fingerspelling that is found in everyday ASL discourse because speakers tend not to use words they are unfamiliar with. It may, however, be found in instructional discourse among children or when adults are presenting from a written text. Interpreters, working from other’s word choices much as a deaf child or adult working from a written text, may encounter words that are unfamiliar. We previously noted that there are options preferable to fingerspelling in these situations. The choice to fingerspell in such instances is a strategy, much like saying “how do you say...” that is common among second language users of any language, that may be used to expand one’s lexicon. Therefore, it may be effectively used for lexical specification when the interpreter is unfamiliar with the technical terms related to the topic under discussion but the adult deaf individual is familiar. In this case, fingerspelling for lexical specification may be the common use as no sign exists. If a sign does exist and it is preferred over the continued use of fingerspelling, it may be introduced by the deaf adult. It is not effective when used with children who do not have the linguistic sophistication or the lexicon to provide an existing sign. It is not an effective choice when the word that is unfamiliar is generally widely known.

\* Classifiers should be labeled prior to use (Cokely and Baker-Shenk, 1980). Fingerspelling is occasionally used to label classifiers.

## Activity 9: Example B

*Goal: To identify strategies for managing fingerspelling in an interpreted text.*

### Action Steps

1. Review *Application to Interpreting Viewing Guide 2*.
2. Listen to English explanatory text on **Navigating Discourse Genres**. (p. 20 on BWCA.pdf) Listen first time without watching. Identify words you anticipate being fingerspelled. (Use the transcript on p. 26 of BWCA.pdf to assist if desired.)
3. Watch video to see how the interpreter incorporates fingerspelling.
4. Read the analysis of strategies demonstrated by the interpreter.



There are two notable departures from the norms of fingerspelling in the interpretation. The first departure was noticeable in the use of mouthing. In the interpretation, partial English mouthing was far more prevalent while in the un-interpreted text full mouthing was prevalent\*. The second departure was in the order of introduction of the discourse norms. In the interpretation, rapid fingerspelling was used immediately for both lexical specification and the labeling of a proper noun. This was not seen in the un-interpreted text where careful fingerspelling preceded rapid fingerspelling in all cases except for commonly fingerspelled and lexicalized terms. This is not intended to be a criticism of the interpreter, it is intended as a point of discussion and awareness so that we may all become more conscious and (socio)linguistically appropriate in our use of fingerspelling.

In summary, the incorporation of fingerspelling in an English to ASL interpretation generally follows the norms for the use of fingerspelling in ASL quite closely. Some differences may result from the personal choices of various linguistic features available and the interpreter's familiarity with the vocabulary being used. Interpreters choose to incorporate fingerspelling or to use another feature based on their perception of the purpose of the discourse and the audience. Keeping this in mind, our knowledge of the norms of fingerspelling can help us in the following ways when working from English to ASL.

- Remember the basics
  - Position your hand comfortably just below shoulder level and in proximity to the face and mouth
  - Move slightly outward as you spell and pause briefly on the last letter of each word
  - Don't bounce
  - Mouth the word that is being spelled
- Incorporate fingerspelling for appropriate purposes
  - Use fingerspelling for unknown signs only with adults when it is for lexical specification of a technical term
- Spell according to the shape and movement of the word
  - Maintain the overall shape and movement in rapid and nonced fingerspelling
  - Don't worry about spelling
- Introduce fingerspelled words with careful fingerspelling (with the exception of commonly fingerspelled or lexicalized words)
  - Use careful fingerspelling for spelling purposes
- Structure the inclusion of fingerspelling according to the norms
  - Use sandwiching or half-sandwiching when appropriate
  - Use linking when appropriate
  - Use distancing and framing in instructional discourse.

Before we apply all this knowledge in our own interpretation, let's take some time to look at another sample interpretation and confirm the use of fingerspelling norms and additional interpreting strategies.

For this activity, everyone will work with the sample interpretations on **To the Heart of the Matter**.



## Complete Activity 9: Your Turn

Take a few minutes to compare your answers with the answer key. Review the interpretations at any points where you got a different answer.

### Activity 9: Your Turn

*Goal: To identify strategies for managing fingerspelling in an interpreted text.*

#### Action Steps

1. Print out *Activity 9 worksheets*.
2. View Interpretations of technical lectures on **To the Heart of the Matter**. (p. ?? on Heart.pdf)
3. Complete worksheet identifying discourse norms and interpreting strategies.
4. Compare your analysis with that in the answer key.

\* See Davis (1989) for an explanation of the various types of mouthing.



## Taking Control of Fingerspelling in Your Own Interpretation

Now it's your turn. We've spent considerable time preparing for this moment. It is my hope that you feel ready to apply this knowledge to your work.

### Activity 10:

- **Novice level:** prepare to interpret the technical lectures on **To the Heart of the Matter** by reviewing your previous work with this material and the preparation materials available on the CD (pages 6, 13-20). When you are ready videotape yourself interpreting each text. As in your earlier videotaping, set the tape aside for a couple of days before analyzing your work.
- **Intermediate level:** prepare to interpret the warm-up lectures on **To the Heart of the Matter** by reviewing the preparation materials available on the CD (pages 6, 11-13). Videotape yourself interpreting each text and then set the tape aside for a couple of days.
- **Advanced level:** prepare to interpret a text from your third source material (CD or video) that you have not previously worked with. Videotape yourself interpreting each text and then set the tape aside for a couple of days.

Complete the worksheet for Activities 10 in Appendix C and write a reflection on your use of fingerspelling in the interpretation. Did you fingerspell for appropriate reasons? Did you use appropriate norms and structures? Did you maintain the appropriate shape when using rapid or nonced fingerspelling? Do you see any patterns of use that need further work (e.g. rapid fingerspelling is unclear, over-reliance on one structure or norm)?

### Activity 10: Your Turn

*Goal: To demonstrate strategies for receptive and expressive fingerspelling in a practice interpretation.*

#### Action Steps

1. Select activity for your level as described at left.
2. Prepare for interpretation using available materials on **To the Heart of the Matter**.
3. Set up video camera to record your work.
4. Interpret both from an ASL and English source.
5. Evaluate your work after you have set the tape aside for a couple of days. Use *Activity 10 worksheets* to help with your analysis.
6. Write a reflection based on the questions at left.

*Note: You can do this entire process with one text before working with the other source.*

### ADDITIONAL READINGS

- Cokely, D. and Baker-Shenk, C. (1980). *American Sign Language: A Teacher's Resource Text on Grammar and Culture*. T.J. Publishers.
- Davis, J. 1989. Distinguishing Language Contact Phenomena in ASL Interpretation. In C. Lucas (Ed.), *The Sociolinguistics of the Deaf Community*. Academic Press.
- Dean, R. & Pollard, R. (2001). The Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training. *Journal of Deaf Studies and Deaf Education*, 6 (1), Winter, 2001.



## Conclusion

Congratulations! You have made it to the end of this independent study. You should now have a very thorough understanding of fingerspelling in ASL discourse and interpreting. Hopefully you are also feeling more comfortable with fingerspelling in your work. Let's see how far we have come.



### Complete the Post-Test

You will find the answer key to the post-test in Appendix D. How does your score on the post-test compare to your score on the pre-test? You should see growth in both knowledge and skill (use).

Before I set you free to use this knowledge in the real world, you should be aware of two things. First, you may feel off-balance and like you are really not doing as well as you did before you began this independent study. This is a normal part of the learning experience. You may feel self-conscious and highly aware for a while. Bear with this feeling and embrace it. Over time, what you have learned will become unconscious and automatic and you will be a better interpreter for it. Second, while we have spent considerable time analyzing each aspect of fingerspelling as an independent feature and then in relation to other aspects, it is highly unlikely that you will analyze fingerspelling to this extent in the future. As the knowledge becomes an unconscious part of your processing, you will become less aware, and less concerned, about whether you are seeing careful or rapid fingerspelling. You will not pause to think about the purpose for its inclusion in the discourse or to marvel at how the sandwiching structure assisted you in comprehension. It is also unlikely that anyone will quiz you on this knowledge in the way that we have in the pre/post test. Nonetheless, the knowledge will be with you and you will be able to draw upon it for self-analysis after a particularly difficult interpretation or when mentoring another interpreter.

