

## Full Fingerspelling Activities Video Script

Link: <https://youtu.be/9MCS5sACdZo?si=B1MGKQv9Lplbul9->



### Script:

00:00 – 00:04 Hello! In this video

0:05 – 0:10 you'll watch Dr. Sean explain

0:11 – 0:16 five key phonological principles.

0:17 – 0:18 After each principle is explained

0:19 – 0:21 I'll pause

0:22 so you can try a quick activity.

0:22 – 0:30 You will discuss, review and practice

0:31 – 0:38 the principle and repeat the process.

0:39 – 0:41 This way, you'll get hands-on practice.

0:42 – 0:45 Before moving on to the next one

0:46 – 0:48 make sure you stay focused and

0:49 – 0:50 engage the whole time.

0:51 – 0:53 You will apply what you learned step by step!

0:54 – 0:56 Are you ready?

0:57 – 0:59 Hello.

1:00 – 1:02 Linguistic principles regarding fingerspelling,

1:03 – 1:04 how to apply these principles

1:05 and why should we use them.

1:06 People who learn ASL tend to

1:07 – 1:09 struggle with understanding

1:10 - 1:11 ASL fingerspelled words.

1:12 – 1:13 They often say it is hard to

1:14 – 1:16 read fingerspelling.

1:17 – 1:20 This problem is a common one.

1:20 Part of the reason for this

1:21 – 1:22 struggle is that research shows

1:23 – 1:24 that most non-native signers

1:25 – 1:26 assume that spelling belongs to

1:27 – 1:28 English. With this logic,

1:29 – 1:30 they then assume that ASL finger-

1:31 – 1:32 spelling should therefore follow

1:33 English and follow

1:34 – 1:35 letter by letter with no attention

1:36 – 1:42 to the handshapes.

1:43 – 1:44 However,

1:45 the truth is that fingerspelling

1:46 is a part of American Sign Language.

1:50 ASL has its own linguistic

1:51 – 1:53 rules and structures.

1:54 Fingerspelling in ASL is not

1:55 limited to simply spelling

1:56 – 1:57 English letters.

1:58 – 2:00 You can spell in Latin, Roman

2:01 or different languages.

**2:02-2:05 (ASL)**

2:06 – 2:07 For example,

2:08 people who live in Puerto Rico

2:09 who use ASL and read

2:10 – 2:11 or write in Spanish,

2:12 – 2:13 use ASL to spell Spanish

2:14 words. But wait a minute.

2:15 – 2:17 I thought ASL was supposed

2:18 to be English only.

2:19 If so, why are people spelling

2:21 Spanish words using ASL?

**2:22 – 2:30 (ASL)**

2:31 This is because ASL

2:32-2:33 fingerspelling simply

2:34 represents Roman letters.

2:37 Language contact comes into play

2:38 – 2:40 with the Deaf Community.

2:41 However, what individuals use in their

2:42 daily interactions such as

2:43 conversations, reading, writing

2:44 – 2:45 et cetera has an influence on

2:46 - 2:47 the languages that they use.

2:48 – 2:50 Regardless of the

2:51 language of use,

2:52 you can finger spell words in

2:53 any language using signed finger-

2:54 – 2:55 spelling. In contrast to people who live in Puerto Rico,

2:56 – 2:58 Deaf people who live in the

2:58 – 2:59 mainland United States use ASL.

3:00 – 3:02 Their language of use in society

3:04 such as reading or writing

3:05 – 3:06 tends to be English.

3:07 – 3:08 Therefore it is assumed that

3:09 – 3:10 their fingerspelling is more

3:11 – 3:12 English bound. However,

3:13 – 3:14 ASL itself is a natural language

3:15 – 3:16 of its own and can be malleable

3:17 depending on the content and

3:18 situation and the

3:19 – 3:20 language of use.

3:21 – 3:27 [pause]

3:28 – 3: 29 Now let's discuss the term

3: 30 – 3:31 [pause]

3:32 "fingerspelling." Should what

3:33 - 3:34 we do when we use handshapes to

3:35 – 3:36 represent Roman letters and

3:37 – 3:38 signed words actually be

3:39 called fingerspelling?

3:40 – 3:41 I suspect it shouldn't be.

3:42 – 3:43 For example,

3: 44 – 3:45 when people whose language of

3:46 – 3:47 choice is spoken English

3:48 say words,

3:49 – 3:50 it is not called mouth spelling.

