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Aspects of Verbal Valency in Irish Sign Language

Volume 2

Thesis submitted to the Centre for Language and Communication Studies, University of Dublin, Trinity College, in fulfillment of the requirements for the degree of Doctor in Philosophy

30 October 2001

Lorraine Leeson
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Appendix 1

Notation

Manual signs are assigned English glosses. These glosses are supplemented with symbols to represent situations where simultaneous signing occurs, to represent the non-manual features that occur in an utterance, and for illustrating additional modifications to manual signs.

Gloss Guide:

<table>
<thead>
<tr>
<th>Sign</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>MOTHER, DONT-WANT</td>
<td>Block capitals indicate an English language equivalent or near-equivalent of the ISL sign. A hyphen is used when more than one English word is necessary to convey the meaning of a single ISL sign.</td>
</tr>
<tr>
<td>MOTHER^FATHER</td>
<td>Signs that are conjoined through use of a «^» are compound forms.</td>
</tr>
<tr>
<td>b.e.e.ch.p.a.r.k.</td>
<td>Lower case letters separated by full stops indicate a fingerspelled item.</td>
</tr>
<tr>
<td>concerned</td>
<td></td>
</tr>
<tr>
<td>WORRY</td>
<td>An ISL sign may be accompanied by an English word or a mouth pattern that silently patterns an English word. This word may be the same as the glossed sign or may be semantically related.</td>
</tr>
<tr>
<td>hs</td>
<td></td>
</tr>
<tr>
<td>LIKE TEA</td>
<td>Non-manual features are indicated as relevant to the discussion by a line drawn</td>
</tr>
</tbody>
</table>
over the relevant sign/s. A particular symbol indicates particular non-manual markers.

The symbols for non-manual features used in the course of this thesis are as follow:

« n » negation

« hn » head nod

« hs » head shake

« /eb/ » eyeblink

« br » brows raised

« bf » brows furrowed

« htb » head tilted back

« q » interrrogative

« rhq » rhetorical question marker

« t » topicalisation marker

« ee » adverbial meaning « with difficulty/ with effort »

« mm » adverbial meaning « in the normal manner/ with ease »
adverbial meaning « clumsily/ without paying attention »

adverbial of time meaning « very recently/ very soon » depending on the point in space that it is articulated at.

the eyes are wide open

« c » and « fr » refer to particular locations or directions in signing space. « c » denotes the canonical or sender locus. « fr » denotes a location that is forward and to the right of the signer. « s » indicates sideways and « l » indicates to the left of the signer. Neutral locations are not indicated except for the purpose of illustration.

Arguments that are not explicitly expressed but which are inferred from context are placed in round brackets.

This diachritic represents the fact that a reference shift or a « role-shift » has taken place.

« CL » denotes the classificationary function of a handshape. The handshapes referred to throughout are those of the American Sign Language manual alphabet unless otherwise stated. Other handshapes referred to by number are listed in Appendix 3.
« dh » The dominant hand

« nd » The non-dominant hand

WALK++ « + » refers to the repetition of a particular form

c+GIVE+f « + » refers to the fact that the directionality of movement of the verb co-occurs with the articulation of the verb form form an onset point at c. locus towards offset at f. locus.

dh CL.B __________________

nd c+CL.-legs+JUMP-OVER « _______» indicates that a sign or handshape is maintained or « held » for a duration that correlates with the extent of discourse articulated on the other hand.

«jump-over») lower case hyphenated words in parenthesis refer to an English term that summarises the meaning of a complex ISL phrase.

2/h indicates that both hands are involved in the articulation of a sign.
Appendix 2

Elicitation Materials

(Volterra, Laudanna, Corazza, Radutsky and Natale 1984)
Appendix 3

The Handshapes of Irish Sign Language

(Matthews 1996)
Fig. 1 (a) The handshapes of ISL.

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<td>12</td>
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</table>
Fig. 1 (b) The handshapes of ISL
Fig. 1 (c) The handshapes of ISL
Fig. 1 (d) The handshapes of ISL

<table>
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<th>37</th>
<th>38</th>
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<td>46</td>
<td>47</td>
<td>48</td>
</tr>
</tbody>
</table>
Fig. 1 (e) The handshapes of ISL
Appendix 4

Irish Sign Language Examples Listed in Volume 1

Chapter 2: The Structural Parameters of the Verb in ISL

Example 2.1:

GIRL r/s ASLEEP-IN-BED

"The girl was asleep in bed".

Example 2.2:

CAR DRIVE ++ ARRIVE

"(then I took the) car and I took my time driving until (I) arrived (at my destination)."

Example 2.3:

r/s STAND-WITH-HANDS-HELD-TOGETHER...

"(The nun) would just stand there with her hands clasped together…"

Example 2.4:

(ISL)...NOTHING UNBALANCED
(ISL) is not a clumsy language.
(Leeson 1993).
Example 2.5:

...MAKE ME FEEL SIGN PUT-TO-ONE-SIDE ++ EMBARRASS ANNOY MARK
"...and it made me feel that sign language should not be used as it was embarrassing. (This) really affected me."

Example 2.6:

TRAIN ARRIVE RECENTLY
"The train has just arrived".
(Elicited example).

Example 2.7:

SINCE 1991 TEACH+ BUT TEACH TO DEAF SINCE 1995
"I’ve been teaching since 1991, but I’ve been teaching deaf people since 1995."

Example 2.8:

REEL-IN-FISH
"I reeled in the fish with difficulty"

Example 2.9:

BRUSH-TEETH
“(It would) be difficult to brush my teeth (with this toothbrush).”

Example 2.10:

BOY COME HOME
“The boy did not come home”
(McDonnell 1996:44, Example 2.50)
Example 2.11:

"not interested"

r/s  INTERESTED

"(She) was not interested (in him)".

Example 2.12:

"crying" "looks-at-rabbit";  n
R/s 2/h CL-B "holds rabbit"  c+THROW+f CL.G.

"falls-to-floor"

"(The girl) had the rabbit in her hands, looked at him, decided she didn’t want him and threw him across the room where he fell to the floor".

Example 2.13:

YOU AWAY HOLIDAYS SUMMER YOU

"Are you going to go away during the summer holidays?"

Example 2.14:

YOU GO WHERE

"Where are you going?"

Example 2.15:

r/s WINDOW 2/h f+.CL.S.+hi CL.B "PUSH-UP-WINDOW-WITH-NOSE CL.
C. – CL. B

"open"

2/h CL.B. OPEN-WINDOW  d.  c.CL.V. CLIMB-OUT-UNDER f.  c.CL.G.f

"He (the bear) opened the window using his nose to push open the sash window-pane, and climbed out of the window and was on his way."
Example 2.16:

HOUSE nd HOUSE
  d TREE (be-located-behind)

"The tree is behind the house".

Example 2.17:

FLOWER (2h) CL.C +extent (vase) FLOWER v.a.s.e.
  nd. CL.C
d.CL.S (take-bunch-of-flowers-out-of-vase-and-place-at-right-of-vase)

"The flowers are beside the vase".

Example 2.18:

eyegaze down, watching doll

fall

DOLL 2/h CL.B. ("small") BROWN d. c.+CL.V.+f.lo. "fall-over-wall-to-space-
  below"
  nd.
CL.B."wall"

eyegaze at left

CL.V.f.lo. r/s CL.B. ("feet") {sniffs, moves item X with nose and opens mouth}

"The doll fell over the wall and down to the ground on the other side where it
landed at the feet of (the bear). He sniffed (the doll) and took it in his mouth.

Example 2.19:

HAVE HOT d.o.g. CHICKEN BURGERS

HAVE
  FIRST SECOND THIRD

"They have hotdogs, chicken and burgers".

Example 2.20:

IF ANYTHING CROP-UP CAN USE f.l.a.r.e.s  o.r. e.p.i.r.b.

SECOND
"If there is an emergency you can use flares or an E.P.I.R.B. This is linked by satellite to a rescue centre."

Example 2.21:

"blah-blah"
AND CAN USE t.a.p.e. CL.C PUT-ON-TO-CL.C-at-c. COPY-FROM-CL-
CL-C at c.

C-at-c. CL.C+be-located-on c.+CL.C+move-to-mouth CL.C-at-c

"Also I can use a taped message placed beside the radio microphone".

Example 2.22:

NOW EXPLAIN FOUR POINT VERY IMPORTANT/ HAVE IMPORTANT FOUR

"first one"
FINISH / ONE PRO-1 WANT REMIND YOU-ALL SIGN LANGUAGE ARE REAL

LANGUAGE .................. NUMBER TWO SIGN LANGUAGE ARE NOT

neg. ENGLISH THAT NOT MEAN ISL HAVE POOR g.r.a.m.m.a.r OR

NOTHING g.r.a.m.m.a.r/ ISL HAVE RICH g.r.a.m.m.a.r. AND HAVE OWN
g.r.a.m.m.a.r. HAVE OWN WORD-ORDER AND MOVE-TO-NEXT-POINT
REMIND YOU-ALL ISL VERY DIFFERENT......../AND FOURTH

REMEMBER........

"Now I'm going to outline four very important points, after which I will finish up here. First, I want to remind you that sign languages are real languages
Second, sign languages are not just (manually delivered forms of) English. This does not mean that ISL then has a poorly developed grammar or that it has no grammar (system). (ISL) has a rich grammar system, it has its own grammar and has its own word-order. Moving on to the next point, I want to remind you that ISL is very different from Signed English and fourth, bear in mind that……

**Example 2.23:**

<table>
<thead>
<tr>
<th>sl+eye gaze +sr</th>
<th>LOOK FOR BICYCLE 2/h sl+CL-5-open+sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>sl+CL.G.+move+c.</td>
<td>ONE MAN</td>
</tr>
</tbody>
</table>

| CL.G.+trace-vertical-rectangle BICYCLES ONE DEAF r/s 2/h+WAVE-TO- |
|------------------|-------------------------------------|
| __________eye gaze +sr __eye gaze +sr |
| GAIN-ATTENTION SEE INDEX+sl |

<table>
<thead>
<tr>
<th>2/h+CL.G.+trace-upper-half-vertical-rectangle BICYCLES FOR h.i.r.e.</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________eye gaze +sr</td>
</tr>
<tr>
<td>r/s HOLD-SIGN-ALOFT r/s COME-ON……..</td>
</tr>
</tbody>
</table>

"(We arrived on the Aran Island) and began to look for bicycles. There was one man who was holding a sign that advertised bicycles. One of our group noticed the man with the sign and brought him to our attention. We all looked at the sign that said "Bicycles for Hire”, which he was holding aloft. We decided to go for it……" 

**Example 2.24:**

<table>
<thead>
<tr>
<th>eyes down, shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td>shift</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>...ALSO MARK ANOTHER MARK CIGAR WALK r/s “flamboyant-pose”</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LIFTS-CIGAR-TO-MOUTH r/s 2/h+w.o.w. REPEAT REPEAT SAME SAME BUT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NEVER STOP EYES-POP-OUT-OF-HEAD</th>
</tr>
</thead>
</table>

"Also there is a part where Mark – another Mark- walks on (stage) with a cigar. He walks on in a flamboyant fashion and lifts his cigar to his mouth. Wow! I’ve seen this scene over and over again, but it never ceases to amaze me."
Example 2.25:

MY FRIEND EXPLAIN-ME STORY ABOUT CAR CRASH

CL.B.- vehicle IN p.r. STREET be-located-at-sr.+move-forward-to-c.

dh CAR CL.B.-vehicle+be+located-at-sr.
nd GIRL MAN

\(dh\) FROM PHONE BOX

nd CL.-legs+trace-arc-at-sl.+move-to-c.

\(th\)

\(r/sCL.V.+sl.+move+sr+hi.+lo.(\text{"look-around")}\)

nd CL.-legs+trace-arc-at-sl.+move-to-c.

\(\text{Puffed cheeks+hn}\)

dh CL.B.-vehicle+sr.+move+IMPACT-WITH-

CL.legs+c.

nd sl.+CL-

legs+move+c.

\(\text{WINDOW CL.5+open+wiggling: GLASS-BREAK-INTO-MANY-LITTLE-PIECES-}\)

AND-MOVE-THROUGH-AIR-IN-SHARDS CL.-legs+c.hi.+move+lo. STOP

hn ee eyegaze-to-sl.+down

HUSBAND sr.+move+trace-path+c.

\text{Eyegaze-up+ \text{"aah"} eyegaze-to-sl+down q}

\text{MAN r/s HANDS-ON-HEAD r/s ALRIGHT ALRIGHT NOT BLOOD...}

“My friend told me a story about a car crash. A car was coming up X Street when a man walked out onto the street from behind a phone box. He wasn’t looking where he was going and the car ploughed straight into him. The man was thrown
straight up into the air and against the car’s windshield which shattered with the
impact. Broken glass rained down as the man’s body fell to the ground. My
husband (i.e. the driver) got out of the car and went to where the man was lying.
He was lying with his hands on his head and seemed in pain/ in shock. My
husband asked if the man was alright. He checked that the man wasn’t bleeding.”

Example 2.26 (Previously listed as Example 2.7):

SINCE 1991 TEACH BUT TEACH TO DEAF SINCE 1995
“I’ve been teaching since 1991, but I’ve been teaching deaf people since 1995”.

Example 2.27:
(a) PRON1 LIKE PRON-f
   I like you.
(b) PRON-fr LIKE PRON-fl
   She likes him.
(c) LIKE PRON-f
   PRON-fl.........................
   She likes you.

Example 2.28:
PRON 1 SAY TRUE+reduplicate
I said, “It’s certainly true”.
(McDonnell 1996: 117, Example 4.11)

Example 2.29:
PRON-sr YES/ REMEMBER VEY WELL
He said, “Certainly! I remember very well”.
(McDonnell 1996:117, Example 4.15)
Example 2.30:
F+ACCUSE+c ALL CLASS
The whole class blamed me.
(McDonnell 1996a: 162, Example 5.73)

Example 2.31:
FIRST PRON1 GET-ATTENTION-OF+f PRIEST(-fl)
First I approached the priest.
(McDonnell 1996a: 162, Example 5.70)

Example 2.32:
(a) SAY-TO+fr
   (I) told (someone).
(b) PRON-fr SAY-TO+fl
    Someone told (someone else)
(c) PRON-fr SAY-TO+c
    Someone told me.
    (McDonnell 1996a:166, Examples 5.81-5.83).

Example 2.33:
(SHELF-f) Handle-small-entity+BE-LOCATED+f
(I) placed (it) (on the shelf).
(McDonnell 1996a:176, Example 5.116).

Example 2.34:
(a) BOY c+RUN+f OUT^FOR
   "The boy ran outside"
(b) HOUSE (-sl)ENTER+sl
    "(They) entered the house"
Example 2.35:

BOY SLAP+face PRON 1
“The boy slapped me on the face/ The boy slapped my face.

Example 2.36:

(SNOW^MAN-f) SHAKE-HANDS+f
(He) shook hands with (the snowman).

Example 2.37:

...LIKE COMPETITION FANCY 2/h CL-5+open BICYCLE CL-5+open+c+

MOVE-FORWARD+TRACE-UNDULATING-PATH+MOVE-PALMS-

eyes-narrowed +ee
TOWARDS-LEFT+2/h+CL.G+c+right-hand-overtakes-left (fingers wiggle)

right-hand-stalls-and-pulls-back-to-original-position 2/h CL-5+open+move+c.
“So we had what was kind of a competition. We all took off on our bikes, snaking our way through the undulating countryside. Then one cyclist went to overtake another, thought better of it and withdrew to his/her original position. And so we continued cycling…”

Example 2.38:

....SHOP TITLE g. 2h CL.C. (trace-arc) (thumb and forefingers) g.i.f.t.s.CL.C. (trace-arc)
“...was a shop which had a big arched doorway with the word “gifts” emblazoned on it.”

Example 2.39:

“blah-blah”
...c.+CL.C.+move-to-mouth...

“....I can use the radio…”
Example 2.40:

PROBLEM  Solid-round-entity-CL+MOVE-imit; sunrise
Flat-surface-entity-CL+EXIST---------------------

SOON MORNING
"There's a snag. The sun is beginning to rise and soon it will be morning".

(McDonnell 1996a:224, Example 6.111)

Example 2.41:

Index-CL+fr+MOVE+contact-c
Body-CL+EXIST+chest-------
(Someone) bumped into me.

(McDonnell 1996a:225, Example 6.113)

Example 2.42:

Trace-long-thin-entity-CL+lo+EXTENT-vertical+hi
Thin-entity-CL+lo+EXTENT
Tall-thin-vertical-entity-CL+MOVE-to-and-fro. PUNCH+reduplicate
GROUND-CL.+EXIST
"There was a punch-ball which swung two and fro on a stand".
(McDonnell 1996a: 229, Example 6.127)

Chapter 3: Argument Structure in Irish Sign Language

Example 3.5:

(a)   GIRL STRING CUT
Agent Patient Verb
"The girl cuts the sting".
(ISL elicited sentence 11, Informant A, Appendix 1).

(b)   MAN WASH+c.DOG
Agent Verb-Location Patient
"The man washes the dog".
(ISL elicited sentence 12, Informant A, Appendix 1)
Example 3.5:

(a) GIRL STRING CUT
Agent Patient Verb
"The girl cuts the sting".
(ISL elicited sentence 11, Informant A, Appendix 1).

(b) MAN WASH+c.DOG
Agent Verb-Location Patient
"The man washes the dog".
(ISL elicited sentence 12, Informant A, Appendix 1)

(c) GIRL RUB +c. + hi. BOY FACE
Agent Verb-Location Patient Location
"The girl embraces the boy".
(ISL elicited sentence 18, Informant A, Appendix 1)

Example 3.6:

(a) DOLL 2/h CL.B ("small") BROWN c+CL.V+lo “fall-over-wall-CL.B “wall”

to-space-below”

"The small brown doll fell over the wall and down to the ground on the other side" (Informant H: "The Bear")

(b) LONG-HAIR CUT STRING
"The woman cut the string"
Informant D, picture elicitation task, sentence 11)

(c) YOUNG GIRL HUG GRANDMOTHER
"The little girl hugs granny"
Informant A: picture elicitation task, sentence 14)
Example 3.8:

(a) \textbf{CL.B trace-arc SAME WHITE^RAIN} CL.C "shake" CL.5 "cloud-over"
   "It was a snow globe (signer describes this in detail) which clouds over when shaken."

(b) \textbf{sl+GROW-UP TEN YEARS MOVE-TO+sr ST. JOSEPHS CABRA…}
   "(I was) there for ten years before moving to St. Joesph’s in Cabra…”

(c) \textbf{HOUSE TREE BEHIND TREE}
   "The tree is behind the house".
   (ISL elicited sentence 1, Informant D, Appendix 1).

Example 3.10:

(a) \textbf{MAKE ME FEEL SIGN PUT-TO-ONE-SIDE ++ EMBARRASS…}
   "…and I felt that sign language should not be used as it was embarrassing”.

(b) \textbf{LITTLE GIRL ASLEEP}
   "A little girl was asleep”.

(c) \textbf{BOY …BE-DISAPPOINTED/ SNOWMAN MELT}
   "The boy was dismayed. The snowman had melted”.

Example 3.12:

(a) \textbf{ee FATHER sl+TEACH+sr TALK+}
   "My father taught him (his grandson) to talk”.

(b) \textbf{MAN WASH+ c. DOG WASH+ c.}
   "The man washed the dog”.
   (ISL elicited sentence 12, Informant C, Appendix 1).

(c) \textbf{FATHER/ r/s c+HELP-YOU+r}
   "Father helped (her)”.

Example 3.14:

(a) \textbf{GIRL WOMAN STRING s.t.r.i.n.g. d CUT-WITH-SCISSORS nd CL.G. string_}
   "The woman cut the string”.
   (ISL elicited sentence 11, Informant C, Appendix 1).
(b) WOMAN **BRUSH**+c. YOUNG GIRL  
“Mother brushes the child’s hair”.  
(ISL elicited sentence 16, Informant D, Appendix 1).

(c) TEACHER CATCH...WAG-FINGER NOT-ALLOW STOP o.r. SLAP-SLAP or CL.T. “slap-with-ruler-on-hand” SOMETHING LIKE THAT.  
“.....The teacher caught (us)....and would give out to you. They would reprimand you and tell you not to use sign. Sometimes you would get slapped. They would use a ruler or something like that.”

