

# E-SCALE

E-space Sourd de Co-Apprentissage en Langues Étrangères  
deaf E-space for Signed Collaboration Abroad on Language E-learning



*interactively  
& at a distance*

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

*first report about the E-SCALE project*

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**L**aboratoire de  
**R**echerche sur le  
**L**angage

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director of the LRL



**Université Blaise  
Pascal, France**

**EUROCALL  
Groningen  
22/08/2014**



How to quote this resource: Pape, S. & Chanier, T. (2014, August). *To be Deaf and practice (interactively and at a distance) foreign languages in a (m)OOC: first report about the E-SCALE project* [slides].

Communication presented at Eurocall 2014, Groningen, Netherlands.

<http://signescale.org> ; [esc-comm\\_2014\\_groningen\\_eurocall\\_slides\\_eng](#)



# Hearing test

# Hearing test





# Hearing test

dumb? doof?



# Hearing test

dumb? doof?

handicapped person



# Hearing test

dumb? doof?

handicapped person

hearing and speech impaired



# Hearing test



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



# Hearing test



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*

deaf**ness**



# Hearing test

**DEAF !**

dumb? doof?

handicapped person

hearing and speech impaired

can not...

deficit to be fixed



*normative thinking*

**deafness**





# Hearing test

**DEAF !**

**linguistic and cultural minority**

handicapped person

hearing and speech impaired

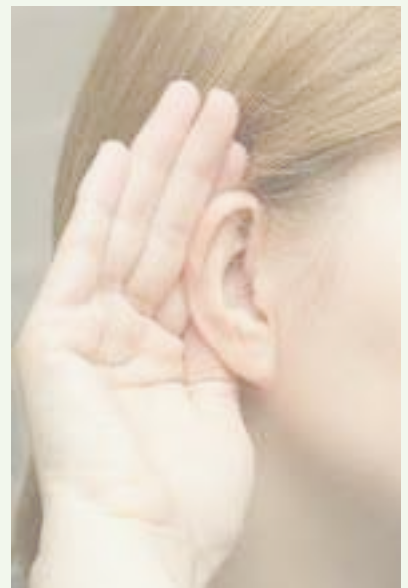
can not...

deficit to be fixed



*normative thinking*

deafness



# Hearing test

**DEAF !**

**linguistic and cultural minority**  
**communicational handicap**  
→ **shared**

hearing and speech impaired

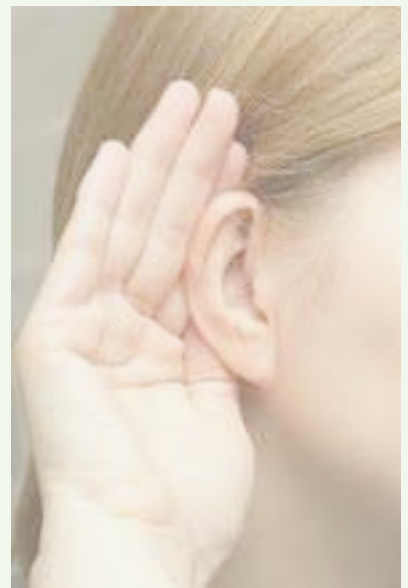
can not...

deficit to be fixed



*normative thinking*

deafness



# Hearing test

**DEAF !**

**linguistic and cultural minority**  
**communicational handicap**  
→ **shared**

**Deaf gain**

can not...

deficit to be fixed



*normative thinking*

deaf**ness**



# Hearing test



**DEAF !**

**linguistic and cultural minority**  
**communicational handicap**  
→ **shared**

**Deaf gain**

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

deaf**ness**





# Hearing test



**DEAF !**

**linguistic and cultural minority  
communicational handicap  
→ shared**

**Deaf gain**

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

**Deafhood**



# Hearing test

**DEAF !**

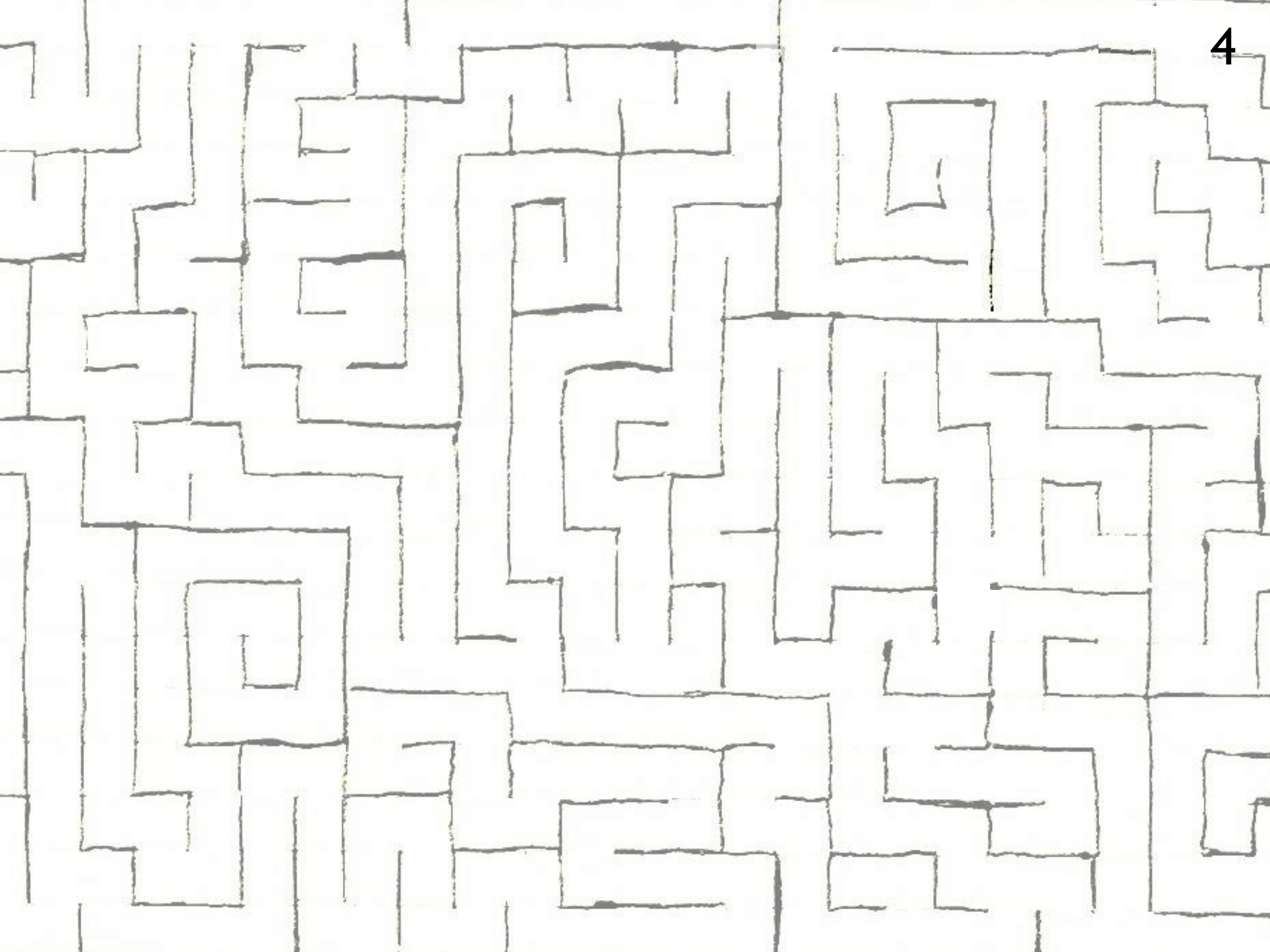
**linguistic and cultural minority**  
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**Deafhood**



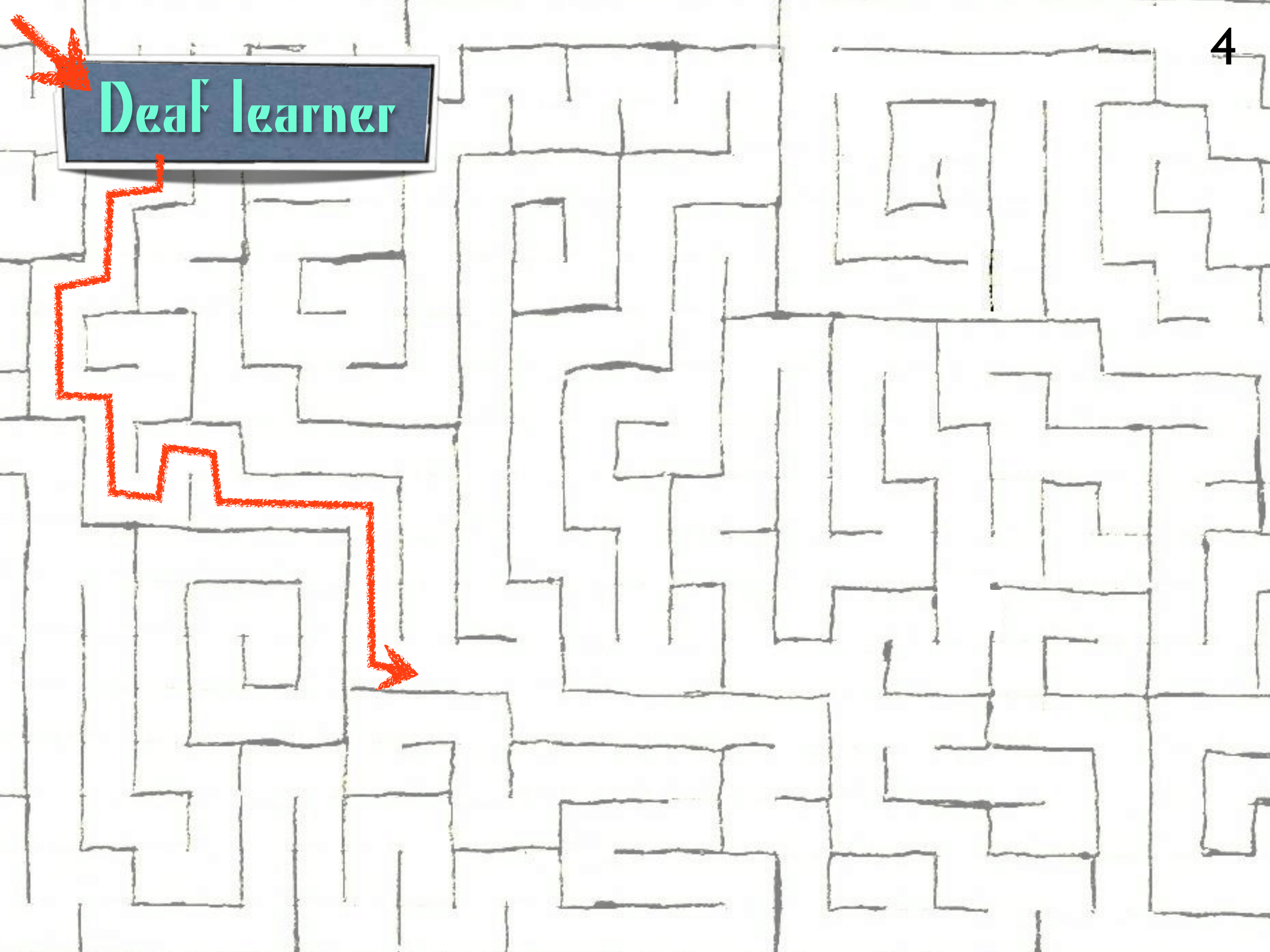






Deaf learner

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**





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**visual thinking**

**Sign Languages**



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**Sign Languages**



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**Sign Languages**

**full-fledged**

**Deaf learner**

no intellectual deficit  
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often ignored  
**Special  
Education  
Needs**