Finally, remember that this independent study was not designed to make you perfect. There will still be days when fingerspelling will feel like a great challenge, but there should be more days when it is nothing more than another part of the language.

### Action Steps

1. Locate and complete the post-test.
2. Evaluate your work using answer key on page .
3. Compare your source to that of the pre-test.

## Acknowledgements

I have found the CDs being produced by the RSA Region V Interpreter Education Project to be excellent tools for teaching and learning. I have used them in various fashions so when approached to write this independent study module I was pleased to be able to do it. I'd like to begin by thanking Richard Laurion and the staff of the RSA Region V Interpreter Education Project for the opportunity to share my enthusiasm for the CDs with others by writing this independent study module and for the support and feedback that they provided throughout the process. The ground work for this module was begun when I was working with the Interpreting and Sign Language Resources Department (ISLR) at the Ohio School for the Deaf. I thank them for the many learning opportunities they provided me which continue to influence my work. I'd also like to thank Doug Bowen Bailey for his suggestions on a title and graphic as well as for his work on making this module appealing to look at and easy to use. I must also thank all the reviewers for their input on the draft. A project like this always makes sense to the author but not always to the readers. Your thoughts made the module more understandable for those who followed you. And, of course, I must thank Ben and Ryan for their patience and understanding as I hogged the computer and ignored them on so many evenings and weekends. Without all of you, this project could not have happened.



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## Appendix A: Pre-Test

1. Rate yourself on a scale of 1-10 for both comprehension of fingerspelling and production of fingerspelling.

2. List three purposes of fingerspelling in ASL discourse (why do Deaf people fingerspell).

3. Underline the words in the following text that might be fingerspelled in an ASL interpretation.

I had an experience some years ago – I think it was in 1990, August of 1990, it happened to be – with my wife. We had the good fortune of spending 6 days together in the Boundary Waters and it happened to fall over her birthday which is August 8<sup>th</sup>. And, uh, I had as so many times, decided to ford a long portage by walking upstream and making our own little route out of the day. We were fording a 300 plus rod portage, which is a pretty extensive portage. And I thought we could take some time off of it. She wasn't real comfortable with the situation, but we agreed to follow on and do it. And uh, we happened to be going upstream on the Basswood River, instead of downstream, and I didn't realize that until we had gotten into it and committed. But, uh, the portage consisted of pushing the canoe up a series of small falls and lining around some rapids, and we made our way. At some points, we had to take bags out of the canoe and fishing rods, and whatever else – miscellaneous gear that we had – and make our own paths through the woods which can be pretty tough, as you know if you've spent some time in the Boundary Waters. It's pretty thick forest.

4. Identify the key characteristics of each of the following fingerspelling discourse norms (forms).

a. Careful

b. Rapid

c. Lexicalized

d. Nonced

5. List 8 fingerspelled words that are commonly lexicalized.



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## Appendix A: Pre-Test (continued)

6. Describe the form (what does it look like) and purpose (why is it used) of the following fingerspelling discourse structures.
  - a. Sandwiching
  - b. Linking
  - c. Distancing
  - d. Focusing
  
7. Identify 3 strategies/tips for comprehending fingerspelling.
  
  
  
  
  
  
  
  
  
  
8. Identify 3 strategies/tips for producing fingerspelling.
  
  
  
  
  
  
  
  
  
  
9. 10. Indicate if the following statements are true or false.
  - a. The quicker the fingerspelling, the more competent the signer/interpreter.
  - b. The last letter of a word should be held slightly longer than the preceding letters.
  - c. Move your hand slightly outward as you spell.
  - d. Your palm should be facing comfortably at a 45 degree angle (not completely toward the front, not completely toward the side).
  - e. Formation of letters may be affected by preceding and following letters and signs.
  - f. It is best to think of each letter as you spell.
  - g. Your hand should be roughly shoulder level (just below) when spelling.
  - h. You should be certain that any word you fingerspell is spelled correctly.
  
10. Expressive/Receptive

Using the **Navigating Discourse Genres** CD, videotape yourself interpreting both hortatory lectures (English and ASL). Prior to doing the interpretation, take advantage of the background materials and references found on the CD. In addition, review the outlines included here. Upon conclusion of the taping, set the tape aside for a day or two, then:

  - a. Review your ASL interpretation using the Pre-Test Expressive Review Form.
  - b. Review your English interpretation using the Pre-Test Receptive Review Form.



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## Appendix A: Pre-test Expressive Review Forms

(English - ASL)

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Purpose</b>	<b>Discourse structure used</b> (sandwiching, linking, distancing, focusing)



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## Appendix A: Pre-test Receptive Review Form

(ASL-English)

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Strategy used</b> (word, concept, omission)	<b>Reflected Purpose</b> (yes/no)	<b>Followed discourse structure</b> (yes/no)



## Appendix B: Controlling Purpose Viewing Guide

### Navigating Discourse Genres ASL Narrative

Fingerspelled word	Purpose
BWCA	Abbreviation
Time	Emphasis
Duluth pack	Label noun
Off	
Echo Trail	Label noun
Hegman Lake	Label noun
Portage	Lexical specification – technical term
Mile	Lexical specification – no associated sign
(not visible) lake	Label noun
Portage	Lexical specification – technical term
Lake	Lexical specification – no associated sign
Portage	Lexical specification – technical term
Lake	Lexical specification – no associated sign
BWCA	Abbreviation
Do-do	
So	Conjunction
Duluth	Label noun
Knots	Lexical specification – technical term
Knots	Lexical specification – technical term
Knot	Lexical specification – technical term
Yards	Lexical specification – technical term
It	Lexical specification – no associated sign
Mile	Lexical specification – no associated sign
Back	
Duluth bag	Label noun
Back	Label noun
Back	Label noun
Lake	Lexical specification – no associated sign
Ok	Conjunction
All	
If	Lexical specification – no associated sign
Kevlar	Label noun
Pack	Lexical specification – no associated sign
Back	
Back	
Of trip	Lexical specification – semantic specification
Trip	Lexical specification – semantic specification
Zig zag	Emphasis
Own	Emphasis
Current	Lexical specification – technical term
Hurt	Emphasis
Knee	Lexical specification – no associated sign
Do-do	
Shore	Lexical specification – technical term
Ok ok	



## Appendix B: Controlling Production Viewing Guide 1

### Navigating Discourse Genres ASL Narrative

Fingerspelled word	Shape		
BWCA		Mile	
Time		Back	
Duluth pack		Duluth bag	
Off		Back	
Echo Trail		Back	
Hegman Lake		Lake	
Portage		Ok	
Mile		All	
(not visible) lake		If	
Portage		Kevlar	
Lake		Pack	
Portage		Back	
Lake		Back	
BWCA		Of trip	
Do-do		Trip	
So		Zig zag	
Duluth		Own	
Knots		Current	
Knots		Hurt	
Knot		Knee	
Yards		Do-do	
It		Shore	
		Ok ok	