**Example 3.16:**

(a) ....MY FATHER KNOW INDEX +sr. GROW-UP IN AMERICA.....  
“My father knew that he (his grandson) was growing up in America”

(b) LITTLE GIRL ASLEEP/ AND WHITE BEAR/ IN GIRL HOUSE  
“A little girl was asleep along with a white bear. (They slept) in the girl’s house.

(c) CAT SIT **ON CHAIR**  
“The cat is sitting on the chair”

**Example 3.18:**

(a) r/s 2/h CL. B ‘open palm’ traces are “cave” GO-INTO nd CL. B. “cave”  
“(The bear) ...went into a cave.”

(b) sIGO-TOsr HOME SIGN HAPPY sr+GO-TO+sl ORAL ME ANXIOUS INSIDE  
“Then I’d go home and use sign language. I was happy (then). When I’d go back to school, everything was oral and I was anxious with this (approach).”

(c) SHOP (-sl) MAN V-CL+(c+MOVE+sl+fingers move)  
“The man walked to the shop”  
(McDonnell 1996).
Example 3.20:

(a) ... WIL·ABLE PICK-UP FROM PLAY SCHOOL MOST MORNINGS
    "... And will be able to pick (him) up from play school most mornings”.
(b) ME COME FROM DEAF FAMILY
    “I come from a Deaf family”.
(c) V-CL + (hi/c+MOVE+lo/fr+rapid)/
    "(The boy) rushed downstairs (from upstairs).”
    (McDonnell 1996).

Example 3.24:

GIRL STRING CUT w.h.y. BECAUSE NEED TWO SHORT SHORT-STRING+sl SHORT-STRING+sr

"The girl cut the string because she needed two short pieces of string.
(ISL- hypothetical sentence)

Example 3.25:

SCISSORS BREAK WHY BECAUSE OLD
"The scissors broke because they were old”.
(ISL: hypothetical sentence).

Example 3.29:

(a) YOUNG GIRL HUG GRANDMOTHER
    “The little girl hugs granny”
    (ISL Elicited Sentence 14, Informant A, Appendix 1).

(b) YOUNG GIRL DO GRANDMOTHER+c HUG+c
    “What the young girl did was to hug granny”.
    (ISL hypothetical sentence)
Example 3.30:

(a) WHAT HAPPEN GRANDMOTHER YOUNG GIRL HUG GRANDMOTHER
   “What happened to granny is that the young girl hugged her.”
   (ISL hypothetical sentence)

(b) YOUNG GIRL DO GRANDMOTHER INDEX+c YOUNG GIRL HUG+c
   “What the young girl did to the granny was hug her.”
   (ISL hypothetical sentence)

Example 3.41:

AGENT subjects:
(a) FATHER sl+TEACH+sr TALK +
    Father taught (him) to talk.
(b) GIRL DECIDE GO WITH INDEX+sr
    The girl decided to go with him.

Example 3.42:

EXPERIENCER subjects:
(a) LITTLE GIRL ASLEEP
    A little girl was asleep.
(b) GIRL CL.B(hands-on-wall) DISAPPOINTED
    The girl (watching from her place at the wall) was disappointed.

Example 3.43:

RECIPIENT subjects:
ME RECEIVE FAX
I received the fax.
(elicited ISL sentence)
Example 3.44:

*PATIENT subjects:

CL.G. "falls to floor" / R/s CL. G. "bangs-head" "disheveled"
(The rabbit) fell to the floor, banging his head as he fell.

Example 3.45:

THEME subjects:

(a) i.d.s. START SET-UP 1981
   The IDS was established in 1981.
(b) i.s.l. HAVE OWN r.u.l.e.s. OF g.r.a.m.m.a.r. ....
   ISL has its own grammatical rules....

Example 3.46:

INSTRUMENT subjects:

SCISSORS BREAK
The scissors broke
(Hypothetical ISL sentence)

Example 3.47:

LOCATION subjects:

IRELAND HAVE ABOUT 4½ THOUSAND DEAF
Ireland has about four and a half thousand Deaf people.
(Hypothetical ISL sentence)

Example 3.48:

MOTHER THINK/ BUY NEW RABBIT CL.G +TRACE-EARS r/s 2/h
CL.B.+LARGE
(narrator)

_______ smiles
GL.G + TRACE-RABBIT-EARS r/s GIVE-TO+f+lo / GIRL LOOK NOT
HAPPY
(Her mother thought about what to do) and bought a new rabbit with large ears. He was large and had big rabbit ears. Mother gave the rabbit to the girl. The girl did not seem happy. (She) wanted her bear. (She) looked at the rabbit, examining him while crying. (Mother) said goodnight. (The girl) had the rabbit in her hands, looked at him, decided she did not want him and threw him across the room where he fell to the floor, banging his head as he fell.

Example 3.53:

ROAD BRIDGE-extend-from-sl-to-sr CAR

d. CL.B-vehicle+go-under-bridge
nd CL.B. (be-located-at-c.+hi.)-bridge

“The car goes under the bridge”
(ISL elicited sentence 5, Informant D).

Example 3.57:

GIRL WOMAN STRING s.t.r.i.n.g. d. CUT-WITH-SCISSORS

Agent Patient (Agent)-Verb-Patient-Location

“The woman cuts the string”.
(Elicited ISL Sentence 11, Informant C).
Chapter 4: Constituent Order in Irish Sign Language

Example 4.4:

ROAD BRIDGE-extend-from-s.l.-to-s.r. CAR
d CL.B.-vehicle-go-under-bridge
nd CL.B.(be-located-at-c.hi.)-bridge

“The car goes under the bridge”.
(Sentence 5, Informant D)

Example 4.5:

GIRL WOMAN STRING s.t.r.i.n.g. d CUT-WITH-SCISSORS
nd CL.G.-string-------------

“The woman cuts the string”.
(Sentence 11, Informant C)

Example 4.6:

HOUSE nd HOUSE
    d TREE (be-located-behind)

“The tree is behind the house”.
(Sentence 1, Informant 3).

Example 4.7:

Sentence 4: “The cat is on the chair”

<table>
<thead>
<tr>
<th></th>
<th>CAT SIT ON CHAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Positioner- Zero Verb Location</td>
</tr>
<tr>
<td>B</td>
<td>CHAIR BIG CHAIR CAT CL.-legs ON-TO CAT SIT ON CHAIR</td>
</tr>
<tr>
<td></td>
<td>Theme 1/ Setting/ Agent Positioner-Zero</td>
</tr>
<tr>
<td></td>
<td>VerbLocation-at-Theme 1</td>
</tr>
</tbody>
</table>
Example 4.8:

Sentence 5: “The car goes under the bridge”

| A | CAR nd CL.B.-bridge BRIDGE  
|   | d UNDER  
|   | Agent /Zero-Location Verb- Zero-Location |
| B | BRIDGE nd CL.B.-bridge (be-located-at-c.hi.)  
|   | d CL.B.-vehicle GO-UNDER  
|   | Theme 1/ Theme 1 Setting/ Agent Verb Location-at-Theme 1 |
| C | CAR ROAD UNDER BRIDGE d CL.B.-vehicle-go-under-bridge  
|   | nd CL.B.-bridge--------------  
|   | ----  
|   | Agent/ Setting/ Agent-Zero-Location 1- Verb-at- Location 1 |
| D | ROAD BRIDGE-extend-from-s.l.-to-s.r. CAR  
|   | d CL.B.-vehicle-go-under-bridge  
|   | nd CL.B.(be-located-at-c.hi.)-bridge  
|   | Theme 1 / Location Agent/ Agent-Verb-Location/ Location |
Example 4.9:

Sentence 10 “The girl watches TV”

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>GIRL WATCH TV</td>
<td>Agent Verb Patient</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>GIRL WATCH TV SIT WATCH TV</td>
<td>Agent Verb 1 Patient/ (Agent)-Verb 2/ (Agent)-Verb 1 Patient</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>GIRL SIT WATCH TV SIT</td>
<td>Agent Verb 1 Verb 2 Patient/ Verb 1</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>GIRL SIT WATCH-ING TV</td>
<td>Agent Verb 1 Verb 2 Patient</td>
</tr>
</tbody>
</table>

Example 4.10:

Sentence 11: “The woman cuts the string”.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>GIRL STRING CUT</td>
<td>Agent Patient Verb</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>GIRL STRING CUT</td>
<td>Agent Patient Verb</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>GIRL WOMAN STRING s.t.r.i.n.g. d CUT-WITH-SCISSORS nd CL.G.-string-------------</td>
<td>Agent Patient Location</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>LONG-HAIR CUT STRING</td>
<td>Agent Verb Patient</td>
</tr>
</tbody>
</table>

Example 4.11:

AND COLLECT c.o.a.l. Handle-small-round-entity-CL+BE-LOCATED+c/ Body-CL+EXIST+sternum------------------------

lo+MOVE+BE-LOCATED+c+MOVE+BE-LOCATED+c/hi Handle-small-- + mid chest-------- +upper chest-------- +MOVE+
round-entity-CL+BE-LOCATED+f/hi BE-LOCATED+f/hi

“And he gathered coals and put ‘buttons’ up along the snowman’s middle”
(McDonnell 1996:220, Example 6.96)
Example 4.12:
Sentence 12: “The man washes the dog”:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **A** | MAN WASH at c. DOG  
Agent Verb-Location Patient |
| **B** | MAN WASHat c. DOG WASHat c.  
Agent Verb-Location/ Patient (Agent)-Verb-Location-(Patient) |
| **C** | MAN KNEEL WITH d.o.g. MAN CLEAN WASH(at c.) CL.G.  
2h trace-extent-circle-at-c. t.u.b.  
Agent Verb-Location Patient /Agent Verb 1 Verb 2-Location-(Patient)/ Location-Setting |
| **D** | MAN WASHat c. DOG  
Agent Verb-Location Patient |

Example 4.13:
Sentence 15: The boy pushes the girl.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **A** | BOY PUSH GIRL  
Agent Verb Patient |
| **B** | BOY PUSH GIRL  
Agent Verb Patient |
| **C** | BOY GIRL PLAY GIRL STAND IN-FRONT BOY PUSH  
Setting/ Patient Location/ Agent Verb |
| **D** | A YOUNG BOY PUSH GIRL  
Agent Verb Patient |

Example 4.14:
Sentence 14: The little boy hugs granny.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **A** | YOUNG (BSL) GIRL HUG GRANDMOTHER  
Agent Verb Patient |
| **B** | BOY HUG GRANDMOTHER BOY HUG  
Agent Verb Patient/ Agent Verb |
| **C** | GRANDMOTHER GRANDMOTHER WITH INDEX BOY  
BOY HUG TO GRANDMOTHER  
Theme-Patient/ Theme-Patient-Location/ Agent/ Agent Verb  
Theme-Patient |
| **D** | GRANDMOTHER STAND HER CHILD HUG  
Theme-Patient Verb/ Agent Verb |
Example 4.15:

Sentence 13: The lorry is towing the car

<table>
<thead>
<tr>
<th></th>
<th>CAR 2h CL.S.ONE-BEHIND-THE-OTHER CAR PUSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Theme/ Zero 1-Location-Zero 2 Theme Verb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>LORRY TOW CAR d CL.B.-vehicle nd CL.B.-vehicle ONE-BEHIND-THE-OTHER-AND-MOVE-FORWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Agent Verb Patient/ Agent-Location/ Patient-Location/ (Agent)-Location-(patient)-Location-Verb-Direction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>l.o.r.r.y. AND c.a.r. d CL.B.-vehicle(be-located-at-f.) nd CL.B.-vehicle (be-located-at-c.) ONE-BEHIND-THE-OTHER LINK-TOGETHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>d CL.B.-vehicle(be-located-at-f.) nd INDEX-towards d CL.B.-vehicle (be-located-at-c.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>d CL.B.-vehicle (be-located-at-f.) nd CL.B.-vehicle (be-located-at-c.) MOVE-FORWARD-AND-TOGETHER INDEX-towards d l.o.r.r.y.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Agent Patient / Agent-Location/ Patient-Location/ (Agent)-Location-and-(Patient)-Location-Zero/ Agent-Location/ Patient-Location-Verb-Direction/ Agent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>CAR d CL.B.(be-located-at-c.) MAN TOW t.r.u.c.k. TOW nd CL.B.(be-located-at-s.r.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theme1 Theme 1-Location/ Theme 2-Location/ Agent Verb Patient/ Verb</td>
</tr>
</tbody>
</table>

Example 4.16:

LITTLE GIRL ASLEEP/ AND WHITE BEAR/ IN GIRL HOUSE

dh: CL.V (to lie)
nd: CL.V (to lie) “SIDE-BY-SIDE” r/s CURL-UP-WITH LYING-SIDE-BY-SIDE
“A little girl was asleep, along with a white bear. (They slept) in the girl’s house lying side by side, curled up together. The two were snuggled up, nice and warm…

Example 4.17:

..ADVERTISEMENT BE-DISSEMINATED ON h.i.n.t.s. BE-DISSEMINATED MY

FRIEND ME SEE+f. MYSELF FRIEND r/s SEE+f. TELL-ME

eyegaze to r

r/s YOU SHOULD “BE-BROUGHT-IN” r/s ME/ SELF NEVER DREAM SIGN ON

t.v. / ME r/s NO++/ SAME TIME ME KNOW MYSELF NOTHING PRESENT FACE

eyegaze+f.

NOTHING R/s ME/ BRING-IN UGLY d.u.c.k.l.i.n.g. SO a.s.

“. There was an advert that had been posted on H.I.N.T.S. (Hearing Impaired News Teletext Service). My friend – I didn’t see the advert myself – my friend saw the ad and told me that I should do the job. I really questioned this as I had never dreamed that I would sign on TV. So, I said, “No”. At the same time, I know that I didn’t have a “presenters” face. I thought, “well, they won’t want to bring in an ugly duckling, so to speak”.

Example 4.18:

LITTLE GIRL ASLEEP/ AND WHITE BEAR/ IN GIRL HOUSE
“A little girl was asleep, along with a white bear. (They slept) in the girl’s house.”
Example 4.19:

I LIVE WITH MY FATHER AT MOMENT  
"I live with my father at the moment"

Example 4.20:

At side left: WITH ME BRIAN-CREAN HOME SIGN TWO-OF-US  
WITHOUT VOICE  
"..or when Brian is at home, (Daniel) signs to us both without using his voice."

Example 4.21:

... ALSO MARK ANOTHER MARK CIGAR WALK...  
"Aslo, theres a part where Mark – another Mark – walks on with a cigar."

Example 4.22:

NOW TALK ABOUT HOW JOIN r.t.e. n.e.w.s. SIGN  
"Now let me tell you about how I became involved with the RTE signed news".

Example 4.23:

MOTHER HEAR SCHOOL ESTABLISH b.e.e.c.h.p.a.r.k. SCHOOL TEACH ORAL  
"My mother heard about a school that was being set up called Beechpark – (this school) has an oral system."
Example 4.24:

LITTLE GIRL ASLEEP/ AND WHITE BEAR/ IN GIRL HOUSE

dh: CL.V (to lie)
nd: CL.V (to lie) "SIDE-BY-SIDE" r/s CURL-UP-WITH LYING-SIDE-BY-SIDE

(girl on right side) CURLED-UP-TOGETHER r/s GIRL/ TWO-OF-THEM WARM

"A little girl was asleep, along with a white bear. (They slept) in the girl’s house lying side by side, curled up together. The two were snuggled up, nice and warm..."

Example 4.25:

THINK BETTER sr+MOVE-TO sl b.e.e.c.h.p.a.r.k. POSSIBLE ORAL SIGN NO

“So I went to Beechpark where they used the oral approach and sign language was not used”.

Example 4.26:

sl: GROW-UP TEN YEAR MOVE-TO+sr ST. JOSEPH’s CABRA A LITTLE DIFFERENT INDEX+sr

“I was there (in Beechpark School) for ten years before moving to St. Joseph’s in Cabra where the approach was different”

Example 4.27:

...SEE CL.A. (behind this) SHOP TITLE g. 2h CL.C+trace-arc (thumb and forefingers eyegaze to sr only) g.i.f.t.s. CL.C+trace-arc ENTER CL.V+"look-around” INTEREST ....

“...Behind (this enclosure) was a shop which had a big arched doorway with the word “gifts” emblazoned on it. (Someone) went in to have a look around. (They) looked around with interest...”
Example 4.28:

INDEX-TO-LEFT dh: WINDOW CL.G+trace-arc
CL.B.+trace-arc nd: CL.B. HAVE CL.B.+palm
upwards

2h CL.5+"tiny-entities-moving-in-a-non-linear-pattern-at-c. (location of GLOBE)/

"fall"
TWO BEAR dh: BIG SMALL sl+CL.V.+sl+lo ~"falls-from-window" nd: INDEX-TO-LEFT

"(Beside their bed) there was a window, and on the window sill there was a snow globe, which contained two bears – one big and one small. Suddenly, it fell from the window-sill..."

Example 4.29:

CL.B.+sr+move+"impact-with"+CL.V.+c.
"..the car ploughed right into them (the person)."

Example 4.30:

2h: CL.G.+c. dh: CL.G+"start-to-overtake"-nd/h. (fingers-wiggle)
nd: CL.G.+c. ______________________________________

________________________ eyebrows raised +"ee"
 dh: stalls+pulls-back-to-original-position+c.
 nd. _______________________________________________________________________

"Then one cyclist went to overtake another, thought better of it and withdrew to their original position".
Example 4.31:

CL.B.-vehicle IN p.**r. STREET

dh: CAR CL.B. “vehicle”+be-located+sr

nd: GIRL MAN

dh: CL.-Legs+trace-arc+sl+move-to+c.

“A car was coming up P*** Street when a person walked out (onto the street).

Example 4.32:

BOX PHONE CL.-Legs+trace-arc+sl+move-to+c.

“th”

r/s CL.V+sl+move+sr+up-and-down

sl+CL.-Legs+c.

“A person walked out (onto the street) from behind a phone box. They weren’t looking where they were going as they walked onto the street.”

Example 4.33:

CL.C.+c. (hold-onto-wall)

DOLL 2/h CL.B. (“small”) BROWN

dh: CL.Legs.+f+lo (fall-over-wall-to-space-below) CL.V.+f+lo

nd: CL.B.(“wall”)...

“(They) had a small brown doll and as (they) held onto the wall, the doll fell over the wall and down to the ground on the other side where it landed at..... (the feet of the bear).”

Example 4.34:

CHRISTIAN-BROTHERS KNOW SIGN BEST FOR DEAF CHILDREN

“The Christian Brothers know that sign language was best for Deaf children”. 
Example 4.35:

I WANT REMIND YOU-ALL SIGN LANGUAGE ARE REAL LANGUAGE
“I want to remind you all that sign languages are real languages”

Example 4.36:

___ cs  hn
.. TEACH TO DEAF SINCE 1995
“...I’ve been teaching Deaf people since 1995”.

Example 4.37:

hn  ee  eyegaze to sl+down
HUSBAND sr+move+trace-path-to+c.  MAN

“aa”  eyegaze down+g
r/s HANDS-ON-HEAD  r/s ALRIGHT ALRIGHT NOT BLOOD

“My husband got out of the car and went to where the man lay. He was lying with his hands on his head and seemed in pain/shock. My husband asked if the man was OK. He checked that the man wasn’t bleeding.”

Example 4.38:

FATHER sl+TEACH+sr TALK
My father taught him to talk.

Example 4.39:

dh: CL.B. “turns-head” CL.B. “moves-paw”
nd: CURL-UP-WITH______________

“(And the bear) who was curled up in bed (with the little girl) turned to see what had happened....”
Example 4.40:

dh: CL.Legs ("to lie")
nd: CL. Legs ("to lie") "SIDE-BY-SIDE"
"(The girl and the white bear slept) curled up together, lying side by side."

Example 4.41:

eyegaze to left ___________________________________________ th
r/s COME-ON 2/h CL.O – "hold-sign-aloft"

th
HANDY MAYBE MORE PROFIT HANDY

2/h CL.5+open +f+sl+f

"He beckoned us on. (Perhaps he thought) "that’s handy – a quick profit can be made". Our group snaked behind him (to his shop).

Example 4.42:

MOTHER HEAR SCHOOL ESTABLISH..
"My mother heard about a school that was being set up…"

Example 4.43:

MY FATHER LOVE USE t.o.o.l.s.
"My father loves tools"

Example 4.44:

MY FATHER r/s EYES-TO-HEAVEN
(This causes) my father to raise his eyes to heaven.