**visual thinking**

**Sign Languages**

lexis  
**full-fledged**

syntax

grammar



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no intellectual deficit  
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often ignored  
**Special  
Education  
Needs**

**visual thinking**

**Sign Languages**

lexis  
**full-fledged**

syntax

grammar

**natural**

# Deaf learner

natural... and therefore different

LIS



NGT



РЖЯ



ASL



BSL



LSQ



LSF



LSFB



DGS



DSGS



ÖGS



syntax

grammar



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**Sign Languages**

**"oral"**  
tradition:  
no functional  
everyday  
writing system

lexis  
**full-fledged**  
syntax grammar

**natural**



**Deaf learner**

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**Sign Languages**

lexis  
**full-fledged**  
syntax grammar

**natural**

**bimodal  
bilingualism**

**"oral"  
tradition:**  
no functional  
everyday  
writing system



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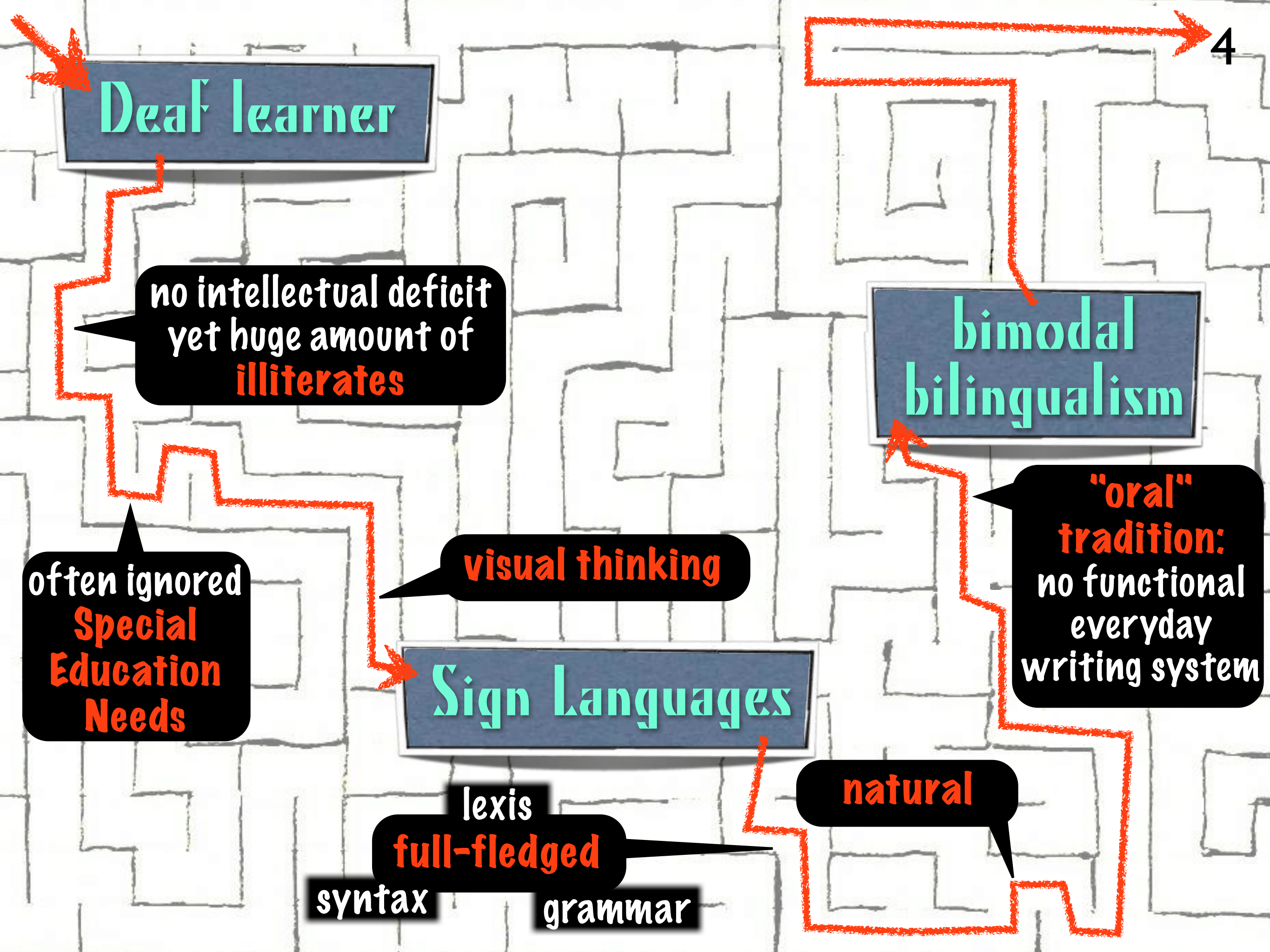
**Sign Languages**

lexis  
**full-fledged**  
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Deaf learner

no intellectual deficit  
yet huge amount of  
illiterates

often ignored  
Special  
Education  
Needs

visual thinking

Sign Languages

lexis  
full-fledged  
syntax grammar

LHR

bimodal  
bilingualism

"oral"  
tradition:  
no functional  
everyday  
writing system

natural



Deaf learner

endangered  
language

LHR

no intellectual deficit  
yet huge amount of  
illiterates

bimodal  
bilingualism

often ignored  
Special  
Education  
Needs

visual thinking

"oral"  
tradition:  
no functional  
everyday  
writing system

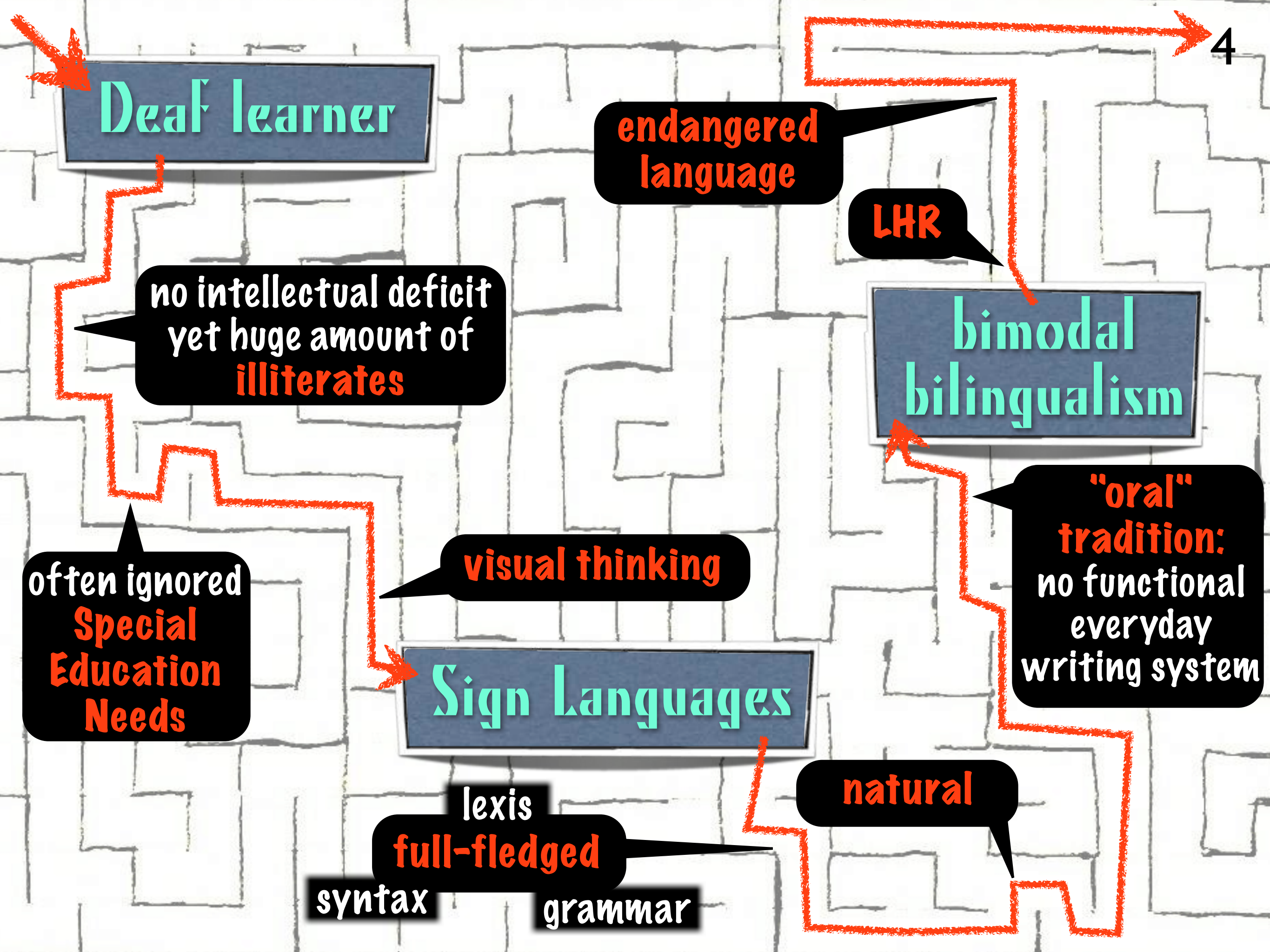
Sign Languages

natural

lexis  
full-fledged

syntax

grammar





Deaf learner

endangered

during many years

FORBIDDEN

1880

1977



Libre !  
Le ministère de la Santé  
a abrogé l'interdiction de la  
Langue des Signes.



1984



Les premières classes bilingues  
Langue des Signes et l'écrit  
Français à Poitiers et à Chalon.

1991



La Loi Fabius : l'assèchement du  
Droit d'utilisation de la Langue des  
Signes pour l'éducation des Sourds.

2005



Loi du 11 Février : la reconnaissance  
de la Langue des Signes comme  
une langue à part entière.

often ignored  
Special  
Education  
Needs

national  
education  
system

syntax

grammar



Deaf learner

endangered language

LHR

no intellectual deficit  
yet huge amount of  
illiterates

bimodal  
bilingualism

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Sign Languages

natural

lexis  
full-fledged  
syntax grammar



**Deaf learner**

**endangered language**

**recent...**

**LHR**

**no intellectual deficit  
yet huge amount of  
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**bimodal  
bilingualism**

**often ignored  
Special  
Education  
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**Sign Languages**

**natural**

**lexis  
full-fledged  
syntax grammar**



Deaf

recent...



