

But How Do I Sign That?: A Look at How to Improve ASL Discourse

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ABSTRACT

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Discourse is the complex interwoven aspects of communication. Every language and culture has discourse norms followed by those in the inner circle. The goal of this study is to examine how to effectively build discourse skills in American Sign Language (ASL). Discourse is broken down into individual segments to explicate current skill level as well as the effect of intentional practice. Intentional practice and an interpreter's intrapersonal perspective were found to be essential components of effective ASL skill discourse acquisition. Further research is required to decipher the relationship between interpreter mindset and ASL discourse skill development.

CHAPTER 1 INTRODUCTION

Background

I am a N.E.R.D.A (Not Even Related to a Deaf Adult); I was raised in an English-speaking household; American Sign Language is my second language. As a child, I was exposed to American Sign Language through my mother's connection to the Deaf community. A job at a local Deaf school and a close friend who is DeafBlind led my mother to communicate with my brother and I only using ASL until we had a firm understanding of basic vocabulary. My skill level remained at the top of my mother's understanding—introductory ASL—until I was an adult.

As an undergraduate ASL student, I attended Florida's Silent Weekend. This was a weekend where people from all over the country gathered to engage in learning a visual language (ASL; Crom Sanders, 2017). I was in awe of the signing skills I saw. While at that conference, I decided to enroll in the bachelor-level interpreter training program at Troy University, which included four semesters of ASL classes, two years of Interpreting classes, and one semester of practicum/internship.

Being new to the interpreting world, I did not realize what I was undertaking when I chose to become an interpreter. I have since graduated and begun working in the interpreting field. I am grateful to have found a profession that I find genuinely interesting and fulfilling; however, the interpreter training program I graduated from did not provide sufficient exposure to the Deaf community. Every interpreter should seek to continually expand their toolbox. I sought to improve the significant gaps in my skill level with this action research.

Purpose of Study

Interpreters bring their own background knowledge and contextual understanding into an interpreting interaction. As communication facilitators, interpreters have a hand in constructing meaning for all members of the interaction (Wadensjö, 2014). To facilitate communication effectively, interpreters are adept at managing the building blocks of language in both English and ASL. This action research will scrutinize how new interpreters, like me, can improve a bedrock of language: discourse skills. The five features discussed in this research are not a complete picture of ASL discourse; instead, the research serves as a microcosm of interpreter development. Skill building outside of these features requires further research. Upon completion, this research will serve as a resource for new interpreters.

A qualified interpreter possesses skills in many aspects of interpreting. Cultural mediation, cognitive processing skills, and fluency in both American Sign Language (ASL) and English are all vital to success in the interpreting profession (Cogan & Cokley, 2015). The process of deconstructing the source language message to find its core meaning and reconstructing the message in the target language typically creates a 2-3 second processing pause known as lag time (Cokely, 1986). Lag time may vary based on the linguistic structures of the working languages. Interpreters must not begin interpreting until a clear understanding of the speaker's point has been established (Cokely, 1986).

After completing a two- or four-year interpreter education program, many graduates are not prepared to enter the workforce. Graduates of ASL interpreter training programs are under-prepared for the ever-varying challenges of effective interpretation (Cogan & Cokley, 2015). Significant gaps have been identified in interpreter training program graduates' skill sets in areas such as self-monitoring skills, objectivity, and

world knowledge (Bontempo & Napier, 2007). In 2021, the National Interpreter Certification Performance exam reported a fail rate of 66% (CASLI, 2021). Being unprepared leads interpreters to seek out the best way to build skill in their second language.

The wide variety of interpreter backgrounds and consumer needs can make it difficult for novice interpreters to differentiate the path that will produce the most effective ASL skill building. Intentional practice is a popular choice, as it is self-motivated, readily available, and intrinsically individualistic (Shreve, 2006). For the purpose of this study, intentional practice, also known as deliberate practice, will refer to time spent interpreting with the intention to focus on one specific ASL discourse feature at a time.

Dean and Pollard (2005) placed interpreting in the same professional category as counseling, law, and medicine. These are practice professions—the “human component” distinguishes the practice professions from technical, product-based professions (Dean & Pollard, 2005). As an interpreting neophyte in a post-pandemic world, I chose intentional practice to continue skill development. The five ASL features in this research are the first steps toward bridging the gaps in my knowledge from a lack of “the human component.”