3:51 – 3:52 This act of saying words is

3:53 – 3:54 simply called speaking.

3:55 For example, take the name Mary.

3:56 – 3:58 English speakers simply say

3:59 Mary in one fluid manner,

4:00 – 4:02 not M-A-R-Y.

4:03 - 4:05 If you are saying M-A-R-Y,

4:06 – 4:10 that is considered spelling

4:11 out the name.

4:12 Now in ASL

4:13 – 4:14 see how I sign Mary.

4:15 – 4:16 I'm using one fluid

4: 17 – 4:18 sign to sign Mary.

4:19 Now

4:20 if you are asking me

4:21 how to spell Mary,

4:22 - 4:23 I will slow my signing down

4:24 – 4:28 to show you M-A-R-Y.  
4:29 See the difference in pace and  
4:30 – 4:31 style between signing Mary  
4:32 – 4:35 and spelling M-A-R-Y?  
4:36 – 4:37 This difference in saying a name  
4:38 – 4:39 versus spelling a name is the  
4:40 – 4:42 same in English and ASL.  
4:43 Then why does English get the  
4:44 – 4:45 credit of saying the name while  
4:46 – 4:47 ASL is simply labeled as  
4:48 – 4:50 spelling the name?  
4:51 – 4:52 This mismatch between labeling  
4:53 is not fair. In truth,  
4:54 – 4:55 what we know as fingerspelling  
4:56 – 4:57 is simply sign language  
4:58 – 4:59 in and of itself.  
5:00 – 5:02 This A is the sign for  
5:03 the English letter A.  
5:04 – 5:07 The same applies for B,  
5:08 – 5:09 C, and so on.  
5:10 – 5:12 It's quite as simple as that.  
5:13 Nonnative signers need to change  
5:14 – 5:15 their perspective on finger-  
5:16 – 5:17 spelling and sign language.  
5:18 – 5:19 You know, we often hear,  
5:20 "fingerspelling is scary.

5:21 – 5:22 It’s hard.” In reality,

5:23 – 5:24 It’s not quite so hard once you

5:25 – 5:26 accept that fingerspelling

5:27 – 5:29 is-sign language.

5:30 We are just taught differently

5:31 – 5:33 and learned in different ways.

5: 34 – 5:35 Nonnative signers tend to learn

5:36 – 5:37 fingerspelling in

5:38 a neutral way.

**5:39 –5:41 (ASL)**

5:42 – 5:43 S-E-A-N R-Y-A-N

5:44 – 5:46 H-A-U-S-C-H-I-L-D-T.

5:47 That’s my name. It looks simple.

5:48 Right?

5:49 – 5:50 This manner of spelling my name

5:51 – 5:52 looks like stamping a card or

5:53 – 5:54 typewriter keys changing

5:55 on the paper.

5:56 – 5:58 It’s not quite pleasant to view.

5:59 However,

6:00 – 6:01 ASL has phonological rules that

6:02 make fingerspelling more

6:03 – 6:05 palpable to the viewer.

6:06 – 6:08 Now view Sean Ryan Hauschildt.

6:09 – 6:12 See the difference? [pause]

6:13 – 6:16 S-E-A-N R-Y-A-N

6:17 – 6:19 H-A-U-S-C-H-I-L-D-T.

6:20 This way is not the

6:21 – 6:22 appropriate way.

6:23 – 6:24 It feels like such a burden on

6:25 – 6:26 your hands and arms. Ouch.

6:27 – 6:28 I'm feeling some muscle

6:29 strain right now.

6:30 If you feel discomfort

6:31 or strain,

6:32 that is a sign you are not

6:33 – 6:34 signing in a natural manner.

6:35 – 6:36 Loosen up.

6:37 Learn the phonology rules and

6:38 – 6:39 learn how to apply these rules.

6:40 – 6:41 To show you these rules,

6:42 – 6:43 first I will set up a comparison

6:44 – 6:45 of English and ASL linguistic

6:46 features.

6:47 I'll give you an explanation

6:48 – 6:51 of the two. Are you ready?

6:52 – 6:58 FINGERSPELLING PRINCIPLES

6:59 – 7:00 Assimilation. Now,

7:01 – 7:02 let's start with assimilation.

