To be Deaf and practice foreign languages in a (m)OOC

first report about the E-SCALE project

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EUROCALL
Groningen
22/08/2014

Hearing test
Hearing test
Hearing test

dumb? doof?
Hearing test

dumb? doof?
handicapped person
Hearing test

dumb? doof?

handicapped person

hearing and speech impaired
dumb? doof?
handicapped person
hearing and speech impaired
can not...
Hearing test

dumb? doof?
handicapped person
hearing and speech impaired
can not...
deficit to be fixed
dumb? doof?

handicapped person

hearing and speech impaired

can not...

deficit to be fixed

.normative thinking
Hearing test

dumb? doof?
handicapped person
hearing and speech impaired
can not...
deficit to be fixed

normative thinking

deadness
Hearing test

dumb? doof?
handicapped person
hearing and speech impaired
can not...
deficit to be fixed

normative thinking

deafness
Hearing test

linguistic and cultural minority

handicapped person

hearing and speech impaired

can not...

deficit to be fixed

normative thinking

deafness

DEAF!
Hearing test

linguistic and cultural minority communicational handicap → shared hearing and speech impaired can not...
deficit to be fixed

normative thinking

deafness
Hearing test

linguistic and cultural minority

communicational handicap

→ shared

Deaf gain

can not...

deficit to be fixed

(normative thinking)

defa(ness)
Hearing test

DEAF !

linguistic and cultural minority
communication handicap
→ shared
Deaf gain

SL/Deaf community:
life experience, values, norms, history, traditions, culture, skills...

deafness
Hearing test

DEAF!

linguistic and cultural minority
communication handicap
→ shared
Deaf gain
SL/Deaf community:
life experience, values,
 norms, history, traditions,
culture, skills...

Deafhood
Hearing test

DEAF!

linguistic and cultural minority communicational handicap → shared
Deaf gain

SL/Deaf community: life experience, values, norms, history, traditions, culture, skills...

Deafhood
Deaf learner
Deaf learner

no intellectual deficit
yet huge amount of
illiterates
Deaf learner

no intellectual deficit
yet huge amount of
illiterates

often ignored
Special Education Needs
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

visual thinking
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

visual thinking

Sign Languages
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

visual thinking

Sign Languages
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

visual thinking

Sign Languages

full-fledged
Deaf learner

- no intellectual deficit
- yet huge amount of illiterates

often ignored
Special Education Needs

visual thinking

Sign Languages
- lexis
- full-fledged
- syntax
- grammar

4
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

Sign Languages

visual thinking

natural

lexis

full-fledged syntax grammar
Deaf learner

natural... ...and therefore different

ASL 🇺🇸
BSL 🇬🇧
LSQ
LSF
LSFB
DGS 🇩🇪
DSGS
ÖGS 🇦🇹
NGT 🇳🇱
РЖЯ 🇷🇺
LIS 🇮🇹

special education needs
visual thinking
full-fledged
lexis
grammar
syntax

and therefore different

natural...
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

visual thinking

Sign Languages

lexis full-fledged

natural syntax grammar
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

Sign Languages

visual thinking

natural

"oral" tradition: no functional everyday writing system

full-fledged

lexis

syntax

grammar
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

Sign Languages

visual thinking

lexis full-fledged syntax grammar

natural

bimodal bilingualism

“oral” tradition: no functional everyday writing system
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

Sign Languages

visual thinking

lexis full-fledged syntax grammar

natural

bimodal bilingualism

"oral" tradition: no functional everyday writing system
Deaf learner

no intellectual deficit yet huge amount of illiterates

bimodal bilingualism

LHR

visual thinking

Sign Languages

natural

“oral” tradition: no functional everyday writing system

often ignored Special Education Needs

lexis full-fledged syntax grammar
Deaf learner

Sign Languages

no intellectual deficit yet huge amount of illiterates

visual thinking

bimodal bilingualism

endangered language

LHR

often ignored Special Education Needs

Sign Languages

lexis full-fledged

natural

syntax grammar

"oral" tradition: no functional everyday writing system
Deaf learner

Sign Languages

Bimodal bilingualism

No intellectual deficit yet huge amount of illiterates

Often ignored

Special Education Needs

Full-fledged visual thinking

Lexis grammar syntax

Grammar

Syntax

Full-fledged visual thinking

Natural "oral" tradition: no functional everyday writing system

Endangered language: LHR during many years

Forbidden during many years

Deaf learner
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

Sign Languages

visual thinking

lexis full-fledged

syntax grammar

endangered language

bimodal bilingualism

LHR

"oral" tradition: no functional everyday writing system

natural
Deaf learner

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

Sign Languages

visual thinking

lexis full-fledged

syntax grammar

endangered language

LHR

bimodal bilingualism

“oral” tradition: no functional everyday writing system

recent ...

natural
Deaf learner

Sign Languages

bimodal bilingualism

no intellectual deficit

yet huge amount of illiterates

often ignored

Special Education Needs

mise en œuvre
du droit linguistique

Linguistic Human Right

dans l’enseignement secondaire

programmes scolaires

2008-2009

option LSF au baccalauréat

2008  bac général → 188 candidats

2009  + BTS → 504 candidats

2010  + techno. → 717 candidats

2013  →  ?

