

NZSL Online Outline



MySign – NZSL Advanced (Level Three)

Aims of course:

- a) appropriately use techniques to tell a narrative in NZSL (e.g. opening, developing and closing a narrative, moving from informal to formal presentations)
- b) develop and practise conversation skills using key NZSL grammatical structures
- c) understand and work on translating ideas, concepts from written English into NZSL
- d) understand the cultural context for using NZSL with Deaf people

Learning outcomes:

This curriculum is intended for third year learners who have completed over 100 hours of NZSL tuition (from Level 1 and Level 2). It will take approximately 48 hours to cover all 8 units in the curriculum.

The 4 parts (Adv – part 1, Adv – part 2, etc.) allow NZSL teachers and learners to continuously build on their NZSL teaching and learning. Each class are 1.5 hours long per week for 8 weeks.

Advanced – Part 1	Unit 18	Narrating unforgettable moments <ul style="list-style-type: none">• develop essential skills needed to tell a short story successfully• use extended role-shifting to enhance the story• learn the important of maintaining spatial agreement when using role shifting• learn to sequence classifiers in order to fully describe what happened• elaborate on the story by giving descriptions, sharing thoughts and giving reasons.• talk about disrupted weekend plans
	Unit 19	Telling about accidents <ul style="list-style-type: none">• learn to time their reactions to coincide with falls, trips, or other types of mishaps• develop skills for sharing about an incident with a bicycle or car• talk about an incident with a horse with the ability to switch effortlessly between different classifiers representing the horse, the rider and a barrier in both the real world and abstract frames• learn to time their reactions to coincide with the actions, and to role shift perspectives

Adv – Part 2	Unit 20	<p>Sharing interesting facts</p> <ul style="list-style-type: none"> • learn to show the impact or importance of the information using percentages, fractions and ranking • contrast and discuss the information and ways to conclude the facts with generalisation, theories or conclusions • practise use of classifiers and role shift to illustrate and to demonstrate the fact (make formal or informal announcements through face to face or online)
Adv – Part 2	Unit 21	<p>Talking about money</p> <ul style="list-style-type: none"> • talk about finance related signs like loan, interest, instalments and investment • learn different currency signs and digital currency • reinforce and practice temporal aspects with payments/finances • appropriately use these money signs include some everyday phrases (bargain, borrowing, how best way to save money and so on).
Advanced – Part 3	Unit 22	<p>Making major decisions</p> <ul style="list-style-type: none"> • expand the vocabulary needed the various topics covered in this unit • develop conversational fluency by sharing your opinions and to discuss experiences • tell about making major decisions in life i.e. life decision, housing situations, purchasing/selling cars and other major decisions • repeat information to a third party, and ask for clarification
	Unit 23	<p>Discussing health conditions</p> <ul style="list-style-type: none"> • take complex information written on particular health conditions, identify the important points to cover • organise the information into three areas, symptoms, causes and treatments • make a concise 5-minute presentation (video)
Advanced – Part 4	Unit 24	<p>Explaining rules</p> <ul style="list-style-type: none"> • give clear instructions or explanations using classifiers and conditional sentences, rhetorical questions and relative clauses along with “rule” related vocabularies (e.g. driving rules for party games, cultural rules, school rules, card games, children’s games, etc.). • develop strategies for explaining rules while playing the game and using appropriate attention getting behaviours
	Unit 25	<p>Storytelling</p> <ul style="list-style-type: none"> • develop characters in storytelling • practice role-shifting character’s reactions / comments • understanding special features in storytelling (i.e. repeated sequence of actions, rhythmic sign movement, onomatopoeia and metamorphosis)

Grammar

This curriculum will extend on the following NZSL grammar structures introduced in level one and two:

- Personal, possessive and plural pronouns
- Use of agreement and spatial verbs
- Contrastive structure, listing and ranking
- Classifiers for describing things and actions (size and shape)
- Number forms (cardinal, time, age, ordinal, money)
- Rhetorical questions
- Conditionals
- Role-shifting (constructed action)
- Adverbial inflection (manner, degree, intensity)
- Temporal aspect
- Modals
- Event/chronological sequencing structures
- Time concepts
- Causation

This curriculum will also introduce more complex grammar structures in NZSL:

- Superlatives e.g. MOST + adjective.
- Yes/no contrast
- Spatial or locative information
- Elliptical comparisons than, more
- Use of “plus” to add comment
- Noun-adjective phrases
- Texture classifiers
- Responses (affects/feelings)

Contact Detail

Please contact MySign Co-ordinator (Victoria Lessing) if you have any questions at this email address: mysign@mergenz.co.nz or by text number: 021 29 39 898.

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