# mise en œuvre du droit linguistique

*Linguistic Human Right*

dans l'enseignement  
secondaire

2008-2009

programmes scolaires

2008

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

no int  
yet

modal  
qualism

often ignored  
**Special  
Education  
Needs**

**"oral"**  
tradition:  
no functional  
everyday  
writing system

syntax

grammar



**Deaf learner**

**endangered language**

**recent...**

**LHR**

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**bimodal  
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Special  
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syntax grammar**







free

[M assive]

O pen

O nline

C ourse

6





free  
[M]assive]

O]pen

O]nline

C]ourse

→ hybrid, mainly  
connectivist (m)OOC:



-(m)OOC



free  
[M assive]

O pen

O nline

C ourse

→ hybrid, mainly  
connectivist (m)OOC:



-(m)OOC

language practice  
learning

culture



-(m)OOC




free  
[M assive]

O pen

O nline

C ourse

→ hybrid, mainly  
connectivist (m)OOC:

 C-(m)OOC

language practice  
learning

culture

 L-(m)OOC

 SL-  
(m)OOCs

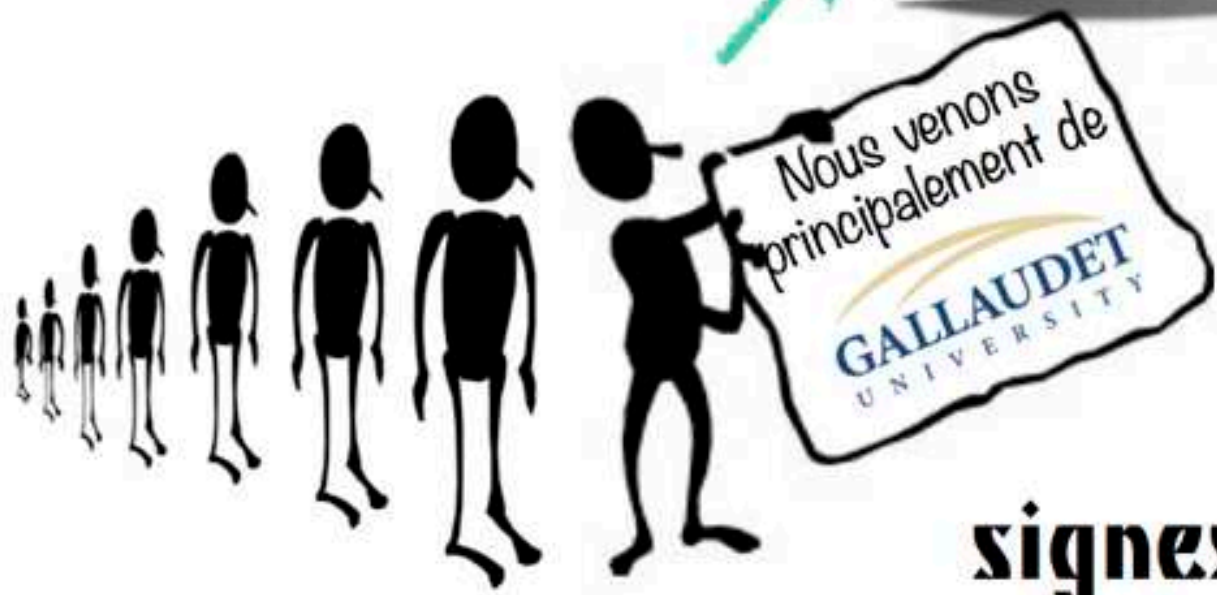
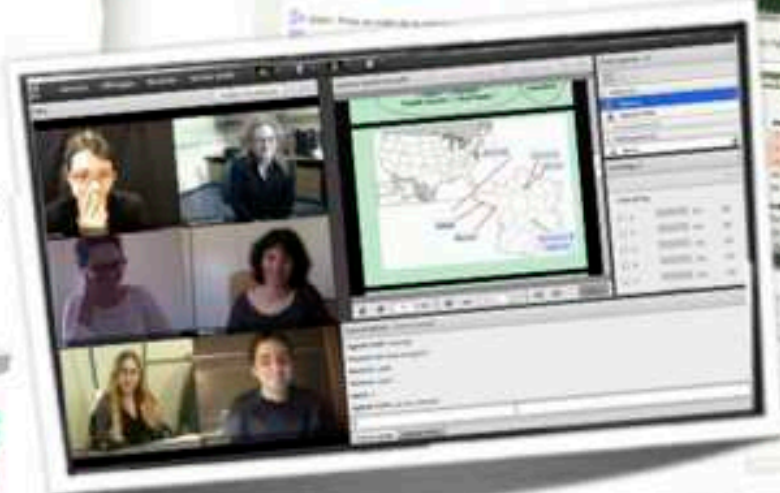
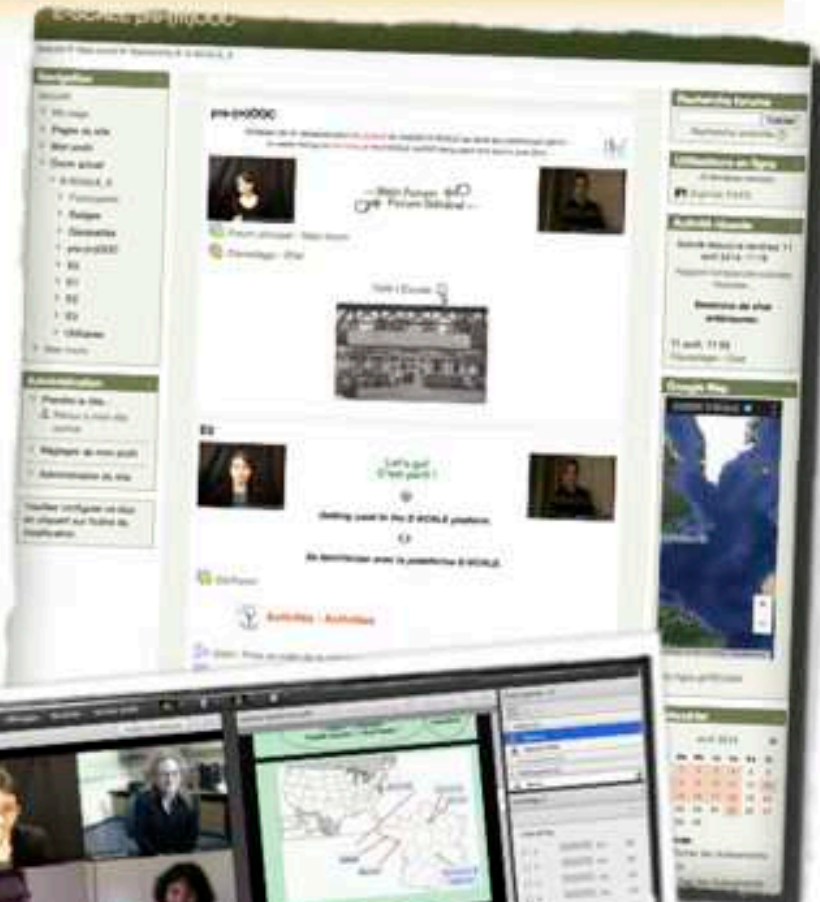


(m)  
O  
O  
C

7



[signescale.org](http://signescale.org)



[signescale.org](http://signescale.org)

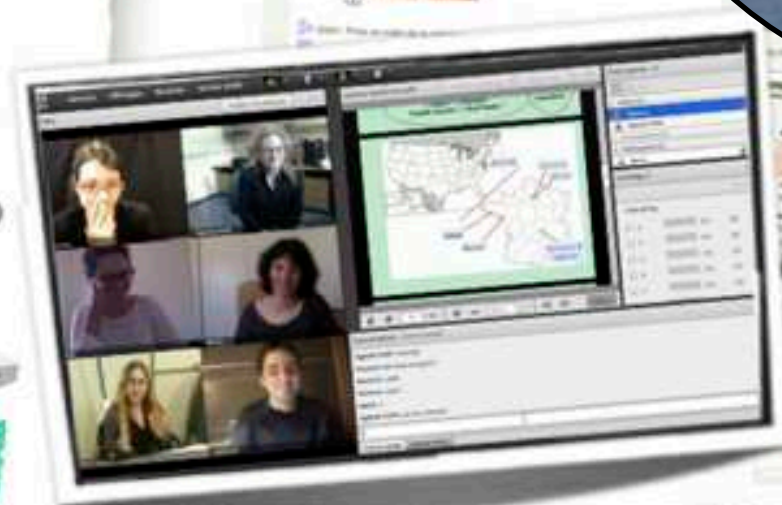




mOOC\* E-SCALE

**E-SCALE**

deaf **E**-space for  
**S**igned **C**ollaboration  
**A**broad on **L**anguage  
**E**-learning

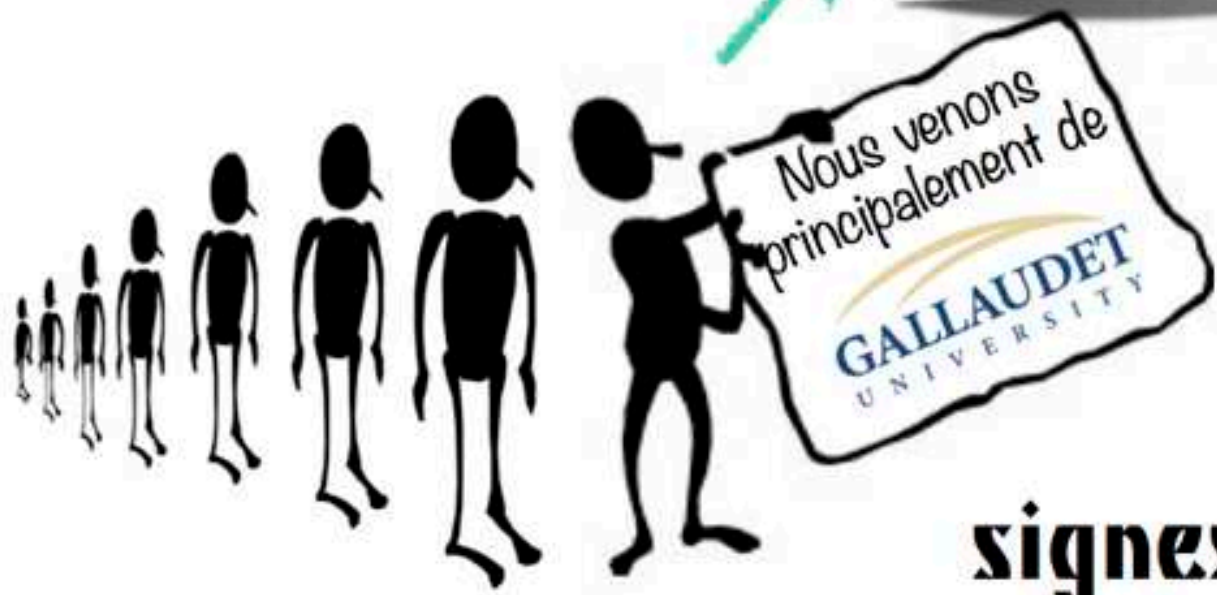
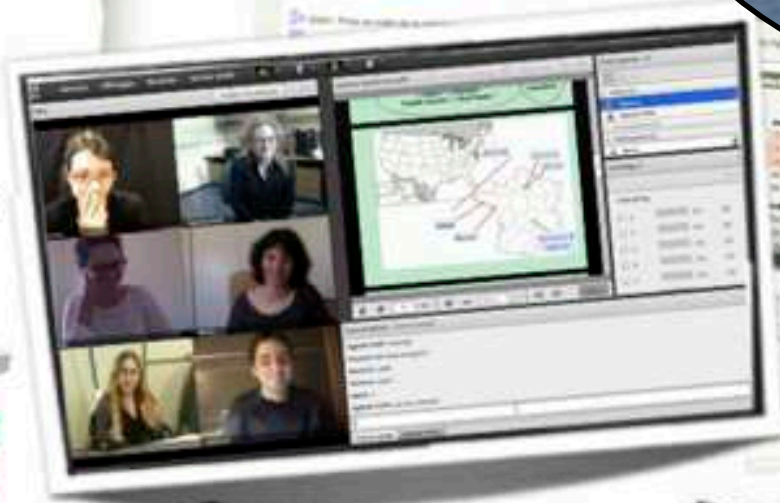


