

**LEXICAL VARIATION FOR FOUR AMERICAN SIGN LANGUAGE SIGNS, ALL OF
WHICH MEAN ALL**

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Abstract

American Sign Language (ASL) is a spatial visual language (Stokoe, 1960) and like all languages, has variation based on geographical regional, age, ethnicity, (Lucas et. al., 2003). In addition, variation patterns can be related to language-internal syntactic variation (MacDonald, 2013) and speaker demographics. This study investigated the lexical variation of the four ASL signs that convey the information by the English ALL and what might be driving this choice. This study includes 20 native ASL users with three types of data collection: language elicitation, opinion about their language choice, and acceptability of substituting one of the other variations: ALL_{wrap}, ALL_{glide}, ALL_{area}, ALL_{bounce}. The data suggests that the spatial characteristics of the noun explains the overarching pattern for the variant choice, although age and regional variation might be driving some of the variant choice. This study adds to the understanding of language variation within ASL and seems to be the first of its kind to conduct this study which has implications for future study on language change and language development.

Keywords: ASL, visual language, spatial relations, noun classes, data elicitation, grammaticality opinion

All languages have variation, such as “soda” vs “pop” vs “coke” in American English, which is an example of lexical variation. Similarly, languages vary in how phrases are formed, such as a lot of coffee vs many cats or (too) much candy. Similar to soda, pop, and coke, in American Sign Language (ASL) “pizza” is a sign that has variation. It could be fingerspelled P-I-Z-Z-A, or it could also be produced as the lexicalized sign which is the hands as a bent 2¹ following ‘z’ pattern or as the bent ‘b’ handshape imitating pizza being eaten (Lucas et. al., 2003). American Sign Language (ASL) is considered a minority language not only by being produced by a smaller population (Mitchell et. al., 2006) but also being a visual language, rather than a spoken language. As a result, ASL research generally, and research on variation within ASL is even more scarce. With this scarcity, research in this area adds to the information and inner workings of the language of ASL. Although it is limited, there is indeed ASL research that supports the claim of variation (Frishberg, 1976; Lucas et. al., 2003). In particular, research (McDermid, 2014; Frishberg, 1976; Lucas et. al., 2003) has found that ASL includes regional, age, ethnicity and lexical variation, but it is unclear what may be the reason some of these variation changes. This research addresses this gap of lexical variation by investigating when variants of the sign ALL are used and what may be driving these choices.

First, the article describes background information of ASL is a visual language that uses spatial relations, variation, noun classes, and an explanation of ALL that will be the focus of this lexical variation study. Second, the article describes the current study’s methodology, which includes three types of data collection. Third, the discussion of the results followed by a general discussion and finally the conclusion.

¹ This looks as if you are holding up a number 2 with the fingers bending as if looking like an ‘x’ handshape

2. Literature Review

2.1 *ASL is a Spatial Visual Language*

ASL is a visual-spatial language of signs (Stokoe, 1960) that are made up of handshape, location, movement, non-manual markers, also known as facial expressions, some linguists also analyze signs with palm orientation, and fingerspelling. (Stokoe, 1960; Neidle et al. 2000; Valli & Lucas, 2000). As ASL uses the hands instead of the parts of the mouth and vocal cords as spoken languages do, signs are directed and placed in space meaningfully (Liddell, 2003). The depicted shape and location in space that is used when signing is important in clearly expressing the object. ASL has an extensive noun class system that is based on size and shape specification (SASS) of the object (Klima & Bellugi, 1979). An example of this is taking the sign CHAIR and extending it out in order to show a longer seat such as a park bench (Klima & Bellugi, 1979). In ASL, space is used to describe locative relationships as the location is not often used as separate signs in the language (Baker-Shenk & Cokely, 1980). Spatial relations and classifiers gives a better understanding of the language and is easier to produce for a visual language (Martin & Sera, 2006). Using space can be done in a few different ways with one way using classifiers in a certain spatial location. The use of space with classifiers also comes with the use of spatial awareness in a physical and visual way in order to express meaning (Kurz & Hill, 2018; Valli et al., 2011). The use of a specific handshape to represent the noun and the movement of the handshape represents the action that is being completed. Noun classifiers are used to express motion, location, handling, and visual-geometric description (Schembri, 2003) which is using SASS in order to produce a clear message.

The use of SASS is classifiers being used as a way to organize nouns in ASL which then plays a role in not only how the sign is set up in space but also how it is referenced back to in

space. For ASL, the location of the sign in space is imperative to the understanding of the message. Visual set up can also be done without the use of classifiers but instead using space to show the description. If the signer were to describe a person taller than them, they may raise their hand to show a tall person. Likewise, if the person is shorter, they will visually show the height being shorter than themselves. In a similar way, a signer can use space and classifiers in their ASL production. For instance if there is a buffet of a lot of food you would set up the table then show the multiple plates set up. In ASL this may appear as,

1. TABLE FOOD SET-UP DIFFERENT-DIFFERENT PLATE CL:C (wide) CL:-C (narrow) CL:C (upward)

There are a lot of different sized platters of food on the table.

Sentence one has the classifier of different sized plates being produced with both hands producing a 'C' shape with the thumb and index finger and being repeatedly placed. The size of the classifier changes as the size of the dish is being descriptive in order to visually set up the large quantity of food on the table. The use of space in ASL means that it not only makes the message easier to produce but also tends to give more specific information. In other words, classifiers add more about the location, shape, size, and action of the subject and what the subject is doing which makes for a more comprehensible message through use of detail (Baker-Shenk & Cokely, 1980).

In summary, ASL is a visual language that has to use space in order to express the message, along with size and shape. The size and shape of the object in ASL is part of the noun class system that includes classifiers. How the sign is produced and where it is produced give the field a deeper understanding of ASL grammar and showing there is not one set way in which this message has to be produced.

2.2 *Variation within ASL*

Variation can occur in many different forms, and as Labov (2003) stated, every speaker/signer will have some form of variation as we are not all the same and styles may shift which can also be identified within ASL. The variation and style shifts may be a result of cultural, regional, and age variations, just to state a few (Rimor et. al, 1984; Labov, 2003). These different variation styles may also be due to demographic differences that can play a key role in the variation of production and how the variants might be viewed (Woodward, 1976).

From these demographic differences that Woodward mentioned, he stated there is sociolinguistic variation among Southern U.S. Black and White Deaf signers (1976). Not only is ethnicity pertinent, but regional demographic is also a factor of variation. There are two common variants for the sign DEAF, the first form begins with a tap at the ear and ends with a tap near the corner of the mouth. Whereas the other form is the opposite, it begins with a tap at the mouth and moves upward towards the ear to tap again and is not the typical production that is seen in ASL textbooks and lessons (Bayley, 2000; Lucas et al., 2003). An example of regional variation in ASL is the sign DEAF that has been produced as the first form in production in the Massachusetts area. Whereas signers in Kansas, Missouri, and Virginia tend to produce the second form of DEAF going from mouth to ear (Lucas et. al., 2003).

The region is not the only factor that contributes to ASL variation. Continuing with the sign DEAF, age too impacted the choice of production (Lucas et. al., 2003). As it was stated that signers in Massachusetts are more likely to produce ear to mouth DEAF, it can be analyzed further than only region and viewed from an age perspective as well. It was seen that signers, in Massachusetts, aged 55 and older used the ear to mouth form of DEAF 76% of the time. Compared to signers aged 26-54 who used ear to mouth form of DEAF 54% of the time, and

signers 15-25 only used this form 46% of the time (Bayley et al., 2000). This shows that there are multiple reasons why variation might be apparent in ASL and reason to be investigated further.

In addition to variation amongst demographic variables, there is also variation that comes over time as the language is used and evolves. Lexicalization is a common linguistic process that is also visible in ASL. This lexicalization becomes produced overtime and is used to see between signs, classifier constructions, and fingerspelling (Aronoff et al. 2003). When a fingerspelling becomes blended together it often is produced as an independent word, being lexicalized (Valli et al., 2011). This lexicalization of fingerspelling can be seen by possible deletion or movement added, location, handshape, or orientation change. An example of a lexicalized fingerspelling is B-U-S that is lexicalized to a sign BUS that is produced going from 'B' to 'S' in an arc like motion with reduction of the middle letter 'A' as opposed to the fingerspelled version (Valli et al., 2011).

In summary, language choices can vary due to a shift in style or possibly cultural, regional, and age that impact the variants used in the language. These shifts may be individual based on the person producing the sign/word or it could be something that is changed over time in a group of people such as the lexicalization of fingerspelling. The way that ASL differs in focus may also impact the evolution and style of variants.

2.3 Grammar Patterns by Noun Class

Many languages have noun class distinctions in grammar that are used to categorize nouns including ASL. One noun class that is of importance are count and mass nouns, that are in relation to countability. This meaning can it be counted *substances*, *water* and gold or *objects*

such as dogs and gold rings (Jespersen, 1954; Grimm & Wahlang, 2021). Allan states that count nouns are nouns that can be expressed with a quantifier (1980).

A few different ways that mass and count nouns can be determined include looking to see if the noun can be pluralized and can it be combined with quantifiers such as ‘each’, ‘many’, and ‘some’ (Koulidobrova, 2018). In addition to these quantifiers, ‘few’ is typically used with count nouns and ‘some’ is used with mass nouns (Koulidobrova, 2018). An example of this is the signed sentence. Koulidobrova (2018) states that ASL commonly produces quantity with the use of classifiers and visually showing the number of items in the production.

An example of a noun that is a very prototypical count noun is ‘sandwich’. The noun ‘sandwich’ can be expressed with a quantifier such as the following English sentences

2a. “Both sandwiches”

2b. “Two sandwiches”

2c. “One sandwich”

This may be seen and understood in ASL that sentence 2a and 2b would show two sandwiches whereas sentence 2c would only show one sandwich, yet still being able to count the sandwiches. These signed productions using the classifiers and space to show quantity instead of using plural markers as seen in the English sentences.

In contrast to count nouns, there are mass nouns that reject all quantifiers (Allan, 1980). A prototypical mass noun is the noun ‘soup’. Regardless of the amount of soup in the bowl, it does not accept the quantifier being placed with the noun. In ASL the following sentence would be signed

3a. BOWL SOUP TWO SMALL CL:C (small) CL:C (small)

“Two small bowls of soup”

3b. BOWL SOUP ONE BIG CL:C (big)

“One big bowl of soup”

Sentence 3 also shows the use of classifiers being used to show the size of the bowls. Sentences 3a and 3b use a classifier of the bowl size along with the quantifier to depict the size of the bowl itself. For both sentences, the size of the bowl is signed using the classifier of ‘c-upward’ handshape in order to depict the shape of a bowl and spatial relation is used to depict the size of the bowl. Although these sentences express the bowls, they do not show the plural markers on one sign but instead the number two is signed followed by the sign for BOWL is repeated to show the number of bowls. This shows that ASL differentiates between mass and count nouns by using a quantifier sign to specify the amount rather than marking it with plural markers (Koulidobrova, 2018).