## Appendix B: Controlling Production Viewing Guide 2

### To the Heart of the Matter ASL Technical Lecture

Fingerspelled word	Discourse norm	Fingerspelled word	Discourse norm	Fingerspelled word	Discourse norm
Cardiovascular	careful	Mitral	rapid	Artery	rapid
Of	rapid	Murmur	careful	Artery	rapid
Major organs	careful	Trillion	careful	Veins	rapid
Oxygen	careful	Cells	careful	Capillaries	careful
Veins	careful	Ventricle	rapid	Pathways	careful
Artery	careful	All	lexicalized	Lungs	rapid
All organs	rapid	Aorta	careful	Do	lexicalized
Cells	rapid	Artery	rapid	Waste	careful
Cardiac muscle	careful	Aorta	careful	Co2 (carbon	careful
cells		Thoracic	careful	dioxide)	
Cells	rapid	Legs	rapid	Artery	rapid
Autorhythmic	careful	Aorta	rapid	Atrium	rapid
Cardiovascular cells	careful	Artery	rapid	Ventricles	careful
Adjacent cells	careful	Atrium	careful	Capillaries	rapid
Cells	rapid	Ventricles	rapid	Atrium	careful
All	lexicalized	If	careful	Bicuspid	careful
Cells	rapid	Cardiac conduction	rapid/	Ventricle	careful
Chambers	careful		careful	Arteries	rapid
Atria	careful	Sinoatrial node (sa	careful	Artery	rapid
Ventricles	careful	node)		Arterioles	careful
De-oxygenated	careful	Pacemaker	careful	Branch	rapid
Liver	careful	Per	rapid	Capillaries	rapid
Or	rapid	Cardiac muscle	rapid	Venules	careful
Toe	careful	cells		Veins	rapid
Lungs	careful	Adjacent cells	rapid	Venule	rapid
Oxygen	careful	Sa node	careful	Size	rapid
Deoxygenated	careful	Atrioventricular	careful	Smooth muscle	careful
Atrium	careful	node (av node)		Contract	careful
Valve	careful	Sa node	rapid	Capillaries	nonced
Ventricles	careful	Av	careful	Delicate	careful
Ventricles	careful	Av	careful	Diffusion	careful
Tu (?)		Branch	careful	Capillaries	nonced
Back	lexicalized	Bundle	careful	Chambers	rapid
Atrium	careful	Ventricles	rapid	Veins	careful
Oxygenated	careful	Av bundle	rapid	Artery	careful
Of	rapid	Purkinje fibers	careful	Venules	rapid
Air	careful	Sa node	rapid	Artery	careful
Bicuspid	careful	Av node	rapid	Arterioles	careful
Or	careful	Av bundle	rapid	Branch	rapid
Mitral	careful	Purkinje fibers	rapid	Capillaries	rapid
Ventricle	careful	Way	rapid	Venules	careful
Chamber	rapid	Fact	careful	Veins	careful
Of	rapid	Gallons	careful		
All	lexicalized	Arteries	rapid		
Muscle	rapid	Away	careful		
Ok	rapid	Veins	careful		



## Appendix B: Controlling Production Viewing Guide 3

### To the Heart of the Matter ASL Technical Lecture

Fingerspelled word	Discourse norm	Discourse structure	Fingerspelled word	Discourse norm	Discourse structure
Cardiovascular	careful	Independent	Cardiac muscle cells	rapid	Independent
Of	rapid	Independent	Adjacent cells	rapid	independent
Major organs	careful	Linking	Sa node	careful	Focused
Oxygen	careful	Independent	Atrioventricular node	careful	Sandwich
Veins	careful	Independent	(av node)		
Artery	careful	Independent	Sa node	rapid	Independent
All organs	rapid	Independent	Av	careful	Independent
Cells	rapid	Linking	Av	careful	Independent
Cardiac muscle cells	careful	Independent	Branch	careful	Sandwich
Cells	rapid	Independent	Bundle	careful	Linking
Autorhythmic	careful	Linking	Ventricles	rapid	Independent
Cardiovascular cells	careful	Independent	Av bundle	rapid	Independent
Adjacent cells	careful	Sandwich	Purkinje fibers	careful	Independent
Cells	rapid	Independent	Sa node	rapid	Independent
All	lexicalized	Independent	Av node	rapid	Independent
Cells	rapid	Independent	Av bundle	rapid	Independent
Chambers	careful	Sandwich	Purkinje fibers	rapid	Independent
Atria	careful	Independent	Way	rapid	Independent
Ventricles	careful	Independent	Fact	careful	Independent
De-oxygenated	careful	Linking	Gallons	careful	Independent
Liver	careful	Sandwich	Arteries	rapid	Independent
Or	rapid	Independent	Away	careful	Linking
Toe	careful	Sandwich	Veins	careful	Independent
Lungs	careful	Sandwich	Artery	rapid	Independent
Oxygen	careful	Independent	Artery	rapid	Sandwich
Deoxygenated	careful	Independent	Veins	rapid	Sandwich
Atrium	careful	Sandwich	Capillaries	careful	Sandwich
Valve	careful	Sandwich	Pathways	careful	Independent
Ventricles	careful	Sandwich	Lungs	rapid	Sandwich
Ventricles	careful	Independent	Do	lexicalized	Independent
Tu (?)			Waste	careful	Linking
Back	lexicalized	Independent	Co2 (carbon dioxide)	careful	Independent
Atrium	careful	Sandwich	Artery	rapid	Independent
Oxygenated	careful	Independent	Atrium	rapid	Sandwich
Of	rapid	Independent	Ventricles	careful	Sandwich
Air	careful	sandwich	Capillaries	rapid	Independent
Bicuspid	careful	Independent	Atrium	careful	Sandwich
Or	careful	Independent	Bicuspid	careful	Independent
Mitral	careful	Sandwich	Ventricle	careful	Independent
Ventricle	careful	Independent	Arteries	rapid	Independent
Chamber	rapid	Independent	Artery	rapid	Independent
Of	rapid	Independent	Arterioles	careful	Independent
All	lexicalized	Independent	Branch	rapid	Independent
Muscle	rapid	Independent	Capillaries	rapid	Independent
Ok	rapid	Independent	Venues	careful	Independent
Mitral	rapid	Independent	Veins	rapid	Independent
Murmur	careful	Linking	Venule	rapid	Independent
Trillion	careful	Independent	Size	rapid	Independent
Cells	careful	Independent	Smooth muscle	careful	Independent
Ventricle	rapid	Independent	Contract	careful	Independent
All	lexicalized	Independent	Capillaries	nonced	Independent
Aorta	careful	Independent	Delicate	careful	Linking
Artery	rapid	Independent	Diffusion	careful	Linking
Aorta	careful	Independent	Capillaries	nonced	Independent
Thoracic	careful	Linking	Chambers	rapid	Sandwich
Legs	rapid	Sandwich	Veins	careful	Independent
Aorta	rapid	Independent	Artery	careful	Independent
Artery	rapid	Independent	Venules	rapid	Independent
Atrium	careful	Sandwich	Artery	careful	Independent
Ventricles	rapid	Sandwich	Arterioles	careful	Independent
If	careful	Independent	Branch	rapid	Independent
Cardiac conduction	rapid/careful	Independent	Capillaries	rapid	Independent
Sinoatrial node (sa	careful	Focused	Venules	careful	Independent
node)		sandwich	Veins	careful	Independent
Pacemaker	careful	Independent			
Per	rapid	Independent			



## Appendix B: Application to Interpreting Viewing Guide 1

### Navigating Discourse Genres

Note - an asterisk (\*) next to the fingerspelled word indicates that it was mouthed.

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Strategy used</b> (word, concept, omission)	<b>Reflected Purpose</b> (yes/no)	<b>Followed discourse structure</b> (yes/no)
*Outfitter	careful	word	Yes	Yes
*What	lexicalized	word	Yes	Yes
*aluminum	careful	word	Yes	No
*fiberglass	careful	word	Yes	Yes
*kevlar	careful	word	Yes	Yes
*royalex	careful	word	Yes	Yes
*so	lexicalized	word	Yes	Yes
*rapids	careful	concept	No	No
*royalex	careful	word	Yes	Yes
*rapids	rapid	concept	No	No
*Kevlar	careful	word	Yes	Yes
*fiberglass	careful	word	Yes	Yes
*Kevlar	rapid	concept	No	No
*Kevlar	careful	word	Yes	Yes
Yes	lexicalized	concept	Yes	Yes
*royalex	rapid	omission	No	No
*fiberglass	nonced	omission	No	No
*hole	careful	omission	No	No
If	lexicalized	word	Yes	Yes
*hole	rapid	omission	No	No
*fix	lexicalized	concept	Yes	Yes
It	rapid	word	Yes	Yes
It	rapid	word	Yes	Yes
*fiberglass	rapid	word	Yes	Yes
*Kevlar	rapid	word	Yes	Yes
*royalex	careful	word	Yes	Yes
*outfitter	rapid	word	Yes	Yes



## Appendix B: Application to Interpreting Viewing Guide 2

### Navigating Discourse Genres

Note - an asterisk (\*) next to the fingerspelled word indicates that it was mouthed, italicized words were partially mouthed.