Example 4.45:

ONE MAN sl+CL.G.+move-to+c. 2/h CL. G. +trace-rectangle BICYCLES

eyegaze to right

ONE DEAF  r/s WAVE-TO-GAIN-ATTENTION
There was one man who was holding a sign that advertised bicycles. One deaf person noticed the man and brought him to the group’s attention. We all took in his sign “Bikes for Hire”, which he was holding aloft.”

Example 4.46:

AND NUN TEACHER NEVER r/s ENCOURAGE INDEX+f GOOD SIGN UNDERSTAND

“The nuns and teachers never encouraged our good use of sign language”

Example 4.47:

ALSO MARK ANOTHER MARK CIGAR WALK

“Also (there’s a part where) Mark, another Mark, walks on with a cigar. He comes on stage in a flamboyant fashion and lifts his cigar to his mouth”.

Chapter 5: Topic Constructions in Irish Sign Language

Example 5.15:

“If you need any further information, check out our website”. (Hands On Translation).
Example 5.16:

COMPARE TO OTHER COUNTRY FOR EXAMPLE FINLAND

“Compare this to other countries, for example, Finland…”

Example 5.17:

lack OF INTERPRETER MEAN NO ACCESS....

“The lack of interpreters means no access....”

Example 5.18:

BUT PROBLEM WHAT THEIR ATTITUDE

“The problem is their attitude”

Example 5.19:

eyes wide

“But first, what do young deaf people get up to now…”

Example 5.20:

COLLAR turn-up-collar nd CL.G+invert position (“turn-up-collar”)

“You take the collar and turn it up…”
Example 5.21:

\[ \text{CL+legs:bent ("go-upstairs") \ MEET WOMAN} \]

"I went upstairs and met a woman."

Example 5.22:

\[ \text{ISL STUPID} \]

"ISL is not stupid".
(Leeson 1997:25).

Example 5.23:

\[ \text{ALL-OF-US DEAF c+PAY+fl \ NO \ldots} \]

TV Translation: "Deaf people rarely pay the fees themselves".
Alternative Translation: "Us Deaf people do not typically pay for this".

Example 5.24:

\[ \text{IF COMPUTER WEBSITE CAN LOOK UP QUOTE DEAF IRELAND} \]

"If logged on, (you) can check out "Deaf Ireland".

Example 5.25:

\[ \text{TALK ABOUT WHAT BUY YOUR OWN HOME} \]

TV Translation: "..with a special report on buying your own home..."
Alternative translation: ".. where we will talk about buying your own home."
Example 5.26:

PRO.3 MOTHER USE IRON FATHER SHIRT

"Her mum used to iron her father's shirt".

Example 5.27:

WOMAN r/s TAKEN-ABACK

TV Translation: this sentence is not translated.
Alternative Translation: "The woman was taken aback"

Example 5.28:

FLOWERS MANY+sr. v.a.s.e. CL.G+tace-extent+sl

"The flowers are beside the vase".
(Elicited Sentence 2; Informant D)

Example 5.29:

CHAIR ARMCHAIR CHAIR WITH CAT......

"The cat is on the chair"

Example 5.30:

DOOR BOY STAND SIDE DOOR

"The boy closes the door".
(Elicited Sentence 7, Informant C).
Example 5.31:

2h CL.B -table BALL UNDER

"The ball is under the table".
(Elicited Sentence 6, Informant A)

Example 5.32:

CAR+be-located+c PERSON FAR+be-located+sr

"The man is far in front of the car".
(Elicited Sentence 3, Informant A).

Example 5.33:

br /eb/ br /eb/ htb htb JOB AGENCY INDEX+f INDEX+f+multiple THREE AGENCY CALL TO INTERVIEW

TV Translation: "He was called for interview by each of the agencies in our report".

Alternative Translation: "Each of the three agencies in our report called (him to interview)."

Example 5.34:

br htb br htb SEE YOU TWO WEEK TIME INDEX+f 2 WEEK TIME bf /eb/ SPECIAL PROGRAMME

"See you in two weeks time with a special report on buying your own home".
Example 5.35:

In the morning I need to know if I have to go to the Deaf club or to come here to the University.

(Informant H: narrative: Moving Hands Archives)

Example 5.36:

Now let me tell you about how I became involved with the RTE signed news.

Example 5.37:

Hello, I’m going to tell you a story about a bear.

Example 5.38:

Hi. I’m going to tell you about what I do when I get up in the morning.

Example 5.39:

Now I want to discuss four points which are very important.

Example 5.40:

We arrived on the Aran Island and began to look for bicycles.
Example 5.41:
LITTLE GIRL ASLEEP
“A little girl was asleep”

Example 5.42:
ME COME FROM DEAF FAMILY MOTHER-FATHER DEAF…
“I come from a Deaf family. My parents are Deaf…”

Chapter 6: Valence Changing Operations: Detransitivisation in Irish Sign Language

Example 6.3:
TREE TREE-BEND-IN-WIND
“The tree blows in the wind”

Example 6.4:
HOUSE COLLAPSE
“The house collapsed”

Example 6.5:
WINDOW BREAK
“The window broke”
(Elicited examples)

Example 6.9:
MARTIN r/s SHAVE
“Martin shaved (himself).”
(Elicited example).
Example 6.10:

SELF LOOK-AFTER BABY
“I look after the baby myself”
(Elicited example)

Example 6.12:

(a) WINDOW BREAK SELF
“The window broke by itself”.

(b) LAMPOST FALL SELF FALL
“The lamp post fell by itself”.
(Elicited examples)

Example 6.16:

fr+CONSULT+fl
fl+CONSULT+fr
“They consulted each other/ (she) consulted (him) and (he) consulted (her)”.
(McDonnell 1996a:165, Example 5.77)

Example 6.17:

(BOY) (SNOWMAN) c+TALK+fl
fl+TALK+c
“The boy and the snowman chatted with each other”
(McDonnell 1996a:165, Example 5.79).

Example 6.18:

dh: fl+LOOK-AT+fr
nd: fr+LOOK-AT+fl
“They looked at each other”
(Elicited example)
Example 6.19:

dh: c+LOOK-AT+fl
nd: fl+LOOK-AT+c
“I looked at (him/her) and (he/she) looked at me (at the same time)” or “We
looked at each other”
(Elicited example)

Example 6.20:

c+eyegaze+fl
fl+LOOK-AT+c
“I looked at them and they looked at me (at the same time).”
(Elicited example)

Example 6.21:

MARY JOHN TWO-OF-THEM HATE EACH-OTHER
“Mary and John hate each other”

Example 6.22:

p.a.m. d.i.r.k. LOVE EACH-OTHER
“Pam and Dirk love each other”

Example 6.23:

MOTHER-FATHER SUPPORT EACH-OTHER
“(The) parents support each other”
(Elicited examples)

Example 6.30:

fr+SOMEONE fr+TELEPHONE+fl AMULANCE
“Someone phoned for an ambulance”

Example 6.31:

CARMEL c+TELEPHONE+fl AMBULANCE
“Carmel telephoned for an ambulance”
(Elicited example).
Example 6.32:
ME ARRIVE+f JOB GONE SOMEONE sr+GO-TO+f COMPLETION JOB
“When I arrived, the job was gone. Someone else had already been there and got
the job.”
(Elicited example).

Example 6.43:
BOY-fr SNOWMAN-fl fr + LOOK-AT +fl
‘The boy looked at the snowman’

Example 6.44:
SNOWMAN-fl (BOY) c + LOOK-AT + fl
‘The boy looked at the snowman’.

Example 6.45:
SAME KNOW JAR [hold Left hand]
[Right hand]: PUT-IN / CL-C ‘close lid’
KNOW NAME LABEL - [be located at pre-established loci a,b,c,d].//
RESEARCH
PROCEED/ JAR SAME AGAIN c. TAKE a [move to c.] AGAIN/ CL.C. [take
off lid]
CL.G. c. TAKE-OUT-OF a./ CL. 4 [be located at hi., c., lo] ['classify’].....

‘Its like taking a specimen jar and placing a specimen in it, labeling it and
placing it on a shelf along with many other similarly labeled specimens. As
research progresses, those same jars can be taken down again and the specimens
examined. (or; Someone can take those jars down again). The specimens can be
classified’.

Example 6.46:
DEAF HAVE NOTHING HERE IRELAND/ FOR EXAMPLE NOW ONE
SINCE (hold) ONE RECENT ASSESSMENT/ PUBLIC SERVICE/ ONE
PUBLIC SERVICE s.r. GRAB s.l. FROM DEAF(s.l.) AND MOVE-TO s.r.
CHARITY ORGANISATION.
‘Deaf people have nothing here in Ireland. For example, recently there was an
assessment of public services. A public service was taken from the Deaf
/community) and relocated with a charitable organisation.’
Example 6.47:

ABOUT TEN YEAR LATE timeline-f INVITE +c WEDDING
‘About ten years later I was invited to a wedding’.
(McDonnell 1996a: 115).

Example 6.48:

(a) SAY-TO+fr
   (I) told (someone)
(b) PRON-fr SAY-TO+fl
   Someone told (someone else)
(c) PRON-fr SAY-TO+c
   Someone told me
   (McDonnell 1996a: 166, Example 5.81-5.83)

Example 6.49:

(a) PRON-fr LIKE SEE PRON-sl/upwards
   ‘Would you like to see upstairs?’
(b) BOY SEE+f FATHER^MOTHER...
   The boy saw his parents.
   (McDonnell 1996a: Examples 5.84-5.85)

Example 6.51:

FRIENDS ALL-OF-US GO-TO RESTAURANT/ EAT CHAT/FEEL a STARE
c/a STARE c +++/ LIKE (reference shift) DEAF ‘f’ handshape at cheek TALK
WITH HAND w.o.w. / (reference shift) THINK NEVER SEE SIGN BEFORE
INDEX a.
[I was with] some friends and we went to a restaurant. As we were eating and
chatting I became aware of someone staring at me. The staring continued. It was
like they were saying ‘Oh! They’re deaf and they talk with their hands’. You’d
think they’d never seen sign language before.
Example 6.52:

[a]PICK-PICK[b] STRONG REGULAR/ NOTHING TRAINING
‘REJECTED’// THINK IMPOSSIBLE/ THERE TRAINING THURSDAY-
THURSDAY THERE (++) STAY SAME ‘PERMANANCY’.
‘Those strong players who attended (training) regularly were selected while those
who didn’t were rejected. We thought it would be an impossible task. The team
trained every Thursday without fail’.

Example 6.53:

NEWSPAPER c. {(L) ‘B@ handshape}
{ R ) ‘Leaf’ through newspaper’} TAP-ON-LEFT-
SHOULDER/r/s (eyes to left, gaze upwards)MY FATHER/r/s COME
FISHING…

‘I was reading the newspaper when I was tapped on the shoulder (or: when
someone tapped me on the shoulder). It was my father. ‘Come fishing’, he said.’

Example 6.54 :

eyes+sr+lo
MY FATHER c+TAP+sr+lo  COME-ON FISHING

eyes+sl+hi
r/s 2/h HOLD-NEWSPAPER  ME FISHING GO-TO

“My father tapped me on the shoulder while I was reading the newspaper. “Come
fishing”, he said. “You want me to come fishing?” I asked.

Example 6.55:

ME ARRIVEa / JOB GONE// SOMEONE b GO-TO a ‘COMPLETION’ JOB.
‘When I arrived, the job was gone. Someone else had already been there and had
gotten the job.’

Example 6.56:

MOTHER HEAR INDEX s.l. ESTABLISH b.e.e.c.h.p.a.r.k. SCHOOL HEAR
COMPLETION TEACH ORAL.
Programme translation: ‘My mother heard that there was a school being
established in Beechpark and that they were using an oral philosophy’
Example 6.57:

ME RAPE (at c.) BEFORE RAPE c. ME
‘I was raped’.

Example 6.58:

ME BEFORE-BEFORE BEAT-UPc.
‘I was beaten up’.

Example 6.59:

THINGS CHANGE ABOUT 40 YEAR-AGO/ ORALISM slBRING TO IRELANDc EDUCATION/ FORCE sl arc-to sr ‘all of them’ YOUNG DEAF SPEAK/ BAN SIGN LANGUAGE/ AFFECT DEAF EDUCATION.

Programme Translation: ‘Things changed about forty years ago when oralism was introduced into the Irish system and young people were forced to learn how to speak. Sign language was banned. This has affected deaf people’s education.'

Example 6.60:

BECAUSE TRY FORCE ME SPEAK PERFECT TALK PERFECT VOICE/ TRY FORCE ME DO IMPOSSIBLE j.o.b. LIKE FORCE PEOPLE ON WHEELCHAIR TO c.LEGS-Cl. f SHOULD ALLOW ME TO DEVELOP OWN p.a.c.e. ALLOW ME LEARN SIGN i.s.l. (at s.l) LEARN ORAL (at s.r.) PROCEED-IN-PARALLEL.

Programme Translation: ‘Well, they tried to force us to speak and to have perfect speech skills. But they were trying to get us to do the impossible. It’s like trying to force someone in a wheelchair to walk. They should have allowed me to develop at my own pace, to learn sign language and to learn speech skills as well.’

Example 6.62:

ME RAPE (at c.) BEFORE RAPE c. ME
‘I was raped’.
Example 6.63:

_hn.
ME BEFORE-BEFORE BEAT-UPc.
‘I was beaten up’.

Example 6.64:

...BEECHPARK WAS ESTABLISHED BECAUSE CHRISTIAN BROTHERS WILL-NOT GIVE IN /ALLOW ORAL STRONG/ NUNS TRY ESTABLISH BEECHPARK (at s>r) TO ONLY FOR ORAL/ CHRISTIAN BROTHERS (at s.r.) GIVE IN (gestures 2 x ‘5’ h/s at c. palms orientated towards chest ‘defeat’) at s.r. CHRISTIAN BROTHERS HAVE KNOW FINISH RESEARCH SIGN BETTER (BSL item) BEST MORE THAN ORAL...

Programme Translation: ‘I wondered why Beechpark was established and I found out it was because the Christian Brothers who taught at St. Joseph’s didn’t want to bring in oralism. They wanted to keep the signing philosophy but the nuns wanted oralism to come in. The Christian Brothers had felt that sign language was a lot better than schools that had brought in oralism.’

Example 6.65:

_____________________________ t ___rhq

BEECHPARK FINISH ESTABLISH WHY BECAUSE CHRISTIAN BROTHERS

_____________________________ comment

WILL NOT GIVE IN ALLOW ORAL STRONG.
### Appendix 5

**ISL Elicited Data**

<table>
<thead>
<tr>
<th>1. The tree is behind the house</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>HOUSE TREE BEHIND</td>
</tr>
<tr>
<td>Theme Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>HOUSE HAVE TWO WINDOW trace-rectangular-shapes-at-s.l. and s.r.-simultaneously CHIMNEY-trace-at-s.r.+hi TREE BEHIND</td>
</tr>
<tr>
<td>Theme / Zero Location / Zero Location / Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>HOUSE nd HOUSE d TREE (be-located-behind)</td>
</tr>
<tr>
<td>Theme Zero Location .............. Theme</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>hn</td>
</tr>
<tr>
<td>HOUSE TREE BEHIND TREE</td>
<td></td>
</tr>
<tr>
<td>Theme Zero Location</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. The flowers are beside the vase</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>VASE(be-located-at-s.l.) FLOWERS BESIDE (at-s.r.)</td>
</tr>
<tr>
<td>Theme 1 Location / Theme 2 Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>VASE STRIPES-be-located-on-vase-at-s.l. FLOWERS STEMS (2)-trace-extent (be-located-at-s.r.)</td>
</tr>
<tr>
<td>Theme 1 Zero Location / Theme 2 Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>FLOWER (2h) CL.C.+extent (vase) FLOWER v.a.s.e. nd CL.C. d CL.S. (take-bunch-of-flowers-out-of-vase-and-place-at-right-of-vase)</td>
</tr>
<tr>
<td>Theme 1 Zero / Theme 2 Zero / Theme 2 Zero next to Location</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>FLOWERS MANY at-s.r. v.a.s.e. CL.G.(2h)trace-extent-at-s.l.</td>
</tr>
<tr>
<td>Theme 1 Zero Location Theme 2 / Zero Location</td>
<td></td>
</tr>
</tbody>
</table>
3. The man is far in front of the car

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>3. The man is far in front of the car</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>CAR (be-located-at-c.) PERSON FAR (be-located-at-s.r.) Theme 1 Location/ Theme 2 Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>CAR nd CL.B.-vehicle (be-located-at-sl) d MAN FAR STAND (be-located-at-f.r.) Theme 1 Location/ Theme 2 Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>CAR d MAN nd CL.-legs (be-located-at-f.l.) Theme 1, Theme 2/ Theme 1 Location/ Theme 2 Zero Location</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Twenty-two points, plus triple-word-score, plus fifty points for using all my letters. Game's over. I'm outta here.</td>
<td></td>
</tr>
</tbody>
</table>

4. The cat is on the chair

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>4. The cat is on the chair</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>CAT SIT ON CHAIR Positioner- Zero Verb Location</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>CHAIR BIG CHAIR CAT CL.-legs ON-TO CAT SIT ON CHAIR Theme 1/ Setting/ Agent Positioner-Zero Verb Location-at-Theme 1</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>CHAIR ARMCHAIR CHAIR WITH CAT CL.C.-legs JUMP-ON IT nd CL.C.-chair d c.CL.-legs JUMP-ONTO-CHAIR Theme 1/ Setting Theme 1/ Theme 2/ Theme 2-Agent Positioner Verb Location at Theme 1/ Theme 1/ Agent Positioner Verb Location-at-Theme 1</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>CAT SIT ON CHAIR d CL.-4-legs (be-located-on) nd CL.C.-chair Positioner Zero Verb Location/ Positioner- Location</td>
<td></td>
</tr>
</tbody>
</table>

5. The car goes under the bridge
### 6. The ball is under the table

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>CAR nd CL.B.-bridge BRIDGE d UNDER</td>
<td>Agent /Zero-Location Verb- Zero-Location</td>
</tr>
<tr>
<td>B</td>
<td>BRIDGE nd CL.B.-bridge (be-located-at-c.hi.) d CL.B.-vehicle GO-UNDER</td>
<td>Theme 1/ Theme 1 Setting/ Agent Verb Location-at-Theme 1</td>
</tr>
<tr>
<td>C</td>
<td>CAR ROAD UNDER BRIDGE d CL.B.-vehicle-go-under-bridge nd CL.B.-bridge-----------</td>
<td>Agent/ Setting/ Agent-Zero-Location 1- Verb-at-Location 1</td>
</tr>
<tr>
<td>D</td>
<td>ROAD BRIDGE-extend-from-s.l.-to-s.r. CAR d CL.B.-vehicle-go-under-bridge nd CL.B.(be-located-at-c.hi.)-bridge</td>
<td>Theme 1 / Location Agent/ Agent-Verb-Location/ Location</td>
</tr>
</tbody>
</table>

### 7. The boy closes the door

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BOY CL.S.-close</td>
<td>Agent Verb-Patient</td>
</tr>
<tr>
<td>B</td>
<td>BOY DOOR CLOSE CLOSE</td>
<td>Agent Patient Verb Verb</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>DOOR BOY STAND SIDE DOOR nd CL.B.-door PUSH-CLOSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme Agent Location-at-Theme (Agent)-Patient-Verb</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>SMALL BOY DOOR BOY PUSH-CLOSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agent Patient Agent Verb</td>
<td></td>
</tr>
</tbody>
</table>
### 8. The girl eats cake

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
</table>
| A  | GIRL EAT SIT
Agent Verb Verb |
| B  | GIRL SIT GIRL EAT CAKE EAT CAKE
Agent Verb/ Agent Verb Patient/ Verb Patient |
| C  | GIRL SIT WITH FOOD CAKE TAKE-BITE-OF-CAKE
Agent Verb Patient/ (Agent)-Verb-Patient |
| D  | WOMAN EAT BREAD CAKE SIT TABLE BREAD CAKE d
CL.C. (be-located-at-c.)
Agent Verb Patient 1 Patient 2/ Verb Location Patient 1 Patient 2 Location |