A common misconception is that ASL is simply signed English or “English on the hands.” The confusion may stem from hearing-centric thinking, exposure to transliteration, or contact sign, which does follow a grammatical structure that more closely resembles English (Malcolm, 2005). Despite the prevalence of this misconception in mainstream culture, in reality, ASL follows a unique set of linguistic guidelines that differ from English (Malcolm, 2005). Furthermore, as a visual language, ASL has unique structures that are not present in spoken language (Sheppard, 2011).

As I began my journey of improving my ASL discourse skills, transitions were my first area of focus. Transitions or transition markers are the signs, facial expressions, and non-manual markers that indicate the ending of one utterance and the beginning of another (Jauntunen, 2013). The inability to consistently manage lag time causes me to drop the end of an utterance currently being interpreted from English to American Sign Language in favor of the incoming English message. Fractured utterances create a disjointed and less comprehensible message.

Contrast and negation are just the beginning of the many ways to expand when working into American Sign Language. Both contrast and negation were used in this research, as well as reiteration. ASL expansion occurs when the English language source message requires the interpreter to add information that is not in the original message. Specific examples of expansions include negation (ME LIKE PINK, NO), contrast (OVEN HOT, NOT WARM, HOT), reiteration (AWFUL, THAT MOVIE AWFUL), and so on.

Places, names, and abstract ideas require fingerspelling in ASL. Fingerspelling is the visual orthographic tool for representing the English alphabet. I examined the clarity/effectiveness of the fingerspelling I produced and flagged fingerspelling (a fingerspelling subgroup). Flagged fingerspelling is common in an education setting in which a Deaf student struggles with long finger spelled terminology that is recurring or is learning a new concept. It allows the interpreter to assign a sign, combination of signs, or classifiers to a fingerspelled concept/word (Clark, 2016).

Grammar is the backbone of language. It gives structure to what would otherwise be a never-ending stream of communication. Visual languages have a unique set of criteria that reflect the variation in modality (Lillo-Martin & Gajewski, 2014).

CHAPTER 2 LITERATURE REVIEW

This chapter will review literature on second language acquisition, the novice interpreter skill gap, deliberate practice, and the ASL discourse feature of this research.

Language Acquisition

Most new interpreters are graduates from interpreter training programs who learn ASL as a second language (Beal, 2020). Second language acquisition is hindered by the features of the first language already established in the mind of the learner (Derakshan & Karimi, 2015). In addition to teaching language, ASL interpreter training programs aim to teach students how to extrapolate meaning from language, thereby negating the first language structures and allowing for second language fluency (Beal, 2020).

The Gap

Many new ASL-English interpreters learn ASL as a second language in postsecondary settings (Beal, 2020). The discrepancy between the average interpreter skill level at time of graduation and the skill level required for certification is commonly referred to as “The Gap” (Cogen & Cokely, 2015). Skill building is critical in the gap. Evaluating the ability of deliberate practice to close the gap is the point of this research, specifically in the ASL features mentioned below.

Transitions

Transitions are an indispensable part of communication, regardless of language. Moving from an auditory language with a specific set of linguistic norms to a visual language, which can sometimes have grammar rules that directly contrast those norms, is no easy feat. In the article *Signs and transitions: Do they differ phonetically and does it matter?*, Jauntunen (2013) distinguished between signs and transitions in Finnish Sign

Language. Jauntunen found that there was a distinction between signs and transitions physically. From a physical standpoint, the main difference between signs and transitions was found to be speed. Signs were slower and analyzable in a way that transitions are not.

Expansions

Working from an auditory language into a visual language requires the co-construction of meaning by all participants (Winston, 1996). Each participant has their own background knowledge used to co-construct meaning within the environment, the participants, and the interaction goals. Expansions are a way to create dynamic equivalence when interpreting from English to ASL. As a spatial and time-oriented visual language, ASL contains language-specific features that are unique (Lawrence, 1994). ASL expansions can be broken down into seven unique features: contrasting, faceting, reiteration, utilizing 3D space, explaining by examples, couching/scaffolding, and describe then do (Lawrence, 1994).

ASL Grammar

Developing Textual Coherence Skills in Interpreters (Winston, 2000) outlined the steps involved in developing discourse skills, such as intralingual skills, interlingual skill development, and determining equivalence. ASL grammar can vary regionally, culturally, and generationally as new signs are continually developed; however, grammar was consistently found to be the most prevalent factor in discerning sign choice (Lucas & Bayley, 2005).