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Purpose</b>	<b>Discourse structure used</b> (sandwiching, linking, distancing, focusing)
Ok	rapid	Conjunction	Independent
*doug	rapid	Labeling a proper noun	Independent
<i>Canoe</i>	rapid	lexical specification – technical term	Independent
*flat	rapid	lexical specification – technical term	Sandwich
*royalex	careful	Labeling a proper noun	Independent
*foam	careful	lexical specification – no associated sign	Independent
*vinyl	careful	lexical specification – no associated sign	Independent
<i>Rock</i>	rapid	?	Sandwich
If	lexicalized	Conjunction	Independent
If	lexicalized	Conjunction	Independent
<i>Tripping</i>	rapid	lexical specification – technical term	Independent
*fiberglass	careful	lexical specification – technical term	Sandwich
*kevlar	careful	Labeling a proper noun	Sandwich
If	lexicalized	Conjunction	Independent
*Kevlar	careful	Labeling a proper noun	Sandwich
*fiber	rapid	lexical specification – technical term	Sandwich
*fiberglass	careful	lexical specification – technical term	Sandwich
<i>Kevlar</i>	nonced	Labeling a proper noun	Sandwich
*canvas	careful	lexical specification – no associated sign	Independent
*skin	careful	lexical specification	Independent
*aluminum	careful	lexical specification – technical term	Sandwich
<i>Standard</i>	rapid	Label of a proper noun	Independent
*rock	rapid	?	Sandwich
Or	lexicalized	Conjunction	Independent



## Appendix C: Activity 2 Novice Level Worksheet

Identify the purpose of the following fingerspelled words from the Procedural Texts (**Navigating Discourse Genres**, page 16). Feel free to pause the video in order to record your answers.

Okokok	lexicalized
BWCA	
Ok	
BWCA	
Do-do	lexicalized
Outfitter	
Bag	
BWCA	
BWCA	
Glass	
Plastic	
So	
Outfitter	
Menu	
Paddle	
Outfitter	
Even	
Lake	
Class	
Do	
Duluth pack	lexicalized
(incomplete spelling)	
Plastic bag	
Hole	
Bag	
Pack (?)	
Bag	
Duluth pack	
Duluth pack	
Duluth	
All	lexicalized
Blue jean	

Jean	
Wool	
Nylon	
Or	
Patagonia	
Hiking	
Boots	
Teva	
Teva	
(water)proof	
Bag	
Stove	
Stove	
Propane	
Do	lexicalized
Chili	
Ziploc bag	
(food)saver	
Juice	
Tang	
Bag	
Own	lexicalized
Rent	
Outfitter	
Outfitter	
Kevlar	
Fiberglass	
Aluminum	
Too	
Rent	
Outfitter	
BWCA	
Outfitter	



## Appendix C: Activity 2 Intermediate Level Worksheet

Identify the fingerspelled words and their purpose from the Procedural Texts (**Navigating Discourse Genres**, page 16). Key parts of the outline have been included to assist you. This is not an interpreting assignment. Feel free to pause the video to record your answers. If you need to rewind and review, please do as often as you need.

**\*\*NOTE: If you have previously completed Activity 2 at the Novice level, work with a stimulus that you have not previously viewed.**

Planning for a trip to the BWCA

Introduction

Okokok (lexicalized)

\_\_\_\_\_

\_\_\_\_\_

Option for inexperienced folks

Do-do (lexicalized)

\_\_\_\_\_

Planning lists

Camping gear

\_\_\_\_\_

\_\_\_\_\_

food

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

additional gear

\_\_\_\_\_

services

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personal approach

\_\_\_\_\_

Various packs and uses

(incomplete spelling)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Clothes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Camping gear

\_\_\_\_\_

\_\_\_\_\_

Food

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other gear

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Appendix C: Activity 3 Novice Level Worksheet

When I think about doing a trip in the Boundary Waters, and uh, consider doing a trip with individuals who have not paddled before, some of the things that I consider... You really want to break it down into steps, and I think it's most important to first consider looking at the abilities of the people who are on the trip. If people have paddled canoes or kayaks before, and if they have outdoor living skills, or if they are really fresh and green to the whole experience.

But being that the Boundary Waters is a wilderness area, and it's managed by the Federal Forest Service, there are checkpoints in place where, that all organized trips have to follow. So what you want to first consider is how long you intend to stay out, there are designated points of travel where you have an entry point that you have to get a permit for, and you have to outline your trip for the individuals at the Forest Service making sure that they know where you are going and when you are coming out.

And one of the things I have found that is real helpful for that is to look at a guide book; there are many guide books to, to traveling in the boundary waters. They actually have trips broken down into difficulties, from rugged to intermediate to pleasure trips. And in those, they just give brief descriptions of how many, how long that portages are, and, uh, the numbers of campsites in different lakes, the types of fish you might find, the wild life you might find in the different areas. So, I am a firm believer in sitting down and doing a little pre-trip planning, making sure that everybody's expectations of what we are going to be doing, and where we are going to be traveling are meshing. Everybody's comfortable with the extent of what our trip is going to entail.

And looking at that, some of the things you have to do, there are certain entry points in the Boundary Waters that are a lot more popular, and it's all kind of guided by a quota system. On any given day, "x" number of entries are allowed in certain points. So, if you're planning to go into a more, let's say, an easier, and entry point that might not have as many portages, that might not be as difficult and might have more paddling and less portaging, uh, those entry points are a lot more popular. So, they fill up a lot quicker. And you're going to want to make sure that you get right on the stick, even as early as April, February, March, April, early in the spring to do your planning for this. Because it's a very popular thing to do and a popular place to visit.

Um, when you're looking at these things, you also want to consider the type of equipment that is going to be necessary. It's not necessary for everybody to bring their own pots and pans and stoves. You want to break down who's got an operable stove, who's got the right kind of cookware, who's going to be doing the food, the menu preparation. And just really, really dial it in, so that everybody is feeling like they have things that they can contribute to the trip planning.

So, one you've got your entry point picked out; you're comfortable with the amount of time you're going to be spending; you start to work on your menu, you get your... If people have not paddled before, you might want to do a little pre-trip paddling together, maybe even go over some procedural things like, uh, if a canoe was to tip over, how you'd get back into the canoe. Uh, and another thing that a lot of people don't realize, and they tell you this when you watch your information video getting your permit, that there are black bears. Your food needs to be hung up, and they'll even go over a system by which you use a pulley system of hoisting the food up into the air each evening.

Um, so those are some things to consider when doing a trip, but the biggest thing about it is that you want to keep safety in mind, and it needs to be fun for everybody. Um, a trip like this can be fun, should be fun, with the right preparation going into it. And all that takes, uh, a little bit of time and forethought.



## Appendix C: Activity 4 Worksheet

Draw the shape that you would see as each of the following are fingerspelled in isolation.

Letter	English print	Sign Language
a		
b		
c		
d		
e		
f		
g		
h		
i		
j		
k		
l		
m		
n		
o		
p		
q		
r		
s		
t		
u		

Letter	English print	Sign Language
v		
w		
x		
y		
z		
age		
big		
diet		
fan		
giraffe		
hungry		
ice		
John		
Linda		
oil		
only		
pipe		
roof		
ton		
View		



## Appendix C: Activity 5 Novice Level Worksheet

Identify the fingerspelled word in the warm-up lecture of the **To the Heart of the Matter** CD-ROM based on its shape. The shape of each word has been identified below to assist you. Feel free to stop the CD and review as you need. If you can not identify the entire word, indicate which parts of the word you got. For example, a \_ \_ \_ \_ r y






## Appendix C: Activity 5 Novice Level Worksheet (continued)




## Appendix C: Activity 7 Worksheet

Complete the grid for the sample text that you selected. You may use previous activity worksheets to fill in the parts you have already completed. For a more advanced challenge, you may complete this worksheet based on a text that you have not previously viewed.

<b>Fingerspelled word</b>	<b>Purpose</b>	<b>Shape</b>	<b>Discourse norm</b>	<b>Discourse structure</b>



## Appendix C: Activity 8 Worksheet

Complete the grid for your discourse sample. Use this grid to help you get an overall picture of your use of fingerspelling and to formulate thoughts for your reflection.

