



Australian Government

PSPLAN013 Analyse the semantics and sociolinguistics of Auslan

Release: 1

PSPLAN013 Analyse the semantics and sociolinguistics of Auslan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and analyse the structure of Auslan through comparisons of sign and word meanings, sociolinguistic variation, metaphor, euphemisms and taboo signs. It also requires the ability to analyse the standardisation of Auslan.

This knowledge of the semantics and sociolinguistics of Auslan underpins competence in the use of Auslan.

This unit applies to individuals who have already achieved a broad range of Auslan skills and are now progressing towards the achievement of additional skills to converse as proficient 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. Analyse sign and word meanings in Auslan and English.

- 1.1. Compare the lexicon of Auslan and English in terms of size and function.
- 1.2. Investigate examples of signs in Auslan and words in English that have a matching citation sign and lexical word but no semantic equivalence.
- 1.3. Identify the concept of semantic equivalence in terms of clauses, rather than words.
- 1.4. Relate this equivalence to the concepts of literal versus free interpretation.

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| 2. Evaluate the impact of particular social factors on linguistic variation. | 2.1. Evaluate various factors that affect linguistic choices Auslan signers and English speakers make.
2.2. Identify how language can vary depending on various factors. |
| 3. Analyse the use of non-literal devices in Auslan. | 3.1. Identify examples of metaphor in English and Auslan.
3.2. Observe how Auslan uses metaphors in order to make iconic signs.
3.3. Examine words in English and signs in Auslan which may be considered taboo by some people.
3.4. Define the meaning of euphemism and why speakers and signers use euphemism. |
| 4. Identify issues in the standardisation of Auslan. | 4.1. Define standardisation of language to understand how dialects affect languages and linguistic choices.
4.2. Analyse factors which influence the standardisation of languages in general.
4.3. Analyse factors which influence the standardisation of sign languages.
4.4. Determine advantages and disadvantages of standardising Auslan. |

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:	interpret unfamiliar information of varying complexity.
Communication skills to:	produce short Auslan texts to demonstrate understanding of semantic equivalence, and use of metaphor and euphemism.

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 PSPLAN013 Analyse the semantics and sociolinguistics of Auslan

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 written, verbal or Auslan signed report to include:
 - five examples of signs in Auslan and words in English that have a matching citation sign and lexical word but no semantic equivalence
 - an evaluation of five factors that affect the linguistic choices Auslan signers and English speakers make; to include social and contextual factors
 - definitions of metaphor and euphemism and how these are used to enrich communication
 - examples of four taboo words or signs and evaluation of why these may cause offence
 - arguments for and against standardisation of Auslan
- watch a proficient or native Auslan signer deliver a live text, which can be deliberately delivered at a moderate speed, and identify:
 - use of semantic equivalence
 - use of non-equivalent semantics between English and Auslan
 - use of metaphor
 - use of euphemism
- produce and deliver different three Auslan texts, each lasting for a maximum of three minutes, that cumulatively use:
 - semantic equivalence
 - non-equivalent semantics between English and Auslan
 - metaphor
 - euphemism.

During the delivery of the texts, the individual can:

- ask for assessor clarification twice
- correct and repeat own signed text twice
- show idiosyncrasies in sign production
- pause, hesitate and repeat signs
- communicate meaning using signed sentences without presenting a text which is cohesive overall.

Knowledge Evidence

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

- word classes and word order in English
- sign classes and sign order in Auslan
- common morphological and syntactic structures In English and Auslan
- the meaning of metaphor and reasons why people use metaphor in spoken and signed languages
- how Auslan uses metaphor to make iconic signs
- a range of English words which might be considered taboo in Auslan
- the meaning of euphemism and reasons why people use euphemism in spoken and signed languages
- various factors that affect the linguistic choices Auslan signers and English speakers make:
 - personal factors:
 - age
 - school attended
 - gender
 - religion
 - educational background; level and type of education
 - language of family
 - age at which learnt to sign (native and non-native signers)
 - whether signer was fluent in another language prior to learning Auslan
 - contextual factors:
 - location or circumstance of communication – school, work, church, medical, legal
 - how many people are involved in the communication; one, two or more than two
 - belonging to a particular subgroup within the Deaf community, especially the Deafblind community
 - need to adjust signing to communicate with less proficient signers, signers using different dialects, signers of different ages and genders
- factors which may affect the standardisation of languages in general and sign languages in particular
- advantages of standardising Auslan to include:
 - teaching and use of standardised signs for ease of communication
 - easier production of standardised teaching resources
 - ease of communication between Deaf people, rather than idiomatic varieties causing communication barriers outside a small circle of users
- disadvantages of standardising Auslan to include:
 - barriers to personal use of regional or group dialects
 - loss of ownership by Deaf people and individual communities
 - difficulty in standardising a language with no written form.

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.

Assessment must ensure the use of proficient Deaf signers who participate in 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 -

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