



**Australian Government**

# **PSPLAN002 Compare the fundamental differences between Auslan and English structure**

**Release: 1**

## PSPLAN002 Compare the fundamental differences between Auslan and English structure

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to identify the fundamental and major differences between Auslan and English structure. It also covers knowledge about how Auslan can be effectively learnt.

Knowledge of these key principles underpins effective learning of Auslan as a second language.

This unit applies to individuals who have no experience or limited experience in Auslan and who are developing their initial Auslan skills to converse as basic users of Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Languages other than English - Auslan

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

*Elements describe the essential outcomes*

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Determine key aspects of learning Auslan as a second language.

- 1.1. Source information on common myths about sign languages to address misconceptions about Auslan.
- 1.2. Compare types of bilingualism in hearing and Deaf communities.
- 1.3. Identify key elements of effectively learning Auslan as a second language.

2. Compare English and Auslan structure.

- 2.1. Identify the main word classes of English and sign basic examples in Auslan.
- 2.2. Explain word order and its importance in English.
- 2.3. Produce basic signed sentences that use different word

order to English.

- |                                        |                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Compare English and Auslan meaning. | 3.1. Source and sign examples of semantic equivalence between English words and Auslan signs.<br>3.2. Source and sign examples of non-equivalent semantics between English words and Auslan signs.<br>3.3. Identify signs that have an arbitrary relationship between form and meaning.<br>3.4. Identify and use signs that have an iconic relationship between form and meaning. |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Foundation Skills

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

| SKILLS                   | DESCRIPTION                                                                                                                                                    |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading skills to:       | <ul style="list-style-type: none"><li>• interpret unfamiliar information of varying complexity.</li></ul>                                                      |
| Communication skills to: | <ul style="list-style-type: none"><li>• produce single signs, and simple sentences, in Auslan to demonstrate understanding of basic Auslan concepts.</li></ul> |

## Unit Mapping Information

No equivalent unit

## Links

Companion Volume Implementation Guide -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>

# **Assessment Requirements for PSPLAN002 Compare the fundamental differences between Auslan and English structure**

## **Modification History**

Not applicable.

## **Performance Evidence**

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a brief written, verbal or Auslan signed report including details of:
  - common myths about sign languages
  - types of bilingualism for hearing and Deaf people
  - four different factors that can affect the effective acquisition of Auslan as a second language
  - descriptions of the main word classes in English
- produce three different basic signed sentences that use different word order to English
- source and sign four examples of semantic equivalence between English words and Auslan signs
- source and sign four examples of non-equivalent semantics between English words and Auslan signs
- sign four examples of signs that have an iconic relationship between form and meaning.

## **Knowledge Evidence**

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common myths about sign languages:
  - sign languages are not real languages
  - there is or should be a universal sign language
  - sign languages are limited in their ability to express abstract concepts
  - sign languages are a type of mime
  - sign languages were created by hearing people
- definitions of bilingualism, views of what bilingualism means and the notion of a continuum between moderate proficiency in one language and fluency in both languages
- difference between reading, writing and speaking a second language and application to Deaf people
- differences between first and second language acquisition and different settings for second language acquisition
- factors which influence effective learning of Auslan:
  - access to Deaf people

- access to other learners
- constructive feedback
- access to research resources
- practical application
- personal motivation
- word classes and word order in English:
  - importance to meaning
  - how these may be expressed in Auslan
- a basic range of English words that don't have an Auslan equivalent
- a basic range of signs that don't have an English equivalent
- concepts of:
  - form and meaning in sign language
  - arbitrary relationship between form and meaning
  - iconic relationship between form and meaning.

## Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

## Links

Companion Volume Implementation Guide -

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