<b>Fingerspelled word</b>	<b>Purpose</b>	<b>Shape</b>	<b>Discourse norm</b>	<b>Discourse structure</b>











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## Appendix C: Post-Test

1. Rate yourself on a scale of 1-10 for both comprehension of fingerspelling and production of fingerspelling.

2. List three purposes of fingerspelling in ASL discourse (why do Deaf people fingerspell).

3. Underline the words in the following text that might be fingerspelled in an ASL interpretation.

I had an experience some years ago – I think it was in 1990, August of 1990, it happened to be – with my wife. We had the good fortune of spending 6 days together in the Boundary Waters and it happened to fall over her birthday which is August 8<sup>th</sup>. And, uh, I had as so many times, decided to ford a long portage by walking upstream and making our own little route out of the day. We were fording a 300 plus rod portage, which is a pretty extensive portage. And I thought we could take some time off of it. She wasn't real comfortable with the situation, but we agreed to follow on and do it. And uh, we happened to be going upstream on the Basswood River, instead of downstream, and I didn't realize that until we had gotten into it and committed. But, uh, the portage consisted of pushing the canoe up a series of small falls and lining around some rapids, and we made our way. At some points, we had to take bags out of the canoe and fishing rods, and whatever else – miscellaneous gear that we had – and make our own paths through the woods which can be pretty tough, as you know if you've spent some time in the Boundary Waters. It's pretty thick forest.

4. Identify the key characteristics of each of the following fingerspelling discourse norms (forms).

a. Careful

b. rapid

c. Lexicalized

d. Nonced

5. List 8 fingerspelled words that are commonly lexicalized.



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## Appendix C: Post-Test (continued)

6. Describe the form (what does it look like) and purpose (why is it used) of the following fingerspelling discourse structures.
  - a. Sandwiching
  
  
  
  - b. Linking
  
  
  
  - c. Distancing
  
  
  
  - d. Focusing
  
7. Identify 3 strategies/tips for comprehending fingerspelling.
  
  
  
  
  
  
  
  
  
  
8. Identify 3 strategies/tips for producing fingerspelling.
  
  
  
  
  
  
  
  
  
  
9. 10. Indicate if the following statements are true or false.
  - a. The quicker the fingerspelling, the more competent the signer/interpreter.
  - b. The last letter of a word should be held slightly longer than the preceding letters.
  - c. Move your hand slightly outward as you spell.
  - d. Your palm should be facing comfortably at a 45 degree angle (not completely toward the front, not completely toward the side).
  - e. Formation of letters may be affected by preceding and following letters and signs.
  - f. It is best to think of each letter as you spell.
  - g. Your hand should be roughly shoulder level (just below) when spelling.
  - h. Be certain that any fingerspelled word is spelled correctly.
  
11. Expressive/Receptive

Using the **Navigating Discourse Genres** CD, videotape yourself interpreting both hortatory lectures (English and ASL). Prior to doing the interpretation, take advantage of the background materials and references found on the CD. In addition, review the outlines included here. Upon conclusion of the taping, set the tape aside for a day or two, then:

  - a. Review your ASL interpretation using the Pre-Test Expressive Review Form.
  - b. Review your English interpretation using the Pre-Test Receptive Review Form.



## Appendix C: Post-test Expressive Review Form

### English- ASL

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Purpose</b>	<b>Discourse structure used</b> (sandwiching, linking, distancing, focusing)



## Appendix C: Post-test Receptive Review Form

### ASL-English

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Strategy used</b> (word, concept, omission)	<b>Reflected Purpose</b> (yes/no)	<b>Followed discourse structure</b> (yes/no)



## Appendix D: Pre-Test/Post-Test Answer Key

1. This answer will be personal.
2. List three purposes of fingerspelling in ASL discourse (why do Deaf people fingerspell).

Identification of proper nouns  
Acronyms  
Abbreviations  
Lexical specification  
    New terms  
    Technical terms  
    Semantic specification  
    Flagging  
Conjunctions  
Emphasis  
Spelling

3. Underline the words in the following text that might be fingerspelled.

I had an experience some years ago – I think it was in 1990, August of 1990, it happened to be – with my wife. We had the good fortune of spending 6 days together in the Boundary Waters and it happened to fall over her birthday which is August 8<sup>th</sup>. And, uh, I had as so many times, decided to ford a long portage by walking upstream and making our own little route out of the day. We were fording a 300 plus rod portage, which is a pretty extensive portage. And I thought we could take some time off of it. She wasn't real comfortable with the situation, but we agreed to follow on and do it. And uh, we happened to be going upstream on the Basswood River, instead of downstream, and I didn't realize that until we had gotten into it and committed. But, uh, the portage consisted of pushing the canoe up a series of small falls and lining around some rapids, and we made our way. At some points, we had to take bags out of the canoe and fishing rods, and whatever else – miscellaneous gear that we had – and make our own paths through the woods which can be pretty tough, as you know if you've spent some time in the Boundary Waters. It's pretty thick forest.

4. Identify the key characteristics of each of the following fingerspelling forms
  - a. Careful – all letters present and clear, produced in “fingerspelling space” used for emphasis and spelling.
  - b. Rapid – less clearly articulated (but not sloppy), articulation may be affected by preceding sign, produced in “fingerspelling space,” used for commonly spelled words and for words repeated in a discourse after they have been introduced.
  - c. Lexicalized – looks like a sign (somewhat standardized), letters may be missing, movement is added, changes in orientation.
  - d. Nonced – lexicalization that is situation specific – shape of the word is maintained.
5. List 8 fingerspelled words that are commonly lexicalized.

See page X in the module for a list of commonly lexicalized signs



## Appendix D: Pre-Test/Post-Test Answer Key (continued)

6. Describe the form (what does it look like) and purpose (why is it used) of the following fingerspelling discourse norms
- Sandwiching – form: sign, fingerspell, sign or fingerspell, sign, fingerspell  
Purpose: sign specification
  - Linking – form: fingerspell + meaning  
Purpose: sign specification, new lexical items
  - Distancing – form: sign, fingerspell  
Purpose: sign specification with multiple meaning words, differentiating ASL and English, more educational use
  - Focusing – form: point at fingerspelling or look at fingerspelling  
Purpose: emphasis

7. Identify 3 strategies/tips for comprehending fingerspelling

Consider context  
Look for shape and rhythm  
Watch for sandwiching and linking  
Watch for non-manual clues  
Use closure skills

8. Identify 3 strategies/tips for producing fingerspelling

Position hand comfortably  
Think words, not letters  
Move slightly outward but don't bounce  
Pause briefly on last letter  
Use discourse norms as appropriate  
Use various forms as appropriate

9. Indicate if the following statements are true or false

- false**
- true**
- true**
- true**
- true**
- false**
- true**
- false**

**10a.** Expressive anticipated fingerspelled word list (based on Hortatory text transcript and the sample interpretation found on the CD):

Boundary Waters  
All  
BWCA  
Motor  
All  
wilderness  
Outfitters

Fairs  
All  
All  
Portage  
Ultralight  
Canoe  
Route

American Canoe Association  
Minnesota  
Wilderness Inquiry  
BWCA  
Forest service  
BWCA



## Appendix D: Pre-Test/Post-Test Answer Key (continued)

### 10b. Receptive fingerspelled word list

Fingerspelled word	Discourse norm	Purpose	Discourse Structure
Hard of hearing	lexical	abbreviation	
All	lexical		
Go	lexical		
Weather	rapid	lexical specification	
Or	rapid	conjunction	
RSC	careful	abbreviation	linking (cut short)
Ranger	careful	noun	
Or	rapid	conjunction	
If	rapid	conjunction	
Or	rapid	conjunction	
Or	rapid	conjunction	
If	rapid	conjunction	
Outfitter	careful	noun	sandwiching
Relay	careful	noun	
Ok	rapid	conjunction	
So	rapid	conjunction	
Or	rapid	conjunction	
Or	rapid	conjunction	
T	(incomplete)		
Relay	rapid	noun	
Her	careful	emphasis	
Rent	rapid	lexical specification	
TTY	rapid	noun	
What	lexical		
Kevlar	careful	noun	
Kevlar	nonced	noun	
Be	rapid	verb	
GA	careful	spelling	
GA	rapid	lexical specification	
GA	rapid	lexical specification	
GA	rapid	lexical specification	
Ok	careful	conjunction	
Sk	careful	spelling	
Stop key	careful	lexical specification	
Sk	rapid	lexical specification	
Sk	rapid	lexical specification	
Sk	lexical		
Sk	lexical		
Relay	rapid	noun	
TTY	rapid	noun	
Etiquette	rapid	lexical specification	sandwiching
TTY	rapid	noun	
Own	lexical	emphasis	
TTY	rapid	noun	
Relay	rapid	noun	