2010

CAPES LSF

2013

1er manuel de LSF

“oral” tradition:

no functional everyday writing system

recent...
Deaf learner

Sign Languages

bimodal bilingualism

endangered language

LHR

recent...

no intellectual deficit yet huge amount of illiterates

often ignored Special Education Needs

visual thinking

full-fledged grammar

natural

lexis

syntax

"oral" tradition: no functional everyday writing system

full-fledged lexis grammar

natural
free Massive [M] Open O Online C Course

hybrid, mainly connectivist (m)OOC:

-(m)OOC
hybrid, mainly connectivist (m)OOC:

language practice
learning
culture

free Massive
Open Online Course
free [M]assive [M]assive

Open [O]pen [O]pen

Online [O]nline [O]nline

Course [C]ourse [C]ourse

→ hybrid, mainly connectivist (m)OOC:

-(m)OOC - (m)OOC

language practice learning
culture

-(m)OOC -(m)OOC

(m)OOCs (m)OOCs
E-SCALE
deaf E-space for
Signed Collaboration
Abroad on Language
E-learning

Nous venons principalement de
GALLAUDET UNIVERSITY

We come from all over FRANCE

signescale.org
E-space Sourd de Co-Apprentissage en Langues Étrangères
Encourage intercultural communication & foreign language practice by means of collaborative exchange & learning together with Deaf peers from abroad.
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How do Deaf people learn foreign languages?
Encourage intercultural communication & foreign language practice by means of collaborative exchange & learning together with Deaf peers from abroad.

How do Deaf people learn foreign languages?
Encourage intercultural communication & foreign language practice by means of collaborative exchange & learning together with Deaf peers from abroad.

How do Deaf people learn foreign languages?
Objective

Encourage intercultural communication & foreign language practice by means of collaborative exchange & learning together with Deaf peers from abroad.

How do Deaf people learn foreign languages?

"vehicular language"?
"vernacular language"?
"second or tertiary language"?
Users

Tutors
Users

Tutors

Learners
**Users**

**Tutors**

**Learners**

**Requirements:**

→ Deaf people *mastering* at least 1 written + 1 signed language
Tutors

Requirements:

→ Deaf people *mastering* at least 1 written + 1 signed language
→ no previous knowledge required in the 2 other languages
4 WORKING LANGUAGES

<table>
<thead>
<tr>
<th></th>
<th>written</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ASL</td>
<td>LSF</td>
</tr>
<tr>
<td></td>
<td>American Sign Language</td>
<td>Langue des Signes Française</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>written French</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Multilingual (m)OOC
usually in current school settings...
**Multilingual (m)OOC**

**4 Working Languages**

| Written Language | ASL
American Sign Language |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>
| French           | LSF
Langue des Signes Française |
4 Working Languages

- **written English**
- **written French**
- **ASL** American Sign Language
- **LSF** Langue des Signes Française

+ intercomprehension
Multilingual (m)OOC

4 WORKING LANGUAGES

- written English
- written French
- ASL American Sign Language
- LSF Langue des Signes Française

+ intercomprehension
Multimodalities
Multimodalities

synchronous interaction
asynchronous interaction
Multimodalities

- Synchronous interaction
- Asynchronous interaction

Written text
Production & reception
synchronous interaction
asynchronous interaction

written text
production & reception

signed text
production & reception
Multimodalities

- synchronous interaction
- asynchronous interaction

<table>
<thead>
<tr>
<th>Written text</th>
<th>Signed text</th>
</tr>
</thead>
<tbody>
<tr>
<td>production &amp; reception</td>
<td>production &amp; reception</td>
</tr>
</tbody>
</table>

- forums
- subtitles
- special fonts
- collaborative writing
- text-chats
- ...
Multimodalities

Synchronous interaction
Asynchronous interaction

Written text
Production & reception

Signed text
Production & reception

Forums
Subtitles
Special fonts
Collaborative writing
text-chats
...

Eurocall
Multimodalities

synchronous interaction
asynchronous interaction

written text
production & reception

signed text
production & reception

forums
subtitles
special fonts
collaborative writing
text-chats
...