2.4 All About ALL

The word ‘all’ can be used grammatically in a few different ways but one way to focus on is ‘all’ as a pronoun. Pronouns that refer back to nouns and are referred to as “antecedents” (Kim et. al., 2019). In ASL, pronouns are produced using specific locations of spatial relations and are determined by what the pronoun does in relation to the antecedents (Frederiksen & Mayberry, 2022). This use of ‘all’ as an antecedent can be seen in sentence four

4. “I am going to try all of the **food** at the buffet”

The ‘all’ in sentence four is not referring to a quantity but instead referring to the noun of the food at the buffet. In a similar way, in sentence five the ‘all’ is referring back to the restaurants on the list and not a quantity of restaurants in the area,

5. “Do you see all of these restaurants on the **list**?”

As stated previously, the spatial relations is imperative to the language and depending on the antecedent can change the entire production of the sentence. This visual placement could be placing all of the food on the table as in sentence four or placing all of the restaurants on a paper

seen in sentence five. Emmorey and Falgier’s research states that ASL pronouns do work with antecedent noun phrases and are vital to understanding and producing of the language (2004).

In summary, ASL is a visual language that uses space and uses classifiers based on the noun class system. There is variation in ASL that is impacted by different demographics and times. Finally, ALL can be used as a determined or a pronoun that is referring back to the noun. What is not known though is the lexical variation of ALL in ASL and what is driving that variation choice.

3. Methodology

This observation study elicited language samples of the target lexical item ALL in ASL from participants. In addition to the sentence elicitation, the thoughts that drive the participants choice(s) and their opinions on the variants were also noted.

Participants

The participants ($n = 20$) were adults (aged 21-71 years) whose first language is ASL with the majority being female ($n = 15$). In this descriptive research study of language, the term “language consultant” will be used instead of “participant” for the remainder of the paper. Of these language consultants, twelve are Deaf² and eight are Children of Deaf Adults (CODAs), who were all recruited via social media and word of mouth. For this study, as the focus was variation in ASL, the language consultants needed to be native ASL users as they are the experts on the production being used naturally. The language consultants also had to be able to read English sentences as the elicitation prompts were given in English. The language consultants varied on location of birth, location currently residing, ethnicity, education level, and

² Capitalized Deaf refers to identification with Deaf culture including using ASL whereas (lowercase) deaf refers to the physical loss of hearing.

socio-economic status. The full list of demographic information for each language consultant can be found in Appendix A. The language consultants were not aware of the research focus at the beginning of the study, instead they only knew it was to study current ASL production. The reason for not openly stating the focus was for the researcher to observe the natural language production (Labov, 1972).

Materials

The materials for this study included directional videos, elicitation prompt sentences, questions about choice(s) made as well as opinion of variants, and a Qualtrics survey. To begin, the researcher created two videos, data elicitation sentences, questions about language choices, and a demographic survey. The directions were presented in video form to standardize the information given to each language consultant. The first video explained the instructions for the language consultant, stating that they will see one sentence at a time and that they are to elicit the target language. The second video describes the pragmatic context that is to be imagined for the language production.

The elicitation sentences were initially collected from ASL videos found on a public online forum and were selected in order to vary in subject, syntactic placement, multiple variants used in the videos collected, the type of noun being referred to in the sentence, and in relation to the size of the object that was being described. See full list of sentences in Appendix B.

The questions created began by asking the language consultant if they had an opinion or idea on when someone may use or not use a specific variant of ALL. The second question was part of the acceptability of substituting other variants which included asking the language consultants if, within a specific sentence, ALL could be replaced by another variant and still have the same meaning.

The demographic survey that was given to each language consultant using the Qualtrics platform. This survey included questions in relation to age, gender, identity, location residing, education, relationship status and employment status. Along with this, on the survey the language consultants selected their own pseudonyms to be used for the study. The full list of survey questions and answers can be found in appendix A.

Procedure

Before data collection, the language consultants were asked if they approve of the meeting being recorded via Zoom. The study begins first with instructions given via an ASL video followed by the language consultants given a specific pragmatic context to envision themselves in when producing their sentences. The pragmatic context given to the language consultants was them being at work and taking their work lunch break with two good friends and a new hire, whom they are just meeting for the first time. Along with the video, there was also a photo on the screen of three people sitting at lunch in a break room to ensure the environment and imagined register was given the same for all language consultants joining the study, following Wilson & Sperber (2004). The language consultants were asked if they had any questions before starting the elicitation prompt sentences.

During production of the language prompts by the language consultants, data was collected by the researcher and recorded in an Excel document. The first data type was the language elicitation done by showing PowerPoint slides, each displaying one sentence at a time from the total of thirty-five sentences, twenty containing the English word 'all' and fifteen distractor sentences. For each sentence, language consultants were asked to produce the sentence in ASL. Following the language elicitation, the second step was the language consultants were told the research focus and then asked if they have an opinion or idea on when each variant may

be used or not used. If the consultants however did not give a production in the language elicitation, they were not asked about their opinion on a substitution. The third step went on to be an acceptability of substitution in relation to their answers from the language elicitation prompts. The language consultants have their opinion about whether the sentence that was previously signed in the language elicitation step, can have an ‘ALL’ sign replaced by a different variation of ‘ALL’ and still bear the same meaning in that context. Lastly, the language consultants completed a demographic survey via a qualtrics survey that was filled out at the end of the meeting while still on the zoom call together. Figure one shows the order of events for the entirety of the Zoom meeting. For this figure, the circles represent directions, rectangles for research checkpoints, and pointed rectangles for elicitation. This figure also shows the longer the shape, the longer the event took place.

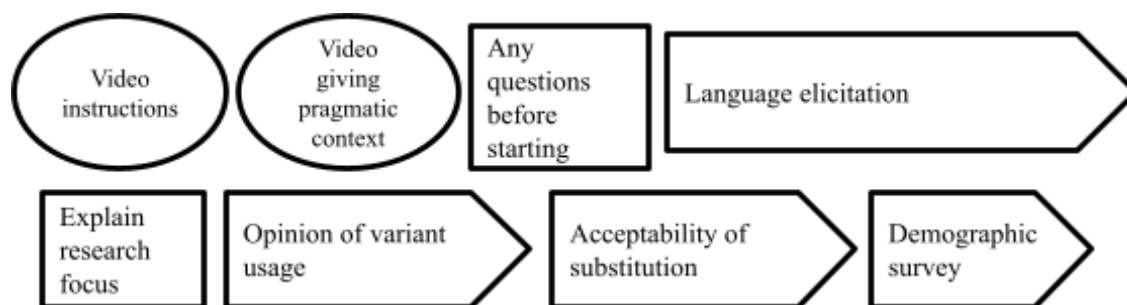


Figure 1

Data Coding

For the language elicitation, the variant of ALL that was produced was written and coded in an Excel document at the time of production. The sentences were transcribed generally following the transcription conventions from Maroney (2004) and Perniss et. al (2007):

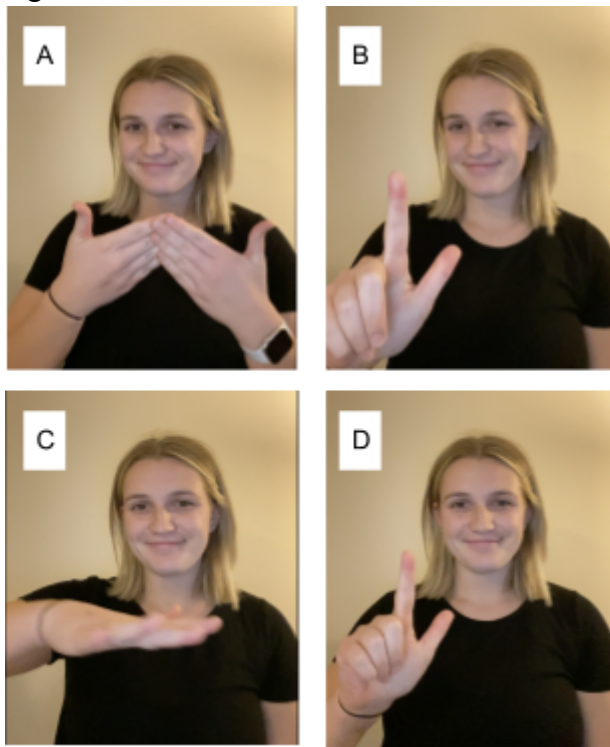
- ALL caps represents the English gloss for the sign used.
- Hyphen (-) between letters indicates a fingerspelled sign.
- Hyphen (-) indicates that more than a one-word English gloss is necessary.

- A plus sign (+) is used to indicate total or partial reduplication.
- CL:X represents classifier handshape; the letter following the colon refers to the handshape of the manual alphabet.

In addition to using the transcription method above, the ALLs were coded as the following,

ALL_{wrap} figure 2a, ALL_{glide} figure 2b, ALL_{area} figure 2c, and ALL_{bounce} figure 2d. These transcripts were used to indicate which of the variants were produced.

Figure 2



For the second data type, the opinion on variant use, the data was transcribed with the consultants' opinion on each sign and if the language consultant gave an example of how they might use the variants. From the elicited responses, I coded responses on acceptable use of variants in those contexts and recorded their responses along with an explanation that they gave. These answers were coded as "No," "maybe," and "yes". Only the twenty that contained a variant of ALL were transcribed and the full transcription can be found in Appendix C.

Data Analysis

To answer the research question, frequency was calculated by total token amount produced per variant, what variants were produced with specific noun types (mass and count), frequency per participant, and percentage of acceptability in substitution of variants. This calculation is analyzed with total numbers as well as percentage.

4. Results and Discussion

The results of the language elicitation, opinion of variant usage, and the acceptability of substituting one of the other variations will first be discussed followed by a general discussion of the overall findings.

4.1 Language Elicitation

The first question asked about the production of lexical variation of the ASL sign for “all”. The data can be looked at as a total for each token which included 230 total tokens. Figure 3 shows the total frequency of the four different variants.