Fingerspelling Production

Nicodemus et al. (2017) studied the use of fingerspelling across multiple sign languages: ASL (American Sign Language), BANZSL (a collection of Auslan, New Zealand Sign Language, and British Sign Language), and LIS (Italian Sign Language).

Nicodemas et al. observed that familiarity with the source word choice and relationship to Deaf consumers had the most impact on interpreters' use of fingerspelling. For example, an interpreter who also attended medical school will have a larger bank of extra linguistic knowledge in the medical setting, which allows a more readily available word recognition; whereas an educational interpreter may require a visual aid to provide a clear visual form of an English word. Nicodemas et al. (2017) found seamless interpretations were more likely if the interpreter did not require multiple exposures to the English vocabulary.

Flagged Fingerspelling

Flagged fingerspelling is typically used when no lexical ASL counterpart exists for an English word (Davis, 2003). Once a flag has been established, the sign can be used for the duration of the interpreted interaction, often with a lexical marker (Davis, 2003). Outside of the situations in which it is being used, fingerspelled words and flagged signs are not linked, apart from teaching new sign vocabulary.

Deliberate Practice

Macnamara et al. (2014) did not directly look at deliberate practice within the field of interpreting; however, the theories surrounding expert skill acquisition in our profession can be found in other practiced pursuits, such as learning an instrument or becoming a professional athlete. The most significant finding from the study by Macnamara et al. was that the amount of time spent doing deliberate practice had an insignificant impact on overall mastery of a skill.

In opposition to the article by Macnamara et al. (2014), Ericsson and Harwell (2019) found that deliberate practice had significant impact on skill acquisition; however, the article made one distinction that deliberate practice must be structured.

CHAPTER 3 METHODOLOGY

This chapter details the methods used to examine the effectiveness of deliberate practice for ASL discourse skill development.

Data Collection

Data were collected over five months, coinciding with two of Western Oregon University's terms. For the original interpretations, three videos were collected during the first 10 weeks and two during the second 10 weeks. Many of the source videos were collected in the same K-12 educational setting with the goal of the only variable being the interpreter's effectiveness. The intentional practice videos were collected during the same five-month period and varied in length and setting. Journal entries were collected throughout the five months.

Participants

The only participant was me, a 32-year-old, biracial female. My professional interpreting career began four years ago after graduating from a five-year bachelor interpreter training program. I have worked predominantly in K-12 education settings.

Design

Children's stories with clear, deliberate verbal transitions read aloud on YouTube were the source language videos for transition related intentional practice interpretations. To observe the impact of intentional practice, my progression was monitored through multiple recordings focusing on X, Y, Z, A, and B discourse skills. Each discourse skill was broken down into two parts: the original interpretation and intentional practice interpretations.

Each of the original recordings followed time parameters ranging from 10 minutes to 20 minutes. Keeping a consistent setting and participants created an authentic view of the effectiveness of each discourse skill development. The educational setting has inherent goals and regulations that have an impact on the choices made by the teacher and the educational interpreter. When selecting the five features of focus, I chose areas I personally felt needed to be improved but also took into consideration areas for improvement noted by a Deaf student I served. The student explained that I was fingerspelling too fast, which signaled to me that improvement was needed.

All intentional practice interpretations used a prerecorded video as the source message. The source videos were chosen at my discretion. Personal preference and current abilities were the guiding principles used to select the most effective source message. Aside from that, the intentional practice interpretations were vastly different. Each interpretation was recorded at various times of the day, with different source material. Also, the time parameters for the initial interpretations did not carry over into the practice interpretations. The videos were much shorter in length.

Upon completion of the recording process, I completed intrapersonal journal entries to reflect on my mindset regarding skill growth and the contributing factors.

Data Analysis

Qualitative and quantitative data were both collected to create a well-rounded understanding of ASL discourse skill development. A quantitative data chart was used to monitor how many times each discourse skill appeared across all the interpretations. The charts were used to compare the original video to later videos. The chart also monitored what decisions led to the integration of each discourse feature. A reflection was written at the end of each interpretation grouping, which served as my qualitative data. The journal

outlined intrapersonal perspectives on the relationship between the interpreter and the other participants in the interaction, interpreter competency, and processing the English message while simultaneously self-monitoring for the output of the discourse feature.

