

Action Plan – Discourse Markers					
Skill to improve: Incorporate effective words, phrases, pausing, or nonmanuals that create cohesion in a conversation or lecture by linking together ideas and signaling what will happen next.	Source: ASL Target: English Related terms: transition markers				
What is causing the error in your work? <ul style="list-style-type: none"> • Did you have problems understanding exactly what the deaf person said in ASL? (comprehension) • Was the source information unfamiliar to you? (background knowledge) • Did you have a clear mental picture of what the deaf person meant? (visualization) • Did you know how to interpret what the deaf person meant, using effective English vocabulary and grammar? (reformulation) • While you were interpreting, did you simultaneously check your interpretation to see if it made sense? (monitoring) • Did you prepare to interpret a concept, but then forget it? (memory) 					
Knowledge Resources: <ol style="list-style-type: none"> 1) Go to the following website and learn about using English transitional words and phrases to improve the connections and transitions between thoughts. http://www.studygs.net/trans/index.htm 2) Read pages 121 – 124 in <u>Interpretation Skills: American Sign Language to English</u> by Marty M. Taylor, Ph.D. (available for purchase at http://www.aslinterpreting.com) 3) Read this resource from your center library: <u>ASL-to-English Interpretation: Say It Like They Mean It</u> by Jean E. Kelly, pages 95-100. 					
Activities: <ol style="list-style-type: none"> 1) Create an audio recording of yourself explaining in English your three favorite vacations, why you would consider it one of your favorites, and certain things that you did during your time away. Afterwards, note in your journal occasions of movement between concepts or topic transitions where an appropriate discourse marker was used to convey a natural English message. 2) Film your ASL-to-English interpretation of the “Green Hills College” scenario on the NIC Performance and Interview Practice DVD, focusing on appropriately incorporating effective English discourse markers (see examples below). Review your interpretation and mark any awkward transitions and potential root causes. Journal the potential consequences to both consumers regarding less effective instances of discourse markers used. 					
<table border="1"> <thead> <tr> <th colspan="2">English Discourse Markers</th></tr> </thead> <tbody> <tr> <td> oh – I understand; I have something to add okay – opening a topic; agreement; back-channeling now – opening a topic then – shifting in time or sequence so – cause and effect </td><td> and – these ideas go together somehow but – there ideas will be different basically – the is the short version of the story first, second, finally - order of items/steps in a sequence </td></tr> </tbody> </table>		English Discourse Markers		oh – I understand; I have something to add okay – opening a topic; agreement; back-channeling now – opening a topic then – shifting in time or sequence so – cause and effect	and – these ideas go together somehow but – there ideas will be different basically – the is the short version of the story first, second, finally - order of items/steps in a sequence
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