



Centre for
**CONTINUOUS
PROFESSIONAL
DEVELOPMENT**

South African Sign Language (SASL)

(Certificate of Competence)

ENQUIRIES: ccpd@spu.ac.za

Course Duration	Contact time: 48 hours contact time and 32 hours self-study
Entry level requirements and rules of admission	<ul style="list-style-type: none"> • A National Senior Certificate (NSC) (Grade 12) or National Certificate Vocational (NCV). • English Home Language: NCS level 4 OR English 1st Additional Language: NCS level 5. • At least ONE of the following languages: Afrikaans, Sepedi, Sesotho, Setswana, Tshivenda, Xhosa and Zulu taken as a home language (NCS level 4) OR 1st Additional Language (NCS level 5). • Computer and internet literacy

Rationale for offering this short course: SASL is the official language of the Deaf in South Africa. Since the Deaf has their own culture and community, they are proud to have their own language as well. Organisations, like DeafSA, and others are working hard to get SASL recognised as the 12th official language of South Africa.

In 2001 the South African government added a National Language Unit for SASL (Ganiso, 2012). Apart from this, SASL is mentioned and recognised in four South African laws, namely the Constitution, the Use of Official Languages Act, the South African Schools Act, and the Pan South African Language Board Act.

SASL has been given educational recognition since implemented as a legal matriculation subject or the first time in the 2018 National Senior Certificate exams. It was recognised by the Department of Basic Education as an official home language in 2018 (Nowicki, 2019).

The Department of Education in the province currently employs several SASL teachers who do not have a formal qualification in SASL. The dilemma in Deaf Education is that many deaf learners do not qualify for university studies and many teachers of the Deaf do not have an official SASL qualification. Many teachers must use Deaf assistants or interpreters, who are often also not qualified themselves.

The current situation, based on the facts mentioned above, gives rise to an increase in students (especially Education students) wanting to take SASL as an additional language. This also provides opportunities for more schools to include SASL as a subject of choice, but more importantly, it creates the need for more and more qualified instructors of SASL.

Owing to a dire shortage of formally and professionally trained South African Sign Language (SASL) teachers, interpreters, language practitioners, researchers and communicators in the Northern Cape Province the Sol Plaatje University endeavours to make a valuable contribution in this regard by introducing short courses in SASL that should address these needs of the province.

Certificated learners will be professionally equipped to render a specialised service in Sign Language communication, language practice, teaching and interpretation in general and the Northern Cape Province in particular. Over and above these, certificated learners may also be used in a variety of instances where their services are needed, such as conferences, meetings, functions, lectures, ceremonies and events, etcetera. In the programme students will not only be taught to uphold the ethos of their profession but also to protect the constitutional rights of the individual to be tried in his / her own language. Combined with a strong component of work integrated learning (WIL) short courses in Sign Language provides for the integration of theory and practice thereby ensuring that students are work-ready after obtaining the qualification. An

advanced level of theoretical engagement and intellectual independence is thus required from students enrolling for this qualification.

COURSE OVERVIEW:

Course Content	<p>Broad outcomes:</p> <p>Participants will be able to use the sign language alphabet; introduce themselves; have a basic conversation in SASL; have a basic understanding of Deaf culture; and of SASL grammar</p> <p>Exit level outcomes and associated assessment criteria:</p> <p>The proposed curriculum will support the intended outcomes and enable participants to:</p> <ul style="list-style-type: none"> • be critical and reflective language practitioners, interpreters and teachers (written, oral and listening) within the Deaf community. • use sound theoretical and conceptual knowledge bases gained through their engagement with teaching, interpreting and communication theories and principles. • have a sound knowledge base of Deaf culture, education, history, terminology.
Specific Outcomes:	<p>Beginners level:</p> <ul style="list-style-type: none"> • Understand the use of SASL and the world of the Deaf. They will have a good idea what Deaf studies entail and understand sign language as a natural language • Produce and apply the SASL alphabet; apply vocabulary in signing when engaging in monologues, dialogues and basic conversations using SASL in Deaf communities • Gain knowledge and understand the Deaf, their culture, history, language and education better when engaging with the Deaf. • Understand and apply SASL grammar to their signing; will be able to sign sentences in the correct structure; and understand the linguistics of SASL. Students will produce correct SASL structures in applying grammar to their signing. • Be able to communicate with the Deaf; use appropriate sign language and have basic skills of interpreting <p>Intermediate level:</p>

	<ul style="list-style-type: none"> • Know and apply new vocabulary in SASL. Students will engage in monologues, dialogues and basic conversations using SASL in Deaf communities • Be able to sign more complex sentences and apply the linguistics of SASL • Understand SASL history and education better when engaging with the Deaf • Understand how SL bilingualism works, apply basic interpreting, understand Deaf history and education, have knowledge and understanding of Deaf literature • Be able to communicate with the Deaf in education and community; apply average interpreting <p>Advanced level:</p> <ul style="list-style-type: none"> • Know and apply advanced vocabulary in SASL. Students will engage in monologues, dialogues and basic conversations using SASL in Deaf communities • Be able to sign more complex sentences and apply the linguistics of SASL • Understand SASL history and education better when engaging with the Deaf • Understand how SASL works in relation to language variation, contact and change • Communicate fluently with the Deaf in educational and community settings; able to do improved or advanced interpreting
Critical cross-field outcomes	<p>The following will be covered in the course:</p> <ol style="list-style-type: none"> 1. Identify and solve problems 2. Organise and manage themselves 3. Collect analyze and evaluate information 4. Communicate effectively 5. Use science and technology effectively 6. Recognize problem solving contexts 7. Reflect and restore effective learning strategies 8. Explore education and career opportunities 9. Develop entrepreneurial opportunities
Teaching and learning strategies	<ul style="list-style-type: none"> • Teaching methods used in the qualification will include learning facilitation by lecturers and guest lecturers (who are seen as experts in their fields), case studies, student presentations, interactive group discussions, the use of information communication technology in the classroom, applications, self-study tasks, projects and assignments. • Group projects or assignments providing students with the opportunities to work together in collaborative learning groups while investigating contemporary issues and challenges within their own professional environments will also be used. • The LMS as a tool to support blended learning will be used for forum discussions, assessments, quizzes, and giving student feedback on assignments. The use of these wide range of

	<p>teaching and learning strategies will ensure that students become active learners in order to stimulate critical thinking, reflection and problem solving.</p> <ul style="list-style-type: none"> • The Short courses in South African Sign Language programme will be presented (mode of delivery) in a blended learning approach by means of a face-to-face lectures on campus and online teaching.
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