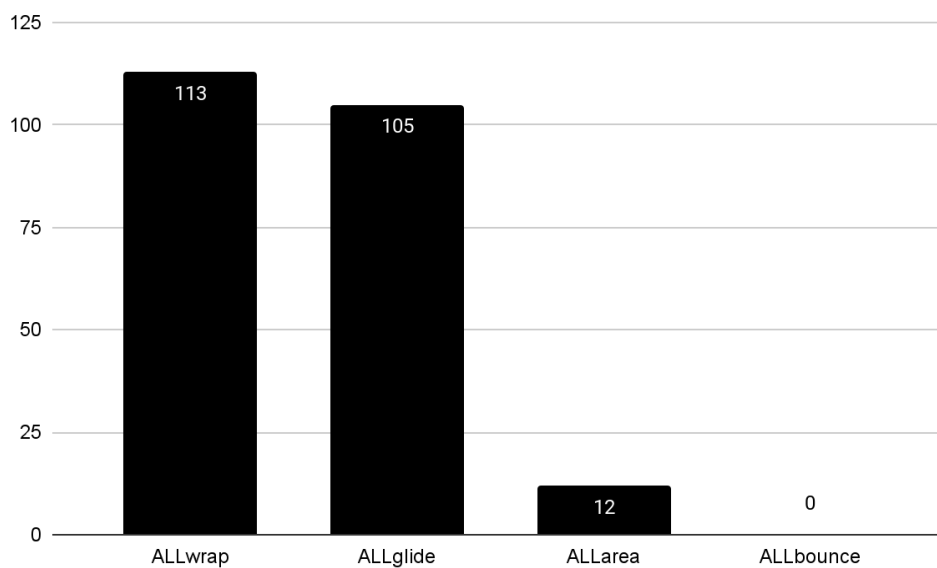


Figure 3

ALL_{wrap} was the most commonly produced ($n = 113$). Examples of common ALL_{wrap} productions include the following three examples.

6. SOUP I EAT HALF NOT ALL_{wrap}
I ate only half the soup, not all of it.
7. MONEY TAKE TRUE-BIZ ALL_{wrap} MY MONEY TAKE
All the money was taken, literally all of it!

In the prototypical ALL_{wrap} sentences six and seven, we can notice that the nouns that are connected to the “all” are both mass nouns, this is a way that English sorts nouns. As seen in sentence six, ALL is referring back to the mass noun soup and in sentence seven ALL is referring back to the mass noun money. Which might lead us to believe ALL_{wrap} is produced in relation to the noun type.

ALL_{glide} ($n = 105$) was nearly as many times as ALL_{wrap} and common ALL_{glide} sentences can be seen in sentences eight and nine.

8. THAT FAMILY CHILDREN ALL_{glide} YOUNG
All of the children in that family are young!
9. READ M-E-N-U SANDWICH ALL_{glide} EXPENSIVE
I think all the sandwiches on the menu here are expensive.

Looking at the prototypical ALL_{glide} sentences eight and nine the sentences are produced with count noun types connected to the “all”.

Although, this analysis of mass and count nouns being the reason behind variant choice is not always the case. Looking at sentence ten it would be expected to be an ALL_{glide} due to the noun “rights”, being a count noun.

10. ALL_{wrap} HIS LEGAL RIGHTS IGNORE
All of his legal rights are being ignored.

But looking at sentence ten, we can see that the noun connected to the “all”, “rights”, is a count noun yet it is still using ALL_{wrap}. Likewise, it would be expected that sentence 11 would be produced with ALL_{wrap} due to the noun being a mass noun.

11. B-U-F-F-E-T I WILL TOUCH EAT ALL_{glide}
I am going to try all the food at the buffet.

Yet sentence 11, this is a mass noun that is prototypically produced with ALL_{glide}. Sentence 12 also shows that the noun type is not what is always driving the variant selection.

12. POINT F-I-E-L-D SEE ALL_{area} CHICKEN?
Do you see all of those chickens in that field?

The noun connected to the “all” in sentence 12, “chickens”, is classified as a count noun but is most commonly produced with ALL_{area}, not the ALL_{glide} that may be hypothesized. Therefore, the claim that the ALL variant is determined by the noun type is not accurate.

The fourth and final variant to look at is ALL_{bounce}. There was no production of this variant amongst any of the language consultants. With ALL_{bounce} never being produced by a language consultant, the data suggests that it is not commonly used in everyday production likely because it is an older lexical item. Frishberg (1975) stated signs change over time to be easier to understand, receptive and to produce. It is easier to understand and produce one continuous smooth sign such as ALL_{glide} than it is to produce ALL_{bounce} as it takes repeated bouncing of a stop-go motion. The lack of ALL_{bounce} could be a result of lexicalization taking effect that is a common ASL process (Valli et al., 2011). It can be seen going from the spelled A-L-L with the bounce and becoming the initialized lexicalization of ALL_{glide} that has a higher frequency production.

It should be noted that not all language consultants produced a variant of ALL in every elicitation opportunity. In fact, these language consultants chose not to produce any variant of

ALL 185 times of the 400 elicitation attempts. Example 13 was produced in response to "July 4th is a day to recognize all our freedom" but no sign was used to represent "all"

13. JULY 4TH IMPORTANT RECOGNIZE WHAT OUR FREEDOM

July 4th is a day to recognize all our freedom

Sentence 14 was produced in response to "She can't cover all of the pool surface with that tiny cover". In the produced sentence 'not enough' was used to express the meaning that not all of the pool surface was covered.

14. SWIMMING P-O-O-L COVER SMALL NOT ENOUGH

She can't cover all of the pool surface with that tiny cover.

The reason for the lack of ALL in all production is because in ASL there is not always a need for each word to be expressed due to the use of classifiers, spatial set up, and being its own unique language. ASL is its own complex language with different grammatical aspects and therefore is not word-for-word the same as English (Stoke, 1960; Kemp, 1998).

Similar to the frequency for each token, the production of each variant can be analyzed and noted that from most produced to least produced is ALL_{wrap}, ALL_{glide}, ALL_{area}, ALL_{bounce}, with ALL_{wrap} and ALL_{glide} were both highly produced at a very similar rate of frequency. Figure 3 lists each participant by variant use. On the left side of the figure shows Tyler, the language consultant who has the highest production of ALL_{wrap} at 21 times. Looking at the other high producers of ALL_{wrap}, a correlation of production can be identified with a range of frequency production from 3-11, aside from Tyler. ALL_{wrap} was produced at least once within the language elicitation by 19 of the 20 consultants. Similarly, looking at ALL_{glide}, there is a very evident increase in production amongst the language consultants. ALL_{glide} was produced at least once by 19 (95%) of the consultants. Figure 3 shows support for the high production of ALL_{wrap} and ALL_{glide} and shows ALL_{area} and ALL_{bounce} to be produced at a very low rate. ALL_{area} being in

range of 0-3 and ALL_{bounce} not once being produced by any of the 20 consultants. This data then claims that this production is expressed as a pattern for both token items and on an individual level amongst consultants.

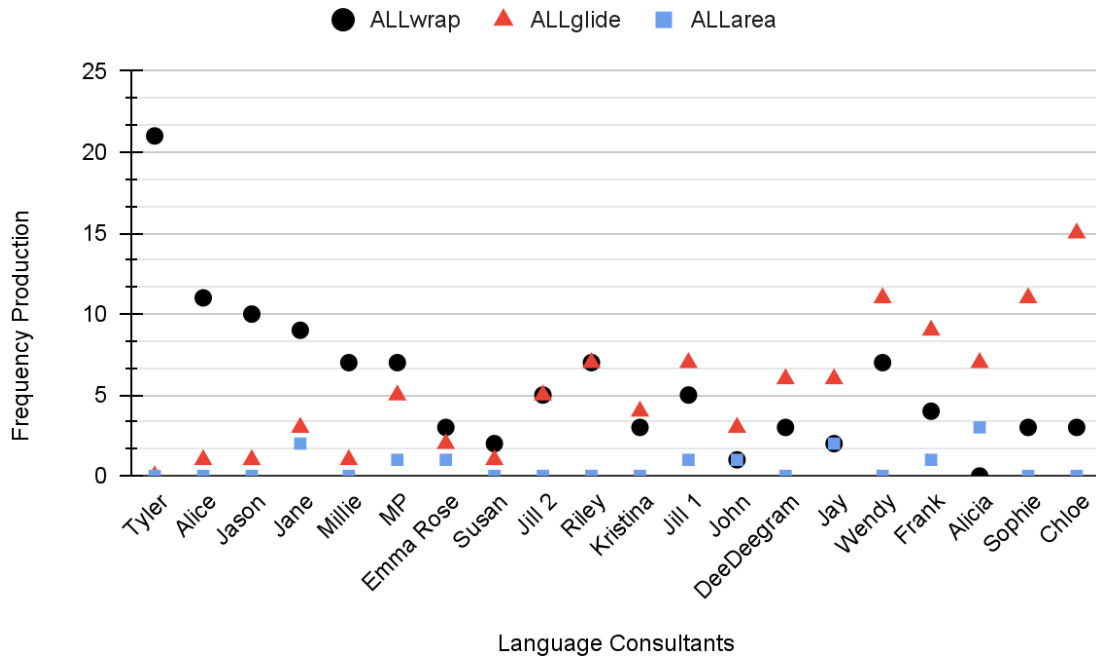


Figure 4

The data in figure 4 showed five high ALL_{wrap} users, eight language consultants who produce ALL_{wrap} and ALL_{glide} in similar frequency, and seven high ALL_{glide} users. A closer look at each language consultant can be looked at as well to see any correlations between their demographic background and their variant production. Looking at the demographics, 19 of the 20 consultants share the same ethnic background which means this cannot be used as an explanation. In addition to ethnicity, the age was not definitive enough to support a claim that it is in fact impactful to the variation selection. Similarly, the location of the consultants is not reliable as the researcher is located in the midwest and resulted in all of the consultants to be from or currently residing in the midwest states of the United States.

Table 1

	Gender	Age	Ethnic background	Identity	Place Grew Up	Place Currently Live	Highest level of education
Tyler	Male	28	White/ Caucasian	CODA	Fishers, IN	Fishers, IN	Bachelor's degree
Alice	Female	24	White/ Caucasian	CODA	Fishers, IN	Wilmington, DE	Bachelor's degree
Jason	Male	32	White/ Caucasian	CODA	Braidwood, IL	Indianapolis, IN	Bachelor's degree
Jane	Female	61	White/ Caucasian	Deaf	Austin, TX	Indianapolis, IN	Master's degree
Millie	Female	38	White/ Caucasian	Deaf	Ann Arbor, MI	Middletown, IN	High School

Looking at table 1, we can identify a cluster of language consultants who appear to be in the top range for ALL_{wrap} production. These language consultants can be identified in table 1 along with their demographic information from the survey each consultant completed. In all other demographics of gender, age, identity, place where they grew up, place where they currently live, and highest level of education, there is no connection between these and the five consultants.