12
**Multimodalities**

### Synchronous Interaction
- forums
- subtitles
- special fonts
- collaborative writing
- text-chats
- ...  

### Asynchronous Interaction
- written text
  - production & reception
- signed text
  - production & reception
- videos
  - (animated) pictures
  - video-chats (with up to 9 webcams simultaneously)
- ...
Multimodalities

synchronous interaction
asynchronous interaction

written text
production & reception

signed text
production & reception

forums
subtitles
special fonts
collaborative writing
text-chats

videos
recorders
(animated) pictures
video-chats (with up to 9 webcams simultaneously)

...
Multimodalities

Synchronous interaction
asynchronous interaction

Written text
production & reception

Signed text
production & reception

Forums
subtitles
special fonts
collaborative writing
text-chats

Videos
recorders
(animated) pictures
video-chats (with up to 9 webcams simultaneously)

...
Multimodalities

Synchronous interaction
- Manual fingerspelling
- Lipreading
- Gestures
- Spatial organisation
- Interaction with the interfaces
- Timing

Asynchronous interaction
- Videos
- Recorders
- (Animated) Pictures
- Video-chats (with up to 9 webcams simultaneously)

Written text
- Production & reception
- Forums
- Subtitles
- Special fonts
- Collaborative writing
- Text-chats

Signed text
- Production & reception
- Videos
- Recorders
- (Animated) Pictures
- Video-chats (with up to 9 webcams simultaneously)

...
LMS: **moodle**

3 sections:

- pre-(m)OOC (tutor’s corner)
- main (m)OOC
- ressources' (m)OOC

videoconference system: Adobe Connect

external tools: Prezi
Récap des choses à faire
• Recap of what’s to do

Où sommes-nous ? • Where are we?

Événements à venir • Upcoming events

Étapes du (m)OOC • Steps of the (m)OOC

LMS :  moodle

3 sections :

pre-(m)OOC (tutor’s corner)

main (m)OOC

ressources’ (m)OOC

videoconference system:

Adobe Connect

external tools:

Prezi

Raccourcis de navigation
• Navigation shortcuts

Réglages (langue, profil, courriel, etc.) • Settings (language, profile, notifications, etc.)

Tutoriels, archives, ressources complémentaires... • Tutorials, archives, additional resources...

Tutoriels, exercices, jeux • Activities, exercises, games

Forum
Schedule

PRE-(M)OOC tutor training
10/03/2014 → 06/04/2014

PHASE 1 participants' collective learning
28/04/2014 → 23/05/2014

PHASE 2 participants' group work
02/06/2014 → 28/06/2014

4 weeks
Level structure

activities

tools

meet-up sessions

E1 - Faisons connaissance! • Let's get acquainted!
E1A1: Dites-nous en un peu plus! • Tell us a little bit more!
E1A2: Dites-le en ASL et en anglais • Say it in LSF and French
E1A3: Rendez visite aux autres profils • Pay other profiles a visit

Dates  Charge de travail • Workload
2014-05-04  210 min
→ 2014-05-13

*Séance café • Café meet-up
Mardi 6 mai, 17h30-19h (heure de Paris) • Tuesday May 6th, 11:30 a.m. - 1 p.m. (EST)

prezi
memrise
forum
Examples of activities

<table>
<thead>
<tr>
<th>Durée de l'activité • Length</th>
<th>35 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outils requis • Tools</td>
<td>Forum</td>
</tr>
<tr>
<td>Début recommandé • Recommended start</td>
<td>Samedi 10 mai • Saturday, May 10th</td>
</tr>
<tr>
<td>Date de fin • End</td>
<td>Lundi 19 Mai • Monday, May 19th</td>
</tr>
</tbody>
</table>

Découvrez ci-dessous les signes/mots/images mystères qui correspondent aux trois thématiques de la phase 2 du (m)OOC. L'un est donné en LS, l'autre par écrit, le troisième sous forme d'image. Choisissez celui qui vous inspire le plus, faites une petite recherche et venez-nous en rendre compte dans ce forum avant qu'on se voie pour la session synchrone en ligne.

Discover beneath the mysterious signs/words/images that correspond to the three topics of phase 2 of the (m)OOC. One is given in SL, one is written, and the third one is in form of a picture. Chose the one that inspires you most, make a little investigation and give us a short report in this forum before we meet at the synchronous online session.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>lancée par</th>
<th>Réponses</th>
<th>Non lu</th>
<th>Dernier message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signes-clef 1 • Keysigns 1</td>
<td></td>
<td>6</td>
<td>0</td>
<td>mer. 28 mai 2014, 17:07</td>
</tr>
<tr>
<td>Mot-clef 2 • Keyword 2</td>
<td></td>
<td>4</td>
<td>0</td>
<td>ven. 23 mai 2014, 11:30</td>
</tr>
<tr>
<td>Image-clef 3 • Keypicture 3</td>
<td></td>
<td>3</td>
<td>0</td>
<td>jeu. 22 mai 2014, 08:43</td>
</tr>
</tbody>
</table>
Examples of activities

overview of 3 language games

- "cadavre exquis" - configuration game (1 hand configuration → 5 signs → 1 sentence, translation into the other SL)
- domino-clover-game (associations → 1 keyword, 4 languages)
- homonym signs (picture riddle → 2 similar ["faux-ami"] signs but different significations)
Statistics