**signescale.org**





**E-SCALE**  
E-space Sourd de  
Co-Apprentissage en  
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**signescale.org**

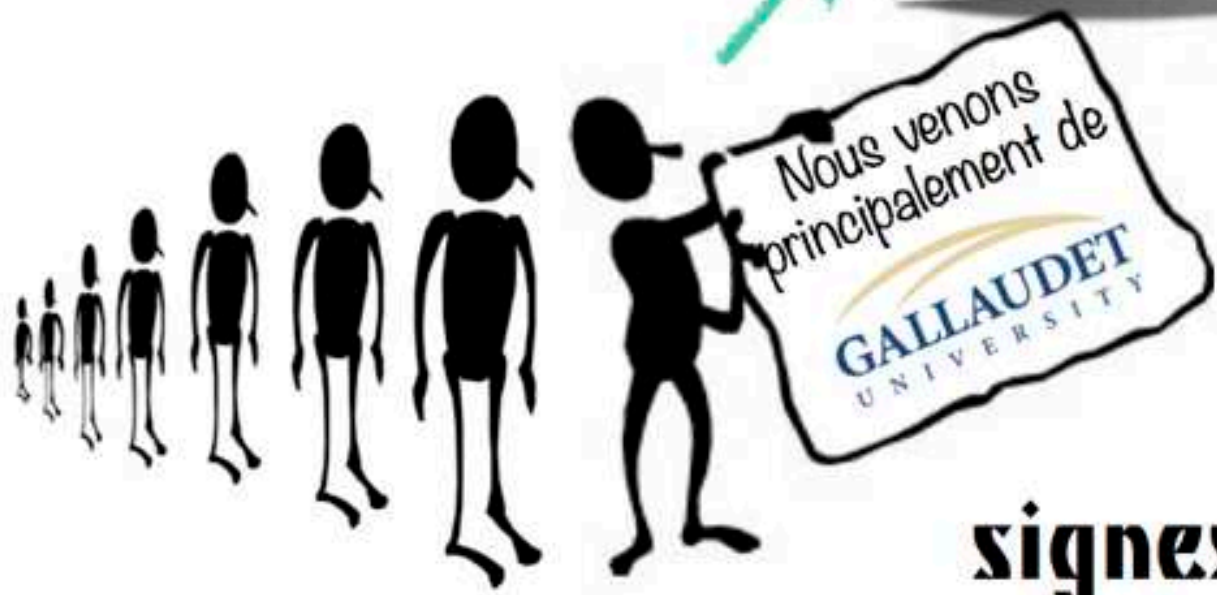
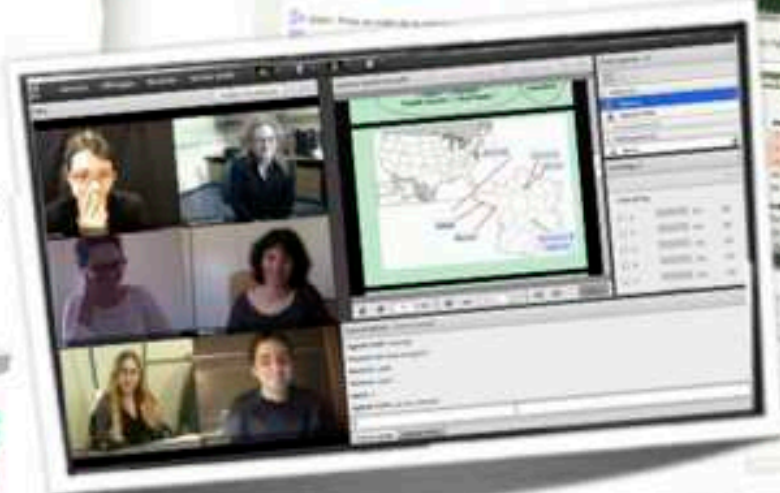
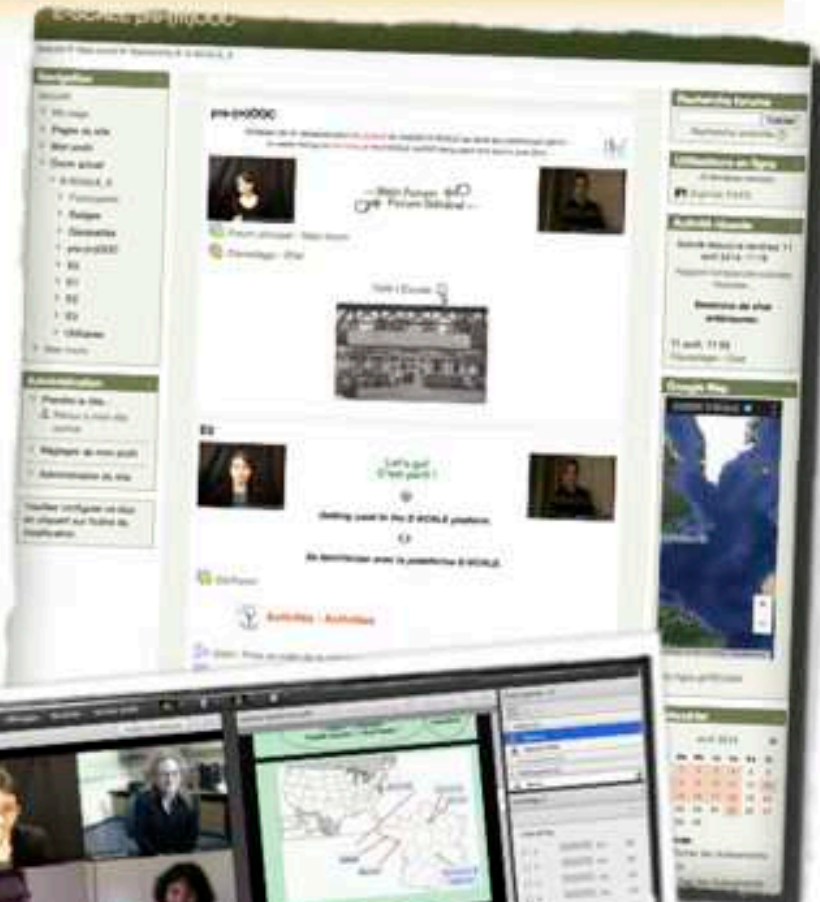


(m)  
O  
O  
C

7



[signescale.org](http://signescale.org)



[signescale.org](http://signescale.org)







# Objective

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





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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?**



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**How do Deaf people learn *foreign* languages?**







# Objective

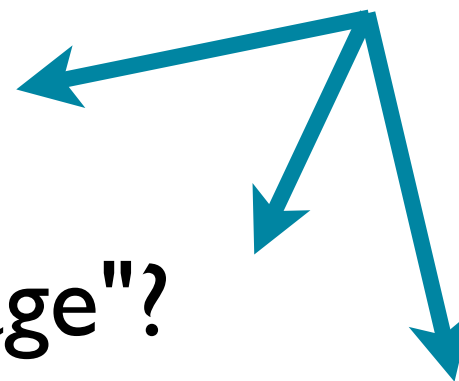
Encourage intercultural communication & foreign language practice by means of collaborative exchange & learning together with Deaf peers from abroad.

**How do Deaf people learn *foreign languages*?**

"vehicular language"?

"vernacular language"?

"second or tertiary language"?