Table 2

	Gender	Age	Ethnic background	Identity	Place Grew Up	Place Currently Live	Highest level of education
MP	Female	21	White/ Caucasian	CODA	Milwaukee, WI	Indianapolis, IN	Bachelor's degree
Emma Rose	Female	39	White/ Caucasian	Deaf	Riverside, CA	Indianapolis, IN	Master's degree
Susan	Female	58	White/ Caucasian	Deaf	Rome, NY	Indianapolis, IN	Master's degree
Jill 2	Female	57	White/ Caucasian	Deaf	Morganton, NC	Fishers, IN	Master's degree
Riley	Female	30	White/ Caucasian	CODA	Larenceville, IL	Indianapolis, IN	High School

Kristina	Female	52	White/ Caucasian	CODA	Michigan City, IN	Fishers, IN	Master's degree
Jill 1	Female	58	White/ Caucasian	Deaf	Columbus, OH	Beverly Hills, FL	Master's degree
John	Male	58	White/ Caucasian	Deaf	Denver, CO	Fishers, IN	Master's degree

Also as noted in table 2, there is a group of language consultants that do not appear to be high producers of ALL_{wrap} or ALL_{glide} but instead equal frequency of the two variants. These seven constants are identified in table 2 along with their demographic information. Similar to high ALL_{wrap} producers, there is no apparent correlation between their mid-range production of ALL_{wrap} and ALL_{glide} with their demographic background.

Table 3

	Gender	Age	Ethnic background	Identity	Place Grew Up	Place Currently Live	Highest level of education
DeeDeegram	Female	71	White/ Caucasian	CODA	Indianapolis, IN	Indianapolis, IN	Master's degree
Jay	Male	59	White/ Caucasian	Deaf	Bronx, NY	Carmel, IN	Bachelor's degree
Wendy	Female	71	White/ Caucasian	Deaf	Manhattan, NY	North Chelmsford, MA	Master's degree
Frank	Male	28	White/ Caucasian	Deaf	Green Bay, WI	Madison, WI	Bachelor's degree
Alicia	Female	46	White/ Caucasian	Deaf	Waterloo, IA	Council Bluffs, IA	Master's degree
Sophie	Female	60	Native American	Deaf	St. Augustine, FL	Indianapolis, IN	Bachelor's degree
Chloe	Female	33	White/ Caucasian	CODA	New Haven, IN	New Haven, IN	Associate's degree

Finally as seen in table 3, there is a group of eight language constants that appear to be high producers of ALL_{glide}. Likewise to high ALL_{wrap} and middle producers of ALL_{wrap} and ALL_{glide}, there is no link between their demographic information. Therefore, these demographics

don't seem to explain why the twenty consultants appear to be high production of ALL_{wrap}, ALL_{glide}, or producing both variants at about the same rate and is not driving the results of production.

4.2 *Opinion of Variant Usage*

Second, the twenty language consultants were asked their opinions or ideas they had on when each variant may be used. In relation to ALL_{wrap}, 11 (55%) consultants stated that this variant is used when looking at whole items that stay together and in general inanimate things. When giving their explanation, nine (45%) consultants expressed that ALL_{glide} was used with people, lists, and any other items they may be set up in a linear manner. There were also more specific opinions given such as language consultations Kristina, Tyler, and Riley specifically mentioned that if they were talking about many items directly in front of them that they would use ALL_{glide} but if generally talking about the item they would produce using a ALL_{wrap}.

ALL_{area} is sparsely used, produced by eight of the twenty consultants. Ten (50%) consultants mentioned that this variant is often only used for specific contexts that include location and area as well as sentences that have a noun that is being described with extreme abundance. Finally, with ALL_{bounce} five (25%) consultants mentioned that it is rarely used or seen in ASL and when asked for their opinions on the use of the sign, ten of the consultants stated that it is only used for emphasis. Not all language consultants gave opinions for each variant type which makes sense because most native users of a language do not have declarative knowledge, being knowledge of the grammar and able to explain the grammar being used. It is common for people to only have procedural knowledge on their first language, using it to communicate (Son, 2022).

4.3 Substitution Acceptability of Variants

Third, Language consultants were also asked if the variant in a specific sentence can be replaced by a different variant which was coded as “yes, maybe, no”. Table 4 table shows the total percentage of acceptability given by the consultants for each variant.

Table 4

	ALL _{wrap}	ALL _{glide}	ALL _{area}	ALL _{bounce}
Yes	77.3%	70.2%	21.7%	19.2%
Maybe	.5%	.5%	0%	1%
No	22.2%	29.3%	78.3%	79.8%

The high percentage of acceptance for ALL_{wrap} and ALL_{glide} express that these two variants are often interchangeable as well as the high percentage of no for ALL_{area} and ALL_{bounce} shows these variants are not interchangeable.

These percentages show that the consultants seemed to be more flexible when ALL_{wrap} and ALL_{glide} can be produced. For instance, 18 of the 20 sentences (90%) had 50% or over acceptance for ALL_{wrap} to be used. Comparable to 16 of the 20 sentences (80%) had 50% or over acceptance for ALL_{glide}. Yet the consultants appeared to have opposite opinions for ALL_{bounce} and ALL_{area} production and were strong on when they cannot be used and that they are not as flexible or as used. Compared to ALL_{area} that from those 20 sentences, there were four of the 20 sentences (20%) with over 50% acceptance rate while ALL_{bounce} there was not a single one that had over a 50% acceptance rate. This shows that the production of variants is not random or dependent on the sign, but is dependent on the set up and can be accepted in different manners both production-wise and receptivity.

4.4 General discussion

Not only does this research strive to answer what is the lexical variation of the four ASL signs that mean ‘all’ but this also leads to the second question of what the interpretation is and the reason behind each variant production. Focusing on the two highly produced variants of all, ALL_{wrap} and ALL_{glide} , we can deduce that there is an explanation behind the production.

These signs can be produced and labeled within two categories that will be labeled as ‘round’ and ‘linear’. These categories describe the way that the sign is being produced in space in that it is a round shape such as a bowl being round or the shape of a plate. The shape could also be linear or flat such as a table or listing of items. For these two categories, they can be connected to a specific type of ALL which is ALL_{wrap} and ALL_{glide} , respectively.

Taking a closer look at these variants within sentences from the data collected, the variants do not depend on the noun type but instead on how it is produced spatially. For example, as seen previously in sentence 7,

7. SOUP I EAT HALF NOT ALL_{wrap}
I ate only half the soup, not all of it.

This is noted with 12 language consultations (60%) using the ALL_{wrap} variant in this setting.

With sentence 7 it can be seen that the ‘round’ shape is in relation to the bowl where the soup is located. The round shape with an ALL_{wrap} can also be seen in the following sentence,

15. FOOD PLATE ME EAT ALL_{wrap} NEVER
I never eat all the food on my plate.

For sentence 15, it is produced using ALL_{wrap} due to the ‘round’ shape coming from the shape of a plate, the rounded edges of a saucer dish. In addition to this example of round and ALL_{wrap} , we can relook at sentences 10 and 12 that are linear and ALL_{glide} ,

10. SANDWICH M-E-N-U FOOD LIST ALL_{glide} EXPENSIVE
I think ALL the sandwiches on the menu here are expensive.

12. B-U-F-F-E-T I WILL TOUCH EAT **ALL_{glide}**

I am going to try ALL the food at the buffet.

Sentence 10 is a linear sign as it is a menu of the sandwiches listed out in a linear order, therefore being an **ALL_{glide}** production. Sentence 12 is a highly produced **ALL_{glide}** variant being produced by seven consultants (35%). This sentence's production of **ALL_{glide}** is due to the spatial relations of the buffet food placed in a line on tables.

16. HE (POINT) HAVE MANY PROBLEM **ALL_{glide}** SERIOUS BUT MUST PRIORITIZE WHICH MORE IMPORTANT

He has many health problems and ALL are serious but we had to prioritize them.

Although Sentence 16 was most commonly produced as **ALL_{glide}**, can be produced as a **ALL_{wrap}** or a **ALL_{glide}** depending on if the health problems were imagined to be on a list, it will be produced using **ALL_{glide}** as the list imagined would be linear, but if the health problems were imagined as individual categories placed in space as clusters then it would be produced as **ALL_{wrap}**. Likewise with the following sentence,

17. I SIT DINNER WITH MY HEARING FAMILY **ALL_{glide}** LAUGH BUT I DON'T KNOW REASON

I was at dinner with my hearing family and they were ALL laughing, ALL of them, but I don't know why.

Sentence 17 also can be produced with a **ALL_{wrap}** if they are picturing the family sitting at a circle table together or as an **ALL_{glide}** if they are imagining the family sitting lined up in front of them.

These sentences support the claim of the variant being decided on the spatial awareness, and there are sentences that can change ALL variants depending on the production. Likewise the sentence "Did all that honey come from one beehive?" can be produced using two of the variants. This sentence was produced with a 15% **ALL_{glide}** and a 25% **ALL_{wrap}** depending on how

the signer felt it should be produced. If the signer is referring to the large amount of honey dripping from the beehive and envisioning the beehive being a round shape which would then be produced using the ALL_{wrap}, but if the signer is envisioning many jars of honey on a table then ALL_{glide} will be produced. Such as the three language consultations Kristina, Tyler, and Riley stating their production may change depending on how they visually imagine the sentence. It is known that ASL is a language that uses spatial relations in production. As Martin & Sera (2006) stated, the use of space allows the signer to represent the object as well as the event, action, and location at the same time. This setup gives a better understanding of the language and easier to produce for a visual language. Therefore, the research question about the interpretation of the variants can be explained using the spatial and visual production of the sentence.

5. Conclusion

The results indicate that the variation between the four signs for ALL is driven by spatial relations. The three types of data collection among all participants supports that the ALL will change depending on the shape of the noun that is being described. This study reminds us that every language needs to be analyzed in its own language form and adds to the understanding of language variation, language change, and language development.

This study is limited to that subset of ASL signers and although this study did not intend to recruit a limited demographic population, this makes for future studies should include a wider demographic background of ethnicity, gender, and region to determine whether the pattern found here persists in all language communities. These results are also limited as the language elicitation prompts were given in English, for future studies the elicitation may be done using videos or animations for elicitation instead of a sentence in their second language. This study was limited to adult native ASL signers, so one possible future study can be focused on L2

interpreters who are active in the language but analyzed to see if they produce these variants with the same results as the L1 signers. Similarly, future work could be using L1 participants that are children in order to analyze at what age these variations begin to be produced and if the results are similar to the adult L1 signers. This study seems to be the first of its kind to analyze the lexical variation of ALL in ASL production. This study will allow for these ALL variants to be better taught and better used, especially for second language users. It is the stepping stone for future work to be created and adds to our understanding of language variation, in particular language variation within ASL.