Pre-(m)OOC
- 4 weeks
- ≈ 9½ h. workload
- 3 h. synchronous sessions

(m)OOC
- 4+4 weeks
- ≈ 13 h. workload
- 9½ h. synchronous sessions

- 65 subscribers to the newsletter
- 10 active participants in the pre-(m)OOC
- 4 got qualified as tutors
- 28 completed at least 1 level in phase 1
- 9 passed to phase 2 (role-shift of the team → tutors)
- 2 quadrems*
Participants (end of phase 1 → phase 2)

Statistics of the pre-(m)OOC TUTORS

<table>
<thead>
<tr>
<th>ENROLLED</th>
<th>ACTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 10</td>
<td>5</td>
</tr>
<tr>
<td>Deaf</td>
<td>7</td>
</tr>
<tr>
<td>US</td>
<td>3</td>
</tr>
</tbody>
</table>

- able to become tutors after the pre-(m)OOC = 4
- ASL competent = 1 (US-o)
as many webcams as wanted, in order to chat in ASL and LSF

Synchronous session & "Café meet-ups"

text chat in written English or French

poll, whiteboard, presentation slides or shared screen
as many webcams as wanted, in order to chat in ASL and LSF

→ regular sessions with tutors, who help and animate, as well as informal "café meet-ups" just to chat

text chat in written English or French

poll, whiteboard, presentation slides or shared screen
Certifications & rewards
badges instead of marks, to reward learners in an informal, funny way
badges instead of marks, to reward learners in an informal, funny way

certificates of attendance for the participants who attended the whole (m)OOC
Research questions
To what extent can a Deaf conversation partner, who might master the foreign language only on an average, induce a more productive participation and learning setting, than a hearing teacher/expert/native speaker would do?
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peer correction
To what extend can a Deaf conversation partner, who might master the foreign language only on an average, induce a more productive participation and learning setting, than a hearing teacher/expert/native speaker would do?
To what extent can a Deaf conversation partner, who might master the foreign language only on an average, induce a more productive participation and learning setting, than a hearing teacher/expert/native speaker would do?

Which language modalities are privileged in which situation and how is the multimodality of the platform used in the communication strategy?
To what extent can a Deaf conversation partner, who might master the foreign language only on an average, induce a more productive participation and learning setting, than a hearing teacher/expert/native speaker would do?

Which language modalities are privileged in which situation and how is the multimodality of the platform used in the communication strategy?

Mechanisms of Deaf intercultural communication & intercomprehension, order & time to introduce writing and signing, as well as proportions of each modality?
Collected data

during the training

- pre-questionnaires
- interactions on the platform
- synchronous interactions in Adobe Connect
- external productions (Youtube, Prezi)
- post-questionnaires (reflexive)
- user analytics (Moodle, Memrise)
- individual contacts with the team
Learning & teaching corpora

- sign languages
- written languages
- transcription & annotation

iLex
ELAN
ANVIL
Learning & teaching corpora

- sign languages
- written languages
- transcription & annotation

→ accessible online, can be used for other researches ("open data")
Outlook 2015 & take home message
Aims & focuses:
- reduplicate experimentation
- widen US involvement (team, tutors & learners)
- broaden SL resources
- test new platform functionalities
- meta-network on distance ed for deaf learners and potential of SL-MOOCs
- learners' and teachers' community

NoeLang.net
Aims & focuses:
- reduplicate experimentation
- widen US involvement (team, tutors & learners)
- broaden SL resources
- test new platform functionalities
- meta-network on distance ed for deaf learners and potential of SL-MOOCs
- learners' and teachers' community
Deaf learners have per se an outstanding place to take in distance education. A Deaf and SL approach can enhance innovative interactive CALL. Research should hand over to Deaf researchers the responsibility for developing this field in an appropriate, visual way of thinking.
...watch out for SL-MOOCs!

(...and maybe we will see next year's Eurocall host a presentation in a sign language?)
Siglinde PAPE
PhD student at LRL

Thierry CHANIER
Professor of Applied Linguistics, director of the LRL

picture by Laurent Verlaine (http://laurent.verlaine.pagesperso-orange.fr/)

http://signescale.org
contact@signescale.org

... for your attention!