CHAPTER 4 RESULTS AND DISCUSSION

Due to the individual needs of each interpreter, delineating a clear path to follow toward the successful development of ASL discourse skills can be complex. I do not claim to be anything in the realm of a master, but my results show that through the implementation of intentional practice improvement of each ASL discourse skill can happen over time.

The data tables in Appendix A were used to monitor the quantitative occurrences in each interpretation. The table depicts a larger occurrence in the intentional practice portion of the table than in the initial interpretation for most features, with ASL grammar being the anomaly. In addition to the intentional practice interpretations, development occurred through the continued increase in self-monitoring and improved processing time, allowing for the integration of each intended discourse feature.

In my work, I saw the biggest skill development with transitions. For example, I learned to integrate more facial expressions to mark transitions alongside signs. In Appendix A, the target language is OH-I-SEE, used to transition from one character's turn of talk to another character's turn while creating a connection. The sign was held for a moment with raised eyebrows showing the new speaker preparing her thoughts before responding.

For me ASL expansions were the least developed piece to fit into the interpreting puzzle. I attribute my difficulties to the choice of intentional practice material because the overlapping dialogue did not allow for many expansions. Interpreting a rapid source message shifts my focus from the intentional inclusion of ASL expansions to the

delineation and reconstruction of meaning. The expansions that were used are minimal, such as reiterating a point rather than referencing it (see Appendix A).

While a consistent setting made the analysis easier to isolate the effectiveness of each ASL skill, the English classroom setting also worked as a hindrance to ASL grammar development. Interpreting and Transliterating were balanced in service of the goal of the interaction, teaching English. For example, the expression “laughing sock” is relevant to the story, thus it was deliberately included in the interpretation. The mental effort dedicated to the effective inclusion of the phrase in the interpreted message caused me to drop ASL grammar. In addition to the complete dropping of grammar, the two grammar structures (ASL and English) were blended into one utterance. The clearest example of blended grammar is the blending of English structure and constructed action depicting taking of the girl’s jacket (Appendix A).

As a new interpreting student, I believed—as many students do—that successful fingerspelling is rapid fingerspelling. When misunderstandings happen at the foundation of understanding, correcting them takes tremendous work. During the fingerspelling data collection, I paused before each fingerspelled word to train my brain to slow down and articulate clearly. During the subsequent practice interpretations with video source messages, all incoming messages were dropped to solely focus on the clear fingerspelling. Repeatedly slowing down to fingerspell each term created a mental habit of paying extra attention to my pacing and articulation that continues to this day.

Flagged fingerspelling can be a useful tool for any interpreter’s toolbox. At the start of my focus on flagged fingerspelling, I had not set any specific parameters beyond the parameters already in place; however, I found a correlation between repetitive concepts and flagged fingerspelling. Examples include “put yourself in their shoes” and

“one-sided argument.” Flagged fingerspelling is the few areas where the source videos were not created in a classroom. As I moved in the intentional practice portion of the flagged fingerspelling interpretations, I focused on content for children because I work in an educational setting. In both videos represented in the table, words or concepts new to the Deaf consumer were the focus. Young, kindergarten-aged children may struggle with a long word such as underwear, whereas an older student may be unclear on words such as resilience and risk.

The bulk of my action research focused on the measurable presence or absence of ASL discourse features. If this research were to be replicated, the hard data would be needed; however, an interpreter’s intrapersonal perspective also plays a significant role in any skill development. The most prevalent topics in my journals highlighted the interpersonal demand of the Deaf student ignoring the interpreter and the intrapersonal demand of imposter syndrome. The interpersonal relationship between the interpreter and the Deaf student had an impact on the interpreter’s ability to monitor the effectiveness of the interpretation since no backchanneling occurred when the interpreter dropped the end of a word or utterance.

As a novice interpreter, imposter syndrome is a continuous struggle. Imposter syndrome occurs when a person is passionate about being successful in an area that does not have a direct route to success (Gadsby, 2022). Imposter syndrome was a hindrance to my skill development as a portion of my cognitive energy was devoted to second-guessing myself. Each of the five discourse features were affected by manifestations of my perspective of myself as an imposter and negative self-talk. Negative self-talk led me to believe that my interpreting skills were the cause of the Deaf student’s attitude despite knowing the student had previously displayed the same behavior with other, more

experienced interpreters. Deliberate practice helped me mitigate self-talk by creating a risk-free environment for any mistake.