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Appendix A:

Name	L1	Gender	Age	Ethnicity	Identity	Grew up	Live now	Education	Marital Status	Partner Identity	ASL Communities Involved with (top 3)	Employment
Alicia	ASL	Female	46	White	Deaf	IA	IA	MA	Divorced	Deaf	Online groups, Deaf church, Deaf club	Full time
Frank	ASL	Male	28	White	Deaf	WI	WI	BA	Single	N/A	Deaf club, Deaf sports group, work with ASL users	Full time
Susan	ASL	Female	58	White	Deaf	NY	IN	MA	N/A	N/A	Deaf school, work with ASL users, outings with friends	Contract
Chloe	ASL	Female	33	White	CODA	IN	IN	AA	Relationship	Hearing, doesn't know ASL	Deaf club, Deaf church, work with ASL users	Full time
Jay	ASL	Male	59	White	Deaf	NY	IN	BA	Divorced	Deaf	Deaf school, Deaf club, Deaf sports group	Full time
Wendy	ASL	Female	71	White	Deaf	NY	MA	MA	Divorced	N/A	Friends, Deaf church, work with ASL users	Part time
Sophie	ASL	Female	60	Native American	Deaf	FL	IN	BA	Married	Deaf	Work with ASL users, Deaf church, Deaf club	Contract
MP	ASL	Female	21	White	CODA	WI	IN	BA	Relationship	Hearing, doesn't know ASL	Work with ASL users, Family, Deaf school	Full time
Kristina	ASL	Female	52	White	CODA	IN	IN	MA	Married	Hearing, doesn't know ASL	Deaf family, work with ASL users, N/A	Contract
Millie	ASL	Female	38	White	Deaf	MI	IN	High school	Divorced	N/A	None	Unemployed

Name	L1	Gender	Age	Ethnicity	Identity	Grew up	Live now	Education	Marital Status	Partner Identity	ASL Communities Involved with (top 3)	Employment
Jane	ASL	Female	61	White	Deaf	TX	IN	MA	Married	Deaf	Deaf bowling team, work with ASL users, Deaf club	Full time
DeeDeegram	ASL	Female	71	White	CODA	IN	IN	MA	Married	Hearing, knows ASL	Work with ASL users, Deaf school, Deaf Club	Part time
Jason	ASL	Male	32	White	CODA	IL	IN	BA	Married	Hearing, knows ASL	Deaf family, none	Full time
Emma Rose	ASL	Female	39	White	Deaf	CA	IN	MA	Married	Deaf	Deaf church, Travel, Deaf school	Full time
Jill 1	ASL	Female	58	White	Deaf	OH	FL	MA	Married	Deaf	Deaf events, Deaf club, Deaf school	Retired
Tyler	ASL	Maale	28	White	CODA	IN	IN	BA	Relationship	Hearing, CODA	Deaf family, work with ASL users, Deaf sports group	Full time
Jill 2	ASL	Female	57	White	Deaf	NC	IN	MA	Married	Deaf	Deaf family, Deaf club, work with ASL users	Full time
John	ASL	Male	58	White	Deaf	CO	IN	MA	Married	Deaf	Deaf family, Deaf club, Deaf sports group	Unemployed
Alice	ASL	Female	24	White	CODA	IN	DE	BA	Single	N/A	Deaf family, work with ASL users, Deaf church	Full time
Riley	ASL	Female	30	White	CODA	IL	IN	High School	Single	N/A	Work with ASL users, Deaf family/friends, Deaf club	Contract

Appendix B:

1.	The community came together to raise money for the family whose house burned down last week
2.	I am going to try ALL the food at the buffet
3.	You have heard ALL of the story
4.	I read the same books as my mom but we have very different opinions about them
5.	I have a lot of homework to do tonight before I go to the party.
6.	He has many health problems and ALL are serious but we had to prioritize them.
7.	I am thrilled to have you ALL here today in the audience
8.	I have never been on a ferris wheel, being up that high is too scary
9.	Do you see ALL of those chickens in that field!?
10.	The car accident was a tragedy for ALL the families, kids, school, and community.
11.	There are so many dogs at the park!
12.	Do you know the answer to this trivia question?
13.	Did ALL that honey come from one beehive?
14.	ALL of his legal rights are being ignored
15.	I like dogs but I don't like cats at all
16.	ALL the money was taken, literally ALL of it!
17.	I never eat ALL the food on my plate
18.	That is a lot of food for such a small wedding!
19.	That big green bug crawled up my arm!
20.	If you take me back I will give you ALL of my love
21.	I think ALL the sandwiches on the menu here are expensive.
22.	He told me he has feelings for you and wants to go on a date.
23.	We are so excited for you ALL to join us in class today!

24.	She can't cover ALL of the pool surface with that tiny cover
25.	She was making a long shopping list for supplies needed for the road trip.
26.	Do you think the kids look more like their mom or dad?
27.	All of the children in that family are young!
28.	I ate only half the soup, not ALL of it
29.	She didn't have enough time to finish eating her lunch today
30.	July 4th is a day to recognize ALL our freedom
31.	Do you see ALL of these restaurants on the list?
32.	We do the same thing over and over again in this class
33.	Which tshirt color did you pick from that list?
34.	When I stepped onto the stage I could feel ALL eyes on me
25.	I was at dinner with my hearing family and they were ALL laughing, ALL of them, but I don't know why.

Note: *Distractors are gray.*

Appendix C:

	Alicia	Frank	Susan	CHLOE
I am going to try ALL the food at the buffet	B-U-F-F-E-T TABLE FOOD SET-UP PICK++ TRY SEE-SEE IF LIKE	FOOD (plate set out in row) I COLLECT+	ME GO EAT POINT+++	I GOING TO TRY ALL _{glide} FOOD A-T B-U-F-F-E-T
You have heard ALL of the story	THIS STORY YOU KNOW FINISH	STORY YOU HEARD	THAT STORY HEARD HAPPEN	YOU HAVE HEARD ALL _{glide} STORY
He has many health problems and ALL are serious but we had to prioritize them.	HEALTH PROBLEM MANY SERIOUS YES BUT NEED PRIORITIZE	MAN (POINT) HAVE HEALTH PROBLEMS ALL _{glide} SERIOUS NEED PRIORITIZE HIM (POINT) IMPORTANT	(POINT)PERSON HAVE A LOT HEALTH PROBLEM SERIOUS YES BUT NEED WHICH IMPORTANT RANK PRIORITIZE DO++	HE HAVE MANY HEALTH PROBLEMS ALL _{glide} SERIOUS BUT HAVE TO RANK WHICH BETTER FIRST
I am thrilled to have you ALL here today in the audience	AUDIENCE HERE ME EXCITED	I THRILLED ALL _{glide} SHOW-UP+++ AUDIENCE	(POINT)AUDIENC E ME THRILLED HERE THANK YOU	I HAPPY TO HAVE YOU ALL _{glide} COME TODAY
Do you see ALL of those chickens in that field!?	POINT F-I-E-L-D SEE ALL _{area} CHICKEN?	CHICKEN FIELD SEE POINT	LOOK CHICKENS AREA LOOK	YOU SEE ALL _{glide} CHICKENS IN THAT POINT (mouth field)
The car accident was a tragedy for ALL the families, kids, school, and community.	CAR ACCIDENT SAD FOR ALL _{area} FAMILY, KIDS, SCHOOL, AND COMMUNITY	OOH (heart touch with middle finger) CAR ACCIDENT IMPACT ALL _{area} FAMILY, KID, SCHOOL, COMMUNITY OOH	SAD THAT ACCIDENT MESS-UP COMMUNITY FAMILY KID SCHOOL ALL _{glide} DEPRESSED	CAR ACCIDENT SAD FOR ALL _{glide} FAMILY KID SCHOOL AND GROUP
Did ALL that honey come from one beehive?	B-E-E-H-I-V-E (shape) ALL _{glide} HONEY FROM THERE	B-E-E HOME (shape) POINT ALL _{glide} FROM HONEY	WHERE HONEY MAKE WHERE FROM (shape) BEE H-I-V-E TREE	YOU HAVE ALL _{glide} H-O-N-E-Y FROM ONE B-E-E

ALL of his legal rights are being ignored	HIS (POINT)LEGAL RIGHT IGNORE	ALL _{wrap} LEGAL RIGHTS IGNORE	(POINT)HIS LEGAL RIGHTS IGNORE SAD	ALL _{glide} HIS (POINT) RIGHTS IGNORED
ALL the money was taken, literally ALL of it!	MONEY COLLECT TAKE TRUE BIZ ALL _{glide} TAKE	ALL _{wrap} MONEY TRUE BIZ GONE	REALLY MY MONEY TAKEN ZERO	ALL _{glide} THAT MONEY TAKE SERIOUSLY ALL _{glide}
I never eat ALL the food on my plate	PLATE FOOD ME EAT EMPTY NEVER	FOOD PLATE ME EAT EMPTY NO	MY PLATE EMPTY NEVER ME LEAVE PILE+ STILL EMPTY NEVER	I NEVER EAT ALL _{wrap} FOOD ON MY PLATE
If you take me back I will give you ALL of my love	IF BACK TOGETHER HEART (take out and give to you) LOVE WILL	IF BACK I GIVE ALL _{wrap} LOVE	YOU WANT BACK GIVE ME LOVE ALL _{wrap} LOVE	DECIDE YOU TAKE ME BACK I WILL GIVE YOU ALL _{glide} MY HEART
I think ALL the sandwiches on the menu here are expensive.	SANDWICHES HERE ALL _{glide} EXPENSIVE	FOOD RESTAURENT BOOK (POINT) SANDWICHES ALL _{glide} EXPENSIVE WOW	READ REALLY EXPENSIVE M-E-N-U EXPENSIVE	I THINK ALL _{glide} SANDWICHES ON LIST IS EXPENSIVE
We are so excited for you ALL to join us in class today!	JOIN CLASS TODAY EXCITED	I EXCITED ALL _{glide} JOIN CLASS TODAY	EXCITED YOU CLASS JOIN YOU CLASS EXCITED THANK YOU	WE SO EXCITED FOR YOU JOIN OUR CLASS TODAY
She can't cover ALL of the pool surface with that tiny cover	P-O-O-L COVER ALL _{area} CAN'T COVER SMALL	P-O-O-L SWIM COVER CAN'T COVER SMALL	SMALL COVER BIG POOL COVER STILL NOT COVER NOT ENOUGH	S-H-E CAN'T COVER ALL _{glide} THAT P-O-O-L AREA WITH SMALL C-O-V-E-R
All of the children in that family are young!	THAT FAMILY CHILDREN ALL _{glide} YOUNG	ALL _{glide} CHILDREN YOUNG WOW	WOW REALLY YOUNG KIDS PARENTS LOOK LIKE KIDS WOW YOUNG	ALL _{glide} T-H-E CHILDREN IN THAT FAMILY YOUNG
I ate only half the soup, not ALL of it	SOUP EAT EMPTY NO, HALF NOT ALL _{glide}	SOUP BOWL EAT (empty) NO (show level of soup still there)	SOUP I FULL EAT HALF NOT ALL _{wrap}	I EAT ONLY HALF S-O-U-P NOT ALL _{wrap}

