

NZSL Level Two Community Education Curriculum

Statement

This curriculum provides guidelines for learning outcomes and content for New Zealand Sign Language (NZSL) level two teaching and learning in adult community education contexts. This curriculum is intended for second year learners who have completed at least sixty hours of NZSL tuition. The 8 units allow NZSL teachers and learners to continuously build on foundational NZSL competencies. It will take approximately 60 hours to cover all units in the curriculum and upon completion, learners will have achieved approximately 120 hours of NZSL tuition.

This document has been developed in consultation with experienced NZSL teachers and informed by reference to sign language curricula from other countries. NZSL teachers were invited to trial this curriculum during 2019 and provide further feedback. This document was finalised in December 2020.

Main Goals

By the end of this course, learners will be able to:

- a) understand and use NZSL to hold conversations, recount information, give instructions and tell simple narratives.
- b) understand and use common NZSL grammatical structures.
- c) appropriately use a range of conversational behaviours and discourse strategies in NZSL.
- d) understand the cultural context for using NZSL with Deaf people.

Content

Unit	Unit name	Learning outcomes
10	All About Me	Learners will: <ul style="list-style-type: none">• exchange personal information• tell about life events, including language learning• describe and give information about others• talk about extended family/whānau and family origins
11	Home Life	Learners will: <ul style="list-style-type: none">• talk about activities, food and things around the house• discuss home life and housework• describe personal experiences about mishaps in the home
12	My Workplace	Learners will: <ul style="list-style-type: none">• compare various jobs and work conditions• describe personal qualities and skills required for work roles• explain simple instructions for common work-related tasks• demonstrate appropriate ways to interact with Deaf people in workplaces

13	Leisure Time	Learners will: <ul style="list-style-type: none"> • talk about recreation, sports, hobbies and interests • discuss, agree, and announce information about leisure • give simple instructions or rules for an activity or game • explain goals for future activities/skills: wishlist and reasons
14	All About Services	Learners will: <ul style="list-style-type: none"> • describe needs for everyday services (e.g. repair car, electrician) • discuss services and utilities provided (e.g. prices, experiences, quality) • express and respond to concerns and advice about services • make suggestions and recommend services
15	Health and Wellbeing	Learners will: <ul style="list-style-type: none"> • explain common illnesses and suggest treatments • discuss and give opinions about general health and wellbeing issues • describe simple personal experiences about health and wellbeing
16	Our Country	Learners will: <ul style="list-style-type: none"> • discuss key demographic facts about New Zealand • explain an everyday ritual/event in your culture • describe experiences of New Zealand outdoor activities (e.g. camping, boating)
17	Travel and Destinations	Learners will: <ul style="list-style-type: none"> • describe and contrast information about NZ and overseas travel destinations (e.g. geographical environment, attractions, activities) • narrate personal experiences with travel-related incidents (e.g. delays, natural disasters, illnesses or mishaps) • negotiate tasks for planning a trip (e.g. dates, itinerary, booking accommodation)

Grammar

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

- Personal, possessive and plural pronouns
- Plain statements, negated statements, topic-comment statements
- Yes/No questions, Wh questions
- Use of agreement and spatial verbs
- Contrastive structure, listing and ranking
- Classifiers for describing things and actions
- Number forms (cardinal, time, age, ordinal, money)

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

- Rhetorical questions
- Conditionals
- Role shift (constructed action)
- Adverbial inflection (manner, degree, intensity)
- Temporal aspect
- Modals

- Event/chronological sequencing structures
- Time concepts
- Causation

Conversation and Narrative Skills

This curriculum will extend the following conversation behaviours and strategies in NZSL:

- Getting and maintaining attention in a conversation, especially in groups
- Confirming, clarifying, correcting and seeking elaboration of information
- Giving listener feedback

Learners will be introduced to techniques to tell a narrative in NZSL (e.g. opening, developing and closing a narrative).

Learners will develop further awareness of the cultural context for using NZSL with Deaf people through class learning activities, use of selected resources, and participation in local Deaf community events as guided by the NZSL teacher.