When examining deliberate practice, it is important to note that deliberate practice does not exist in a vacuum, other factors will weigh heavily on a new interpreter's ability to achieve their skill goals (Hambrick et al., 2014). My research outcomes show that intrapersonal demands, interpersonal demands, and processing time are among the factors that contribute to successful skill growth through the evolving mindset of the interpreter.

CHAPTER 5 CONCLUSION

Discerning the validity of intentional practice to develop ASL discourse skills was the goal of this action research project. Overall, in my case, discourse skills were improved by focusing on developing one individual skill at a time. Isolating each discourse feature allowed for more of my mental energy to be devoted to the intentional inclusion of that feature in the interpretation. After multiple iterations of conscious inclusion, the ASL discourse features require mental less effort to successfully assimilate into interpretations. The varying levels of successful skill development over the five areas of focus show that intentional practice can be used in pursuit of ASL discourse fluency; however, it cannot be used alone. Examining intentional practice alone negates most of the cognitive load done when skill building, such as monitoring for the skill following intentional practice. The interpreter's mindset must also be considered.

The positive correlation between intentional practice in a specific structure and my data gives a path to fellow interpreters who may be looking to build their ASL discourse skills. Further research could be done on the correlation between intrapersonal interpreter perspectives and discourse skill development. An interesting place to start would be the intrapersonal perception of interpersonal relationships and the perception of an interpreter's own ability to achieve discourse goals.

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APPENDIX A: INTERPRETATIONS

Initial Interpretation: Transitions

Date	Source Language	Target Language
1-10-22	“Bailey’s lucky to have you. And she’s going to come around to that.”	BAILEY SOON REALIZE INDE-rt LUCKY WHY INDEX-re HAVE YOU
	He’s an old buddy of mine who works on family law for the state of California	TWO-OF-US LONG TIME FRIENDS HE LAWYER WHERE CALIFORNIA WORK FOCUS FAMILY LAW
	“There are other phones he could have used,” he says. “Burner phones. Phones that aren’t readily traceable.”	MAYBE USE OTHER PHONE B- U-R-N-E-R PHONE GOVERNMENT CAN’T ACCESS EASY
	Owen and I have been married for a little over a year. And, in that time, I have learned not to correct people either way.	TWO-OF-US FINISH MARRIED ONE YEAR SINCE PEOPLE TEND WRONG NAME TEND DOESN’T-MATTER

Intentional Practice: Transitions

Date	Source Language	Target Language
1-12-22	<p>This change is result of the last year and half.</p> <p>And, shortly after my sixth birthday, when my father left my mother for his assistant - a woman named Gwendolyn who was newly twenty-one my mother stopped coming home as well.</p>	<p>RECENTLY PAST ONE-HALF YEAR MY MIND CHANGE</p> <p>LONG-AGO ME AGE 6 BIRTHDAY FINISH MY FATHER LEAVE MEET WOMAN NAME G-W-E-N-D-O-L-Y-N Reference-right AGE 21 SAME-TIME MY MOTHER STOP VISIT HOME ALSO</p>
1-13-22	<p>I'm pulled from my memory to find Bailey standing in the kitchen doorway.</p> <p>Part of it is that I recognize in her that thing that happens when you lose your mother.</p>	<p>DREAM VISUALIZE STOP WHY KITCHEN DOOR ME LOOK SEE BAILEY</p> <p>TL: ME UNDERSTAND HEART-UNDERSTAND ME FINISH EXPERIENCE NOTHING MOTHER</p>
1-14-22	<p>That's the part that I missed: My mother didn't care enough not to be lost to me.</p>	<p>OH-I-SEE ME NOT CONNECT WHY MOM MOTHER IGNORE ME</p>

1-15-22	But I wonder if it didn't just make it more apparent: Someone moved into her most cherished space and there was nothing she could do about it.	MAYBE ME DECIDE WRONG NOW HER SAFE PLACE HER HOME CHANGE HAVE NEW PERSON.
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Initial Interpretation: Expansions

Date	Source Language	Target Language
2-1-22	Sometimes I didn't understand something, she was so helpful	SOMETIMES TEACHER ME UNDERSTAND-neg YOU-index rt UNDERSTAND (role shift) HELP
	Byron never looked at me the whole time, but Bumphead was giving me enough dirty looks for the both of them	BY-R-O-N NOT LOOK NOTHING BUT HIS FRIEND B-U-M-P-H-E- A-D LOOK
	Ready, aim, fire (Teacher) Where did we hear that? We've heard that before.	GUN-SHOOT F-I-R-E 2h- CLOSED FIVE READY A-I-M F-I-R-E FINISH HEAR BEFORE WHERE
	I learned that that person who saved you, your personal savior, was sent by God to protect you and help you out	PERSON CL: I SAVE YOU-ALL WHO SEND PERSON GOD YOU NEED HELP SEND PERSON HELP SAFE