7:03 – 7:04 First,

7:05 I want to point out that both

7:06 languages have different

7:07 – 7:09 modalities. ASL uses the face,

7:10 – 7:11 hands, vision, space,

7:12 and different parts of the hands

7:13 – 7:15 and arms. Spoken language,

7:16 – 7:19 or English, uses voices,

7:20 the tongue,

7:21 teeth, muscles

**7:22 – 7:26 (ASL)**

7:27 air, nose, and ears.

**7:28 – 7:33 (ASL)**

7:34 Now,

7:35 with these two different

7:36 modalities,

7:37 how do linguistic features

7:38 – 7:44 apply to both languages?

7:45 Let's take the word YES.

7:46 – 7:47 I'm sure you're aware that the

7:48 – 7:49 Deaf community has a sign for

7:50 – 7:52 The word YES. YES, YES, YES.

7:53 – 7:54 However,

7:55 there is a different rule when

7:56 – 7:57 you want to place an emphasis on

7:58 – 8:00 this word. Let's take a look.

8:01 – 8:05 Y-E-S. Y-E-S. Y-E-S.

8:06 Oh,

8:07 – 8:08 did you take a look at that E?

8:09 – 8:10 Did you notice the E?

8:11 Ah – Ha.

8:12 – 8:13 It seems the rule of

8:14 assimilation came into play with

8:15 – 8:17 that E. You see the Y and S,

8:18 – 8:20 but the E is barely there.

8:21 With these phonological rules,

8:22 – 8:24 You are doing Y-ES instead of

8:25 – 8:29 Y-E-S. See, when you do Y-E-S,

8:30 you are placing

8:31 an undue burden on your

8:32 arms and muscles.

**8:33 – 8:39 (ASL)**

8:40 Y-E-S.

**8:41 – 8:54 (ASL)**

8:55 – 8:56 Now, for English,

8:57 – 8:58 Does yes fit here? Not quite.

8:59 Let's take a look at this word.

**9:00 – 9:03 (ASL)**

9:04 – 9:06 Let's look at the letter A.

9:07 What sounds does it make?

9:08 – 9:09 Does it make a nasal sound?

9:10 – 9:11 No

9:12 Interesting.

**9:13 – 9:18 (ASL)**

9:19 But now in the word CAN,

9:20 – 9:21 the letter A does have

9:22 a nasal sound?

9:23 – 9:24 Think about how you speak it.

9:25 – 9:26 What happens to the A?

9:27 The N comes right behind the A,

9:29 and blends into that.

9:30 Sound interesting?

**9:31 – 18:31 (ASL)**

18:32 Now,

18:33 there's a linguistic feature

18:34 – 18:35 where you can add or change

18:36 parts of the word and still

18:37 have it make sense.

18:38 – 18:39 This applies to both spoken and

18:40 signed languages. For example,

18:44 in the Deaf community,

18:45 there is a sign for

18:46 this concept.

18:47 – 18:48 A plate of bread where you add

18:49 – 18:53 tomato sauce, cheese, herbs,

18:54 – 18:55 different vegetables or meats

18:56 if you desire, then bake

18:57 – 18:58 it.

18:59 – 19:03 What is this called? P-I-Z-Z-A.

19:04 – 19:05 Did the community have a sign

19:06 for this a long time ago?

19:07 No.

19:08 – 19:09 So it used to be signed slowly.

19:10 But over time,

19:11 – 19:12 this sign became something

19:13 different.

19:14 – 19:15 Now we see the two Zs appearing

19:16 – 19:19 together. P-I-Z-Z-A.

19:20 It's different,

19:21 – 19:22 but you can still notice and

19:23 identify that there are

19:24 – 19:26 two Zs in this word.

19:27 My family has a different

19:28 sign for this.

19:29 We tend to blend the letters

19:30 – 19:31 together more,

19:32 – 19:34 so you will see P-I-Z-Z-A.

19:35 – 19:36 There are regional differences

19:37 for this sign,

19:38 but they still mean the same

19:39 thing, Now,

19:40 – 19:45 **(ASL)**

19:46 – 19:47 how about for English?

19:48 – 19:49 What happens when you are

19:50 – 19:51 thinking, thinking, thinking

19:52 – 19:54 and eureka! You have a what?

19:55 – 19:57 Idea. If you spell it,

19:58 – 20:00 it is spelled I-D-E-A.

20:01 – 20:02 But when you pronounce it,

20:03 what happens?

