Lesson Plan – Direct Address (Role Shifting) Part 1 (15 minutes)

Announcing the topic – Direct Address (Role Shifting) 30 Seconds

Introduction to students (my name, your names) 1 minute

Preview – Watch Lou Fant's Goldilocks story and think about "Direct Address" 2 minutes

Discussion of Direct Address (Role Shifting) What does it include? 7 minutes

Manual/Linguistic Features

Lexical

Grammatical = vocabulary choices (fsp, English-based signs)

Affective =

Loations/signing space (larger or smaller distances between locations)

Handshape clarity (older or younger characters with less or more clear handshape configurations)

Movements (signing speed eg. Slow for tired/old characters, Fast for anxious/young characters)

Stylistic (changing hand dominance, altering parameters to represent injury or disability)

Non-Manual/Paralinguistic Features

Posture

Grammatical=Turn-taking [role shifting] (right and left space) to designate conversational roles

Affective=Character representation (old & stooped, rigid/proud, casual, frightened, etc)

Facial Expressions

Grammatical = mouth (articulating spoken language elements)

Affective = mouth (smiling frowning pouting tightlipped)

Grammatical = eye brows (up for Y/N/topics/conditions; down for WH questions; unmarked)

Affective = eye brows (raised-innocence, furrowed-anger, mixed-perplexed)

Grammatical = eye gaze (up, down, side to match 3rd person references)

Affective = eye gaze (wandering, unfocused for distracted/nervous characters/ unmoving for zombies)

Review – Watch Lou Fant's Goldilocks story and think about "Direct Address" 2 minutes

Each student is assigned one of the following features to watch and note character differences:

Signing space / sign locations

Posture

Mouth movements

Eye Brows

Eye Gaze

Discussion of Direct Address Elements that were seen 2 minutes

Lesson Plan – Direct Address (Role Shifting) Part 2 (20 minutes)

Preview – Watch Tom Snyder Interview of Alec Baldwin 4 minutes

Focus on how you will represent the characters in Alec's story: Alec/narrator, father, mother, coach. Do not worry about Tom Snyder's portions of the text.

Discussion of Direct Address Features that can be used 2 minutes

Ask students for their ideas of how to represent each character using posture, mouth movement, eye brows, and eye gaze.

Alec/narrator
Father
Mother
Coach

Simultaneous Transcommunication of Direct Address Features with Gestures 7 minutes

Teamed practice. Students will take turns generating a simultaneous transcommunication of the source text. (This means that the students are not to try to use ASL signs, but rather to generate natural gestures while also generating the paralinguistic elements of Direct Address that have been discussed so far.) One set of students will do the entire text, then the other set of students will take a turn with the entire text. Team members should note successful elements of their team members' performances.

Discussion of Direct Address Elements that were seen in student performances 5 minutes

Homework: 2 minutes

Review the source text and prepare a translation into natural/idiomatic ASL that maintains both the meanings of the source text and the direct address performance features that we just practiced. Be prepared to perform your translations live to the class the next time we meet. You may use the *"Conversational Gestural Space"* handout (from your Visual Gestural Communication course) to refresh your memories about the spatial features so that you can incorporate them correctly into your direct address translations.

Additional Notes February 27th, 2008

Direct Address

Green Book
Yellow Book
Lou Fant Goldilocks

Cynthia Roy research (caution moving from ASL to English for correct register) – [quick review of register, who what where, how, not just five distinct labels]

Role Shifting

Linguistic qualities
Phonological factors +/- (palm orientation, movement, locations) –(handshape)
Morphological factors (subject object agreement)
Semantic factors
Practmatic
Stylistic (do not panic. You WILL confuse the roles. Just keep on going.

Strategies for success, use more than one variable (right and left space) to designate conversational roles (facial expressions, mouth movement patterns, eye gaze (up, down) signing styles, hand dominance) Just choose ONE of these to practice with in combination with special shifting.

Subtle shifting is more than sufficient. You will be tempted to practice rather extreme shifting (often approaching a 90ª angle), but the actual shifting required for success is much less, therefore much less strain on you biomechanically and also using less time.

Visual Gestural Communication

Reported Dialogic Direct Address – taking on the role of people in conversation as expressed by a single person: "she said, he said, etc"

Interpretation of reported Dialogic Direct Address – taking on the roles of people in conversation AND the narrator

Actual Dialogic Direct Address – taking on the role of people in actual conversation.

Direct Action – taking on the role of a person engaged in activity, not necessarily conversation. First, set the device to the desired temperature, then add your chemicals, then add the items to be cleaned…

Define and Do (describe and do) is built out of proper Classifier constructions = NP + Classifier Predicate