

# Combining Visual Features Into Your Sign Delivery

How To Deliver A Fluent And  
Complete  
Interpretation/Transliteration

# What Are Visual Features Of Signed Languages?

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- You can add meaning and concepts to your interpretation/transliteration by utilizing visual features which naturally occur in signed languages
- Visual Features “should” be used in every sign language system
- Fingerspell key vocabulary (in the educational setting), sign in phrases while matching the register of the speaker, and deliver a fluent and complete interpretation/transliteration!



# Question Markers



Questions which ask for a “yes” or “no” answer are signed with eyebrows raised or “freeze” hands (elicit a response) and/or a head tilted forward.

- Are you a student?
- Do you live in California?
- Are you deaf?



“Wh” questions are signed with eyebrows down.

- Where do you live?
- When did you arrive?
- Who is that?



Remember to maintain eye contact with the person to whom you are asking the question.

# Affirmatives And Negatives

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A simple affirmative sentence such as, “Yes, I am a student”, is accompanied with head nodding

- Not only for yes, but can be used when signing: can, will, sure, is, are ...

A simple negative sentence such as, “No, I am not a student” is accompanied with head shaking

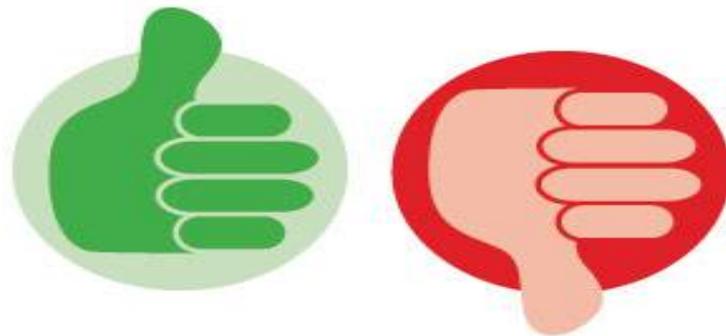
- Not only for no, but can be used when signing: can't, not, bad, won't ...

I am not happy

I like that

That is bad

It is working well



# Directional Verbs Or Directionality

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Verbs signed in relation to the receiver/object performing the action

Commonly shown when producing sentences with the verbs (show, teach, bring...)

“show”

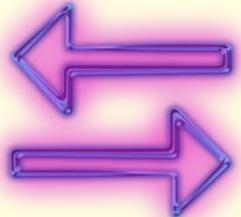
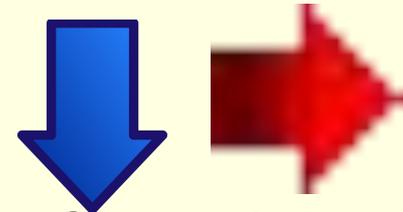
- Show me the book, Show him the book, Show them

“teach”

- Teach me how, Teach us how, Teach you how

“give”

- Give it to me, Give that to her, Give it to them



# Modification

Modification is used as a substitute for vocal inflection or to modify multiple meaning words to fit the intended meaning (walk, cry, talk)

- He walks slowly
- She walks quickly to the store
- The baby cried for her mother
- She is crying uncontrollably
- They talked for hours
- She talked too quietly



Modification is also used to modify the shape and size of objects (bowl)

- Papa bear's bowl, Mama bear's bowl and Baby bear's bowl

# Placement Of Objects

Where the sign is produced in space; provides a visual clue

Use of Space for geographic locations, relationships among referents, compare/contrast, categorization

“bow”

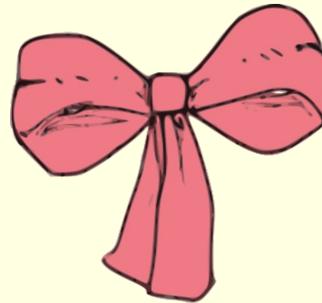
- in the hair, for a violin, tie

The bow in her hair is blue

“ache”