## Appendix D: Activity 2 ASL Procedural Texts Answer Key (All levels)

Okokok	lexicalized
BWCA	Abbreviation
Ok	Conjunction
BWCA	Abbreviation
Do-do	lexicalized
Outfitter	Lexical specification – technical term
Bag	Lexical specification – no associated sign
BWCA	Abbreviation
BWCA	abbreviation
Glass	Lexical specification – semantic specification
Plastic	Lexical specification – no associated sign
So	Conjunction
Outfitter	Lexical specification – technical term
Menu	Lexical specification – no associated sign
Paddle	Lexical specification – technical term
Outfitter	Lexical specification – technical term
Even	Emphasis
Lake	Lexical specification – no associated sign
Class	Lexical specification – semantic specification
Do	lexicalized
Duluth pack (incomplete spelling)	Labeling a noun
Plastic bag	Lexical specification – no associated sign
Hole	Lexical specification – flagging
Bag	Lexical specification – no associated sign
Pack (?)	Lexical specification – no associated sign
Bag	Lexical specification – no associated sign
Duluth pack	Labeling a noun
Duluth pack	Labeling a noun
Duluth	Labeling a noun
All	lexicalized
Blue jean	Lexical specification – no associated sign
Jean	Lexical specification – no associated sign
Wool	Lexical specification – no associated sign
Nylon	Lexical specification – no associated sign
Or	Conjunction
Patagonia	Labeling a noun
Hiking	Lexical specification – semantic specification
Boots	Lexical specification – no associated sign
Teva	Labeling a noun
Teva	Labeling a noun
(water)proof	Lexical specification – no associated sign
Bag	Lexical specification – no associated sign
Stove	Lexical specification – no associated sign
Stove	Lexical specification – no associated sign
Propane	Lexical specification – technical term
Do	lexicalized
Chili	Lexical specification – no associated sign
Ziploc bag	Labeling a noun
(food)saver	Labeling a noun
Juice	Lexical specification – no associated sign
Tang	Labeling a noun
Bag	Lexical specification - no associated sign
Own	Lexicalized
Rent	Lexical specification – semantic specification
Outfitter	Lexical specification – technical term
Outfitter	Lexical specification – technical term
Kevlar	Labeling a noun
Fiberglass	Lexical specification – technical term
Aluminum	Lexical specification – technical term
Too	Emphasis
Rent	Lexical specification – semantic specification
Outfitter	Lexical specification – technical term
BWCA	Abbreviation
Outfitter	Lexical specification – technical term



## Appendix D: Activity 3 English Procedural Text Answer Key

Boundary Waters	Label a noun/abbreviation
Canoes	Lexical specification – semantic specification
Kayaks	Lexical specification – semantic specification
Boundary Waters	Label a noun/abbreviation
Wilderness	Lexical specification – semantic differentiation
Federal Forest Service	Label a noun
Forest Service	Label a noun
Boundary Waters	Label a noun
Portages	Lexical specification – technical term
Lakes	Lexical specification – no associated sign
Boundary Waters	Label a noun
Portages	Lexical specification – technical term
Portaging	Lexical specification – technical term
April	Label a noun
February	Label a noun
March	Label a noun
April	Label a noun
Pots	Lexical specification– no associated sign
Pans	Lexical specification– no associated sign
Stoves	Lexical specification – no associated sign
Stove	Lexical specification – no associated sign
Menu	Lexical specification – no associated sign
Menu	Lexical specification – no associated sign
Canoe	Lexical specification – semantic specification
canoe	Lexical specification – semantic specification



## Appendix D: Activity 4 Answer Key

Letter	English print	Sign Language
a		
b		
c		
d		
e		
f		
g		
h		
i		
j		
k		
l		
m		
n		
o		
p		
q		
r		
s		
t		
w		
x		
y		
z		
age		
big		
diet		
fan		
giraffe		
hungry		
ice		
John		
Linda		
oil		
only		
pipe		
roof		
ton		
view		



---

## Appendix D: Activity 5 Answer Key (All Levels)

Cardiovascular	Or
Size	Mitral valve
Organs	Ventricle
Or	Ventricle
Chambers	All
Atrium	Toe
Ventricles	Aorta
Vessels	Artery
Artery	Thoracic
Vein	Legs
Veins	Aorta
Vein	Ventricle
De-oxygenated	Vessels
Waste	Size
Co2 carbon dioxide	Size
Toe	Smooth muscle
Atrium	Chambers
Tricuspid valve	Vessels
Ventricle	Arteries
Trunk	Veins
Lungs	Artery
Capillaries	Arterioles
Atrium	Capillaries
Oxygenated	Veinules
Bicuspid valve	veins



## Appendix D: Activity 9 Answer Key (All Levels)

### ASL-English

Fingerspelled word	Discourse norm used (careful, rapid, lexical, nonced, uncertain/don't know)	Strategy used (word, concept, omission)	Reflected Purpose (yes/no)	Followed discourse structure (yes/no)
Cardiovascular	careful	word	Yes	Yes
Of	rapid	word	Yes	Yes
Major organs	careful	word	Yes	Yes
Oxygen	careful	word	Yes	yes
Veins	careful	word	Yes	Yes
Artery	careful	word	yes	Yes
All organs	rapid	omission	yes	No
Cells	rapid	word	yes	No
Cardiac muscle cells	careful	word	yes	No
Cells	rapid	omission	Yes	No
Autorhythmic	careful	word	Yes	yes
Cardiovascular cells	careful	word	Yes	Yes
Adjacent cells	careful	word	Yes	Yes
Cells	rapid	omit	Yes	No
All	lexicalized	word	Yes	yes
Cells	rapid	word	Yes	Yes
Chambers	careful	word	Yes	Yes
Atria	careful	word	Yes	Yes
Ventricles	careful	word	Yes	Yes
De-oxygenated	careful	word	Yes	Yes
Liver	careful	word	Yes	Yes
Or	rapid	word	Yes	Yes
Toe	careful	word	Yes	Yes
Lungs	careful	word	Yes	Yes
Oxygen	careful	word	Yes	Yes
Deoxygenated	careful	word	Yes	Yes
Atrium	careful	word	Yes	Yes
Valve	careful	word	Yes	Yes
Ventricles	careful	word	Yes	Yes
Ventricles	careful	substitution with atrium	No	No
Tu (?)				
Back	lexicalized	concept	Yes	No
Atrium	careful	word	Yes	Yes
Oxygenated	careful	concept	Yes	No
Of	rapid	omission	No	No
Air	careful	omission	Yes	No
Bicuspid	careful	word	Yes	Yes
Or	careful	word	Yes	Yes
Mitral	careful	word	Yes	yes
Ventricle	careful	word	Yes	Yes
Chamber	rapid	word	Yes	Yes
Of	rapid	word	Yes	Yes