### 9. The man builds a wall

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
</table>
| A  | MAN 2h CL.C.-wall d PUT-BLOCK-ON-TOP-OF-BLOCK WORK
nd CL.C.-------------------------------------------- |
Agent Patient/ (Agent)Verb-Patient-Location Verb |
| B  | MAN 2h CL.C.-wall CL.B.-spread-cement CL.C. PUT-ONE-BLOCK-ON-TOP-OF-BLOCK |
Agent Patient/ (Agent) Verb-Patient-Location |
| C  | MAN BUILD WALL PUT-BLOCK-ON-TOP-OF-BLOCK CL.B.-lay-cement-on-block PUT-BLOCK-ON-TOP-OF-BLOCK ++ |
Agent Verb Patient/ (Agent)-Verb-Patient-Location/ (Agent)-Verb-Patient-Location / (Agent)-Verb-Patient-Location |
| D  | BUILD MAN PUT-BLOCK-ON-TOP-OF-BLOCK STONE 2h
CL.C.(be-located-at-s.r. --at-points x,y and z). |
Agent Verb-Patient-Location |

### 10. The girl watches tv

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
</table>
| A  | GIRL WATCH TV
Agent Verb Patient |
| B  | GIRL WATCH TV SIT WATCH TV
Agent Verb 1 Patient/ (Agent)-Verb 2/ (Agent)-Verb 1 Patient |
| C  | GIRL SIT WATCH TV SIT
Agent Verb 1 Verb 2 Patient/ Verb 1 |
### 11. The woman cuts the string

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>GIRL STRING CUT</td>
</tr>
<tr>
<td>B</td>
<td>GIRL STRING CUT</td>
</tr>
<tr>
<td>C</td>
<td>GIRL WOMAN STRING s.t.r.i.n.g d CUT-WITH-SCISSORS nd CL.G.-string--------------</td>
</tr>
<tr>
<td>D</td>
<td>LONG-HAIR CUT STRING</td>
</tr>
</tbody>
</table>

### 12. The man washes the dog

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>MAN WASH at c. DOG</td>
</tr>
<tr>
<td>B</td>
<td>MAN WASHat c. DOG WASHat c.</td>
</tr>
<tr>
<td>C</td>
<td>MAN KNEEL WITH d.o.g. MAN CLEAN WASH(at c.) CL.G. 2h trace-extent-circle-at-c. t.u.b.</td>
</tr>
<tr>
<td>D</td>
<td>MAN WASHat c. DOG</td>
</tr>
<tr>
<td>13. The car is towing the van</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td>14. Granny hugs the little boy</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>A</td>
<td>YOUNG (BSL) GIRL HUG GRANDMOTHER</td>
</tr>
<tr>
<td></td>
<td>Agent Verb Patient</td>
</tr>
<tr>
<td>B</td>
<td>BOY HUG GRANDMOTHER BOY HUG</td>
</tr>
<tr>
<td></td>
<td>Agent Verb Patient/ Agent Verb</td>
</tr>
<tr>
<td>C</td>
<td>GRANDMOTHER GRANDMOTHER WITH pro-2. BOY BOY HUG TO GRANDMOTHER</td>
</tr>
<tr>
<td></td>
<td>Theme-Patient/ Theme-Patient-Location/ Agent/ Agent Verb Theme-Patient</td>
</tr>
<tr>
<td>D</td>
<td>GRANDMOTHER STAND HER CHILD HUG</td>
</tr>
<tr>
<td></td>
<td>Theme-Patient Verb/ Agent Verb</td>
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</table>

<table>
<thead>
<tr>
<th>15. The boy pushes the girl</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BOY PUSH GIRL</td>
</tr>
<tr>
<td></td>
<td>Agent Verb Patient</td>
</tr>
<tr>
<td>B</td>
<td>BOY PUSH GIRL</td>
</tr>
<tr>
<td></td>
<td>Agent Verb Patient</td>
</tr>
<tr>
<td>C</td>
<td>BOY GIRL PLAY GIRL STAND IN-FRONT BOY PUSH</td>
</tr>
<tr>
<td></td>
<td>Setting/ Patient Location/ Agent Verb</td>
</tr>
<tr>
<td>D</td>
<td>A YOUNG BOY PUSH GIRL</td>
</tr>
<tr>
<td></td>
<td>Agent Verb Patient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Mother brushes the child’s hair</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>GIRL BRUSH at c. hi GIRL</td>
</tr>
<tr>
<td></td>
<td>Agent Verb-Location Patient</td>
</tr>
<tr>
<td>B</td>
<td>BOY BRUSH at c. GIRL BRUSH at c.</td>
</tr>
<tr>
<td></td>
<td>Agent Verb-Location/ Agent 2 Verb-Location</td>
</tr>
<tr>
<td>C</td>
<td>WOMAN THERE BOY SIT WOMAN BRUSH HAIR at c.</td>
</tr>
<tr>
<td></td>
<td>Theme-Agent-Location Theme-Patient Verb Agent Verb (patient)-Referent-Location</td>
</tr>
<tr>
<td>D</td>
<td>WOMAN BRUSH at c. YOUNG GIRL</td>
</tr>
<tr>
<td></td>
<td>Agent Verb-Location Patient</td>
</tr>
</tbody>
</table>
### 17. Indian stabs cowboy in the back

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| A | INDIAN STAB at c.  
Agent Verb-Location-(Patient) |
| B | INDIAN STAB COWBOY  
Agent Verb Patient |
| C |   |
| D | INDIAN STAB COWBOY  
Agent Verb Patient |

**The cowboy stabs the Indian in the back**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>
| C | PLAY GIRL INDIAN (be-located-at-s.r.)  
BOY COWBOY (be-located-at-sl)  
COWBOY COWBOY COWBOY STAB INDIAN  
Setting/ Agent Verb Patient |
| D |   |

### 18. Girl embraces boy

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| A | GIRL RUB at c. and hi.  
BOY FACE  
Agent Verb-Location Patient Location |
| B | GIRL RUB at c. and hi.  
BOY FACE RUB at c. (signer’s face)  
Agent Verb-Location/ Patient Verb-Location |
| C | BOY GIRL PLAY  
nd CL-legs STAND-FACING-ONE-ANOTHER  
GIRL  
nd CL.B.HAND at c.and hi.  
CL.B. RUB ++ TO BOY FACE  
nd CL.S. HOLDS-HAND at s.l.  
Setting/ Agent (Agent)-Verb-Location : (Patient)-Verb-Location/  
(Agent)-Referent Verb(reduplicated) Patient Location |
| D | LONG-HAIR RUB++ at c.  
BOY FACE RUB ++  
Agent Verb-Location/ Patient Location Verb (reduplication) |
Appendix 6

ISL Non Elicited Data

This appendix contains transcripts of data as follows:

6.1 Informant B « Angry Silences »
6.2 Informant B Segment of Presentation at 1st IDS Congress, early 1980's
6.3 Informant C « Angry Silences »
6.4 Informant F « R.T.E. News »
6.5 Informant G « The Bear »
6.6 Informant G “Morning”
6.7 Informant H « The Bear »
6.8 Informant H “Morning”
6.9 Informant I « Angry Silences »
6.10 Informant L “Fishing” A and B
6.11 Informant N “Aran Island Trip”
6.12 Informant N “Hands On” Excerpts
6.13 Informant O “Car Crash”
6.14 Informant P “Teaching Literacy”
6.15 Informant S “Peepshow”
6.16 Informant T “Deaf Sailors” “Hands On”
6.17 Informant U “Job Agencies” “Hands On Footage”
6.18 Several Informants “The Big Debate – Interpreting”
A note regarding English translations accompanying glossed texts:

All of the English language transcripts from programmes that have been broadcast on TV, namely, "Hands On" and the ABC of ISL (series I and II), are those that were broadcast as subtitles or as voice-overs to accompany the ISL text. It is my opinion that there are several inaccuracies in these translations, with several translations being incorrect or changing the focus of the actual ISL discussion. However, it is beyond the remit of this work to discuss the issue of ISL/English translation here. However, it is important that the reader note that this is the case.

For other ISL texts, the English language translation has been added solely for the purpose of this appendix. The translations aim to reflect the structural order of ISL insofar as possible, while giving the reader a sense of the semantic focus of the piece.
Appendix 6.1

Informant B:

« Angry Silences »

Context:

The female signer is participating in a documentary on the education of deaf children in Ireland and the consequences of the oral approach for sign language users. This documentary was made by the Irish Deaf Society Video Project.

In this segment, she is talking about her son, how he communicates with his parents, who are deaf and use ISL, and how he communicates with his grandfather, who is hearing.

Segment 1:

1. YES AT HOME SIGN A-LOT WITH ME/ I LIVE WITH MY FATHER AT
   « At home he uses sign a lot with me. I live with my father at the moment.

2. MOMENT HOUSE INDEX+sl SPEAK++ SIGN NO/ TALK A-LOT INDEX+sl
   My father speaks (he) doesn’t use sign – so he speaks a lot to Daniel and Daniel

3. TALK b.a.c.k. INDEX+fr FATHER/ at side left : WITH ME BRIAN-CREAN
   speaks back to my father. But when he is with me or when Brian is a t home, Daniel

4. HOME SIGN TWO-OF-US WITHOUT VOICE/ at side right : TALK WITH
   signs to us both without using his voice. But he uses his voice when he speaks with

   « daddy » hn

5. FATHER / AND KNOW DIFFERENT/ RIGHT / DIFFERENT
   his granddad. Yes Daniel knows the difference between us and other people. He
6. dh: ME INDEX+sr At side left: SIGN US-TWO
   nd: DEAF HEARING MUST VOICE
   knows that we are deaf and use sign and that with other people he uses
   speech.

7. INDEX+sr SOMETIMES INDEX+sr TELL FATHER

eyegaze upwards

8. r/s GET-ATTENTION-OF
   At times, he might say to my father, « Please sign ». He does that
   sometimes.

9. PLEASE SIGN / SOMETIMES SOMETIMES

10. IF EITHER-OF-US-TWO FATHER
    If my father asks him to get his coat

11. TELL+sr GET COAT SHOULD PUT-COAT-ON TEACH MY
    FATHER SIGN/
    Damien will respond to him in sign. He is actually teaching my father
    some signs.

12. MY FATHER r/s EYES-TO-HEAVEN / BUT HONEST COME-HERE-FROM-
    This causes my father to roll his eyes to heaven. When we returned from
    America,

13. AMERICA INDEX+sr TALK NOTHING INDEX+sr TALK NOTHING/
    MY
    Damien didn’t have any speech.

14. FATHER WORRY ++ ABOUT INDEX+sr CANNOT TALK FATHER
    My father was concerned about that fact.

    (with emphasis)

15. sl+TEACH+sr TALK+ ME TELL FATHER HOLD-ON INDEX+sl
    WILL ABLE
    So my father put a lot of time into teaching him how to speak. But I
    thought that he
16. PICK-UP FROM PLAY SCHOOL MOST MORNINGS 2/h CL.B (along mixed time line)
   would pick it up at playschool, because he would spend most of his mornings there.

17. ONE MONTH CL.B. (at mixed timeline) MY FATHER KNOW
   I think it was a month after we returned and because my father had gotten

18. INDEX+sr GROW-UP IN AMERICA TOO-LONG NOT MUCH SEE
   INDEX+sl
   used to seeing him (because he hadn’t seen him while we were in the States), he

19. NOW HOME SEE INDEX+sr EVERY DAY

20. r/s INDEC+sr PICK-UP PICK-UP A-
    started to notice that Daniel was picking up a lot of words.

21. LOT WORD+ INDEX-to-actual-child/ FATHER REALISE
    And my father realised that through sign he is going to pick up words anyway.

22. D SIGN PICK-UP WORD THAN SPEECH SPEECH HAMMER
    Nd INDEX+sl INDEX+sl ______________________
    So now Daniel is able to pick up (new) words from him as well because he already has the signs (for these concepts)

23. MY FATHER LOVE USE t.o.o.l.s. FATHER THINK INDEX+sr
    SPEAK r/s
    For example, my father loves tools — and he gives Daniel the words for things — and we give him the signs

24. HAMMER / USE A LOT WORDS IN SIGN INDEX+sr A-LOT LESS
    WORDS
    For example the word and sign for “hammer”....

25. MORE THAN VOICE WITH WORDS / LOVE SIGN/
    So he has more than just a voice, because he has signs too — and Daniel loves sign language.
Segment 2:

26. INDEX+sl DANIEL SAME OTHER HEARING CHILDREN OF DEAF PARENTS/
   Daniel would be similar to any other hearing child of deaf parents.

27. 2 LANGUAGES INSIDE MORE ADVANCED THAN
   They would have acquired two languages naturally and I would say that they are

28. dh: HEARING CHILDREN HOW NATURAL NATURAL ANY SAME
   nd: INDEX+sl
   A lot more advanced than hearing children. And it is natural for children to do so.

29. FOREIGN FRENCH MOTHER GERMAN FATHER 2 LANGUAGES
   It would be the same if you had a French mother and a German father. The child would acquire both languages.

30. IN+c.ONE CHILD MORE-ADVANCED-THAN OTHER CHILDREN+sl ONE
   And would be more advanced than children who grew up in a monolingual environment.

31. LANGUAGE NATURAL NORMAL
   Its natural.

(Translation – Angry Silences)
Appendix 6.2

Informant B:

Segment of presentation made at the Irish Deaf Society 1st Congress, mid 1980's

The female signer is presenting at the First Congress of the Irish Deaf Society in the mid 1980's. She is discussing the fact that Irish Sign Language has a grammar that is separate from, but equal to any other language, particularly English. She is addressing a Deaf audience made up of members of the Irish Deaf Society.

1. dh: SOON FINISH CONCLUSION c.o.n.c.l.u.s.i.o.n. nd: MOVE-TO-NEXT-POINT "I am going to finish up soon. Moving to the next issue, I will explain four very

2. NOW EXPLAIN 4 POINT VERY IMPORTANT HAVE IMPORTANT 4 FINISH very important points. These really are important. Once they are out of the way, I'm finished (here for today)

3. ONE ME WANT REMIND YOU-ALL SIGN LANGUAGE ARE REAL LANGUAGE First, I want to remind you all that sign languages are real languages.

4. ISL IS OUR FIRST LANGUAGE AND IS FOR MANY OF DEAF PEOPLE IN ISL is our first language and is the first language of many Deaf people in Ireland.

5. IRELAND/ ISL HAVE OWN r.u.l.e.s. OF g.r.a.m.m.a.r. PUT-ONE-AFTER-THE- ISL has its own grammatical rules, its own word order

6. OTHER+sl sl+ HAVE r.(ules)
ISL has rules, but these rules are not the same as the rules that operate in spoken languages.

Written English have own rules.

(For example), English in its written form has its own rules. Secondly,

Sign language are not English.

That not mean ISL have poor grammar or that ISL does not have a grammar at all. ISL has a rich grammar and has its own grammar. ISL has a word order of its own.

Moving on to the next point, I want to remind you that ISL is very different from

Signed English. ISL and Signed English are quite separate entities. In fact, we now have many
18. KINDS OF SIGN ENGLISH INDEX+sl

19. SIGN ENGLISH FOLLOW FOR SCHOOL
   forms of Signed English. Signed English is used in school settings for

20. EDUCATION SIGN ENGLISH

21. DEPEND SIGN SPEAK ENGLISH g.r.a.m.m.a.r. CL.B
   educational purposes. Signed English depends on the grammar of spoken
   English while

22. “leave-that-there”+sl AND SIGN LANGUAGE+c

23. sr+DIFFERENT SIGN SYSTEM++
   sign languages constitute a different category of sign systems.

24. AND FOURTH REMEMBER THERE NO GOOD SIGNS RIGHT+sl
   o.r.
   My fourth point takes the form of a reminder: remember that there is no
   such thing as “good signs” or

25. sl+THUMBS-DOWN SIGN INDEX+sl WRONG SIGN NO NOTHING
   “bad signs”. There is no such things as an incorrect sign.

   “no”
   hs

26. 2/h CL.B. 2/h REALLY SIGN
   On the contrary, sign languages

27. BEHAVIOUR HAVE GROW OF DEAF PEOPLE

28. REAL LIFE EXPRESSION...
   Have developed as a result of Deaf people’s experiences and represent
   their expression of these experiences.
Appendix 6.3

Informant C :

« Angry Silences »

Context:
The signer is a deaf man who is a native signer. He comes from a family where there are several generations of Deaf people. Here he discusses his own educational experience, beginning with an outline of the factors influencing his parents decision to send him to an oral primary school while they were ISL users themselves. He also discusses the consequences of this for him linguistically, emotionally and educationally.

1. ME COME FROM DEAF FAMILY MOTHER-FATHER DEAF/ HAVE TWO
   I come from a deaf family. My parents are deaf and I have two brothers who

2. BROTHER OLDER THAN ME YOUNG-EST SIGN
   are older than me who are also deaf. (I’m the) youngest.

3. LINK SIGN FINGERSPELL / MOTHER HEAR SCHOOL ESTABLISH
   when I was at home we used sign language. My mother heard about a school that

4. b.e.e.c.h.p.a.r.k. SCHOOL COMPLETION TEACH ORAL

5. MOTHER NOTHING INFORMATION
   being being set up called Beechpark- (this school) has an oral system. My mother

6. THINK ORAL GOOD

7. MORE BETTER OPPORTUNITY FOR
   didn’t have any information and thought that the oral (approach) was good, offering

8. GROW-UP LIFE JOB SIGN LEAVE-TO-ONE-SIDE
9. IN-THE-PAST SEWING
   better life opportunities in terms of career. At that time, sign language was being put

   « practical »

10. SHOE-MAKER PRACTICE / POOR

11. THINK BETTER sr+MOVE-TO+sl
to one side. Before then (traditional occupations) were practical, e.g. tailoring and cobbling. They offered poor opportunities. So, I went to

12. b.e.e.c.h.p.a.r.k. POSSIBLE ORAL SIGN NO / HAVE-TO LIPREAD++/
Beechpark where they used the oral approach and sign language was not used. I had to lipread everything

13. sl+GO-TO+sr HOME SIGN HAPPY sr+GO-TO+sl ORAL ME
Then I'd come home and use sign language. I was happy (then). At school, everyone was oral and

14. ANXIOUS/UNCOMFORTABLE INSIDE / at left : REMEMBER
I was anxious/ uncomfortable with the oral approach. I remember

15. MOTHER-FATHER VISIT ME SCHOOL STAY INDEX+sl

16. SLEEP b.o.a.r.d.i.n.g.
   When my parents came to visit me at school – I boarded at the school.

17. STAY++(at side left) GROW-UP TEN YEAR HAVE EMBARRASS
I grew up there : I was there for ten years. I remember being embarrassed

18. MOTHER-FATHER sr+COME-TO+sl r/s SIGN r/s DONT-KNOW-
when my parents came (to visit me at school) because they used sign language.
19. WHAT-TO-DO / ME CHILD SHOCK / NUN / HANDS-HELD- 
   I didn’t know how to react. As a child I was taken aback because (when visiting at the school) they tried communicating with me orally. The nun was there, clasping her hands.

20. TOGETHER / MAKE ME EMBARRASS SIGN 
   She made me feel so embarrassed about sign language

21. AND NUN TEACHER NEVER / ENCOURAGE INDEX+f 
   The nuns and teachers never encouraged our good use of sign language

22. GOOD SIGN UNDERSTAND / HANDS-HELD-TOGETHER/ 
   The nun would just stand there and I felt that

23. MAKE ME FEEL SIGN PUT-TO-ONE-SIDE++

24. EMBARRASS ANNOY MARK/ 
   sign language should not be used as it was embarrassing. The (nun/system) really marked me.

25. at side left: GROW-UP TEN YEAR MOVE-TO+sr ST. JOSEPHS CABRA 
   I was there for ten years before moving to St. Joseph’s in Cabra where the approach

26. LITTLE DIFFERENT INDEX+sr HAVE FLEXIBLE

27. SIGN KNOW LEAVE-BE/ 
   was different – they were a little more flexible, as they would leave children who used sign language to use the language.
28. CHRISTIAN-BROTHERS KNOW SIGN BEST FOR DEAF CHILDREN/
   The Christian Brothers know that sign language was best for deaf children

29. RESPECT SIGN BUT s.t.i.l.l. HAVE ORAL POLICY/

   {christian brother}

30. r/s TEACH ENCOURAGE
   They respected sign language but still had their oral policy. Their teaching approach

31. POLICY IN CLASS TEACH-ER

32. BUT OUT s.i.d.e. TIME FOOTBALL SIGN+++/
   encouraged use of the oral policy in class, but outside, when playing football, we used sign language.

