**CONFERENCE ZOOM CALL: JUNE 4, 2018**

THEATRE INTERPRETER TRAINING

Present: Vincent, Anselmo, Robyn, Joanne, Anita

Absent: Nancy, Wayne, Georgia

Pilot B2 and C1 training

Vincent talked with Patty Shores -there will be a new addition – *CEFR in Practice*.

We don't yet have resources but have ideas for when we begin training.

Interpreters have to feel comfortable with the other people in the room.

Includes more facial expression, theatrical storytelling, more like a native signer

Robyn holding up book (title?) – it is no longer published.

Interpreters say “are we ready?”. They edit it a little bit but we want them to copy the examples they are given.

Stories like *Goldilocks* -they can practice how to sign *little bowl, big bowl*, using their mouth to indicate change in size – we want them to switch to the Deaf cultural way to express themselves. Talk about the hearing cultural version and then the Deaf version of the story with flashing lights for example, the way Nathie Marbury signs the *Goldilocks* story in the *River of Hands Documentary (VHS)*.

Sloppy signing - sometimes they do a lower level of signing - we want elevated signing like in *Birds of a Different Feather* & *For a Decent Liv*ing (Supalla and Bahan) - when talk about a decent life - Sam Supalla talks about a movie effect -then larger screen – move differently

*The Matrix* -start off slowly, then give them more and more to practice

Robyn – workshop encouraged interpreters to use and be immersed in using classifiers

Whole range of story samples - start with just a few samples and then provide more and more

*Goldilocks, Red Riding Hood* –

Joanne - *The Matrix* -would the interpreter watch it with or without voice over –

Vincent - just watch it without sound

Nathie Marbury - made a commentary incorporating Black culture in the story of *Goldilocks* (in *River of Hands* documentary)

Same with movies like the Matrix or The Mask with Jim Carrey – good for practicing theatrical interpretation

Jerry Lewis films - because he has incredible ability to use facial expression -many interpreters are not comfortable touching and using their own body - give them opportunities to play with and practice that exaggerated movement

In my program – Bird of a Different Feather when the sun goes down and the bird is flying away -I encourage the students to think about the ending of the story - what would happen -include 3 characters, classifiers

My story is: the bird is flying away and sees a light flashing with ABC - it’s a bird bar - some look like me, some look different, its attracted to another bird, others are drinking a smoothie -approaches the one with the smoothie and the bird replies, “I can’t because I have a boyfriend” . . . -I make up my own story and then they must make up their own story ending

Again in *Bird of a Different Feather* -what else might the birds have to practice - e.g. neck exercises or extending their claws . . .

Include culture in the teaching too – e.g. WFD, Deaf doctors, learn about Deaf culture

In CEFR -have assessments built in but also have a profile -but right now focus on language and culture - look for different songs

Find stats e.g. how many Deaf people in Canada – want them to feel connection and that they are part of the Deaf community, know about Deaf schools and their history.

Encourage them to look at Clifton Carbin’s book, *Deaf Heritage in Canada*.

Robyn – will we assess how they sign?

When they share their research will we assess their signing?

Vincent -we can, but really it’s about increasing their knowledge.

We can observe their signing too.

Anselmo – I worked with Joyce at CHS. Now I’m on my own teaching ASL304 - using CEFR

Students are picking things up faster at this level using CEFR -talking about the *can do* statements - it really works well with theatre -they talk about history, culture and expression -but I didn't think about looking at movies and how actors use their body

Could use Mike Cyr’s movie, *The Raw Deal* (with cigar) someone cheated someone out of money so they chop off his hand -good one to watch.

Must not feel self-conscious about using their body in interpretation.

Give facial exercises to warm up.

*Bird of a Different Feather* - in the story they are different characters – ask, *How do you show it without using the words*? The character is the same having acupuncture - now show it without using the word, *acupuncture*.

Joanne -did Patty says it’s important to include ASL literature? Because the framework does not include ASL lit.

Vincent – Yes, they like the idea of incorporating ASL Lit. – e.g. Clayton Valli, hidden meanings, ABC stories, number stories, handshapes, name stories

Robyn – can you use Vlogs? Sometimes they are not ASL -sometimes they use local signs or names that others don't know – you can ask, *Is that a good example*? Why or why not?

Ben Bahan has new guidelines for good ABC stories

E.g. How much can you bend the rules re how you sign for example a T or J?

Cohesive devices -using body, facial expression, use of space

SMI - bad ABC stories - ask the students, *Why is it a bad ABC story?*

Trix Bruce -classifier story pretty good - how use the mouth is wrong –

To discuss mouth expressions, mouth grammar, see Byron Bridges, Deaf interpreter – good. (He is from California I think) – *Deaf Tend Your: Mouth Morphemes in American Sign Language* (book with purple cover)- out of publication now.

Course Requirements:

1 course 28 hours but they must take 2 courses

2nd 28 hrs in the fall

Can do summer immersion or a different way but you need the 1st 28 hrs by the end of summer.

2nd 28 hrs mid-October.

Resources:

Vincent - Will contact Gallaudet and ask if they can republish *Mime to Sign* -now CEFR has an A0 level -so that would be using eye contact, body shift, mime

Contacting Byron Bridges for mouth morphemes

Nathie Marbury - CCSD has her storytelling on the River of Hands Documentary -

Anita to give Vincent a list of ASL lit high level for his approval

Also ask Liam to upload Freckles and Popper (for parents) and River of Hands documentary

JC - avoid translation

Have movie at top of screen and Deaf actor acting it out on bottom of screen

Look at picture and act out a story based on the picture

Vincent -like *Beauty and the Beast* -take on those characters -the dishes and candelabra come to life.

Resources - *ASL Mother Goose* and *Story Swap*

“Run”-used 30 different ways in a story