## Appendix D: Activity 9 Answer Key (All Levels) (continued)

All	lexicalized	word	Yes	Yes
Muscle	rapid	word	Yes	Yes
Ok	rapid	omission	No	No
Mitral	rapid	word	Yes	Yes
Murmur	careful	word	Yes	No
Trillion	careful	word	Yes	Yes
Cells	careful	word	Yes	Yes
Ventricle	rapid	word	Yes	Yes
All	lexicalized	word	Yes	Yes
Aorta	careful	word	Yes	Yes
Artery	rapid	word	Yes	Yes
Aorta	careful	omission	Yes	No
Thoracic	careful	word	Yes	Yes
Legs	rapid	word	Yes	Yes
Aorta	rapid	word	Yes	Yes
Artery	rapid	word	Yes	Yes
Atrium	careful	word	Yes	Yes
Ventricles	rapid	word	Yes	Yes
If	careful	word	Yes	Yes
Cardiac conduction	rapid/careful	substitution with sinoatrial node	No	No
Sinoatrial node (sa node)	careful	use of abbreviation only	Yes	Yes
Pacemaker	careful	word	Yes	Yes
Per	rapid	omission	No	No
Cardiac muscle cells	rapid	word	Yes	Yes
Adjacent cells	rapid	word	Yes	Yes
Sa node	careful	word	Yes	Yes
Atrioventricular node (av node)	careful	word	Yes	Yes
Sa node	rapid	word	Yes	Yes
Av	careful	word	Yes	Yes
Av	careful	word	Yes	Yes
Branch	careful	word	Yes	Yes
Bundle	careful	word	Yes	Yes
Ventricles	rapid	word	Yes	Yes
Av bundle	rapid	substitution with av node	No	No
Purkinje fibers	careful	word	Yes	Yes
Sa node	rapid	word	Yes	Yes
Av node	rapid	word	Yes	Yes
Av bundle	rapid	omission	Yes	No
Purkinje fibers	rapid	word	Yes	Yes
Way	rapid	substitution with wave	No	No
Fact	careful	word	Yes	Yes
Gallons	careful	word	Yes	Yes
Arteries	rapid	word	Yes	Yes
Away	careful	word	Yes	No
Veins	careful	word	Yes	Yes
Artery	rapid	omission	Yes	No
Artery	rapid	word	Yes	Yes



## Appendix D: Activity 9 Answer Key (All Levels) (continued)

Veins	rapid	word	Yes	Yes
Capillaries	careful	word	Yes	Yes
Pathways	careful	word	Yes	Yes
Lungs	rapid	word	Yes	Yes
Do	lexicalized	concept	Yes	No
Waste	careful	word	Yes	Yes
Co2 (carbon dioxide)	careful	omission	No	No
Artery	rapid	word	Yes	Yes
Atrium	rapid	word	Yes	Yes
Ventricles	careful	word	Yes	Yes
Capillaries	rapid	word	Yes	Yes
Atrium	careful	word	Yes	Yes
Bicuspid	careful	omission	No	No
Ventricle	careful	word	Yes	Yes
Arteries	rapid	omission	No	No
Artery	rapid	word	Yes	Yes
Aterioles	careful	word	Yes	yes
Branch	rapid	omission	No	No
Capillaries	rapid	word	Yes	Yes
Venules	careful	word	Yes	Yes
Veins	rapid	word	Yes	Yes
Venule	rapid	omission	No	No
Size	rapid	concept	Yes	No
Smooth muscle	careful	word	Yes	Yes
Contract	careful	word (contraction)	Yes	No
Capillaries	nonced	word	Yes	Yes
Delicate	careful	word	Yes	No
Diffusion	careful	word	Yes	Yes
Capillaries	nonced	word	Yes	No
Chambers	rapid	word	Yes	Yes
Veins	careful	word	Yes	Yes
Artery	careful	word	Yes	Yes
Venules	rapid	word	Yes	Yes
Artery	careful	word	Yes	Yes
Arterioles	careful	word	Yes	Yes
Branch	rapid	word	Yes	Yes
Capillaries	rapid	word	Yes	Yes
Venules	careful	word	Yes	Yes
Veins	careful	word	Yes	Yes



## Appendix D: Activity 9 Answer Key (All Levels) (continued)

### English-ASL

<b>Fingerspelled word</b>	<b>Discourse norm used</b> (careful, rapid, lexical, nonced, uncertain/don't know)	<b>Purpose</b>	<b>Discourse structure used</b> (sandwiching, linking, distancing, focusing)
Cardiovascular	careful	lexical specification – technical term	Independent
Organs	rapid	lexical specification – technical term	Independent
Cardiovascular	careful	lexical specification – technical term	Independent
Cardiovascular	rapid	lexical specification – technical term	Sandwich
Tube	careful	lexical specification – multiple meaning sign	Sandwich
Vessel	careful	lexical specification – technical term	Independent
Vein	careful	lexical specification – technical term	Independent
Arteries	careful	lexical specification – technical term	Independent
Capillaries	careful	lexical specification – technical term	Independent
Organs	rapid	lexical specification – technical term	Independent
Cells	rapid	lexical specification – technical term	Focused
Cell	rapid	lexical specification – technical term	Independent
Cardiac muscles	careful	lexical specification – technical term	Focused/
cells (CMC)			sandwich
Cmc	careful	Abbreviation	Independent
Cmc	careful	Abbreviation	Independent
Autorythmic	careful	lexical specification – technical term	Linking
Autorythmicity	careful	lexical specification – technical term	Independent
Adjacent	careful	lexical specification – technical term	Sandwich
Cells	rapid	lexical specification – technical term	Independent
Wave	rapid	lexical specification	Sandwich
Grapefruit	careful	lexical specification – no associated sign	Sandwich
Cmc	careful	lexical specification – technical term	Independent
Atria	careful	lexical specification – technical term	Sandwich
Ventricles	careful	lexical specification – technical term	Sandwich
If	lexicalized	Conjunction	Independent
Deoxygenated	careful	lexical specification – technical term	Linking
Atrium	careful	lexical specification – technical term	Sandwich
Atrium	careful	lexical specification – technical term	Independent
Ventricles	careful	lexical specification – technical term	Independent
Valve	careful	lexical specification – technical term	Sandwich
Atrium	careful	lexical specification – technical term	Independent
Ventricle	careful	lexical specification – technical term	Independent
Pulmonary trunk	careful	lexical specification – technical term	Sandwich
Artery	rapid	lexical specification – technical term	Independent
Deoxygenated	rapid	lexical specification – technical term	Linking
Pulmonary	rapid	lexical specification – technical term	Independent
Pulmonary loop	careful	lexical specification – technical term	Independent
Systemic loop	careful	lexical specification – technical term	Linking
Pulmonary loop	rapid	lexical specification – technical term	Sandwich
Lung	rapid	lexical specification	Sandwich
Atrium	rapid	lexical specification – technical term	Independent
Veins	rapid	lexical specification – technical term	Sandwich
Vein	careful	lexical specification – technical term	Independent
Vein	rapid	lexical specification – technical term	Sandwich
Vein	rapid	lexical specification – technical term	Independent
Rich	careful	Emphasis	Independent
Atrium	nonced	lexical specification – technical term	Sandwich
Ventricle	careful	lexical specification – technical term	Independent
Bicuspid or mitral valve	careful	lexical specification – technical terms	Sandwich
Murmur	careful	lexical specification – technical term	Independent
Ventricle	rapid	lexical specification – technical term	Sandwich
All	lexicalized	Emphasis	Independent
All	lexicalized	Emphasis	Independent