33. GOOD EXPERIENCE BUT EDUCATION ME LOW-STANDARD/ ME
   It was a good experience, but educationally the standard was low. I remember

34. REMEMBER ME CLASS FOURTEEN BOY 2/h INDEX+c+circular-arc DEAF
   that there were fourteen boys in my class, all of whom were deaf.

35. ALL-OF-THEM BUT ME ONE-OTHER TWO-OF-US FROM DEAF FAMILY/
   Just myself and one other boy came from deaf families

36. MOTHER-FATHER DEAF TWO-OF-US

37. CLASS TWO-OF-US ALWAYS TOP
   In our class, we two always came out with the highest results.

38. TOP ME KNOW c+RESPOND+sl a.n.s.w.e.r.
39. DIFFERENT DIFFERENT HAND-
   I'd know the answers to questions and put my hand up in class: the others

40. IN-AIR / OTHERS INDEX+ALL-OF-THEM DONT-KNOW/ r/s
   PAUSE-TO-
   in the class didn't know the answers and the teacher decided that

41. THINK DECIDE HAVE TO c+TEACH+sl+circular-arc++

42. BUT ME h.c.l.d.b.a.c.k.
   S/he would have to focus on teaching the others. But this held me back.

43. 2/h CL.B. « sit-back »/ WASTE MY TIME HAVE FRUSTRATION……
   My time was wasted and the frustration of this is still with me…..
Appendix 6.4

Informant F:

"R.T.E. News »

Moving Hands Materials

Context:

This male signer was outlining how he found out that RTE, the national broadcasting authority, wished to recruit Deaf newscasters. He discusses how he mulled over the idea of applying for one of these posts. This piece was filmed as a simultaneous interpreting exercise for student ISL/English interpreters.

1. NOW TALK ABOUT HOW JOIN r.t.e. n.e.w.s. SIGN/ RECENTLY FINISH « Now let me tell you about how I became involved with the RTE signed news. Recently, I finished up (with them).

2. BUT WANT TALK ABOUT dh: BEFORE-THAT-TIME START / RIGHT / nd: INDEX
   But (today) I want to talk about when it all began.

3. ROUGHLY ABOUT SIX YEAR AGO 1992 ME THINK THAT YEAR THINK
   That was approximately 6 years ago. Yes, I think it was in and around 1992. I think it was that year-

4. ABOUT-THAT-TIME LATE a.u.t.u.m.n.

5. ABOUT-THAT-TIME roughly in that timeframe, and it was late autumn ; that time of year.
6. ADVERTISEMENT BE-DISSEMINATED ON h.i.n.t.s.BE-DISSEMINATED
   There was an advert that had been posted on H.I.N.T.S. (Hearing Impaired News Teletext Service)

7. MY FRIEND ME SEE+f. MYSELF FRIEND r/s SEE+f. TELL-ME
   My friend – I didn’t see the advert myself – my friend saw the ad and told me

8. r/s YOU-SHOULD « BE-BROUGHT-IN » r/s ME /

9. SELF NEVER DREAM SIGN ON
   that I should do the job. I really questioned this as I had never dreamed that I would

10. t.v. / ME r/s NO ++

11. SAME TIME ME KNOW MYSELF NOTHING PRESENT
    sign on TV. So, I said, « No ». At the same time, I knew that I didn’t have a

12. FACE PRESENT NOTHING/ r/s ME /

13. BRING-IN UGLY d.u.c.k.l.i.n.g.
    « presenter’s » face. I thought, « well, they won’t want to bring in an ugly duckling.

    (breaks eye-contact; hands at rest)

14. SO a.s. //
    so to speak ».
Appendix 6.5

Informant G:

“The Bear”

Context:
This female signer prepared a signed version of Raymond Bragg’s animated cartoon, “The Bear”. This is an excerpt from that signed version.

1. LITTLE GIRL ASLEEP/ AND WHITE BEAR/ IN GIRL HOUSE
   A little girl was asleep, along with a white bear. (They slept) in the girl’s house

2. dh : Cl.V. (to lie) r/s CURL-UP-WITH LYING-SIDE-BY-SIDE
   nd : Cl.V. (to lie) « SIDE-BY-SIDE »
   lying side by side, curled up together.

3. (girl on right side) CURLED-UP-TOGETHER r/s dh : GIRL/ TWO-OF-THEM
   The two were snuggled up,

4. WARM r/s SHRUGS-IN-COMFORT-WHILE-ASLEEP r/s ASLEEP/
   INDEX-nice and warm, sleeping comfortably. Beside their bed, there

   « have »

5. TO-LEFT dh : WINDOW Cl.G. trace-arc Cl.B. trace-arc 2h Cl.5
   tiny-
   nd : CL.B
   HAVE CL.B. palm-upwards ___
   was a window, and on the window-sill there was a snow-globe which contained

6. entities-moving-in-a-non-linear-pattern-at-c. (location of GLOBE)/ TWO BEAR
   two bears :
7. dh : BIG SMALL(at c.r.) sl-Cl.V-sl-lo (« falls from window »)/
    nd : INDEX-TO-LEFT
one big and one small. Suddenly, it fell from the window-sill

    nd : CURL-UP-WITH
and the bear, who was curled up in bed, turned to see what had happened.

9. r/s dh : SEE CL.B. trace-arc r/s c-CL.V-sl-lo KNOW r/s SOMEONE CALL
    nd :
He saw that the snow-globe had fallen and knew that someone was calling

10. FOR INDEX-TO-LEFT/ INDEX-TO-LEFT r/s dh : c-CL.V-sl-lo
    nd : CURL-UP-WITH
    for him. He got out of bed

11. -OUT-OF-BED/r/s WINDOW 2h f-CL.S-hi CL.B. (pushes-up-window-with-nose)
    and went to the window. He opened the window, using his nose to push up the sash.

12. CL.C.- CL.B. 2h CL.B.(opens-window)

13. dh :c-CL.V.(climb-out-under)-f c+CL.G+f
    nd : CL.B.
He climbed out of the window, under the sash, and was on his way.
The girl was (still) asleep in bed. She moved in her sleep as a gust of wind swept through the window. The girl shrugged again. She turned around and saw that the bear was gone. She jumped out of bed and went to open the window. She looked out into the night sky and saw a white shadowy image. She decided to go with him (so) she climbed out of the window.
Appendix 6.6

Informant G:

"Morning"

Context:
This female signer prepared a short overview of what she does in the morning as an ISL exercise in simultaneous interpreting for ISL/English interpreters.

1. HELLO ME MORNING ME GET-UP 8 O-CLOCK
   "Hi. In the morning, I get up at 8 o'clock.

   Eyes closed

2. ME HOLD-BEDCOVERS-TO-CHIN
   I lie in bed

3. LOOK-AT-WATCH NOTHING CLASS
   and look at my watch. I have no classes today.

4. "TAKE-IT-EASY"
   I can take it easy.

5. LOOK-AT-WATCH ME GET-UP
   I look at my watch again and I get up.

6. WALK-DOWNSTAIRS IN KITCHEN SEE
   I walk downstairs and go into the kitchen where I see

7. THREE STUDENT BAD FORM
   three students in bad form.

8. FIRST (e/b) SECOND (e/b) THIRD (e/b)
   APRIL VERONICA AILEEN
   April, Veronica and Aileen are all there.
9. AILEEN “BAD FORM (NMF)” THREE-OF-THEM DRINK LAST NIGHT
   Aileen looks like she is in bad form. The three of them were drinking last night

10. HANGOVER
    and are now hungover.

11. ME “THUMBS-UP” FRESH
    (On the other hand), I am fresh as a daisy.

12. RUB-HANDS-TOGETHER PERSON-WALK-IN
    I'm feeling good as I enter the room.

13. THREE-OF-THEM “RUSH” LATE OFF-TO i.s.l. 6 CLASS

14. ME “TAKE-IT-EASY”
    The three of them are in a rush. They are late for their ISL 6 class. As for me, well, I can take it easy.

15. ME IN EAT ME EAT –WITH-SPOON y.o.g.h.u.r.t.
    I go into (the kitchen) and eat a yoghurt.

16. EAT-WITH-SPOON STILL NIGHTDRESS
    I eat while still in my nightie.

17. EAT-WITH-SPOON++

18. FINISH
    When I finish eating.

19. ME FIRST WASH-UP
    wash up first.

20. WASH++ (FROM) LAST NIGHT THREE-OF-THEM DRINK++
    I do the washing from last night - the remnants of the other three's drinking are still (in the sink).
21. LEAVE
    Shall I leave them?

22. WASH-UP+ ALL-FINISH
    I (decide to) wash them all. When that’s done,

23. ME OFF-TO SHOWER
    I go to take a shower

24. WASH++ FINISH
    I wash, and when I’m finished,

25. CLEAN-TEETH++
    I clean my teeth

26. FINISH
    and then I

27. GO-DOWNSTAIRS
    go downstairs

28. FOCUS TO e.l.s.s. IMPORTANT ASSIGNMENT PUT-ON-TABLE
    and put my attention on my ELSS assignment, which is important. I place
    my work on the table.

29. WRITE++ VIDEO-RECORD-ME
    Should I write the assignment or video-record it?

30. SIGN++ (e/b) A-LOT
    I sign it – there’s a lot to it.

31. FINISH PAPERS ARTICLE GIVE-TO LORRAINE 1 j.u.n.e.
    When I finish, I collect my papers together. I must give them to Lorraine
    by 1 June.

32. OTHER THREE STUDENTS NOT-YET
    The other three students haven’t done theirs yet.

33. POOR-THEM++!
Poor things!
Appendix 6.7

Informant H

« The Bear »

Context:

This male signer prepared an ISL version of Raymond Bragg’s animated story, “The Bear”. The following is an excerpt from the ISL version.

1. HELLO/ SIGN STORY ABOUT BEAR/ ME/ SOFT FIRST
   « Hello, I'm going to tell you a story about a bear. A soft bear. First,
   
   puffed cheeks _______mm

2. FIRST WHITE BIG   CL.B.(sitting) (fingertips-at-c.)
   First (he's) white and very big. He sat as he usually does at night while
   the light

3. STAR NIGHT TIME STAR-be-located+sr+hi. h/s 0-5 (« shining »)
   Light of the night-time stars shone down on him. He watched the stars
   shine.

4. INDEX +sr+hi. LOOK-AT+sr+hi. CL.B. - CL.S.(« scene-fades-out)/
   CLEAR
   It was a clear

5. DAY BRIGHT DAY IN z.o.o. CL.5 (« people-everywhere ») moving-at-
   c., sl+sr.
   bright day at the Zoo. There were lots of people milling about, interested
   in seeing

6. SEE INTERESTED torso-f. 2h CL.4- CL.V. (look-down+lo.) CL.V.
   LOOK-
   all there was to see. (Lots of people) looked down into (a particular
   enclosure).

7. DOWN+sl+sr ++ S EE CL.A. (behind-this) SHOP TITLE g. 2h
   Behind (this enclosure) was a
8. CL.C. (trace-arc) (thumb and forefingers only) g.i.f.t.s. CL.C. (trace-arc) ENTER
shop which had a big arched doorway with the word « gifts » emblazoned on it.

eyegaze to sr
9. CL.V. (look-around) INTEREST BUY BEAR CL.5-open (large) DIFFERENT
(someone) went in to have a look around. (They) looked around with interest at the large bears and

eyegaze to camera
10. DOLL CL.5 (be-located+random) SEE

11. INTERESTING CL.B.trace-
The variety of dolls for sale. Then (they) saw something interesting.

12. arc SAME WHITE-RAIN CL.C.(« shake ») CL.5. dh : (« cloud over ») IN TWO
It was a « snow-globe » {describes this in detail} which clouds over when shaken.

eyegaze at
13. BEAR : sr+ MOTHER AND AT+f.r. BABY CL.B.(« paws »)/ CL.C. (« hold
Inside (the snow-globe) were two bears – a mother and a baby- sitting together.

globe
14. globe ») INTEREST BUY TAKE

15. dh : CL.C. PUT-IN-POCKET/ TIME-ROLL-ON
nd : CL.B.
(They) held the globe and liked it so much that (they) bought it and placed it in (their) pocket.

16. OUT GO-OUT SEE-AT-LEFT RUN+++ 2h CL.B.-c. SEE WANT SEE WHAT
Then, (they) went outside and saw something was happening. They approached a wall, wanting to see what
"too high"

17. INDEX-TO+f+lo. MY INDEX-TO+f+lo./ CL.C. (« hands-on-wall ») CANNOT was on the other side. (They) placed (their) hands on the wall but couldn’t see over the wall as it was too high.

18. hi-CL.B.-c. (« try-to-pull-self-up-to-level-of-wall) CL.C. FAMILY MOTHER (They) tried again, but couldn’t. (Their) mother saw this, and

{father} {girl}

19. CL.V.(look) FATHER r/s c+HELP-YOU+r +s.l.-CL.S+c. R/S CL.B.+hi. (their) father helped (them) by lifting (them) up to the wall. Placing (their) hands on the wall -

20. (hands-on-wall) CL.C.+c. (hold-onto-wall)/ DOLL 2h CL.B. (« small ») BROWN (They) had a small brown doll

21. dh : CL.V.-f-lo. (fall-over-wall-to-space-below) CL.V.-f-lo nd : CL.B.(wall) and as (they) held onto the wall, the doll fell over the wall and down to the ground on the other side where it landed at eyegaze to left

22. R/S CL.B. (« feet ») (sniffs, moves-item-x-with-nose-and-opens-mouth)

23. c.+CL.B+hi
The feet of (the bear). He sniffed (the doll) and took it in his mouth. Holding it

{GIRL} at mouth)
r/s GIRL DISAPPOINTED
24. nd : c-CL.B.-sr. CL.B.(« hands-on-wall ») between his teeth, he walked away. The little girl watched this from her place at the wall and was so upset...
She watched from her place at the wall. *Her doll was gone.* « *That's mine—mine-mine* », she *(thought/said)* as she watched *(the bear walk away with her doll).*

*Her (parent) wondered what had happened and looked to see the bear with the doll between his teeth.*

*The bear walked off towards a cave which he entered.* *(The little girl) was really upset*

*(Later) in (her) bedroom the girl lay in bed crying. She wiped a tear from her eye.*

*Her mother thought (about what to do) and bought her a new rabbit who had very*

*large ears. He was large and had really large rabbit ears. Mother gave the rabbit to*
32. GIRL LOOK NOT HAPPY WANT BEAR r/s CL.V «look-at» CL.B
   EXAMINES-
   the girl. The girl did not seem happy. She wanted her bear. (she) looked
   at the rabbit.

Rabbit _ {parent} _ {girl}
33. RABBIT r/s BYE-BYE GOODNIGHT BYE-BYE r/s CL.B
   « holds-rabbit »
   She examined him, crying all the while. Her mum said goodnight. (The
   girl) had the rabbit in her hands,

   Looks at rabbit, headshake th _ {rabbit}
   c+THROW+f CL.G « falls-to-floor » r/s CL.G.
34. looked at him, decided she didn't want him and threw him across the
   room where he fell to the floor

   {narr} neg _ {girl}
35. « bangs-head » « dishevelled » / r/s INTERESTED / r/s LEAVE-IT
   banging his head as he fell. She was not interested in him. (The girl)
   decided to leave

   eyes close
36. PULL-BEDCOVERS-UP-OVER-SELF ASLEEP CL.S. « holds-
   onto-
   him (on the floor), pulled the bedcovers up to her chin and lay there

   {narr} eyes open
37. bedcovers » r/s TEAR-STREAMS-DOWN-RIGHT-CHEEK /
   with tears streaming down her face.

   {girl} eyes close _ {narr}
38. r/s CL.S « holds-onto-bedcovers » / r/s TIME-ROLLS-ON
   And so time went by....
Appendix 6.8

Informant H

Morning

Moving Hands Materials 1998-1999

Context:

This male signer prepared the following piece as a simultaneous interpreting exercise for trainee ISL/English interpreters.

1. HELLO
   "Hi.

   "story"

2. SIGN ABOUT TALK ABOUT GET-UP MORNING
   I’m going to tell you about what I do when I get up in the morning

3. ME OFF-TO BED
   When I go to bed

4. MORNING LIE-IN-BED THINK PLAN
   I think about the following morning. I lie in bed and plan ahead

5. TOMORROW MORNING TEACH SIGN CLASS i.s.l.
   Tomorrow morning I’ll be teaching an ISL class

6. 2/h CL.C GET-UP HALF SEVEN WALK CL.legs
   so I’ll get up at 7.30 and walk to (class).  
   ____________________________  rhq
   hn

7. MORNING PLAN++ GO-TO WHERE DEAF c.l.u.b. o.r. HERE u.c.c.
   In the morning am I teaching in the Deaf Club or here at the University?

8. THINK PLENTY EIGHT-O-CLOCK
   I think I’ll have plenty of time if I get up at 8 o’clock.
9. **INDEX+c. CHECK TIMETABLE LOOK-AT-TIMETABLE**
   *I’ll check the timetable to make sure.*

10. **ARRIVE HALF EIGHT**
    *If I am to arrive at 8.30am*

11. **GET-UP BEFORE-THAT-POINT HALF SEVEN**
    *I’ll have to get up well before that, say 7.30am.*

12. **HAVE TO WALK INDEX+sr TO DEAF c.l.u.b. WALK c+CL.Legs-WALK++sr**
    *And then I’ll have to walk to the Deaf CLub*

13. **o.k. BED LEAVE (alarm)+sr HALF SEVEN**
    *“OK”, I thought.. “That’s settled and the alarm can stay set for 7.30am”*

14. **dh:LIE-IN-BED-ASLEEP**
    *In bed, the alar-clock went off (It vibrates).*

15. **Search-for-alarm-by-hand**
    *(In my sleep), I reached for the alarm to turn it off,*

16. **“F”**
    *but, to my surprise*

17. **Search-for-alarm-clock-by-hand night**
    *It had fallen to the floor. To me it was still the middle of the night!*

18. **FAR+sr+lo OFF**
    *I searched high and lo for the clock and when I found it, I turned it off…*

19. **FEW MORE MINUTES**
    *…just for a few more minutes…*

20. **LIE-IN-BED**
    *I lay in bed*
21. THINK BETTER STUDENTS ANGRY ++ ME GO-IN LATE
   And thought. "I had better get-up or else the students will be angry if I
   arrive late"

22. BETTER GET-UP BETTER GET-UP
   I thought " You had better get up now. You better get up"...

23. 2/h CL.C “fuddle-around”+sr
   So I pottered around

24. 2/h-at-chest READY GO-INTO SHOWER
   and prepared to take a shower.

25. GO-IN SHOWER BUT CRAP SHOWER
   I went into the shower but it was awful.

26. dh: CL.C.__________________
   nd/h: CL.C.+trace-shower-head
   It was one of those shower-heads

27. HANDY SHOWER-HEAD-TAKE-DOWN-IN-HAND
   that was fixed to the wall.

28. ABOUT-TO-TAKE-SHOWER-HEAD-DOWN-BY-HAND
   I was about to take the shower-head down from the wall, but couldn’t

29. “F” CRAP CL.C.”stuck” SHOWER-HEAD-STUCK-TO-WALL
   Its really awful when the shower is stuck to wall like that.

30. SHOWER (water-falls-to-neutral-space-in-front-of-signer)
   As for the shower itself,

31. dh: CL-legs+STAND-AT-EDGE-OF-FLAT-SURFACE
   nd/h: CL.B.-FLAT-SURFACE
   well, I had to twist and turn every which way in order to
32. SHOWER 2/h WATER-ON-TORSO FULL OVER-TORSO
catch the trickle of water that fell from the shower-head.

33. SHOWER
I really do prefer showers

34. HANDY REMOVABLE-SHOWER-HEAD-CAN-TAKE-DOWN-BY-
HAND-AND-
where you can hold the shower-head in your hand

35. USE-AT-TORSO-AT-LEFT-ARM-AT-RIGHT-ARM WANT
and have a decent amount of water to wash with

36. BUT HARD SHOWER torso-turn+sl+sr
Instead, I had to make do with maneuvering from side to side

37. SMALL TIGHT CL.S. “head-turn”+sl
in order to catch the trickle and the shower stall was really small too.

38. dh: CL.legs+stand-on-(flat-surface)+turn-to-side+sr

end/h: CL.B.+flat-surface
I just had to keep turning

39. SHIFT-TORSO+sr SHOWER THUMBS-UP
in order to have my shower.

40. 2/h CL.B.-open+at-torso FINISH
Eventually I finished....