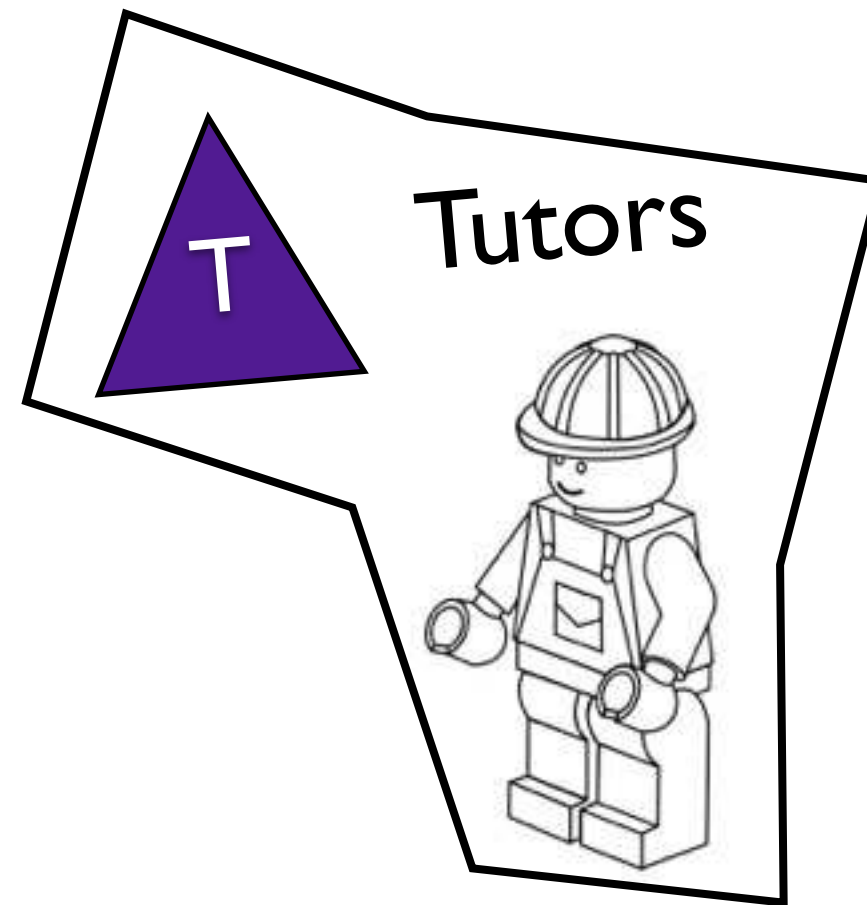




# Users



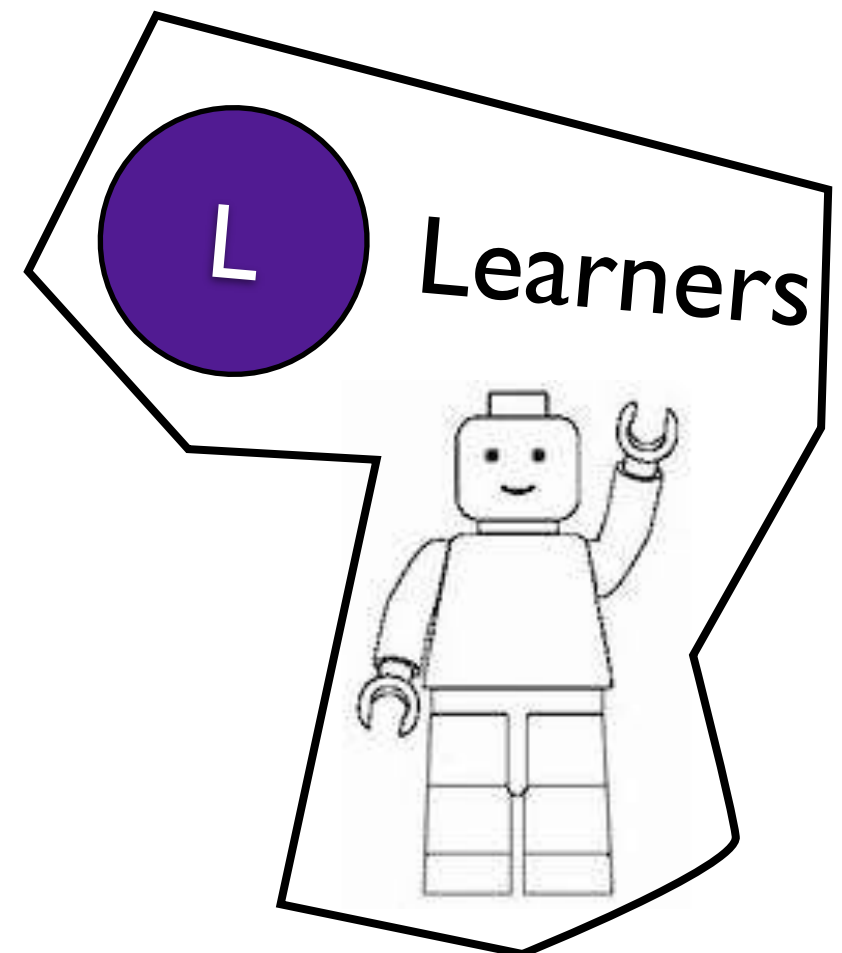
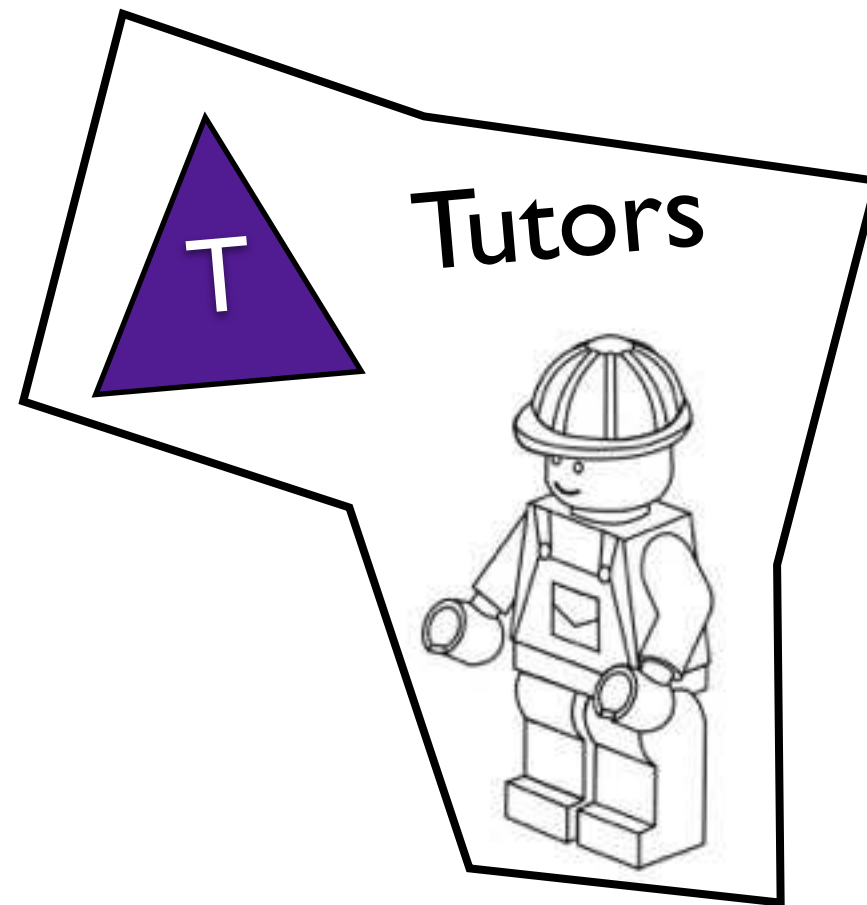
# Users