July 4th is a day to recognize ALL our freedom	JULY 4TH DAY MEMORY FREEDOM	4TH JULY WOW RECOGNIZE ALL _{glide} FREEDOM	THAT JULY 4TH IMPORTANT RECOGNIZE FREEDOM	JULY 4TH IS DAY FOR SEE OUR FREEDOM
Do you see ALL of these restaurants on the list?	YOU SEE LIST ALL _{glide} RESTAURANT	SEE ALL _{wrap} RESTAURANT POINT-POINT LIST FINISH YOU	YOU SEE RESTAURANT LIST LONG YOU SEE (POINT)	YOU SEE ALL _{wrap} RESTAURANTS ON LIST
When I stepped onto the stage I could feel ALL eyes on me	STAGE WALK ON PEOPLE EYES LOOK	I ENTER STAND ALL _{glide} EYES LOOK CL:flat-4	STAGE I WALK ME SHOCKED CL:flat-4	WHEN I STAND ON S-T-A-G-E ALL _{glide} FEEL EYES ON ME
I was at dinner with my hearing family and they were ALL laughing, ALL of them, but I don't know why.	MY FAMILY HEARING EATING THEY (POINT) LAUGH, ALL _{glide} ME DONT KNOW REASON	EAT TABLE ALL _{glide} HEARING ALL _{glide} LAUGH ME DONT KNOW WHAT'S UP	ME SIT EAT HUH LAUGH WHY LAUGH I DONT KNOW FEEL LOUSY	I DINNER WITH HEARING FAMILY THEY (POINT)LAUGH ALL _{glide} LAUGH BUT I DONT KNOW WHY

	Jay	Wendy	Sophie	MP
I am going to try ALL the food at the buffet	FOOD (scope on plate) (POINT)LINE I TRY ALL _{glide} FOOD	THAT B-U-F-F-E-T ALL _{glide} FOOD I TRY	B-U-F-F-E-T FOOD SET-UP LOOK TRY TASTE POINT-POINT ALL _{glide} TASTE	BUFFET I WANT EAT ALL _{wrap} VARIETY
You have heard ALL of the story	STORY YOU FINISH KNOW	STORY SEE ALL _{wrap}	STORY FINISH HEAR ALL _{glide} STORY	THAT ALL _{wrap} STORY FINISH
He has many health problems and ALL are serious but we had to prioritize them.	(POINT) PERSON HEALTH PROBLEMS OOH MANY SERIOUS OOH FIGURE OUT WHICH FIRST RANK	MANY HEALTH PROBLEM HE (POINT) HAVE ALL _{glide} SERIOUS BUT WHICH MORE SERIOUS RANK	HEALTH PROBLEM MAN (POINT) HE HAVE LONG-LIST BUT IMPORTANT WHICH RANK FOCUS IMPORTANT	HE (POINT) HAVE MANY PROBLEM REALLY ALL _{glide} SERIOUS BUT MUST PRIORITIZE WHICH MORE IMPORTANT

I am thrilled to have you ALL here today in the audience	I THRILLED YOU CONNECT AUDIENCE WATCH	TODAY AUDIENCE ME THRILLED HAVE POINT ROOM ALL _{glide} HERE	TODAY AUDIENCE I THRILLED YOU HERE	I THRILLED YOU COME AUDIENCE LOOK THANK YOU
Do you see ALL of those chickens in that field!?	LOOK FIELD AREA CHICKENS (POINT)	GRASS AREA F-I-E-L-D CHICKEN POINT++ YOU SEE	F-I-E-L-D AREA CHICKEN YOU SEE ALL _{glide} I-MEAN ALL _{glide}	YOU SEE (POINT) CHICKEN FIELD
The car accident was a tragedy for ALL the families, kids, school, and community.	THAT CAR ACCIDENT MESS-UP AWFUL FOR ALL _{area} FAMILY CHILDREN SCHOOL COMMUNITY ALL _{glide}	CAR ACCIDENT REALLY SAD FOR ALL _{glide} FAMILY++, KIDS, SCHOOL, COMMUNITY	FAMILY CHILDREN SCHOOL COMMUNITY IF CAR ACCIDENT TERRIBLE OOH FOR ALL _{glide}	CAR ACCIDENT REALLY HEART-TOUCH FOR FAMILY KID SCHOOL AND COMMUNITY ALL _{area}
Did ALL that honey come from one beehive?	AMOUNT H-O-N-E-Y HONEY FROM ONE (POINT) B-E-E HIVE (shape) QUESTION-MARK	HONEY (POINT) FROM ONE B-E-E-H-I-V-E	B-E-E-H-I-V-E (shape) H-O-N-E-Y DRIP+ ALL _{wrap} DRIP QUESTION	H-O-N-E-Y FROM ONE B-E-E-H-I-V-E QUESTION
ALL of his legal rights are being ignored	HIS LEGAL RIGHTS HIMSELF THEY IGNORE	HIS (POINT) LEGAL RIGHTS ALL _{glide} IGNORE	ALL _{wrap} HIS (POINT) L-E-G-A-L RIGHT IGNORE	HIS LEGAL RIGHTS IGNORE
ALL the money was taken, literally ALL of it!	MONEY TAKEN TRUE-BIZ ALL _{wrap} MY MONEY TAKEN	MONEY ALL _{wrap} TAKEN TRUE-BIZ ALL _{wrap} TAKEN	MONEY TAKEN ALL _{glide} TRUE-BIZ	HE TOOK ALL _{wrap} MONEY TRUE-BIZ ALL _{wrap} TAKE
I never eat ALL the food on my plate	PLATE I EAT EMPTY NO ONLY LEFT POINT+	MY PLATE FOOD PILE+ I NEVER EAT ALL _{glide}	FOOD PLATE ME EAT ALL _{glide} NEVER	I NEVER EMPTY HAVE POINT+ SOME LEFT
If you take me back I will give you ALL of my love	IF GO-AHEAD TAKE-BACK I WILL LOVE-YOU	IF TWO-OF-US BACK ALL _{wrap} MY LOVE GIVE-YOU WILL	IF YOU WANT BACK I PROMISE ALL _{wrap} MY LOVE FOR YOU	IF TWO-OF-US BACK TOGETHER AGAIN I WILL GIVE ALL _{wrap} MY LOVE

I think ALL the sandwiches on the menu here are expensive.	SANDWICH FOOD LIST ALL _{glide} EXPENSIVE	MENU ALL _{wrap} SANDWICHES I THINK EXPENSIVE	M-E-N-U SANWICH LIST READ OOH REALLY EXPENSIVE I THINK	I THINK SANDWICHES HERE OOH EXPENSIVE
We are so excited for you ALL to join us in class today!	EXCITED CAN CONNECT CLASS THRILLED	TODAY THIS CLASS ME EXITED YOU ALL _{glide} JOIN	TODAY CLASS I EXCITED YOU ALL _{glide} JOIN	ME EXCITED ALL _{glide} HERE GROUP CLASS TODAY
She can't cover ALL of the pool surface with that tiny cover	POOL AREA (POINT) COVER OVER SMALL CAN'T COVER ALL AREA CAN'T	SWIMMING P-O-O-L COVER SMALL NOT FULL	P-O-O-L IMPOSSIBLE COVER WHY THIN IMPOSSIBLE COVER	SMALL C-O-V-E-R CAN'T IMPOSSIBLE ALL _{wrap} P-O-O-L COVER CAN'T
All of the children in that family are young!	SEE FAMILY CHILDREN ALL _{glide} YOUNG OOH	THAT FAMILY ALL _{glide} CHILDREN YOUNG	FAMILY ALL _{glide} THEIR CHILDREN YOUNG	ALL _{glide} KIDS FAMILY OOH YOUNG CHILDREN
I ate only half the soup, not ALL of it	SOUP BOWL EAT (lower level) HALF NOT ALL _{wrap} (level flat) CAN'T	SOUP I EAT HALF NOT ALL _{wrap}	S-O-U-P BOWL EAT NOT ALL _{glide} HALF	I EAT SOUP EAT ABOUT HALF NOT ALL _{wrap}
July 4th is a day to recognize ALL our freedom	JULY 4TH IMPORTANT RECOGNIZE WHAT OUR FREEDOM	DAY JULY 4TH RECOGNIZE WHAT ALL _{wrap} OUR FREEDOM	JULY 4TH THAT DAY IMPORTANT OOH PEOPLE FREEDOM	JULY 4TH DAY FREEDOM
Do you see ALL of these restaurants on the list?	READ LIST YOU SEE DIFFERENT+ RESTAURANT FINISH READ YOU	RESTAURANT POINT++ LIST++ YOU SEE ALL _{glide} QUESTION	RESTAURANT LIST YOU SEE FINISH ALL _{glide} YOU	YOU SEE LIST RESTAURANT DIFFERENT+
When I stepped onto the stage I could feel ALL eyes on me	I STAND STAGE LOOK EYES CL:flat-4 OOH	STAGE ME STAND I FEEL ALL _{glide} EYES CL:flat-4	S-T-A-G-E I STAND FEEL LIKE EYES CL:flat-4	WHEN I WALK I FEEL ALL _{glide} EYES CL:flat-4
I was at dinner with my hearing family	I SIT EAT DINNER WITH HEARING FAMILY LOOK	EAT DINNER WITH MY HEARING	DINNER MY FAMILY ALL _{glide} HEARING LAUGH I DON'T	I SIT DINNER MY HEARING FAMILY ALL _{glide} LAUGH

and they were ALL laughing, ALL of them, but I don't know why.	AROUND LAUGH ALL _{glide} FOR+ I DON'T KNOW	FAMILY ALL _{glide} LAUGH ME NOT UNDERSTAND WHY	KNOW WHY	BUT I PERPLEXED WHY I NOT UNDERSTAND WHY
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	Kristina	Millie	Jane	DeeDeeGram
I am going to try ALL the food at the buffet	SEE FOOD SET-UP TRY TASTE ALL _{glide}	TRY ALL _{wrap} FOOD (POINT)(PILE) TRY (POINT) FOOD	BUFFET AREA FOOD I TRY BRING+ I SEE PICK+ SEE+	(POINT) B-U-F-F-E-T I PLAN TOUCH FOOD EACH FOOD
You have heard ALL of the story	ALL _{glide} HEAR STORY QUESTION	YOU HEARD ALL _{wrap} STORY	STORY YOU HEARD ALL _{wrap} YOU	THAT STORY YOU FINISH HEARD BEFORE
He has many health problems and ALL are serious but we had to prioritize them.	KNOW HE HAVE HEALTH PROBLEMS LONG-LIST OOH NEED PRIORITIZE WHICH FIRST FOCUS	HE HAVE A LOT HEALTH PROBLEM SERIOUS BUT WE PRIOTIZE NEED	HE HEALTH PROBLEMS HAVE POINT DIFFERENT ALL _{wrap} SERIOUS MUST WHICH RANK FIRST SECOND THIRD WHICH PRIORITY	POINT HEALTH PROBLEM LONG-LIST SERIOUS WE HAVE PRIORITIZE ALL _{glide}
I am thrilled to have you ALL here today in the audience	AUDIENCE THRILLED SEE ALL TODAY	I THRILLED YOU AUDIENCE	AUDIENCE YOU HERE TODAY I THRILLED	AUDIENCE HERE I THRILLED YOU HERE
Do you see ALL of those chickens in that field!?	FIELD SEE CHICKEN SCATTERED PECKING OOH MANY	YOU SEE AREA CHICKEN AREA SEE	F-I-E-L-D AREA CHICKEN YOU SEE ALL _{wrap} YOU	CHICKEN AREA YOU SEE
The car accident was a tragedy for ALL the families, kids, school, and community.	KNOW THAT CAR ACCIDENT FAMILY CHILDREN SCHOOL	POINT CAR ACCIDENT POINT PATIENT FOR FAMILY FRIEND SCHOOL	AWFUL CAR ACCIDENT TRAGEDY ALL _{area} FAMILY KIDS SCHOOL	ACCIDENT CAR TERRIBLE SAD FOR ALL _{wrap} FAMILY KIDS SCHOOL