41. TOWEL-DRY-SHOULDERD DRY FINISH
I towel-dried myself

42. 2/h CL.F “pick-up-item” TO-DAY WEAR WHAT
and then decided what to wear for the day.
43. 2/h CL.F. “pick-up-item” CLOTHES TROUSERS SHIRT THUMBS-UP
   I picked out trousers and a shirt. They would do fine.

44. ME c+index+f ME MORNING WATER BRUSH-TEETH
   In the morning I always brush my teeth with water.

45. dh: TOOTHBRAUSH
    nd/h: PUT-TOOTHPASTE-ON NO(handwave)
    I don’t use toothpaste

46. NOT-YET
   ..not just yet-

47. FIRST dh: TOOTHBRAUSH
    Nd/h: NOTHING PUT-ON
    First (thing in the morning), I just use water.

48. CLEAN-TEETH WATER CL.C.+DRINK-FROM-CUP
    So I cleaned my teeth with water and rinsed my mouth.

49. CLEAN BEFORE EAT MORNING-FOOD
    I always clean my teeth before I eat breakfast

50. RINSE-MOUTH SPIT-OUT-WATER FINISH
    I rinsed my mouth with water and, glancing around the room,

51. AFTERSHAVE-SPRAY-ON-NECK-AND-WRISTS BETTER NOT
    I considered using aftershave, but thought better of it

52. 2/h SCENT-SPREAD-FROM-ARMPITS+f STUDENT
    It might have an effect on the students if all that scent

53. SCENT-LINGER-IN-AIR BETTER NOT ME WIPE-IDEA-OUT
    Is lingering in the air... I dismissed that idea.
Appendix 6.9

Informant I:

« Angry Silences »

Context:

This male signer is taking part in a documentary regarding the education of deaf children in Ireland and the consequences thereof. In this section, he is outlining his personal experiences of Deaf education and the consequences of being caught using sign language when a strict oral policy was in place. He also discusses the establishment of the Irish Deaf Society and the consequences of this for Deaf education.

1. THREE TO (sequence time line) UP-UNTIL t.e.e.n.a.g.e.r. NOT
   hs ALLOW SIGN SCHOOL NOT
   From the age of three through my teenage years we were not allowed to use sign

2. MUST ORAL SPEAK c+TELL+f HARD WORK// BUT PLAY
   language in school. We had to use our oral skills and to tell you the truth, it was hard

3. PLAY TIME o.r. LUNCH TIME MEET BOY/
   work. But out in the playground if you met another boy

4. dh  CL.V LOOK-AT-EACH-OTHER TALK / CANNOT AVOID
   SIGN
   nd  CL.V ________________
   You could not avoid using sign language on the QT.

5. ME SIGN++ « shh » TEACHER CATCH SOMETHIES CATCH
   MANY TIMES
   and I was caught many times. And sometimes the teachers would give out to you

   hs
6. CATCH YES SOMETIMES r/s ANGRY WAG-FINGER NOT-ALLOW STOP o.r. 
They would reprimand you not to use sign language. Sometimes you would get

7. SLAP-SLAP or. CL.T. : SLAP-WITH-RULER-ON-HAND 
SOMETHING LIKE slapped. They would use a ruler or something like that.

8. THAT / HARD TIME BEFORE-BEFORE// Those were hard times.

9. i.d.s. START SET-UP 1981 FROM-THAT-TIME 1985 ORGANISE FIRST 
The IDS was launched in 1981. Then in 1985 it organised its first « seminar »

10. CONFERENCE ON TOTAL-COMMUNICATION/ FIRST TIME ANY « conference » 
seminar on total communication. This was the first time ever that any

11. CONFERENCE FOR DEAF FOCUS-ON ABOUT SIGN LANGUAGE/ 
at side left : conference for the deaf focused on the structure of sign language. Partly, the

12. BEFORE ORALISM MEDICAL DIFFERENT ++ At side right : FIRST TIME SIGN 
conference was around oralism, but this was the first time on sign language.

13. LANGUAGE/ LOT-OF TEACHER DOCTOR PSYCHOLOGIST PRINCIPAL 
There were many people teachers, doctors, psychologists, principals and parents that

14. PARENTS INDEX+arc 2/h CL.V. : MOUTHS-OPEN SHOCK AND DEAF PEOPLE 
were astonished and shocked at this.
15. MORE CONFIDENT/ FIRST START SOME SAY CONFERENCE
FINISH THINK
But this in turn gave people greater confidence. This was at the beginning
and some

16. WILL NOT LAST LONG BUT i.d.s. CONTINUE CAMPAIGN PLAN
LOT People said when we were finished that seminar that we would not
last long but

17. MEETING AND PLAN MORE CONFERENCE CONFERENCE
CL.B.at
we continued to campaign. We organised a lot of meetings. We have
organised more

18. x.,y.z. :ONE-AFTER-ANOTHER/ RECENTLY ORGANISE
b.i.l.i.n.g.u.a.l.
Conferences and recently we organised a bilingual seminar that was very
successful.

19. CONFERENCE THIS YEAR/ SUCCESS/ A-LOT ATTEND/ AND
BELIEVE
It got a lot of attention and I believe that one or two schools would be

20. SCHOOL ONE o.r.TWO SCHOOL WILLING PREPARE TO USE
b.i.l.i.n.g.u.a.l.
prepared to use the bilingual system.

21. SYSTEM/ BUT NOT-YET HOPE ONE DAY AND HOPE i.d.s. MAKE
MORE
The IDS has met a lot of people within the Dept. Of Ed. and has made
them realise

22. PARENTS AND TEACH-ER AND DEPARTMENT OF EDUCATION
that ISL is the primary language of the Deaf community. And ISL has to
be used

23. UNDERSTAND REALISE AND AWARE DEAF HIS/ THEIR FIRST
LANGUAGE
within our educational system and cannot be omitted from the system.
24. i.s.l. HAVE-TO USE IN EDUCATION/ THINK IMPOSSIBLE CANNOT BRUSH- at present the education system is not ideal...

25. ASIDE SIGN LANGUAGE SCHOOL CANNOT

(Translation: Angry Silence.

Several inaccuracies in original translation.)
Appendix 6.10
Informant L

Fishing

HORIZON Archives

Context:
The following two excerpts are two versions of the same story prepared by a Deaf man for use in a collection of ISL stories designed for teaching ISL at university level. The main reason for including a segment from each version here is that the first segment (Fishing A) demonstrates a passive verb, TAP-ON-SHOULDER while the second segment (Fishing B) demonstrates a straightforward identification of actor, MY FATHER.

Fishing A

1. NEWSPAPER r/s 2/h OPEN-NEWSPAPER
   \[i\] was reading the newspaper

2. dh: CL. B-TURN-PAGES-OF-NEWSPAPER
   nd: CL.T +hold
   \[j\] just browsing through the paper

3. TAP-ON-LEFT-SHOULDER
   \[k\] when I was tapped on the shoulder. I turned to see who it was.

4. MY FATHER r/s COME-ON FISHING
   \[l\] It was my father. "Come fishing", he said.

5. ME GO-AWAY ME NEGATIVE ME SEE+f (newspaper)
   \[m\] "Go-away", I said. I'm reading the paper.

6. FATHER r/s PLEADING COME-ON FISHING
   \[n\] My father pleaded with me to go fishing.
I still hung on to my paper.

"I'll bet you ten pounds", said my father.

"Ten pounds", I thought, thinking of the money.

"Come on, so", I said.

I closed my newspaper and threw it to one side.

(I went to my) bedroom

Upstairs I went

and I opened

the press and had a look through the items in the press

I was looking forward to this.

fishing trip.
19. 2/h CL.S TAKE-FISHING-ROD-FROM-PRESS
I took my fishing rod from the press.

20. dh: CL.S+hold+sl
nd: CL.L “close-door” CL.A “close-door”
closing the door behind me.

21. dh: CL.S+hold+sl
nd: GO-DOWNSTAIRS
I went downstairs

22. FATHER READY
My father asked if I was ready.

23. r/s THUMBS-UP
I said that I was.

24. dh: COME-ON
nd: THUMBS-UP
“Good”, he said. “Come on so”.

25. CL-legs+trace-undulating-path+f
So, off we went.

26. BOAT dh: CL-legs+GET-INTO-BOAT
nd: HOLD-FISHING-ROD
We arrived at the boat and I hopped in, bringing the fishing rod with me.

27. 2/h PUT-FISHING-ROD-INTO-BOAT
I put the rods into the boat.

28. BOAT-SWAY-FROM-SIDE-TO-SIDE-AND-FORWARD-AND-BACKWARDS++
The boat bobbed back and forth, and from side to side.
29. COME-ON

30. 2/h CL.B+SEA-LEGS THUMBS-UP  dh: COME-ON
    nd: THUMBS-UP
    I had to find my balance when we got on board.

31. 2/h CL.A+HELP-ON-BOARD THUMBS-UP
    I helped my dad on board, and then

32. FATHER sl+START-ENGINE-BY-PULLING-CORD+sr
    my father started the engine.

33. dh:                     br
    eyes+sl
    nd: CL.S.+OPEN-THROTTLE
    He opened the throttle and things were fine.

34. dh: r/s ME THUMBS-UP
    nd: CL.S.+HOLD-HANDLE
    I gave him a thumbs-up signal and

35. ROPE                        br
    eyes+sl+hi
    UNTIE-ROPE-AND-PULL-ONTO-BOAT
    untied the boat, and pulled the rope on board.

36. r/s CL.S+HOLD-HANDLE
    My dad steered the boat.

37. BOAT-MOVES-IN-HIGH-WATER-THEN-LOW++
    We began to move off
38. dh: CL.B.+BOAT-MOVE+sr+MOVE-PAST-PIER+f
    nd: PIER+be-located+f
    and went out past the pier and beyond

39. BOAT-MOVE-THROUGH-SEA AIR-IN-FACE++
    As the boat made progress, we had the wind in our faces

        eyes closed
        puffed cheeks

40. THUMBS-UP SUN HOT-UNDER-COLLAR
    It was sunny, and we started to feel the heat.

41. FAN-FACE-WITH-HAND
    We fanned our faces with our hands (to keep cool).

42. BOAT
    And the boat went on

        eyes+sr

43. FATHER
dh: THUMBS-UP
    nd: HOLD-HANDLE
    My father was fine, steering away

        eyes+sl

44. r/s
dh: THUMBS-UP
    nd: HOLD-HANDLE

        eyes+sr

45. r/s SEE FISH LARGE 2/h WHERE CL.B.+FAR-OVER+sr
    He told me he thought that there would be large fish to be found in an
    area not far to our right

        eyes+sr+sl

46. r/s ME RUB-CHIN
    I though about that

        eyes+sr

47. c+BOAT-HOVER-IN-WATER
    while the boat hovered
I rubbed my chin while thinking it through and then decided that we should go in that direction.

My father thought this was fine.

We started to move in that direction

We agreed on a destination point

My father said, "Fine"

and turned off the engine.

The boat lurched, but we kept our balance. This was a fine spot.

I rubbed my hands together in anticipation.
The water around us was calm.

really smooth and calm

Come on, dad”, I said.

I took my fishing rod and placed it against the bow.

I cast off.

The line went high into the air, then travelled far out

I held onto the rod with all my might

The line flew far

landing with a big splash.
pursed lips

66. r/s HOLD-FISHING-ROD
    I hung onto my rod

67. MY FATHER SAME
    My father, did likewise (casting off...)

Fishing 

eyes+lo

1. 2/h CL.B ME BOOK 2/h CL.B
    I was reading my book

eyes+sr+lo

2. MY FATHER c+TAP+sr+lo
    My father tapped me on the shoulder said,

3. COME-ON FISHING
    “Come fishing”.

bf

__eyes+sl+hi __________ br

4. r/s 2/h HOLD-PAPER ME FISHING GO-TO
    “You want me to go fishing? ”, I asked, while still holding my papers.

5. r/s FATHER THUMBS-UP
    My father said “Yes.

6. COME-ON FISHING SUN-SHINE-DOWN
    Let’s go fishing. The sun is shining

puffed cheeks

7. HOT-UNDER-COLLAR FRESH-AIR++
    It’s really sticky. We can get some fresh air.
8. SUN-SHINE-DOWN THUMBS-UP COME-ON
   The sun is beaming down. Come on.

9. r/s 2/h c+HOLD-PAPER
   I agreed.

10. CLOSE-PAPER-AND-LEAVE-TO-SIDE+sl
    I closed the paper and left it to one side.
Appendix 6.11

Informant N

Aran Islands Trip

Horizon Project Teaching Materials 1992-1994

Context:

This male signer prepared this monologue as a part of a series of ISL stories used in the teaching of ISL at university level.

1. **LOOK FOR BICYCLE** 2h/ CL. 5+open
   *(We arrived on the Aran Island) and began to look for bicycles.*

2. **dh**
   **nd ONE MAN sl+CL.G+c**
   *There was one man*

3. **2/h CL.G.+trace-outline-of-sign BICYCLES**
   *who was holding a sign that advertised bicycles.*

4. **ONE DEAF**  r/s 2/h **WAVE-TO-GAIN-ATTENTION**
   *One deaf person noticed the man and brought him to the group’s attention.*

5. **SEE INDEX+sl CL.G.+trace-outline-of-sign BICYCLES FOR h.i.r.e.**
   *We all took in his sign “Bikes for Hire”*

6. **r/s HOLD-SIGN-ALOFT**
   *which he was holding aloft.*

7. **r/s COME-ON**
   *We decided to go with it and*
8. 2/h sl+CL.5+open +c MARCH
    began to move towards the man.

9. MAN r/s COME-ON
    The man gestured to us to follow him

10. 2/h c+CL.5+open
    and our group began to move

11. "F" TWENTY-FIVE
    That was a surprise (for the man) - all twenty five (moved)

12. MAN THINK ABOUT THREE FOUR PEOPLE
    The man had thought that maybe three or four people were interested, but
    this wasn't the case...

13. BUT TWENTY-FIVE
    Instead there were twenty-five

14. 2/h c+CL.5+open+f
    of us waiting (to get some bikes)!

eyegaze+sl
15. r/s COME-ON
    He beckoned us on

16. 2/h HOLD-SIGN-ALOFT
    with his sign held aloft.

17. HANDY MAYBE MORE PROFIT HANDY
    (Perhaps he thought) "That's handy, a quick profit can be made"

18. 2/h c+CL.5+open+f+move-to+sl+move-to+f
    Our group snaked behind him (towards his shop).
19. .....LIKE COMPETITION FANCY 2/h CL.5+open
       So we had a kind of competition. We all took off on our

20. BICYCLE c+move-forward+trace-undulating-path+turn-palms-
towards+sl
       bikes, snaking our way through the undulating countryside.

21. dh c+ 2/h CL.G  c+CL.G+MOVE-TO-OVERTAKE+sr+f+

22. STALLS+PULLS-BACK+c
23. nd
   CL.G________________________________________________________

Then one cyclist went to overtake another, thought better of it and returned to
his/her original position

24. 2/h c+CL.5+open+move+sr+sl...
     We kept on cycling...
Appendix 6.12

Informant N

Hands On

Lead In Segment

Context:
This male signer is a presenter on Hands On, the only magazine TV programme for the Deaf community. In this segment, the signer introduces the topics that will be discussed in the programme to follow.

1. HI

2. TODAY SPECIAL PROGRAMME  FOCUS WHAT
   "Hi. Today we have a special programme"

3. FIRST NEW FACE  with some new faces

4. FIRST TALK ABOUT DEBATE LAST ONE
   "Our last debate focuses on interpreters."

5. ABOUT INTERPRETERS FOCUS

6. SECOND INDEX+sr

7. (mentions informantU’s sign name, spells Informant U’s name)
   "We send (Informant U) undercover to investigate some recruitment agencies"

8. INDEX+sr GO-TO SEE DIFFERENT AGENCY JOB AGENCY GO-TO++
9. AND SEE THERE LOOK FOR j.o.b.

10. BUT FIRST NOW HAND-OVER
     But first,
11. SEE YOUNG PEOPLE NOW UP TO NOW
     what do young deaf people get up now that deaf clubs are passé?

12. SHRUG

13. INDEX+sr NOW

14. BECAUSE INDEX+sr DEAF CLUB BEFORE c+CROWD-TO+sr++

15. REDUCE ++

16. NOW SHRUG
Informant N

Hands On

Round-Up Segment

Context:
Here, the male signer rounds up the programme, reviewing the issues that have been discussed in the last part of the programme and looking forward to the next programme of Hands On, which would be broadcast two weeks after this programme was aired.

1. LOOK (informant U’s Sign Name) WELL o.k.WELL
   Well, it seems like (Informant U) got on fairly well.

2. GO-INTO JOB AGENCY
   He was called

3. THREE AGENCY CALL-TO INTERVIEW
   For interview by each of the agencies in our report.

4. THAT ALL FOR TODAY
   That’s all for this week.

5. SEE YOU TWO WEEK TIME
   See you in two week’s time with a

6. INDEX+f TWO WEEK TIME

7. SPECIAL PROGRAMME
   special report
8. TALK ABOUT WHAT BUY YOUR OWN HOME on buying your own home.

9. MORE INFORMATION If you need any further information

10. CAN CONTACT WEBSITE TYPE check out our web site and

11. INDEX+ f IF TYPE WEBSITE LOOK UP QUOTE DEAF IRELAND if you have haven't logged on to Deaf Ireland

12. IF NOTHING YET SHOULD LOOK NOW Then do it now. Bye!

13. BYE-BYE
Appendix 6.13

Informant O

« Car Crash »


Context:
This female signer prepared this story as one in a series of ISL stories used in teaching ISL at university level.

1. MY FRIEND EXPLAIN-ME STORY ABOUT CAR CRASH
   My friend told me a story about a car crash

2. CLB.-vehicle i.n. P.XXXr. STREET sr+CL.B-vehicle+move-to+c
   A car was coming up X St.

3. dh CAR CL.B-vehicle+be-located-at+sr
   nd GIRL MAN
   when a person

4. dh FROM PHONE BOX PHONE
   nd sl+CL-legs+move+trace-arc+c
   walked out (onto the street) from behind a phone box.

5. dh th
   r/s sl+LOOK-AROUND+sr+hi+lo
   nd sl+CL-legs+move+trace-arc+c
   They weren't looking where they were going

6. dh
   CL-legs+c
   sr+CL.B-vehicle+move-to+impact-with-
   and the car ploughed straight into them

7. sl+CL-legs+move-to+c hi
   The person was thrown up into the air and against the
8. WINDOW
   car's windscreen

9. CL.5+open+wiggling+"break-into-many-little-pieces"+move-through-air-in shards
   that shattered. Broken glass rained down as the

10. hi+CL-legs+move-to+lo STOP
    person's body fell to the ground.

   hn __________________^  eyegaze+sl+lo

11. HUSBAND sr +CL.G+trace-path+c
    My husband got out of the car and went to where the man was lying.

                   eyegaze+hi

                          “aah”

12. MAN r/s HANDS-ON-HEAD
    He was lying with his hands on his head and seemed in pain/shock.

                   eyegaze+lo

13. r/s ALRIGHT ALRIGHT
    My husband asked if the man was OK.

14. NOT BLOOD
    He checked that the man wasn't bleeding.
Appendix 6.14
Informants P and N
The ABC of ISL II
Teaching Literacy

Context:
This is an interview that was broadcast as one in a series of short programmes on Irish Sign Language and the Irish Deaf Community on RTE, the national broadcasters. The ABC programmes were made by the Irish Deaf Video Project, and had a language teaching aim. The videotapes are available commercially.

In this interview, a Deaf man (Informant N) interviews a Deaf woman (Informant P) regarding her work as a teacher and her interest in developing adult literacy classes for members of the Deaf community.