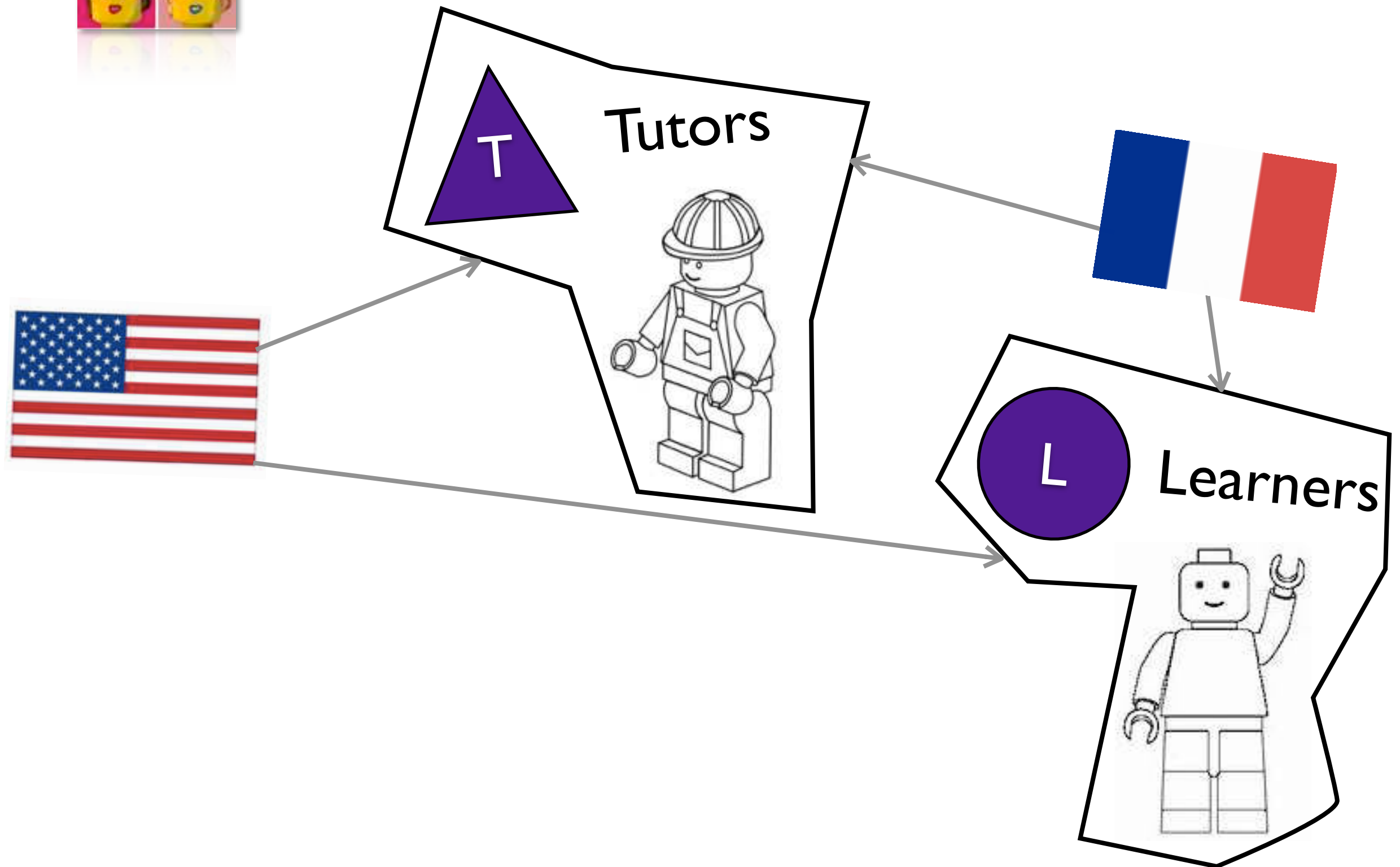




# Users

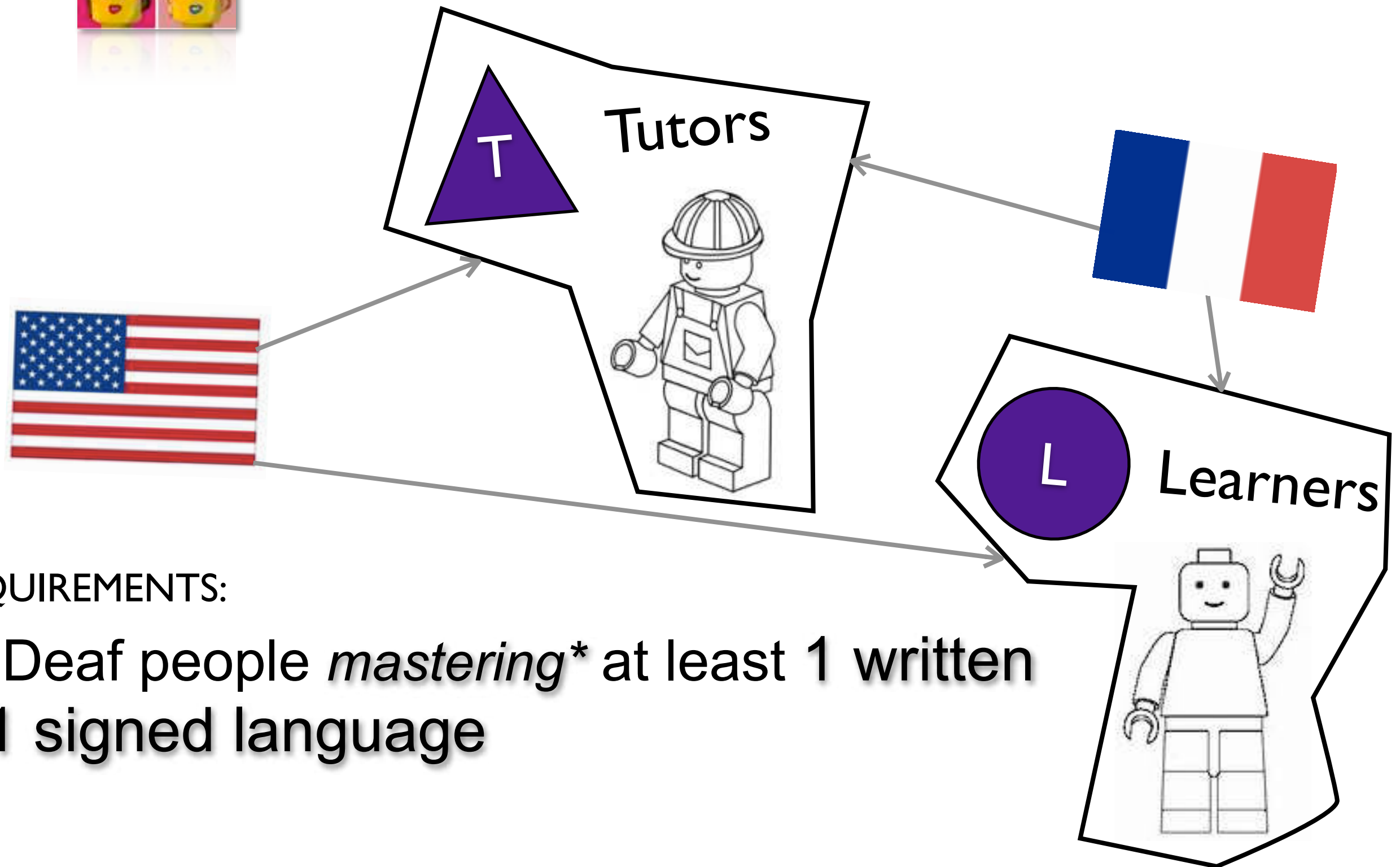


# Users





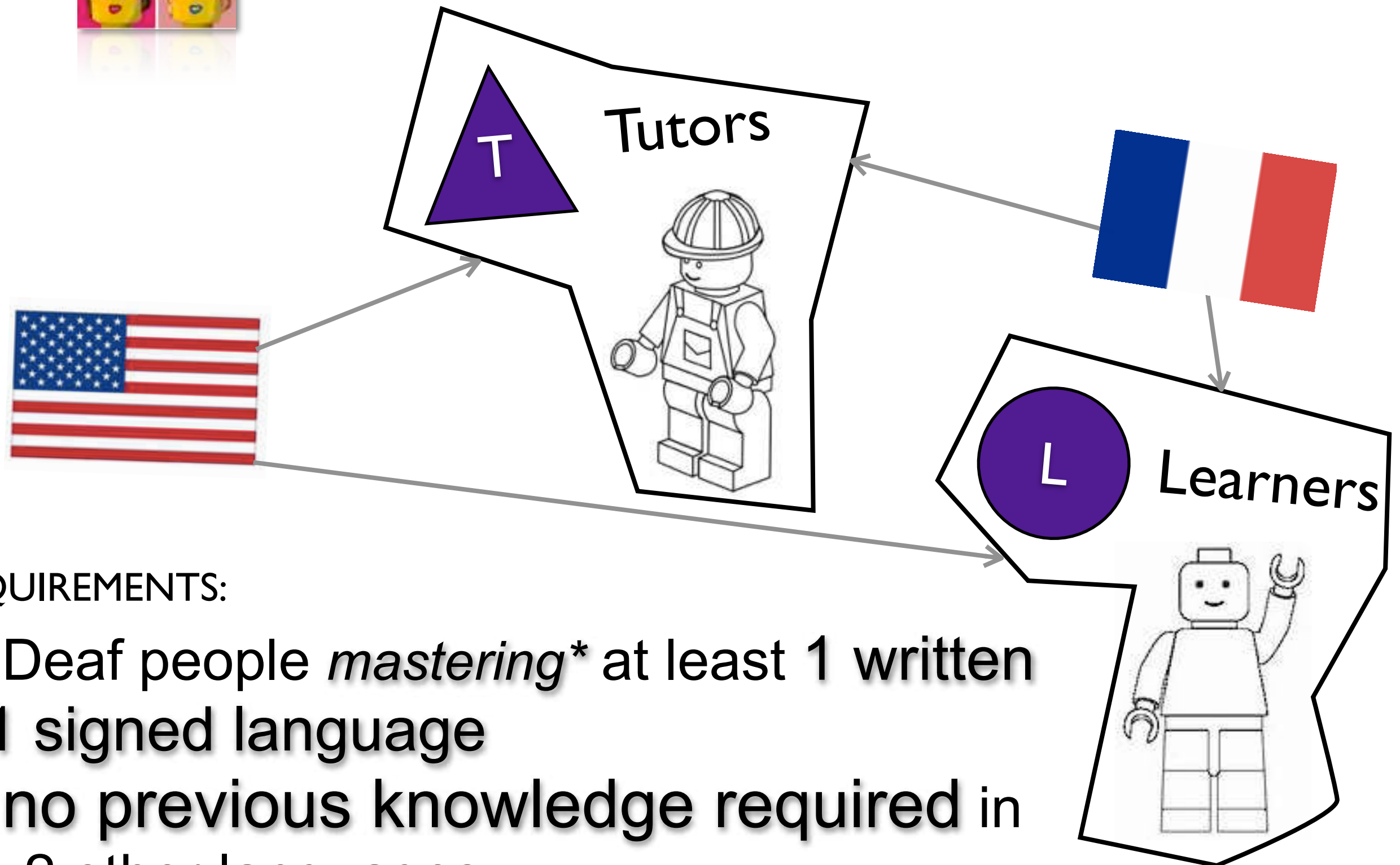
# Users



## REQUIREMENTS:

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

# Users



## REQUIREMENTS:

- Deaf people *mastering*\* at least 1 written + 1 signed language
- no previous knowledge required in the 2 other languages



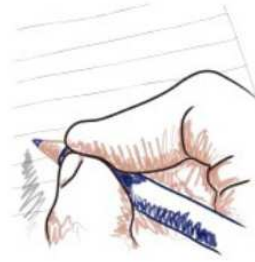
# Multilingual (m)OOC

11

4 WORKING  
LANGUAGES



**written  
English**



**ASL**  
**American Sign  
Language**



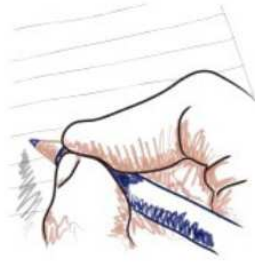
**written  
French**

**LSF**  
**Langue des  
Signes Française**

# Multilingual (m)OOC

11

usually in current  
school settings...



**written  
English**



**written  
French**



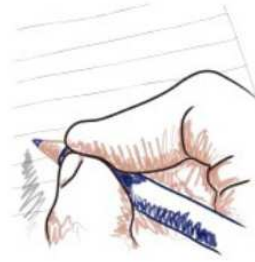
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French**

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# Multilingual (m)OOC

II

4 WORKING  
LANGUAGES



**written  
English**



**ASL**  
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**written  
French**

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**Langue des  
Signes Française**

**+ intercomprehension**

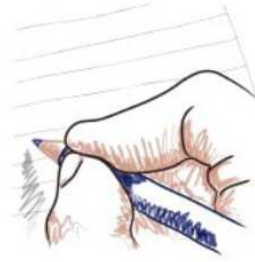
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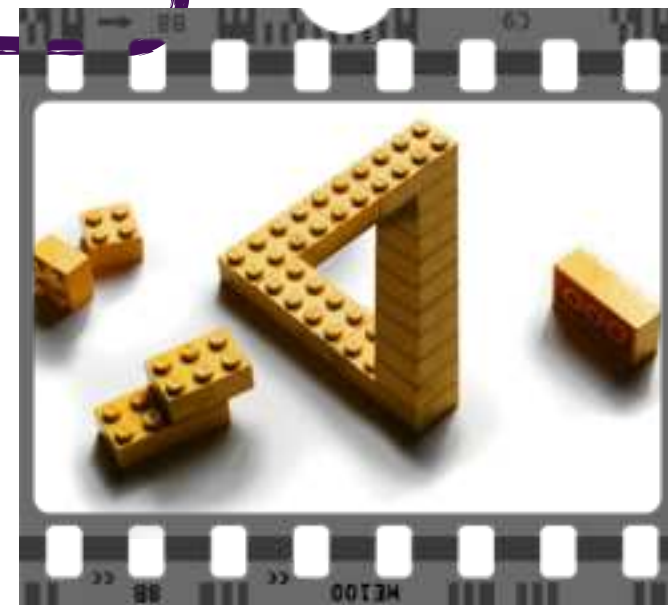
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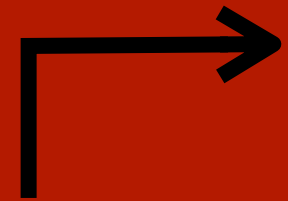
**+ intercomprehension**



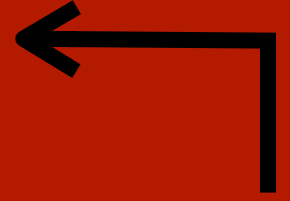


# Multimodalities

# Multimodalities



**synchronous interaction**  
**asynchronous interaction**



# Multimodalities



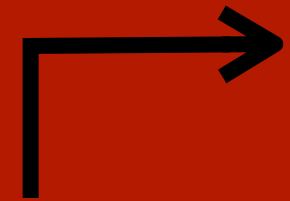
The diagram consists of a red horizontal bar at the top containing the text 'synchronous interaction' and 'asynchronous interaction'. Below this bar, on the left, is a green box containing the text 'written text' and 'production & reception'. A black arrow on the left points from the green box towards the red bar, and a black arrow on the right points from the red bar towards the green box, indicating a reciprocal relationship between the two components.

**synchronous interaction**  
**asynchronous interaction**

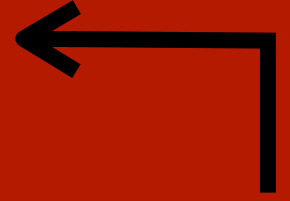
**written text**  
**production & reception**



# Multimodalities



**synchronous interaction**  
**asynchronous interaction**



**written text**  
production & reception

**signed text**  
production & reception

# Multimodalities

**synchronous interaction**  
**asynchronous interaction**

**written text**  
production & reception

**signed text**  
production & reception

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

...

# Multimodalities

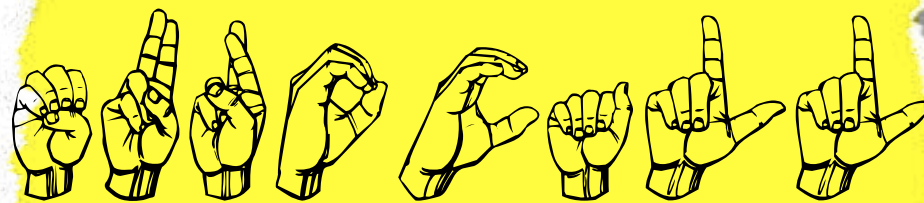
**synchronous interaction**  
**asynchronous interaction**

**written text**  
production & reception

**signed text**  
production & reception

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

...





# Multimodalities

**synchronous interaction**  
**asynchronous interaction**

**written text**  
production & reception

**signed text**  
production & reception

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

...

# Multimodalities

**synchronous interaction**  
**asynchronous interaction**

**written text**  
production & reception

**signed text**  
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*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**  
**asynchronous interaction**

**written text**  
production & reception

**signed text**  
production & reception

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

*videos*  
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*(animated) pictures*  
*video-chats (with up to 9*  
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...