	COMMUNITY HEART-TOUCH OOH	COMMUNITY HEART-TEAR	COMMUNITY AW HEART TOUGH	COMMUNITY OOH
Did ALL that honey come from one beehive?	THAT HONEY FROM SAME (shape) H-I-V-E OR DIFFERENT WHICH	POINT H-O-N-E-Y FROM BEE B-E-E-H-I-V-E QUESTION	H-O-N-E-Y POINT FROM ONE B-E-E-H-I-V-E SHAPE ONE QUESTION	HONEY H-O-N-E-Y FROM ONE (shape) B-E-E-H-I-V-E
ALL of his legal rights are being ignored	KNOW THAT RIGHTS LEGAL IGNORE	ALL _{wrap} HIS RIGHTS IGNORE	HIS ALL _{wrap} HIS LEGAL RIGHTS IGNORE	HIS LEGAL RIGHTS IGNORE (shrug)
ALL the money was taken, literally ALL of it!	THAT MONEY EMBEZZELED ALL _{wrap}	ALL _{wrap} MONEY TAKEN	MONEY TAKE TRUE BIZ ALL _{wrap} TAKE	TRUE BIZ MONEY ALL _{wrap} TAKEN
I never eat ALL the food on my plate	EAT TYPICALLY PLATE TYPICALLY LEAVE LITTLE-BIT FOOD	I NEVER EAT ALL _{wrap} FOOD PLATE NEVER	PLATE FOOD AMOUNT EAT ALL _{wrap} NEVER LEAVE LEAVE	PLATE EAT PILE WILL NEVER EAT ALL _{wrap}
If you take me back I will give you ALL of my love	PLEASE IF BACK TOGETHER WITH YOU WILL LOVE FOREVER	TAKE-ME I WILL GIVE ALL _{wrap} MY LOVE	ALL _{wrap} MY LOVE GIVE IF YOU TAKE ME BACK	IF YOU ACCEPT ME BACK I WILL GIVE FILL LOVE
I think ALL the sandwiches on the menu here are expensive.	READ M-E-N-U SANDWICH EXPENSIVE LOOK-LIKE	LIST M-E-N-U LIST SANDWICH EXPENSIVE	LIST M-E-N-U LIST SANDWICH I THINK EXPENSIVE	READ M-E-N-U SANDWICH ALL _{glide} EXPENSIVE
We are so excited for you ALL to join us in class today!	EXCITED YOU JOIN CLASS TODAY	WE S-O EXCITED FOR YOU JOIN OUR CLASS TODAY	TODAY THIS CLASS WE EXCITED YOU JOIN-JOIN	TODAY YOU ALL _{glide} THRILLED EXCITED YOU JOIN
She can't cover ALL of the pool surface with that tiny cover	KNOW THAT P-O-O-L SWIMMING SHOULD C-O-V-E-R COVER CAN'T NOT FIT	CANT COVER THIS P-O-O-L TOP WITH SMALL THING	P-O-O-L AREA S-U-R-F-A-C-E CAN'T COVER SMALL C-O-V-E-R CAN'T ENOUGH ALL _{area} IMPOSSIBLE	SWIMMING P-O-O-L AREA HAVE COVER C-O-V-E-R C-O-V-E-R SMALL

All of the children in that family are young!	OOH ALL _{glide} CHILDREN YOUNG FAMILY YOUNG CLOSE AGE	THAT FAMILY CHILDREN YOUNG	CHILDREN THAT FAMILY YOUNG	FAMILY HAVE CHILDREN ALL _{glide} YOUNG
I ate only half the soup, not ALL of it	S-O-U-P I EAT HALF NOT ALL _{wrap}	ONLY EAT HALF SOUP BOWL NOT ALL _{wrap}	S-O-U-P BOWL I EAT HALF NOT ALL _{wrap} FINISH FULL	ME EAT SOUP EAT HALF
July 4th is a day to recognize ALL our freedom	JULY 4TH THAT (POINT) RECOGNIZE OUR FREEDOM CELEBRATE	JULY 4TH (POINT) RECOGNIZE OUR FREEDOM (POINT)	JULY 4TH FREEDOME RECOGNIZE	JULY 4TH WE RECOGNIZE OUR FREEDOM
Do you see ALL of these restaurants on the list?	YOU SEE READ LIST RESTAURANT POINT+ LIST	SEE LIST ALL _{glide} RESTAURANTS	LIST YOU SEE RESTAURANT SEE ALL _{wrap} YOU	RESTAURANT LIST YOU SEE YOU
When I stepped onto the stage I could feel ALL eyes on me	THAT STAGE I WALK STAND FEEL EYES CL:flat-4 OOH	I STAND ON STAGE PEOPLE EYES CL:flat-4 ME	I STAND STAGE S-T-A-G-E EYES CL:flat-4	STAGE I WALK STAND FEEL YOU EYES CL:flat-4
I was at dinner with my hearing family and they were ALL laughing, ALL of them, but I don't know why.	KNOW THAT EAT WITH WITH MY FAMILY HEARING LAUGH I NO-IDEA	I WITH FAMILY EAT DINNER LAUGH DON'T KNOW ABOUT	I EAT DINNER FAMILY ALL _{glide} HEARING ALL _{glide} LAUGH ALL _{glide} WHY I DON'T KNOW	EAT DINNER FAMILY SITTING-AROUND ALL _{glide} LAUGH ALL _{glide} WHY I DON'T KNOW

	Jason	Emma Rose	Jill 1	Tyler
I am going to try ALL the food at the buffet	I GO AHEAD EAT ALL _{wrap} POINT	DIFFERENT FOOD SET-UP TRY DIFFERENT	B-U-F-F-E-T I WILL TOUCH EAT ALL _{glide}	FOOD B-U-F-F-E-T I WILL GATHER ALL _{wrap} FOOD TASTE ALL _{wrap}
You have heard ALL of the story	YOU FINISH KNOW	FINISH HEAR THAT STORY FINISH YOU	FINISH HEARD STORY THAT STORY FINISH	ALL _{wrap} STORY YOU FINISH HEARD ALL _{wrap}

He has many health problems and ALL are serious but we had to prioritize them.	POINT HAVE MANY PROBLEM HEALTH LIST VERY+ SERIOUS BUT IMPORTANT MUST PRIORITIZE FOCUS THAT PROBLEM	PERSON HAVE MANY SERIOUS HEALTH PROBLEM BUT MUST PRIORITIZE WHICH RANK	THAT MAN POINT HAVE A LOT HEALTH PROBLEMS SHOW-UP SERIOUS NEED WHICH IMPORTANT SERIOUS WHICH	POINT HEALTH ISSUES OOH MANY COUNT ALL _{wrap} SERIOUS I NEED PRIORITIZE WHICH WORSE SERIOUS RANK
I am thrilled to have you ALL here today in the audience	I THRILLED ALL _{wrap} HERE AUDIENCE TODAY	TODAY THRILLED SEE AUDIENCE	I REALLY THRILLED YOU AUDIENCE HERE TODAY	I THRILLED YOU ALL _{wrap} HERE AUDIENCE
Do you see ALL of those chickens in that field!?	SEE CHICKEN SOCIAL POINT SEE CHICKEN	SEE MANY CHICKEN AREA SEE	CHICKEN FIELD AREA YOU SEE YOU	THAT F-I-E-L-D POINT AREA FIELD AREA SEE MANY CHICKEN YOU SEE
The car accident was a tragedy for ALL the families, kids, school, and community.	THAT CAR ACCIDENT REAL SAD HERE IN COMMUNITY SCHOOL FAMILY KIDS ALL _{glide} REALLY SAD	THAT CAR ACCIDENT SAD FOR ALL _{glide} FAMILY CHILDREN SCHOOL COMMUNITY REALLY HEART-TEAR	TERRIBLE CAR ACCIDENT TRAGEDY FOR FAMILY CHILDREN SCHOOL COMMUNITY ALL _{area}	THAT CAR ACCIDENT OOH AWFUL FOR ALL _{wrap} FAMILY KIDS CHILDREN SCHOOL COMMUNITY
Did ALL that honey come from one beehive?	ALL _{wrap} THAT H-O-N-E-Y FROM ONE B-E-E-H-I-V-E QUESTION	THAT H-O-N-E-Y FROM ONE SHAPE B-E-E-H-I-V-E QUESTION	THAT B-E-E-H-I-V-E H-O-N-E-Y FROM THAT ONE	HONEY H-O-N-E-Y THAT SHAPE ALL _{wrap} FROM ONE H-I-V-E ALL _{wrap}
ALL of his legal rights are being ignored	HIS LEGAL RIGHTS IGNORE	ALL _{wrap} HIS LEGAL RIGHTS REALLY IGNORE OPPRESS	HIS L-E-G-A-L LEGAL RIGHTS IGNORE	HIS RIGHTS LEGAL RIGHTS ALL _{wrap} IGNORE
ALL the money was taken, literally ALL of it!	ALL _{wrap} MONEY TAKE ALL _{wrap}	ALL _{wrap} MONEY TAKEN TRUE-BIZ ALL _{glide} MONEY	MONEY TAKE ALL _{wrap} TRUE BIZ TAKE ALL _{wrap}	MONEY TAKE ALL _{wrap} GONE NOTHING LEFT
I never eat ALL the food on my	I NEVER EMPTY TYPICALLY LEAVE	PLATE FOOD I NEVER EMPTY	PLATE FOOD I EAT EMPTY NEVER	MY FOOD PLATE I NEVER EAT ALL _{wrap}