	Donald cut it out	YOUR BEHAVIOR UP-TO-NOW STOP FROM-NOW-ON
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Intentional Practice: Expansions

Date	Source Language	Target Language
2-6-22	No sources message but a thunderous response from the crowd	PHONE OLD POPULAR BEFORE 1980S
	We should move to a new zip code in Beverly Hills.	TWO-OF-US MOVE BUY NEW HOUSE WHERE 90210 B-E-V-E- R-L-Y H-I-L-L- S
2-10-22	Jesse and the Rippers	REMEMBER MY GROUP J-E-S-S- E A-N-D T-H-E R-I-P-P-E-R-S
	Watch the hair	HAIR DON'T TOUCH DON'T- WANT CL: OPEN 5

Initial Interpretation: ASL Grammar

Date	Source Language	Target Language
2-20-22	Because she's been born in Alabama mom, I didn't really know anything about the cold. Even though she lived in Flint for 15 years she still thought cold weather could kill you in a flash	MY FAMILY LIVE M-I-C-H ALL BORN HERE WHO NOT MOM INDEX-rt FROM AL MEANS WHAT COLD HERE INDEX-rt THINK NOT NATURAL

	I couldn't wait till I was old enough to not listen to what mom told me	ME EXCITED GROW-UP MOM RULE STRICT ME NOT FOLLOW
	She got so hot inside that when I finally got down to the last layer, she'd be soaking wet and kind of drowsy looking.	UNDERSTAND BACKWARDS- SNAP (not sure how to gloss this) FINISH SWEAT-face and neck LITTLE-BIT FACE LITTLE-BIT DIZZY LITTLE- BIT SLEEP
	When I wear all this junk, I'm the laughing sock of morning kindergarten.	ME LAUGHING SOCK IN KINDERGARTEN

Commented [OJS1]: I think this should be "laughing stock"

Commented [CC2R1]: No the young girl in the story says it wrong

Intentional Practice: ASL Grammar

Date	Source Language	Target Language
2-26-22	You really don't think I want to hurt Byron, do you?	UNDERSTAND ME DON'T- WANT HURT BYRON
	Everybody always says how smart he is and all that kind of stuff.	KENNY PEOPLE BELIEVE SMART KENNY
2-27-22	That's right man. They can't do anything.	PARENTS FORCE-towards me CHANGE CAN'T
	We are going to be reading chapter seven today	TODAY CHAPTER 7 READ

Initial Interpretation: Fingerspelling Production

Date	Source Language	Target Language
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11-15-21	Browser	B-R-O-W-S-E-R
	Clickbait	C-L-I-C-K-B-A-I-T
	Domain	D-O-M-A-I-N
	Ashpate	A-S-H-P-U-T-E
	Cinderella	C-I-N-D-E-R-E-L-L-A

Intentional Practice: Fingerspelling Production

Date	Source Language	Target Language
11-19-21	Alliance	A-L-L-I-A-N-C-E
	Archduke	A-R-C-H-D-U-K-E
	Imperialism	I-M-P-E-R-I-A-L-I-S-M
	Reparation	R-E-P-A-R-A-T-I-O-N

Initial Interpretation: Flagged Fingerspelling

Date	Source Language	Target Language
05-02-22	Motivation	MEANING BEHIND
	Put yourself in their shoes	LIFE FLIP HIS/HER PERSPECTIVE UNDERSTAND
	One sided argument	ARGUE (drop one hand, reference remaining hand)
	If they are not picking up what you are putting down	ME VISUALIZE MEAN THEY- index room VISUALIZE MEAN CONFLICT

	Knee	2HCL: Closed fist
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Intentional Practice: Flagged Fingerspelling

Date	Source Language	Target Language
05-07-22	glow	CL: Open 8
	underwear	U-N-D-E-R-W-E-A-R 2HCL:C PANTS UNDER U-N-D-E-R-W-E-A-R
	resilient	CL: C (Bounce)
	risk	R-I-S-K RISK R-I-S-K