# Multimodalities

**synchronous interaction**  
**asynchronous interaction**

**written text**  
production & reception

**signed text**  
production & reception

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

manual fingerspelling,  
lipreading,  
gestures, spatial  
organisation,  
interaction  
with the  
interfaces,  
timing...

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

**LMS :** 

**3 sections :**

pre-(m)OOC  
(tutor's corner)

main  
(m)OOC

ressources'  
(m)OOC

**videoconference  
system:**



Adobe  
Connect

**external tools:**





# E-space

**LMS :** 

**3 sections :**

pre-(m)OOC  
(tutor's corner)

main  
(m)OOC

ressources'  
(m)OOC

**videoconference  
system:**



Adobe  
Connect

**external tools:**



Récap des choses à faire

• *Recap of what's to do*

Raccourcis  
de navigation

• *Navigation  
shortcuts*

Réglages  
(langue, profil,  
courriel, etc.) •

*Settings  
(language,  
profile,  
notifications,  
etc.)*

Tutoriels,  
archives,  
ressources  
complément-  
aires... •

*Tutorials,  
archives,  
additional  
resources...*

Où  
sommes-  
nous ? •  
*Where are  
we?*

Événe-  
ments à  
venir •  
*Upcoming  
events*

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

Activités,  
exercices,  
jeux •  
*Activities,  
exercises,  
games*

Forum

# Schedule

14



## PRE-(M)OOC

**tutor** training

10/03/2014 → 06/04/2014

4 weeks

## PHASE I

participants' **collective** learning

28/04/2014 → 23/05/2014

4 weeks

## PHASE 2

participants' **group** work

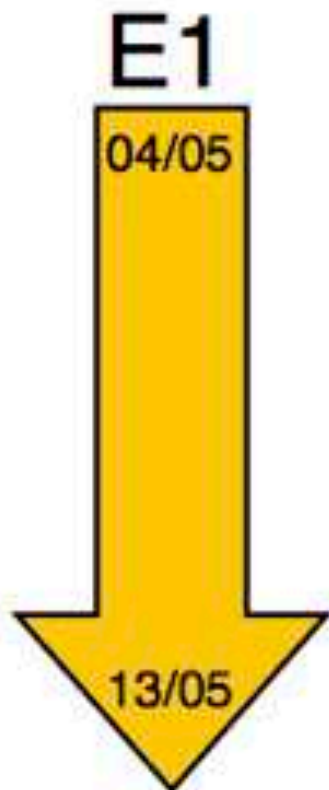
02/06/2014 → 28/06/2014

4 weeks

# Level structure

activities

tools



## 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

2014-05-04

→ 2014-05-13

Charge de travail • Workload

210 min

prezi

memrise

forum



\*Séance café • Café meet-up

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

meet-up sessions



# Examples of activities

Durée de l'activité • Length

35 min

Outils requis • Tools

Forum

Début recommandé • Recommended start

Samedi 10 mai • Saturday, May 10th

Date de fin • End

Lundi 19 Mai • Monday, May 19th

🇫🇷 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.



Ajouter une discussion

Discussion	lancée par	Réponses	Non lu ✓	Dernier message
Signes-clef 1 • Keysigns 1		6	0	mer. 28 mai 2014, 17:07
Mot-clef 2 • Keyword 2		4	0	ven. 23 mai 2014, 11:30
Image-clef 3 • Keypicture 3		3	0	jeu. 22 mai 2014, 08:43

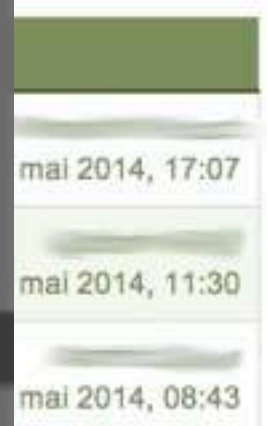
# Examples of activities

## 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)



## Pre-(m)OOC

-  4 weeks
-   $\approx 9\frac{1}{2}$  h. workload
-  3 h. synchronous sessions

## (m)OOC

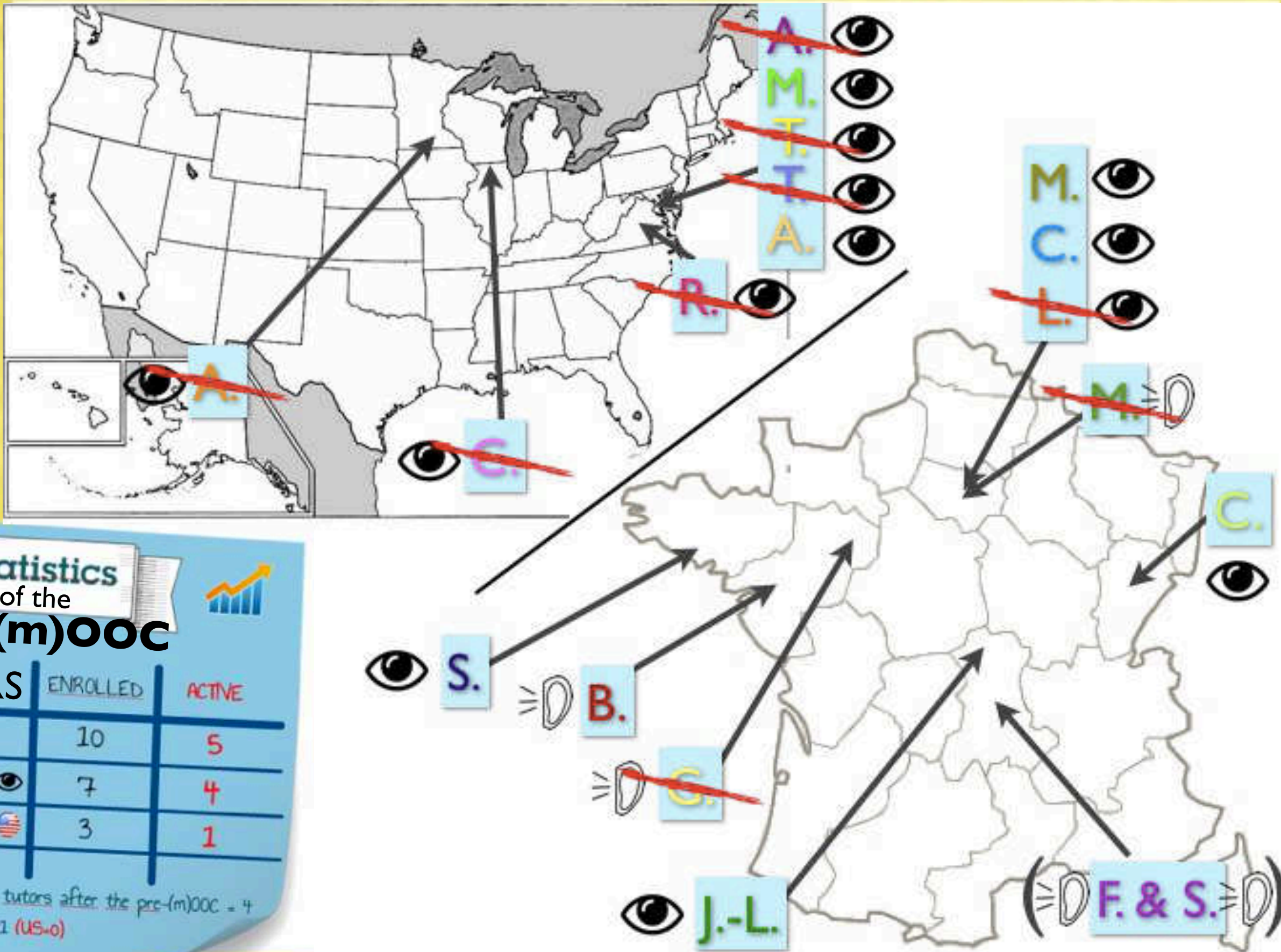
-  4+4 weeks
-   $\approx 13$  h. workload
-   $9\frac{1}{2}$  h. synchronous sessions

- 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  $\rightarrow$  tutors)
- 2 quadrem\*



# Participants (end of phase 1 → phase 2)

18



## Statistics

of the

**pre-(m)OOC**

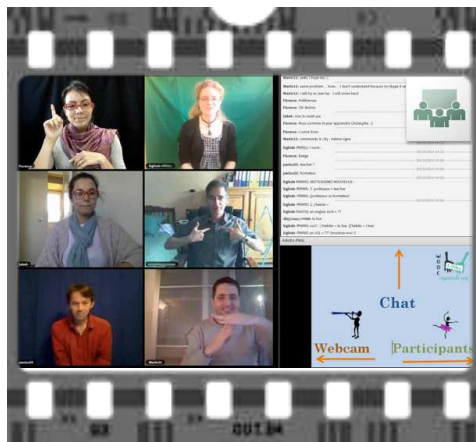
**TUTORS**

		ENROLLED	ACTIVE
N =		10	5
Deaf	👁️	7	4
US	🇺🇸	3	1

→ able to become tutors after the pre-(m)OOC = 4  
ASL competent = 1 (US-0)