Informant N:

1. HOW START INVOLVE TEACH ++ SHRUG
   How did you get involved in teaching?

Informant P:

2. IN 1991 HEARING TAP-ME-ON-SHOULDER
   In 1991 in UCD, other students asked

3. ASK ME TEACH THEM SIGN IN u.c.d. ME o.k. TEACH++ THUMBS-UP
   Me to teach them sign language

4. BUT ME GET LETTER IN 1995
   But in 1995, I got a letter asking me

5. WANT ME WANT ASK ME ME WANT INTEREST
   If I would be interested in teaching
6. BECOME ENGLISH TUTOR

English.

htb head forward /eb/

7. IF YES ME GO-TO INTERVIEW

Yes, I said. So I went to the interview.

8. ME WILLING GO-TO c+DISCUSS+f ++ SHRUG FAIL

Which I failed

9. BUT INDEX+f LUCKY PERSON+sr CHANGE MIND DON'T-WANT TEACH

But the lucky person who got the job changed their mind

10. f+ASK-ME MIND ME

so they asked me if I was still interested in the job.

"very much"

11. r/s o.k. THANK-YOU MUCH

I said yes, and I have been

12. ME c+GO-TO+F SHRUG

teaching ever since.

Informant N:

bf

13. WHAT MAKE YOU INTEREST TEACH ++

What made you interested in teaching?

Informant P:

br

14. GOOD CHALLENGE /eb/

Well, it's a good challenge and

15. AND ME LIKE IDEA HELP PEOPLE HELP SELF

I like this idea of helping people to help themselves.
16. SO INDEX+f NOT ASK PEOPLE sr+HELP+f INDEX+f

17. DO SELF

18. AND ME STRONG LIKE INVOLVE c+DISCUSS+f++

Informant N:

bf
19. w.h.y. TEACH ENGLISH
   Why teach English?

Informant P:

20. ENGLISH VERY IMPORTANT AREA FOR DEAF PEOPLE
   English is a very important area for Deaf people

htb
21. BECAUSE MOST ACCESS BY ENGLISH
   because most access is through English.

22. FAX MINICOM t.v. SUBTITLE LETTER
   For example, fax, minicom, TV subtitles, letters, etc

23. dh: AND-MORE-ITEMS-ON-THE LIST
   nd: CL.5-open

hn
24. SO INDEX+f BIG NEED INDEX+f
   SO, there’ a big need there.

Informant N:

br
25. HOW LONG YOU TEACH UP-TO-NOW SHRUG
   How long have you been teaching?
Informant P:

26. SINCE 1991 c+TEACH
   "I've been teaching since 1991"

27. BUT TEACH TO DEAF SINCE 1995
   "But I've been teaching deaf people since 1995."

Informant N:

28. INDEX+f FIND TEACH VERY CHALLENGE INDEX+f
   Do you find teaching challenging?

Informant P:

29. YES ENJOY CHALLENGE
   Yes. I enjoy the challenge

30. AND GOOD STRONG KEEP-ON-GOING-OVER-TIME
   And it is encouraging

Informant N:

31. LOOK LIKE INDEX+f ENJOY TEACH MEAN NERVOUS TEACH
    INDEX+f
    It's obvious you enjoy teaching. Does it make you nervous?

Informant P:

32. WELL NERVOUS NO NOT REALLY
    Nervous, not really.

33. BUT WHEN BEGIN ALWAYS BUT HOW COMPARE BUT NOW FINE
    At the beginning, yes. But when you know how, its fine.
Informant N:

34. HAVE FUNNY MOMENT STORY INDEX+f WHILE TEACH++ INDEX+F
   Have you had any funny moments while teaching?

Informant P:

35. BEFORE ME TEACH IN w.a.r.e.HOUSE
   Yes! When I was teaching I used to teach in a kind of warehouse.

36. MAN INDEX+f RESPONSIBLE LIGHTS-OFF
   I was responsible for lights off.

37. BUT FINISH 9-O-CLOCK NIGHT
   At 9pm, people would leave

38. SO ALL PEOPLE GONE ME LIGHTS-TURN-OFF
   But ever since I was

39. PROBLEM WHAT

40. SINCE SMALL GROW-UP ME SMALL FLIP AFRAID DARK
   Small, I've had a fear of the dark.

41. WHERE OFF-SWITCH WHERE EXPECT BY DOOR
   So, I expected the light switch by the door.

42. dh: INDEX+srGO-OUT
    nd: CL.B."door"____________________

43. dh: ROUND-AND-ROUND
    nd: CL.B."door"
    but I found it at the end of the room.

44. OPPOSITE IN r/s o.k. ME WALK ++ SWITCH-OFF
    So when I switched the lights off,
I would run hell for leather! It felt like there were ghosts there!

Is teaching English to Deaf people difficult?

No. It depends on which method you use.

The best method is TEFL.

Teaching English as a Foreign Language.

It’s really the best way. It’s not that difficult.

Are you involved in other areas of teaching English or literacy?

In the IDS they have a project called Link Up.
55. SIGN CONTACT-TO INDEX+f IN
   It's aim is to

56. dh: TRY ENCOURAGE++ l.o.c.a.l. LOCAL DEAF
   nd: INDEX+f
   encourage local deaf people

57. TEACH++ GIVE JOB+f
   Teach them, to give them jobs here and there

58. dh: CL.D.+sl
   nd: CL.D.+sr
   not just a small few, but

59. NOT ENOUGH FEW HOLD+c

60. dh: c+CL.D.+sl CL.D.+f CL.D.+sr MORE MORE MORE
    nd: CL.C+hold-at+c more and more

61. DEAF MORE DEAF TEACH ENGLISH SHRUG
   Deaf people to teach English.

62. AND sr+ g.a.l.w.a.y. TEACH ENGLISH
   And in Galway, I teach English

63. AND TRAIN PEOPLE BECOME ENGLISH
   And train people to become English

64. TUTOR AND LIKE THAT MORE PEOPLE CHANCE BECOME
    ENGLISH TUTOR
   teachers, giving more people the chance to become English teachers.

   Informant N:

65. RIGHT TEACH ++ BUT HAVE TO TRAVEL FAR SHRUG
   Do you have to travel far to teach?
Informant P:

66. YES AT MOMENT YES
   Yes, at the moment,

67. ME TRAVEL FAR BUT NOW THAT CUT-DOWN
   I travel far, but I'll be able to cut back when

68. NOW MORE AND MORE DEAF BECOME ENGLISH TUTOR
   more Deaf people become English teachers.

   hn

69. LIKE TO ENCOURAGE THAT
   I like that. It's encouraging.

Informant N:

70. INDEX+f STRONG INVOLVE DEAF COMMUNITY FOR-WHAT
   You're deeply involved in the Deaf community.

71. dh: LISTONE-BY-ONE
   nd: CL.5+open
   On what basis?

Informant P:

   hn

72. ME IN COMMITTEE i.d.s.
   I'm on the board of the Irish Deaf Society

73. ME v.i.c.e. CHAIR PERSON
   as the vice chairperson.

74. AND SECOND VERNTURER v.e.n.t.u.r.e.r. SCOUT LEADER
   and I'm in the Venture scouts as a leader.

Informant N:

   ............................................................br
   hn

75. INDEX+f START TEACH UP-TO-NOW
   Have you noticed any changes since
Informant P:

76. FEEL NOTICE CHANGE WHAT SHRUG
you started teaching?

77. ME NOTICE PEOPLE TEACH CL.5+OPEN+GROUP
The changes I've notices among my students

78. dh:INDEX+arc+sl
    nd:CL.5+open+sl

79. MORE AND MORE CONFIDENT-RISE-UP
    is that they've become more confident

80. BUT HAVE MORE SELF BELIEF
    and self-reliant.

81. ENCOURAGE THEY CAN DO IT

82. NOT r/s ASK+f +++ r/s SELF
    Not just asking asking! They do it for themselves.

Informant N:

83. START TEACH UP-TO-NOW
    Have you felt an impact since

84. FEEL IMPACT IN DEAF COMMUNITY SHRUG
    you started teaching in the Deaf community?

Informant P:

85. LITTLE    w.h.y.    YET
    Well, it's a bit early yet.
86. BUT SO f.a.r. PEOPLE BECOME MORE AND MORE STRONG SELFBELIEF
   But so far, they’re becoming stronger in self-belief.

87. AND ADVANCE NOT NECK-CHAIN-TO+sr TO PAST
   They’re moving on instead of being anchored to the past.

Informant N:

88. THANK-YOU FOR TIME INDEX+c EXPLAIN ABOUT YOUR TEACHING
   Thanks for coming to tell us about yourself and your teaching.

89. THUMBS-UP

Informant P:

90. FINE NO PROBLEM
   It’s fine. No problem!

91. THUMBS-UP
Appendix 6.15

Informant S

ABC of ISL II: "Peep Show"

Context:

This interview with a male signer was conducted by the Irish Deaf Video Project. The interview regarding this Deaf actor formed the basis of a short programme broadcast on RTE, the national broadcasting network station. This interview is one of the "ABC of ISL II" Series, which is available commercially. These tapes have a language teaching function.

Here, the signer discusses his job as a Deaf actor.

1. AUDIENCE FEEL LOOK-AT+f
   The audience, while watching the play

2. OUR PLAY DIFFERENT HOUSE LIKE THAT
   Feels like they are in

3. (CL.B+touch-hut-on-screen)

4. HOUSE TURN-AROUND FEEL VILLAGE v.i.l.l.a.g.e. TURN-AROUND
   A village.

5. ALSO AS CHARACTER AS d.o.g. r/s WALK-WITH-LEASH-IN-HAND
   Also, my characters are: a man walking his dog.

6. SECOND BABY r/s HANDS-FLAIL PEOPLE FEEL RIGHT LIKE ME
   A baby. They are all related through their experiences.

7. r/s "WASH-FACE"
   There's someone washing.
"row"

8. COUPLE ARGUE DIFFERENT ++ INDIVIDUALS ++
   * A couple having a row.

9. ME FIRST TIME MEET HEARING WITH PAN-PAN
   * The first time I was with Pan-Pan

10. ME HAVE APPREHENSION
    * I was very nervous

11. MEET WHAT DONT-KNOW

12. HEARING GOOD TO ME
    * With hearing people.

13. BUT ME FEEL LOW BECAUSE INDEX +sl PROFESSIONAL
    * They were professionals whereas I

14. "GULP"
    * was not.

15. ME SIGN ++
    * There were

16. THERE TWO DEAF MEET
    * 2 Deaf people there at the time

17. CONFIDENCE-RISE-UP
    * And they helped to build my confidence.

18. CL.V.+LOOK-AT UNTIL ME SEE REALISE BOTH-OF-US SAME ACTOR
    * I realized we are all the same.
19. BUT STILL APPREHENSIVE OVER SCRIPT
But I found it very difficult to read the scripts.

20. SCRIPT STUDY
21. UNTIL THREE WEEK
After three weeks, all the actors

22. ALL REMEMBER LINES WHILE ME CANNOT REMEMBER
would remember their lines, but I couldn’t.

23. LINE “FALTERING”

24. PRETEND ME NEGATIVE NOTHING HAPPY LEAVE ME NOT HAPPY
I pretended that I was unhappy and wanted to leave.

25. TIME-ROLL-ON UNTIL GAVIN CL.D “COME-TO-ME”
But Gavin pleaded with me to stay.

“please”

26. r/s HANDS-CLASPED

27. ME

28. r/s o.k. ME HONEST TO TELL+f ME NOT GOOD READ ++
I told him that I did not understand the scripts.

29. HAND-WAVE

30. ME CANNOT UNDERSTAND
31. r/s “OH-NO” c+HELP-YOU+f AND WANT CUT OFF
He helped me with that
32. r/s o.k. TIME-ROLL-ON DID WELL THANKS TO GAVIN
   and today I am working well, thanks to Gavin.

33. o.w.e. HIM+sl LOT
   I owe him a lot.

34. ELIZABETH MY WIFE PAN-PAN PART-TIME
   My wife, Elisabeth, was in Pan-Pan part time.

35. INDEX+f SEVENTH TIME sr+CL.D+c
   I went to the play, “Martin” seven times

36. SEVENTH TIME sr+CL.D+c ++ INTERESTING AND GAVIN
   and became very interested.

37. r/s sl+SEE+f

38. GAVIN f+ASK-ME ARE YOU INTEREST INVOLVE PAN-PAN
   Gavin asked me to join Pan-Pan.

39. r/s YES JOIN
   TO NOW FOUR YEAR
   I did and I’m with them four years.

40. ALWAYS VERY SMALL o.d.d. PART DEAF w.h.y.
   In the Deaf club, we were only given small parts in plays.

41. KNOW ME NOT GOOD LEARN++
   It was felt we were not up to learning parts.
42. ME AMATEUR BUT ALL TIME IN MIND KNOW AM GOOD ACT-OR
   I knew I was a good enough actor. But I started to feel that I wasn’t.

43. TRY TELL+f BUT ME REALISE THEY RIGHT ME POOR o.k.

44. TIME-ROLL-ON BUT END-UP GAVIN c+PICK+f ME
   Gavin always picked me

45. FOR-WHAT ALWAYS BIG PART NEVER f+GIVE+c SMALL PART
   for a big part – never a small one

46. RISKY BUT ME REALISE ME DID WELL
   And I realized that I could do very well.

47. THAT w.h.y. MENTION ME o.w.e.GAVIN LOT
   That’s why I owe Gavin a lot.

48. DEAF THEATRE MORE INTERSTING FOR ME
   Deaf theatre is more interesting for me

49. MORE UNDERSTAND TAKE-IN

50. HEARING THEATRE CANNOT FOLLOW SOMETIME
    than hearing theatre which I cannot follow sometimes.

51. SOMETIME UNDERSTAND BUT INDEX +sl DIFFERENT YES++
    Yes, the classics are sometimes hard to understand.

52. BECAUSE INDEX+sl c.l.a.s.s.i.c. STORY dh: INDEX
    nd: SECOND

53. HANDS-OPEN STORY
    hs
54. WHILE PAN-PAN DIFFERENT ART THEATRE AND WEIRD
   Pan-Pan is different. Its artistic – a bit weird

55. THINK INDEX +sr

56. SUITABLE FOR DEAF INDEX+sr
   Very suitable for a deaf audience, I think.

57. IF LIKE c.l.a.s.s.i.c. FOR HEARING

58. DEAF FOR NOT SUITABLE

59. ME THINK SHRUG THINK

60. ME LIKE MARK DANCE
   I like the part with Mark dancing.

61. "r/s DANCE-WITH-HANDS-MOVING+c
   The way he moves.

62. HAVE VISUAL BODY HAVE SAME TIME MUSIC
   He is deaf but looks like he can feel the music

63. ME DEAF BUT LITTLE FEEL CONNECT+f
   And I can “hear” the music through Mark’s dancing.

64. w.o.w.

65. ALSO MARK ANOTHER MARK CIGAR
   “Also there’s a part where Mark, another Mark- walks on with a cigar.

   eyegaze down+shoulders shift +r
66. r/s “flamboyant-pose”
   He comes on stage in a flamboyant fashion
67. LIFTS-CIGAR-TO-MOUTH r/s 2/h w.o.w.
   and lifts his cigar to his mouth. Wow!

68. REPEAT REPEAT SAME SAME BUT NEVER STOP EYES-POP-OUT-OF-HEAD
   I've seen this piece acted out many times but it never loses its fascination for me'.

   *****     *****     *****     *****     *****     *****     *****     *****     *****

69. LIKE sl+CL.D.+c GIVE-ME c.l.u.e.s.
   I need to be given cues for parts

70. LIKE NEED NEGOTIATE OR DISCUSS HOW
   For example,

71. READY KNOW LIKE INDEX+sl

72. r/s CL-h/s-number-8-at-left-cheek

    hn

73. r/s NEXT ME SIGN++

    eyes+sr

74. DEPEND

75. MARK NO NEED BECAUSE VERY GOOD LIPREADER
   Mark doesn't need a cue because he can lipread.

    hs

76. INDEX+sr CAN KNOW WHILE ME NOT GOOD LIPREADER
   He knows what is going on. I'm not good at lipreading

    hs

77. POOR KNOW BY
78. r/s HAND-WAVE RUB-HAND-ON-FOREHEAD-AND-OVER-HEAD
   so I have to be given a cue.
79. r/s KNOW NEXT ME SIGN++
80. MAKE ME HAPPY TO SEE+f
   It makes me happy to see

81. BIG AUDIENCE ME KNOW WILL BE GOOD ACT
    a big crowd when they like a play.

82. LIKE ME CONFIDENCE-RISE-UP
    It helps build confidence.

83. SOMETIMES IF SMALL NOTICE RISK
    You can be unsure of yourself

84. r/s SIGN-STIFF RISK
    with a smaller crowd.

85. r/s SOME-TIME STRANGE

***** ****** ****** ****** ****** ****** ****** ****** ******
Appendix 6.16

Informant T

Hands On: “Deaf Sailors”

Context:
A Deaf man is interviewed about his hobby, sailing. In this segment, he describes how sailors can use conventional safety equipment while at sea.

1. IF ANYTHING CROP-UP CAN USE f.l.a.r.e.s. “If there is an emergency you can use flares

2. d o.r. e.p.i.r.b. INDEX f+hi LINK WITH s.a.t.e.l.l.i.t.e. nd SECOND or an E.P.I.R.B. This is linked by satellite to

3. trace-path-with-index-finger f+hi+sl+lo TO r.e.s.c.u.e CENTRE a rescue centre.

4. f+INDEX+trace-path+cCL.B.+trace-path+c “blah blah blah”

5. d AND CAN USE t.a.p.e. CL.C+c(held-at-mouth) nd SECOND Also, I can use a taped message “blah blah”

6. CL.C. PUT-ON-TO-CL.C.+c COPY-FROM-CL.C.+c placed beside the radio microphone.

7. CL.C.+be-located-on-top-of-CL.C “blah blah”

8. CL.C.+be-located-at-signer’s-mouth
Appendix 6.17

Informant U

“Job Interviews”

Hands On

Context:

A Deaf man aged 26-35 is on an undercover mission to check out recruitment agencies attitudes to Deaf interviewees. He has a hidden microphone inside his jacket, and audio-records the interviews, which take place in spoken English and without TV cameras. After each interview, Informant U reports back to the camera. Each of these reports, including his initial introduction, are glossed here.

1. HI ME (Informant U's sign name)
   *Hello. I'm (Informant U)*

2. HANDS-ON SEND ME
   *Hands On have sent me on*

3. MUST SILENT GO-INTO SEE WHAT HAPPEN
   *An undercover mission to see what happens when*

4. DEAF BRING-ON-BOARD JOB
   *Deaf people go to job agencies in search of work.*

5. HAVE MICROPHONE INDEX+c “BRING-IN” JOB
   *I have a microphone hidden here.*

6. HAVE MICROPHONE INDEX+c (hidden-in-jacket)

7. DON'T-KNOW ME DEAF
   *They don't know I'm Deaf.*

8. INTERVIEW COPY
   *So the interviews will be recorded.*
9. SEE HAPPEN FROM-NOW-ON
   Lets see what happens.

Comments after first interview:

10. HI WOMAN NICE
    Hi again. The woman was very nice.

11. LOOK FINE
    Communication was fine

12. INTEREST WHAT NOTING sr+ASK-ME+c DEAF
    The only interesting thing was that she didn’t ask me if I was deaf.

13. NOTHING c+TELL+sr DEAF

14. ONLY SURPRISE WHAT FAX SHRUG
    The only surprise was the fax.

Comments after Interview 2

15. HI ONE PROBLEM DOOR sr+CL.O+open+c.(intercom)
    Hello. One problem was the intercom.

16. r/s RING-DOORBELL++ PUSH-DOOR++
    I kept on ringing the bell but the door wouldn’t open.