## Appendix D: Activity 9 Answer Key (All Levels) (continued)

Trillion	careful	lexical specification – technical term	Independent
Vessel	careful	lexical specification – technical term	Sandwich
Aorta	careful	lexical specification – technical term	Independent
Aorta	careful	lexical specification – technical term	Independent
Thoracic cavity	careful	lexical specification – technical term	Sandwich
Leg	rapid	Commonly fingerspelled	Sandwich
Cells	rapid	lexical specification – technical term	Independent
By	careful	Commonly fingerspelled	Independent
Cardiac conduction System	careful	lexical specification – technical term	Independent
System	rapid	lexical specification	Sandwich
Cells	rapid	lexical specification – technical term	Independent
Cmc	careful	Abbreviation	Independent
Cmc	careful	Abbreviation	Independent
Nerve	rapid	lexical specification – technical term	Independent
Sinoatrial node (san node)	careful	lexical specification – technical term	Sandwich
Pacemaker	careful	lexical specification – technical term	Independent
Atrium	rapid	lexical specification – technical term	Independent
Autorythmic cells	rapid	lexical specification – technical term	Independent
Cells	rapid	lexical specification – technical term	Independent
Cardiac cmc	rapid	lexical specification – technical term	Independent
Sa node	careful	lexical specification – technical term	Independent
Atria	rapid	lexical specification – technical term	Independent
Ventricle	rapid	lexical specification – technical term	Independent
Ventricle	nonced	lexical specification – technical term	Independent
Connective tissue	careful	lexical specification – technical term	Sandwich
Atrioventricular node (av node)	careful	lexical specification – technical term	Sandwich
Av node	careful	Abbreviation	Independent
Branch cells	careful	lexical specification – technical term	Sandwich
Atrioventricular bundle	careful	lexical specification – technical term	Independent
Branch bundle block	careful	lexical specification – technical term	Sandwich
Av node	careful	lexical specification – technical term	Sandwich
Tissue	rapid	lexical specification – technical term	Sandwich
Fiber	rapid	lexical specification – no associated sign	Independent
Purkinje fibers	careful	lexical specification – technical term	Sandwich
Purkinje fibers	careful	lexical specification – technical term	Sandwich
Gal	rapid	Abbreviation	Independent
Artery	careful	lexical specification – technical term	Sandwich
Away	rapid	lexical specification	Independent
Away	rapid	lexical specification	Independent
Artery	rapid	lexical specification	Independent
Artery	rapid	lexical specification	Sandwich
Tissue	rapid	lexical specification	Independent
Cardiovascular Size	careful	lexical specification	Independent
Size	rapid	Commonly spelled	Independent
Arteries	careful	lexical specification – technical term	Sandwich
Arterioles	careful	lexical specification – technical term	Sandwich
Capillaries	careful	lexical specification – technical term	Sandwich
Capillaries	nonced	lexical specification – technical term	Sandwich
Tissue	rapid	lexical specification – technical term	Independent
Capillary	nonced	lexical specification – technical term	Independent
Waste	rapid	lexical specification	Linking
Capillary	nonced	lexical specification – technical term	Independent
Capillary	nonced	lexical specification – technical term	Independent
Venules	careful	lexical specification – technical term	Sandwich
Veins	careful	lexical specification – technical term	Sandwich
Away	rapid	lexical specification	Independent
Arteries	rapid	lexical specification	Sandwich
Arterioles	rapid	lexical specification	Sandwich
Capillaries	nonced	lexical specification	Sandwich



## Appendix D: Activity 9 Answer Key (All Levels) (continued)

Capillary	careful	lexical specification	Independent
Venules	careful	lexical specification	Sandwich
Veins	careful	lexical specification	Sandwich
Vessels	careful	lexical specification	Independent
All	lexicalized		Independent
Muscles	careful	lexical specification	Independent
size	rapid	Commonly spelled	Sandwich
Smooth muscle	careful	lexical specification	Sandwich
Cmc	careful	Abbreviation	Independent
Smooth	rapid	lexical specification	Independent
Cells	rapid	lexical specification	Independent
Autorythmic	careful	lexical specification	Linking
Cells	rapid	lexical specification	Independent
Capillaries	careful	lexical specification	Independent
Capillaries	nonced	lexical specification	Sandwich
Tissue	rapid	lexical specification	Independent
Capillary	nonced	lexical specification	Independent
Cells	rapid	lexical specification	Independent
Diffusion	careful	lexical specification	Linking
Tissue	rapid	lexical specification	Independent
Chambers	rapid	lexical specification	Sandwich
Artery	rapid	lexical specification	Independent
Arterioles	rapid	lexical specification	Independent
Tissue	rapid	lexical specification	Independent
Capillaries	rapid	lexical specification	Sandwich
Venules	careful	lexical specification	Independent
Veins	careful	lexical specification	sandwich



## Appendix E: RID CMP/ACET Independent Study Activity Plan

### Independent Study Plan

Note: All Independent Study Activity Plans must be approved by an RID Approved Sponsor *prior* to the onset of the activity.

CMP Participant Name: \_\_\_\_\_

Participant's Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Participants Phone: \_\_\_\_\_ RID Member ID#: \_\_\_\_\_

Fax: \_\_\_\_\_ E-Mail: \_\_\_\_\_

**1. What do I want to do?** *Briefly describe the activity you will complete for CEUs.*

*(Ex: I would like to know more about the process of translation from a linguistic point of view. Several books on translation have been recommended. I would like to read them and apply them to my work.)*

Fingerspelling is an important aspect of American Sign Language. Expressive and receptive abilities are key to providing effective interpretations. I propose to work with "Taking Control of Fingerspelling," the independent study module on fingerspelling development produced by the RSA Region V Federal Interpreter Education Project, and the following CD-ROMs: **Navigating Discourse Genres**, **To the Heart of the Matter**, and <fill-in with CDs of your choice from the materials list found in the module>.

**2. Why do I want to do it?** *Personal needs? Professional growth? Skill enhancement in a specific area?*

*Increased general knowledge? Remaining current in the field? etc.*

*(Ex. I have not formally studied interpreting. I interpret, but I can't always tell you why I do what I do. I would like to know more about the process. This will refine my skills.)*

I will use the independent study module for personal skill enhancement to develop techniques which will allow me to more effectively incorporate <expressive fingerspelling, receptive fingerspelling or both> in my interpretations.

**3. What are my specific goals?** *Keep your goals measurable, observable, tangible!*

*(Ex: "I will compare the problems and techniques of spoken language interpreters to those I have experienced.")*

My goals for this independent study are:

- To identify the purposes of fingerspelling in ASL discourse
- To analyze the purposes of fingerspelling in videotaped samples of ASL discourse
- To identify the fingerspelling production norms used in ASL discourse
- To analyze the fingerspelling production norms in videotaped samples of ASL discourse
- To identify commonly fingerspelled words and phrases
- To compare and contrast fingerspelling in ASL discourse and interpreted discourse
- To demonstrate strategies for receptive fingerspelling in a practice interpretation
- To demonstrate strategies for expressive fingerspelling in a practice interpretation
- To analyze effectiveness of fingerspelling in a practice <live> interpretation



**4. How will I accomplish my goals? Briefly describe your action plan.**

*(Ex: I will read x, y and z. I will discuss them with other interpreters via the Internet. I will look for ways to apply these texts to my own work.)*

I will complete the RSA independent study module entitled, "An Eye for Details: Taking Control of Fingerspelling", and the <novice, intermediate, advanced> activities included in the module.

**5. How will I show my sponsor what I learned? Describe your evaluation process.**

*(Ex: I will write a 1-2 page report comparing spoken and signed translation work.)*

I will submit all work required in the module (pre- and post-tests, worksheets, reflections, and/or videotapes) to <the sponsor>.

**6. How many CEUs is it worth?**

*Remember, in an educational setting, 10 contact hours = 1 CEU. Consider how much time you will devote to this study. A maximum of 2.0 CEUs can be earned for each project. (Larger projects may be broken into components and each component filed as a separate independent study project earning up to 2.0 CEUs each.)*

I agree to implement the Independent Study Activity as outline in this plan and to submit all the necessary documentation of successful completion of my Sponsor. I certify that this activity for CEU credit toward the RID CMP requirements represents a valid and verifiable Continuing Education Experience that exceeds routine employment responsibilities.

\_\_\_\_\_  
Participant's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant's Signature

I will ensure that this Independent Study Activity will be overseen and evaluated by individual(s) with the relevant expertise. I, or my designee, have discussed the Independent Study Activity outlined in this plan with the participant and agree that it represents a valid and verifiable Continuing Education Experience. Further, I or my designee, agree to assess the documentation submitted to me by the participant upon completion of the Independent Study Activity and award the appropriate CEUs if completion is satisfactory.

\_\_\_\_\_  
Sponsor's Administrator Name (please print)

\_\_\_\_\_  
Code

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sponsor's Administrator Signature



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## Appendix F: CMP/ACET SPONSOR CHECKLIST

Independent Study Form

Pre-test (1 hr)

### Controlling Purpose

Activity 1 – list of 10 fingerspelled words (.5 hr)

Activity 2 – worksheet (1 hr)

Activity 3 – worksheet (or list of words, if working at the advanced level) (1 hr)

### Controlling Production

Activity 4 – worksheet (.75 hr)

Activity 5 – worksheet (1 hr)

Activity 6 – video (1 hr)

Activity 7 – worksheet (2 hrs)

Activity 8 – video, worksheet, and reflection (2.5 hrs)

### Application to Interpreting

Activity 9 – two worksheets (3 hrs)

Activity 10 – video, worksheet, and reflection (2hrs)

Post-test (1 hr)