plate				EAT CAN'T
If you take me back I will give you ALL of my love	IF YOU STILL LOVE I WILL GIVE YOU ALL _{wrap} MY LOVE	IF TAKE BACK I WILL LOVE WILL	IF YOU TAKE I WILL GIVE YOU ALL _{wrap} MY LOVE WILL	IF ACCEPT ME BACK I WILL GIVE ALL _{wrap} LOVE
I think ALL the sandwiches on the menu here are expensive.	THIS FOOD SANDWICH EXPENSIVE	THAT LIST M-E-N-U SANDWICH EXPENSIVE	M-E-N-U SANDWICH LIST OOH EXPENSIVE	ALL _{wrap} SANDWICH HERE LIST EXPENSIVE
We are so excited for you ALL to join us in class today!	I EXCITED YOU ALL _{wrap} JOIN TODAY CLASS	EXCITED YOU JOIN CLASS TODAY	I THRILLED YOU ALL _{glide} JOIN TODAY CLASS THRILLED	I EXCITED ALL _{wrap} JOIN OUR CLASS TODAY
She can't cover ALL of the pool surface with that tiny cover	SWIMMING P-O-O-L BIG THAT COVER CAN'T COVER NOT ENOUGH	WATER SURFACE KNOW THAT COVER CAN'T COVER	SWIMMING AREA COVER ALL _{wrap} CANT COVER	P-O-O-L SQUARE COVER C-O-V-E-R FOR PROTECT SMALL CAN'T FIT ALL _{wrap} COVER CAN'T
All of the children in that family are young!	FAMILY CHILDREN YOUNG	ALL _{wrap} CHILDREN REALLY YOUNG WOW	THAT FAMILY ALL _{glide} CHILDREN YOUNG	THAT FAMILY ALL _{wrap} CHILDREN YOUNG KIDS SMALL
I ate only half the soup, not ALL of it	SOUP I EAT HALF NOT ALL _{wrap} NO	SOUP BOWL I (flatten level) NO EAT HALF	SOUP BOWL I EAT HALF NOT ALL _{glide} EAT FULL	SOUP I EAT HALF LEVEL-LOWER NOT EAT ALL _{wrap}
July 4th is a day to recognize ALL our freedom	JULY 4TH THAT DAY WE RECOGNIZE OUR FREEDOM	JULY 4TH COME-TOGETHER OUR FREEDOM CELEBRATE	JULY 4TH THAT DAY CELEBRATE RECOGNIZE OUR FREEDOM	HOLIDAY JULY 4TH THAT DAY FOR WHAT RECOGNIZE ALL _{wrap} OUR FREEDOM
Do you see ALL of these restaurants on the list?	YOU SEE ALL _{wrap} RESTAURANT LIST	RESTAURANT LIST YOU FINISH SEE LIST FINISH READ YOU	YOU SEE THAT RESTAURANT LIST ALL _{wrap} YOU SEE	YOU SEE LIST ALL _{wrap} RESTAURANT YOU SEE LIST
When I stepped onto the stage I	I ON STAGE I FEEL EVERYONE EYES	I STAND STAGE FEEL EYES CL:flat-4	STAGE S-T-A-G-E I STAND OOH ALL	STAGE I WALK FELL OOH EYES

could feel ALL eyes on me	CL:flat-4		EYES CL:flat-4	(CL:flat-4
I was at dinner with my hearing family and they were ALL laughing, ALL of them, but I don't know why.	I OUT DINNER WITH MY FAMILY HEARING ALL _{wrap} LAUGH LOOK I NOT UNDERSTAND WHY	SIT WITH HEARING FAMILY DINNER THEY LAUGH I DON'T KNOW LAUGH WHY SHURG	I EAT DINNER SIT WITH FAMILY ALL _{glide} LAUGH ALL _{glide} I NOT UNDERSTAND WHY	I EAT DINNER WITH MY FAMILY THEY HEARING ALL _{wrap} LAUGH I LOOK DON'T WHY

	Jill 2	John	ALICE	RILEY
I am going to try ALL the food at the buffet	I GO-AHEAD TRY DIFFERENT FOOD B-U-F-F-E-T	WILL TRY TOUCH-TOUCH DIFFERENT+ FOOD BUFFET	ME TASTE ALL _{wrap} FOOD HERE B-U-F-F-E-T	MANY DIFFERENT FOOD SET-UP I PLAN TRY ALL _{glide}
You have heard ALL of the story	FINISH HEAR FULL STORY QUESTION	YOU HEARD DIFFERENT STORY ALL _{area} STORY	YOU FINISH HEARD ALL _{wrap} STORY	FULL STORY FINISH
He has many health problems and ALL are serious but we had to prioritize them.	POINT HEALTH PROBLEM LONG-LIST ALL _{glide} SERIOUS OOH NEED WHICH FIRST PRIORITIZE	HE HAVE HEALTH ISSUES DIFFERENT SERIOS LONG-LIST NEED FIRST PRIORITIZE RANK	POINT A LOT HEALTH ISSUES SERIOUS NEED PRIORITIZE THAT	HE HEALTH PROBLEM OOH LONG-LIST MANY SERIOUS BUT WE NEED FIGURE-OUT PRIORITIES WHICH MORE IMPORTANT
I am thrilled to have you ALL here today in the audience	I THRILLED HAVE ALL _{glide} HERE	I THRILLED YOU ALL _{glide} CAN COME WATCH SHOW	I THRILLED YOU JOIN HERE TODAY WATCH	TODAY THRILLED SEE ALL _{glide} AUDIENCE
Do you see ALL of those chickens in that field!?	FINISH SEE ALL _{wrap} CHICKEN AREA FIELD QUESTION	SEE CHICKEN FIELD F-I-E-L-D SEE CHICKEN WOW YOU SEE	YOU SEE CHICKEN IN POINT FIELD	SEE MANY CHICKEN FIELD

		QUESTION		
The car accident was a tragedy for ALL the families, kids, school, and community.	THAT CAR ACCIDENT OOH BAD SAD HEART-BREAK FOR FAMILY CHILDREN SCHOOL COMMUNITY OOH	OOH CAR ACCIDENT TRAGEDY SCARY FOR COMMUNITY AND FAMILY INVOLVED OOH	CAR ACCIDENT REALLY HEART-BREAK FOR FAMILY KIDS SCHOOL COMMUNITY EVERYONE	THAT CAR ACCIDENT OOH SAD FOR FAMILY CHILDREN SCHOOL COMMUNITY OOH
Did ALL that honey come from one beehive?	THAT HONEY FROM THAT ONE B-E-E-H-I-V-E QUESTION	HONEY FROM I ONE PLACE B-E-E-H-I-V-E QUESTION	ALL _{wrap} HONEY FROM ONE BEEHIVE	ALL _{wrap} HONEY FROM ONE SHAPE H-I-V-E
ALL of his legal rights are being ignored	OOH HIS LEGAL RIGHTS OPPRESSED IGNORE OOH	ALL _{glide} HIS RIGHTS IGNORE HIM	ALL _{wrap} HIS RIGHTS IGNORE	HIS LEGAL RIGHTS ALL _{glide} IGNORE
ALL the money was taken, literally ALL of it!	TRUE BIZ TAKE MONEY OOH	MONEY TAKE EMPTY GONE NOTHING LEFT	ALL _{wrap} MONEY TAKE SERIOUSLY ALL _{wrap}	ALL _{wrap} MONEY TAKE TRUE BIZ ALL _{wrap}
I never eat ALL the food on my plate	I NEVER EAT ALL _{wrap} EMPTY PLATE NO	FOOD ON PLATE I EAT SOME NEVER GONE NOT	I NEVER EAT ALL _{wrap} FOOD PLATE EMPTY NEVER	I NEVER EAT EMPTY PLATE
If you take me back I will give you ALL of my love	IF BACK WILL GIVE ALL _{wrap} FULL LOVE	PLEASE TAKE ME BACK WILL GIVE ALL _{wrap} MY LOVE PLEASE	IF YOU TAKE ME BACK WILL GIVE ALL _{wrap} MY LOVE	IF YOU TAKE ME BACK I WILL LOVE ALL _{wrap} GIVE
I think ALL the sandwiches on the menu here are expensive.	OOH ALL _{glide} SANDWICH EXPENSIVE	SANDWICH OOH EXPENSIVE I THINK EXPENSIVE ITSELF	HERE ALL _{wrap} SANDWICHES EXPENSIVE	THINK ALL _{glide} SANDWICH POINT EXPENSIVE
We are so excited for you ALL to join us in class today!	WE EXCITED HAVE YOU JOIN CLASS HERE TODAY	I THRILLED YOU JOIN MY CLASS TODAY THRILLED	YOU THRILLED YOU JOIN CLASS TODAY	I EXCITED FOR ALL _{glide} JOIN CLASS TODAY
She can't cover ALL of the pool	CAN'T COVER ALL _{wrap} FULL P-O-O-L	SWIMMING COVER STILL PLACE NOT	POINT CAN'T COVER P-O-O-L	BIG P-O-O-L SQUARE CUTE

surface with that tiny cover	COVER SMALL COVER OOH	COVER	WITH SMALL COVER	SMALL COVER CAN'T
All of the children in that family are young!	CHILDREN FAMILY ALL _{glide} YOUNG SMALL OOH	ALL _{glide} CHILDREN YOUNG	ALL _{wrap} CHILDREN THAT FAMILY YOUNG	ALL _{wrap} CHILDREN POINT YOUNG
I ate only half the soup, not ALL of it	I EAT HALF NOT EMPTY	SOUP EAT SOME NOT EMPTY	I ONLY EAT HALF SOUP NOT FINISH ALL _{wrap}	I EAT HALF SOUP NOT ALL _{wrap}
July 4th is a day to recognize ALL our freedom	JULY 4TH WE RECOGNIZE OUR FREEDOM	JULY 4TH DAY FOR CELEBRATE FREEDOM	4TH JULY DAY RECOGNIZE USA FREEDOM	JULY 4TH DAY WE RECOGNIZE ALL _{glide} FREEDOM
Do you see ALL of these restaurants on the list?	YOU FINISH SEE LIST ALL _{wrap} RESTAURANT YOU SEE QUESTION	FINISH SEE LIST DIFFERENT RESTAURANT QUESTION SEE LIST	SEE+ RESTAURANT LIST	SEE MANY RESTAURANT LONG-LIST
When I stepped onto the stage I could feel ALL eyes on me	I STAND ON STAGE FEEL ALL _{glide} EYES CL:flat-4	WHEN I GO STAGE FEEL EYES CL:flat-4	I STAND FEEL EYES CL:flat-4	I STAND STAGE SEE ALL EYES CL:flat-4
I was at dinner with my hearing family and they were ALL laughing, ALL of them, but I don't know why.	I EAT DINNER WITH MY HEARING FAMILY LAUGH THEY LAUGH I LOOK DON'T KNOW WHY	I GO EAT FAMILY CHAT LAUGH I ALONE NOT UNDERSTAND	I GO DINNER HEARING FAMILY ALL _{glide} LAUGH I DON'T KNOW WHY CLUELESS	I DINNER SIT WITH HEARING FAMILY THEY ALL _{glide} LAUGH BUT I CLUELESS