17. sr+SOMEONE+c HELP ME INTO
    A passerby talked into it to help me.
18. GO-UPSTAIRS
   *I finally got in, went up in a lift*

19. MEET WOMAN
   *And met a woman*

   **hn**

20. WOMAN r/s 2/h CL.-legs-bent+

21. SIT-DOWN-OPPOSITE-ONE-ANOTHER

22. dh: DISCUSS++
    nd: DISCUSS++
    *who interviewed me.*

   **hs**

23. CANNOT FOLLOW
   *I couldn’t really follow her*

24. c+ASK+f WRITE PLEASE
    *so I asked her to write things down.*

25. r/s o.k.
    *It was not a problem.*

26. DISCUSS PERFECT
   *We had a good discussion*

   **br** **hn**

27. c.v. READ
    *She read my CV*

28. 2/h CHAT
    *We had a good discussion.*

29. THUMBS-UP
    *We didn’t have.*
30. NO PROBLEM
   any problems

31. FEEL HAPPY
    I was very happy.

32. NOTHING PROBLEM

33. THUMBS-UP

****  ****  ****  ****  ****  ****  ****  ****  ****  ****  ****  ****

Comments after Interview 3:

34. SAME BEFORE RING-DOORBELL
    It was the same as the last time. I was stumped by the intercom

35. WAIT SOMEONE sr+CL.D.+c.
    And again, I was helped by someone coming in.

36. COMPLETION GO-IN

37. GO-UPSTAIRS MEET WOMAN
    got upstairs and met a woman

38. BRING
    who gave me a form to

39. dh: WRITE-ON
    nd: CL.B
    fill out.

40. 2/h CL-LEGS-BENT+SIT-DOWN-OPPOSITE-EACH-OTHER
    I sat down until she returned.

41. WAIT
42. SI+CL.D.+c

43. WOMAN r/s LECTURE++
 She started talking but

_______________________ eyes squinted
_______________________ ee

44. r/s SORRY CANNOT FOLLOW
 couldn’t follow her at all.

45. WOMAN r/s SLOW-DOWN BUT WOMAN
 I told her I couldn’t follow her and asked her to slow down.

46. r/s TAKEN-ABACK ALRIGHT

___________________ eyes squinted
___________________ ee

47. r/s APPREHENSIVE SHRUG

48. 2/h SIT-OPPOSITE-EACH-OTHER SIT-OPPOSITE-EACH-OTHER

49. r/s CANNOT HEAR DEAF
 I still couldn’t understand her and

______________________ hs

50. HEAR WHAT SAY INDEX+sI

51. Dh: CL.legs-bent+c.
 Nd: CL.legs-bent+move+f
 I moved my chair to hear her better because
 I needed to hear what she was saying.

52. WOMAN r/s “F”
 She gave me a funny look, but

53. r/s SORRY CANNOT FOLLOW UNDERSTAND WRITE PLEASE
 I still couldn’t follow her. I asked her to write it down
But she only wrote one word, not even a full sentence.

But I still couldn't follow her.

She was grilling me but I could answer

a few of the questions

In case someone phoned me, I asked her to fax me. She looked puzzled and asked me why she should fax me.

I told her it was because I couldn’t hear the phone

She said OK but she seemed very unsure.

So overall, access is quite good,

But she’s not really deaf-aware.

So I felt I was discriminated against.
Appendix 6.18

Hands On

The Big Debate: Interpreters

Context:
The following is the entire transcript of a debate on the issue of sign language interpreters, which was broadcast on Hands On, the TV magazine programme for the Irish Deaf Community. The debate is chaired by a Deaf woman, Informant P. The audience is made up of approximately 20 Deaf people, who contribute their opinions to the discussion.

Informant P:

1. HELLO
   "Hi

2. WELCOME TO LAST BIG DEBATE
   And welcome to the last big debate.

3. NOW TALK ABOUT DEAF COMMUNITY AND INTERPRETER
   SHRUG
   Today we are going to talk about the Deaf community and interpreters

4. HELLO ME KNOW YOUR VIEW INTERPRETER SHRUG
   Hi. I'd like to know your views on interpreters

5. WHAT r.o.l.e. INTERPRETER THEIR RESPONSIBILITY SHRUG
   What's the role of an interpreter, what's their remit?

6. THEIR 2/h THEIR INDIVIDUAL

Informant Z:

7. INTERPRETER ROLE MEAN PROVIDE SERVICE
   An interpreter's role is to provide a service for deaf people.

8. PROVIDE PROVIDE SERVICE DEAF PEOPLE RIGHT
9. INTERPRETER NOT ALLOW INVOLVE LIKE r/s
   The interpreter isn’t allowed to become involved.

10. sl+DISCUSS+sr+f RIGHT

11. THAT JOB INTERPRETER

12. NEUTRAL CONFIDENTIAL BEST CODE e.t.h.i.c.s.
   The interpreter has to be impartial and follow the rules of confidentiality.

13. HAVE THEIR c.o.d.e. ETHICS
   They have a strict code of ethics

Informant P:

14. ASK YOU-ALL AS IRISH DEAF PEOPLE
   I ask you as Irish deaf people

Informant 1:

15. HAPPY WITH INTERPRETER SITUATION IRELAND SITUATION
   Are you happy with the interpreting situation in Ireland?

16. NOT AT ALL
   Not at all

17. KNOW HAVE FOUR THOUSAND DEAF PEOPLE HERE
   You know there are four thousand deaf people living here

18. HOW MANY INTERPRETERS NOW HAVE HERE ONE IN DUBLIN
   And how many interpreters are there? Just one.

19. ONE OFF-TO GERMANY ONE OFF-TO AFRICA NOW ONE
   One has gone to Germany, another to Africa. So there’s just one.
20. HOW LIVE
    How can we survive?

21. AND ALSO MANY t.d. INDEX+f
    A lot of TDs out there

22. INDEX+arc NOT REALLY AWARE UNDERSTAND
    Don’t really understand the meaning of an interpreter

23. MEAN INTERPRETER

24. w.h.y. HAVE MEET ONE t.a.o.i.s.e.a.c.h. o.f. IRELAND
    b.e.r.t.i.e.a.h.e.r.n.
    Why? I once had a meeting with the Taoiseach, Bertie Ahern.

25. MET WITH INTERPRETER
    I was told an interpreter would be present

26. f+TELL-ME INTERPRETER ME
    This person turned out to be partially deaf.

27. r/s WONDER PARTIAL DEAF sl+CL.D.+c

28. SHRUG MAKE SENSE c.o.d.e. OF c.t.h.i.c.s.
    No understanding of the code of ethics.

29. MANY STORIES LIKE THAT ME
    There are many such stories

30. TERRIBLE s.t.a.t.e. NOW
    Its a terrible state of affairs.

Informant P:

31. (Mentions Informant F’s Sign Name) INDEX +f
Informant F:

32. NOW ONLY UNDER FIFTEEN
   Now we have less than fifteen people

33. LIKE TRAINING OR HAVE BASIC EXPERIENCE REALLY
   Either trainees or those who have only basic experience

34. ALL-OVER FOUR THOUSAND DEAF
   In the whole of Ireland for over four thousand deaf

35. COMPARE TO OTHER COUNTRY FOR EXAMPLE FINLAND
   Compare this to other countries, for example, Finland

36. INDEX+sr SAME COMPARE LEVEL p.o.p.u.l.a.t.i.o.n. IRELAND
   Where the population is roughly the same

37. HAVE 350 o.r. MORE AND
   and they have 350 interpreters or more.

38. INDEX+sr THINK NOT ENOUGH
   And they think that that isn’t enough.

39. LOOK AT US FEEL BITE-FINGER BEHIND
   We’re way behind.

                                   htb
                                   
        40. l.a.c.k. OF INTERPRETER MEAN
           the lack of interpreters means no access to

41. NO ACCESS TO EDUCATION OR
   education, services like hospitals

42. OTHER LIST-OF-ITEMS SERVICE
   police, etc.

43. LIKE INDEX+sr HOSPITAL INDEX+sr
44. POLICE LIST-OF-ITEMS SERVICE

45. SHRUG OUR c.i.t.i.z.e.n. LOWER-DOWN-LEVEL
So, our status as citizens has been compromised.

Informant P:

46. (Mentions Informant W’s Sign Name)

Informant W:

47. SELF MANY YEAR TEACH SIGN LANGUAGE
I have taught sign language for many years

48. MOST OFTEN LEVEL 1
Mostly at Level 1.

49. MOVE-ALONG-TO NOTICE
I have noticed that the demand is high for Level 1

50. 2/Hcl.5+open+wiggle+be-located-at-shoulders+move-to+c LEVEL 1
but less for Level 2

hs
51. NEXT REDUCE LEVEL 2

52. AGAIN REDUCE
and even less for Level 3.

53. HOW TO KEEP UP INTEREST THOSE
How do we generate interest so

54. THINK ON INTERPRET AS c.a.r.e.e.r. FUTURE c.a.r.e.e.r.
That people may consider taking up interpreting as a career?

55. INDEX+f. AT INTERPRET
56. THERE MANY LOOK FOR JOB BUT QUOTE INTERPRETER

SHRUG

57. NEED INFORMATION

Informant P:

58. (Mentions Informant V’s sign name)

Informant V:

59. IS NO INFORMATION ON c.a.r.e.e.r. INDEX+f AS INTERPRETER

There is no information on interpreting as a career.

60. THERE MANY LOOK FOR JOB BUT QUOTE INTERPRETER

Many people are looking for jobs but there aren’t any ads for interpreters.

hs

61. SHRUG

62. NEED INFORMATION

We need information

Informant P:

63. (Mentions Informant F’s Sign Name)

Informant F:

64. INDEX+f QUESTION LINK-TO HAVE BEFORE

That question is linked to the previous one.

65. BUT REMEMBER IDEA

We must remember that ideally

66. TRAIN INTERPRETER ME REALLY REALLY LONG

interpreter training is long. For instance, interpreter training
67. FOR EXAMPLE spoken language
for spoken language interpreters

68. WANT BECOME INTERPRETER FOR SPOKEN LANGUAGE
takes seven years. You need four years at BA level studying languages

69. SEVEN YEAR

70. NEED FOUR YEAR b.a. LEVEL STUDY BECOME INTERPRETER
and after that, up to two years postgraduate training to become an interpreter

71. BUT NOW ME CANNOT WAIT THAT LONG
We can't wait that long. We'll accept diplomas

72. HURRY DIPLOMA

73. LOOK RIGHT DEGREE NOT ENOUGH
But classrooms are not enough.

74. NEED CONTACT MORE
You need contact with deaf people

75. SEE REMEMBER PROBLEM LINK-TO AGAIN INTERPRETER
The problem is linked with interpreters being unsure of the situation

76. r/s APPREHENSIVE NEVER USE ME KNOW LEARN FROM CLASS
out there.

77. INDEX DIFFERENT ++ SITUATION
More contact with deaf people and more practice is needed.

78. NEED MORE CONTACT PRACTICE

79. PLUS THOERY IMPORTANT KNOW INDEX+f
At the same time, theory is important
80. BITE-FINGER IMPORTANT AT SAME TIME

Informant 2:

hs
81. ME AGREE WITH WAIT SEVEN YEAR TRAINING
I don’t agree with waiting seven years for training.

hs
82. NOT AGREE
We cannot wait any longer.

83. CANNOT WAIT ANY LONGER

84. HAVE TO START NOW EVERY
We have to start now.

“ring ring ring”
85. SEE 2/h TELEPHONE+random TRY SHRUG NOTHING HAVE
Everyone is looking for interpreters to no avail

86. TRAINING NOW COME-ON++
We have to use what we have, use our own training

87. TRAINING+ LEARN MOVE-UP-STEP-BY-STEP
to encourage and train so they can learn and improve.

88. OF BEFORE RECENT THREE YEAR
After all, about three years ago there were

89. ABOUT ELEVEN INTERPRETER EXAM EXAM
eleven interpreters. They had to sit an exam

90. FIVE PASS OTHER FOUR FIVE WAIT++
and five passed. Four or five others are waiting and waiting

91. HERE THREE YEAR LIST-SECOND-POINT EXAM
three years for a second exam
92. EXPECT WAIT++ SEVEN EIGHT YEAR
   *How can you expect us to wait and wait for seven or eight years?*

93. CANNOT WAIT ANY LONG-ER
   *We cannot wait any longer.*

**Informant P:**

94. INDEX+f

**Informant 3:**

"very good point"

95. GOOD POINT
   *Related to the point mentioned.*

96. MENTION INDEX+sl
   *We also have a problem where*

   some people have strong ISL

97. BUT ME WELL FEW STRONG i.s.l.
   *you have strong ISL but they don’t use lip movements*

   won’t do

98. WILLNOT LIPSPEAK

   just fluent sign language and

99. JUST FAST SIGN PROVIDE
   *Just fluent Sign Language.*

   we have other people for example

100. AND MENTION PEOPLE LIKE EXAM ME NEED LIPREAD
    *You have other people like myself for example. I need and rely on lipreading*

    so mean for group people

101. AND SIGN CONFERENCE AS COMPARE
    *And sign. We need more people willing to compromise*
what to provide

102. Dh: CL.B.+sl MAINSTREAM PROVIDE
    Nd: CL.B.+sr PROVIDE
    Maybe have before they went in, you know, what to do for ISL, you know

103. so I think
    FAIR TOGETHER
    And then

Informant P:

104. THINK WILL HEARING INTERPRETER TALK++

105. SPOKEN LANGUAGE TO OTHER
    You know the way spoken language interpreters don't socialise with the people

106. NOT MIX PEOPLE HANDWAVE+neg WORK JOB

107. r/s INTERPRET BYE-BYE GO-OFF
    they work with., they just do their work and then go off.

108. WANT INTERPRETER SIGN AROUND DEAF PEOPLE SIGN++
    Do you want sign language interpreters to socialise with the Deaf community?

109. o.r. NEUTRAL
    Or should they not become involved?

Informant F:

110. SHOULD REALLY THEORY INTERPRETER
    Theoretically, interpreters shouldn't socialise with Deaf people.

111. SHOULD NEUTRAL
    But at the same time, how can they
Informant B:

112. BUT HOW KNOW UNDERSTAND
   know and understand everyday things like

113. PICK-UP-ON EVERY DAY LIFE

114. BELIEF VALUE NORMAL
   beliefs and values

   _______ mouth open
   hs

115. HOW INTERPRETER UNDERSTAND c+GLEAN-FROM+f
   How can interpreters find out about these things?

   _____ eyes averted

116. INDEX+f CULTURE SEE MISS NEUTRAL MIX-AROUND
   Because cultural thing are easily missed if they don’t socialise with

117. INDEX+f MISS CULTURE IMPORTANT PART
   Deaf people. Important things about culture can be missed, like, its hard to say,

118. LIKE IMPORTANT

119. HARD SAY SHRUG BUT LINE BLURRED-OVER
   I think there is some blurring of the boundaries here.

120. DIFFICULT
   It’s difficult.

121. INDEX +sl EUROPE SEE NORTH EUROPE
   In Europe – if we look at Northern Europe,

122. CL.S+SITUATED+c+hi
Interpreters don’t mix because there are plenty of them. Here, the community is so small if interpreters back off. we start wondering what’s wrong because the Deaf community is very small. In America there are plenty of interpreters, but interpreters do socialise with Deaf people. I don’t think there is anything wrong with interpreters socialising with Deaf people.

OK. Moving on to fees.
SPEND f.e.e. d.e.p.e.n.d. BELIEVE d.e.m.a.n.d. AND s.u.p.p.l.y.
Because of the laws of supply and demand, interpreters fees

HIGH f.e.e. SOME AFFORD NOT
Interpreter's fees are very high, some people cannot afford the fee

AND USE COWBOY INTERPRETER
and resort to using cowboys.

WHAT THINK YOU-ALL
What do you think?

Informant B:

f.e.e. HIGH INTERPRETER f.e.e. HIGH NOW IRELAND
The fees being high - interpreters fees are high in Ireland.

w.h.y. sl+QUALIFICATION INDEX+sl++
That's because they have qualifications.

ME AGREE INDEX+sl INDEX+sl
I would agree with the fees.

w.h.y. THEY WAGE ALL-OF-US DEAF
That's their wages. What many deaf people don't realise is that Deaf

DEAF REALISE
People rarely pay the fees.

Dh: ALL-OF-US-DEAF c+PAY+sl NO DEAF PAY INDEX+f
Nd: INDEX+sl INDEX+f

Dh:COMPANY f+PAY-TO+sl
Nd::INDEX+sl
It's mostly companies who pay the fees.
The problem is their attitude. The company's attitude is

"We'll pay for an interpreter for you, but they are very expensive."

As a result, the deaf person would feel guilty.

Why are the fees expensive?

Travel expenses, etc. The fee is right as

They are qualified

I would expect more from them.

Indexes towards Informant Y
Informant Y:

156. INTERPRETER WHEN INTERVIEW WELL
    When interpreters work in an interview, well

157. FINISH sr+GIVE-TO+c
    as well as writing

158. Dh: WRITE-ON
    Nd: CL.B+palm-upwards
    our names on the form, there

159. SHOULD dh: CL.B.AT-POINT-BENEATH
    nd: CL.B+palm-upwards
    there should be a section where we

160. ABOUT c.o.m.m.e.n.t. DID WELL WRITE PLEASE
    could write comments about the interpreter’s performance.

161. 2/h c+CL.B.+GIVE-TO+sr WELL c+PAY-TO+sl

Informant V:

162. TO BE HONEST USE COWBOY INTERPRETER LOT
    To be honest, I use cowboy interpreters a lot

163. BECAUSE CANNOT
    Because I can’t get a qualified interpreter no matter

164. dh: TELEPHONE________ SHRUG________ HAVE TO
    nd: INDEX+sl+f+sr
    how often I ring around. Sorry.

Informant F:

165. TO (uses Informant V’s Sign Name)
    (Informant V), It's your
YOUR DECISION CHOOSE COWBOY INTERPRETER FINE
decision and choice to use cowboy interpreters. That's fine.

BUT HAVE TO REMEMBER QUALITY OF INTERPRETER
But you have to remember that the quality of interpreting

2/h LEVEL-DROP-DOWN ACCEPT QUESTION c+ASK+f
is less. Are you willing to accept less?

Informant V:

YES BUT NOT ENOUGH SHRUG
Yes, because there aren't enough.

Informant P:

THINK CENTRE DEAF STUDY
If a Centre of Deaf Studies was

IF COMPLETION SET-UP
Up and running,

HAVE PLENTY JOB c+GIVE-TO+f w.h.y. NOT
There would be plenty of jobs. So what's the problem?

PROBLEM
Why hasn't it been set up?

Informant G:

l.a.c.k. MONEY
Simply put, lack of funds.

Informant P:

Indexes towards Informant X
Informant X:

176. ALL COME DOWN MONEY
   Again, its down to money.

177. NEED 2/h CL.5+open team” DISCUSS+ c+LOBBY+f
   We need to get heads together, lobbying and negotiating at the
   proper levels.

178. COMPLETION f+APPROVE GIVE US MONEY
   Once approval is granted, they can give us the money.

179. SET-UP INDEX+f CENTRE

180. OTHER WISE CAVE-IN
   Without funding, it won’t happen.

Informant P:

181. HOLD TIME++ NOT SORRY BECAUSE TIME
   Because of time, we have to finish.

182. (Mentions Informant I’s sign name)LAST FINISH
   (Informant I) has the last comment. I’m sorry.

183. SORRY 2/h INDEX+f+arc

Informant 1:

184. KNOW INDEX+f NOW ECONOMIC c.e.l.t.i.c.t.i.g.e.r.
   You know, now there is a Celtic Tiger economy here,
   hs

185. WHO SAY HAVE NO MONEY
   Who said there is no money?

186. REALLY w.h.y.EXCUSE THEIR+sr INDEX+sl
   That is just an excuse.
187. i.d.s. PROPOSE LOBBY+ HIGH EDUCATION ASSOCIATION
The IDS made proposals to and lobbied the Higher Education Authority

188. AFRAID INDEX+st t.o.o. NARROW HAVE
But they're afraid we're too narrow in our outlook

189. BUT HAVE PLENTY SERVICES
But there are plenty of services.

190. w.h.y. BECAUSE INDEX+sl THINK WHAT ABOUT ORAL
They think "Oh but what about speech, etc.?"

191. 2/h HAVE+sl HAVE+f HAVE+sr
But we have all that.

192. BUT SO ME REALLY THINK INDEX+arc
So I think we are forgotten.

193. ARE a.d.v.a.n.t.a.g.e. c.e.l.t.i.c. t.i.g.e.r.
by the Celtic Tiger.

Informant P:

194. THANK YOU AFRAID THAT SHRUG
Thank you. I'm afraid that's

195. SORRY HERE THAT ALL TIME WE HAVE IMPORTANT TOPIC
all the time we have for this very important topic.

196. HOPE INTERPRETER WATCH THAT
Lets hope the interpreters are watching

197. AND THINK ABOUT THAT
And thinking about the issues raised.

198. FINISH AND THANK-YOU
Thank you.

199. THUMBS-UP