20:04 – 20:05 Something is added to the end.

20:06 It becomes ide-uh.

20:07 – 23:41 **(ASL)**

23:42 – 23:43 Let's start with an example

23:44 of metathesis.

23:45 Look how the Deaf community

23:46 – 23:47 signs states; for example,

23:48 – 23:49 Utah.

23:50 Look at the letters

23:51 – 23: 53 in the sign Utah.

23:54 – 23:55 Native signers understand

23:56 the sign.

23:57 The change in spelling and

23:58 – 23: 59 location did not change

24:00 the meaning.

24:01 – 24: 02 This specific area of ASL

24:03 – 24:08 needs more research.

24:09 – 24:10 Now for English,

24:11 this one was a new one for me.

24:12 – 24:13 Really, I didn't know this.

24:14 – 24:15 You know that health Mexican

24:16 – 24:17 restaurant where you can place

24:18 your order at a line?

24:19 – 24:20 Chipotle, right?

24:21 – 24:22 Look at how it's spelled.

24:23 Now,

24:24 – 24:25 Do you say Chipotle

24:26 With the T-L-E?

24:27 – 24:32 Nope. You say L-T-E. LE to LTE

24:33 **(ASL)**

24:34 – 24:35 Why the change?

24:36 – 24:37 The T-L-E is not a typical

24:38 – 24:39 pronunciation sound for English.

24:40 – 24:47 **(ASL)**

24:48 Changing the ending of Chipotle

24:49 – 24:50 does not change how people

24:51 understand what you're referring to.

24:52 – 32:02 **(ASL)**

32:03 – 32:05 People who take ASL one classes

32:06 tend to learn common beginner

32:07 – 32:09 signs, like animals for example.

32:10 – 32:11 Let's look at this animal.

32:12 Dog.

32:13 – 32:14 Look carefully at the sign.

32:15 Dog.

32:16 – 32:17 People tend to accept

32:18 that as a sign.

32:19 – 32:20 Dog

32:21 – 32:22 Cat

32:23 That's just how it's signed.

32:24 However,

32:25 – 32:26 let's look closely at DOG.

32:27 – 32:28 It really is a reduction that

32:29 – 32:30 has become a commonly accepted

32:31 – 32:34 sign. Let's look carefully.

32:35 – 32:43 D-O-G. DG. D-G

32:44 – 32:45 Sometimes these signs become so

32:46 reduced that it's hard to

32:47 – 32:48 recognize that these signs

32:49 really started as

32:50 a spelled word.

32:51 – 32:55 **(ASL)**

32:56 – 32:57 For English speakers,

32:58 let's take the phrase,

32:59 – 33:01 "I do not know." Over time,

33:02 – 33:03 a commonly accepted version

33:04 of this became,

33:05 – 33:06 "I dunno." The words within that

33:07 – 33:08 phrase became so reduced

33:09 as to simply become,

33:10 – 33:11 "I dunno." The phrase,

33:12 "Do not know," was reduced to,

33:13 – 37:10 **(ASL)**

37:11 – 37:12 We all know that in ASL,

37:13 – 37:14 there are some signs that may,

37:15 at first glance,

37:16 look like fingerspelling.

37:17 In actuality,

37:18 they're not simply

37:19 fingerspelling,

37: 20 – 37:21 but they are an actual sign.

37:22 For example,

37:23 – 37:24 let's look at the word BACK.

37:25 – 37:27 Look closely. Is the B there?

37:28 – 37:29 Seems like it is.

37:30 – 37:32 The CK is really clear.

37:33 – 37:34 Now, how about A?

37:35 – 37:37 Is it there? No, it's not.

37:38 – 37:39 The phonological process of

37:40 fingerspelling dropped

37:41 – 37: 42 The A in BACK.

37:43 – 37:46 That's not limited to ASL.

37:47 – 37:48 For instance, in English,

37:49 – 37:50 Take the word GORILLA.

37:51 – 37:52 When pronouncing that word,

37:53 Do you pronounce the O sound?

37:54 No.

37:55 – 37:57 The O is dropped, and instead,

37:58 – 38:00 you pronounce grilla.

38:01 – 38:02 Now you see both ASL and English

38:03 – 38:04 have the same linguistic

38:05 – 38:06 processes.

38:07 Those are the five different

38:08 principles.

38:09 – 41:36 **(ASL)**