- headache, toothache, stomachache

Her headache is worsening

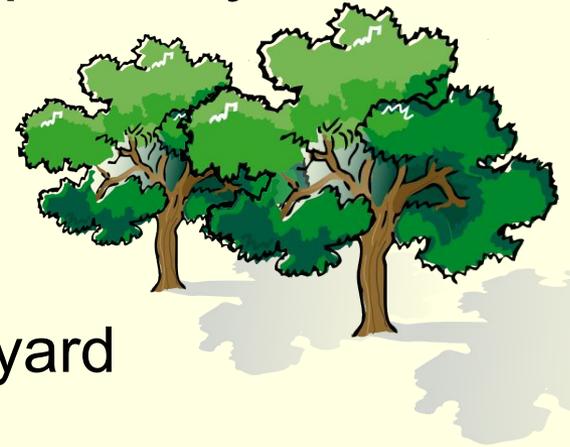


# Duplication

The repetition of a sign to show plurality, habituality, or intensity

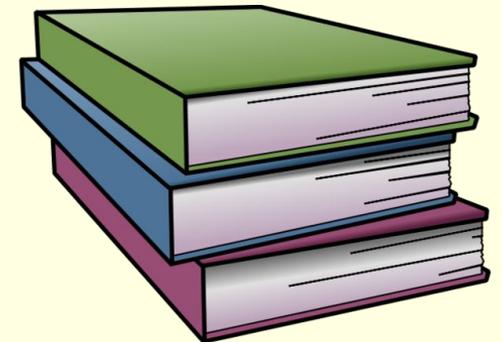
“tree”

- Those are beautiful trees
- We have thirteen trees in our backyard



“book”

- I enjoy reading books
- He read several books this summer



“work”

- He is always working
- They are working so hard!

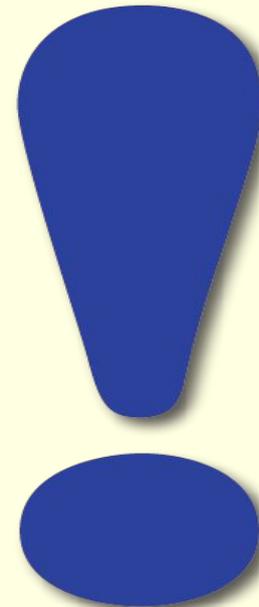
# Emphasis

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Emphasis can be placed on a specific sign within a sentence or in expressions for affect or to show strong feeling

Can be modeled by signing a bit more emphatically or in a slightly larger signing space

- YOU are not my mother
- You are NOT my mother
- You are not my MOTHER



# Placement Of Pronouns

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Pronouns are to be signed in relation the person/object, if present

Establish pronouns spatially to refer to if the person/object is not present; setting up a spatial pronoun

Pointing to the location of a speaker who is there or not there

- I saw her over there
- He did not see her
- When you're finished with the test, return it to me
- They enjoyed the movie

# Sightline/Sightline In Dialogue

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Sign in the direction to which you refer with an eye gaze

- look at the worm
- look at me
- look at him
- Come down from that tree



## Dialogue

A body shift is used to indicate change of speakers or thought

- Father: “What are you making?”
- Child: “A mud pie”

# Translation/Comparison

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An English equivalent supplemented with traditional signs for possible added clarity

- Your nose is running (ASL- drippy-nose)

## Sequencing/indexing



Using fingers/space to push aside or place in space from one side to the other to separate information for added clarity

- “Take out your pencil, paper, and math book”
- The five senses of the body are: smell, sight, touch, hearing, and taste

# Incorporate Visual Features Into Your Interpretation/Transliteration

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1. She gave me 15 dollars. (Directionality and Duplication)
2. We will eat chicken, eggs, soup, and crackers.  
(Listing/indexing and duplication)
3. I can't believe *he* is wearing lime green! He *hates* lime green. (Negation and Emphasis)
4. I read six books this summer. (Duplication)
5. He still has a headache. (Placement and Placement of Pronouns)
6. That is a big bowl. (modification)
7. Peas are not my favorite vegetable. (Negation)
8. Mommy, what's for lunch? (Question Marker and Eye Gaze)

# These Sentences May Also Employ Any Number OF Visual Features

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9. What number is between 6 and 8?
10. I grew up in Indiana and I still have two siblings who live there, but I also have a brother in North Carolina, one in Michigan, and one in California who will soon be moving to Florida.
11. Write your paper, check the spelling, get a friend to proof read it, then hand it in.
12. Remember you have school tomorrow, but no school on Friday.
13. I don't think the movie was nearly as good as the book.
14. This row of students has already been to the restroom, but this row has not.

# These Sentences May Also Employ Any Number OF Visual Features

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15. The teacher told those three girls to go out to play, but the other three need to stay inside.
16. They have to finish their spelling test before they go out.
17. You only *wish* you could be me.
18. Mom: “I need you to clean your room” Daughter: “OK”