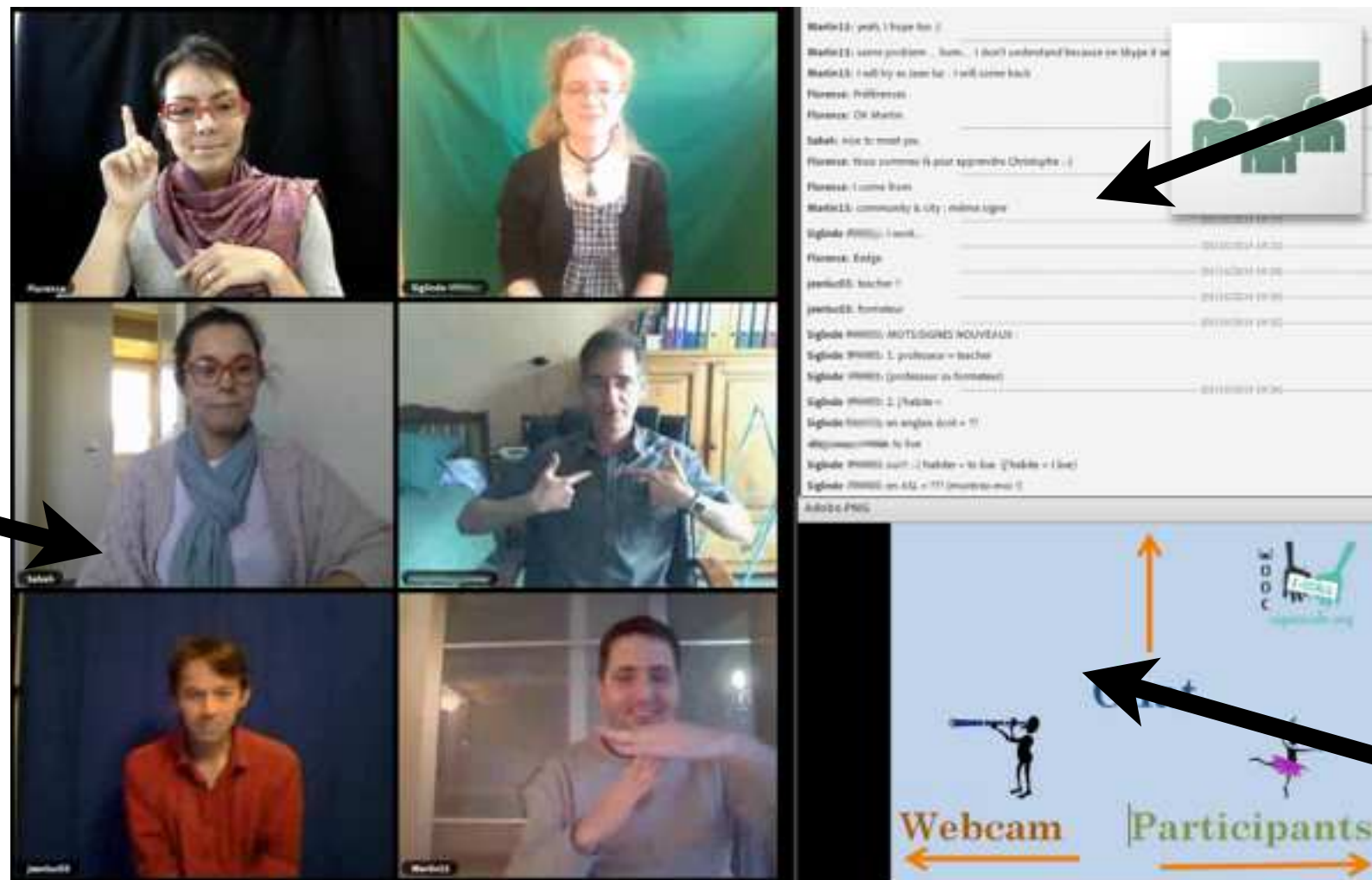


# Synchronous session & "Café meet-ups"

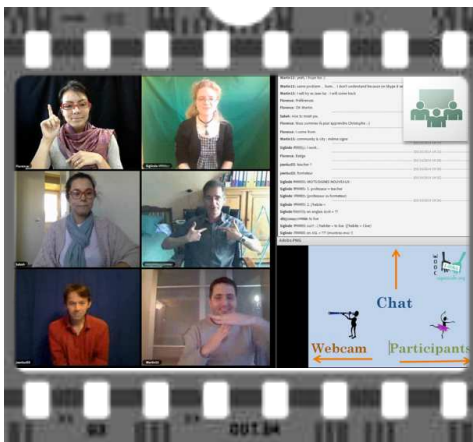


as many  
webcams as  
wanted, in  
order to  
chat in ASL  
and LSF

text chat in written  
English or French



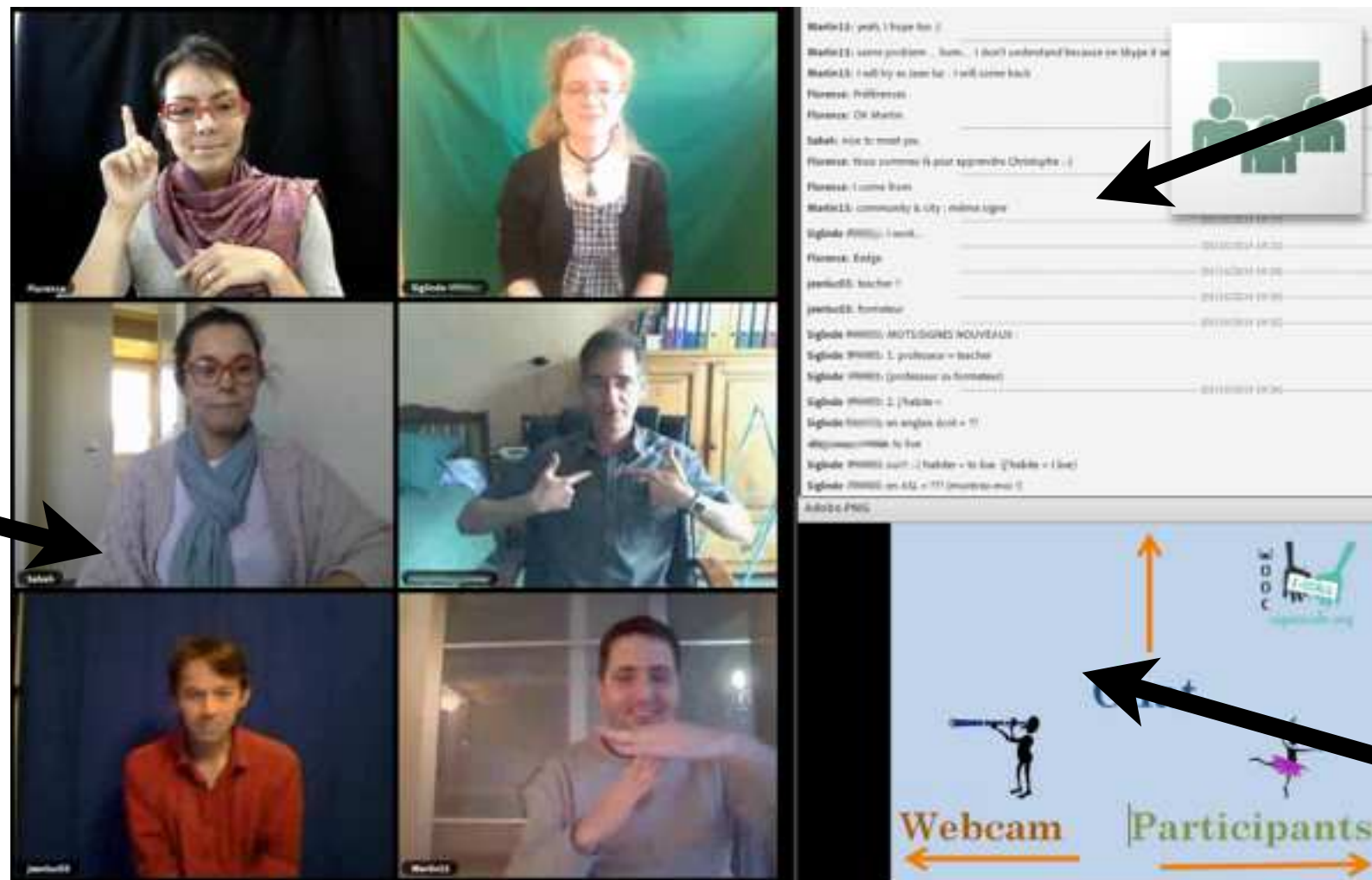
poll,  
whiteboard,  
presentation  
slides or  
shared screen



# Synchronous session & "Café meet-ups"

text chat in written  
English or French

as many  
webcams as  
wanted, in  
order to  
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poll,  
whiteboard,  
presentation  
slides or  
shared screen

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



# Certifications & rewards

20

# Certifications & rewards



badges instead of  
marks, to reward  
learners in an  
informal, funny way



# Certifications & rewards



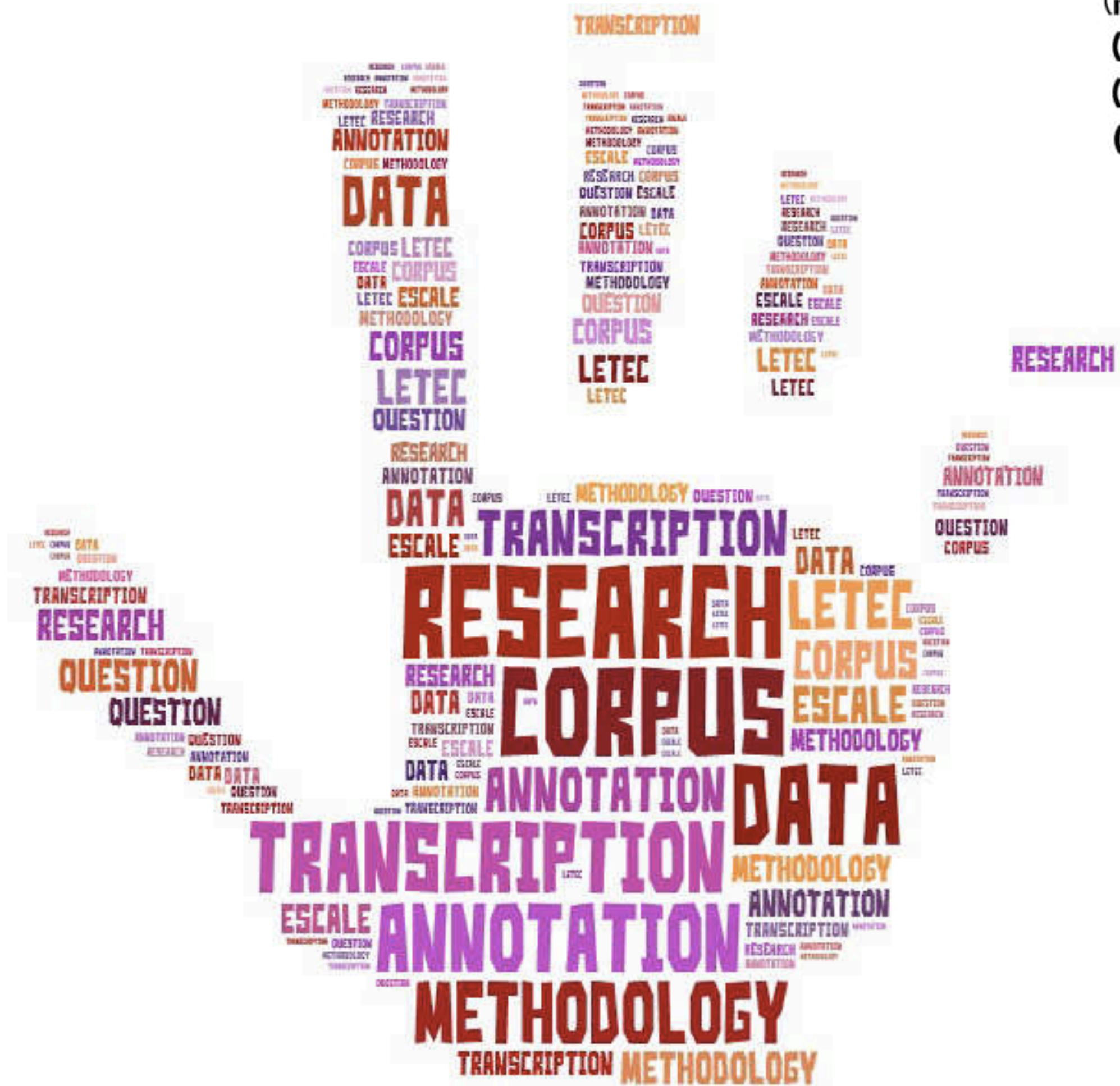
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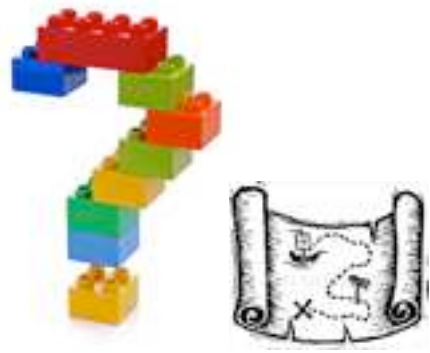


certificates of attendance for the participants who attended the whole (m)OOC

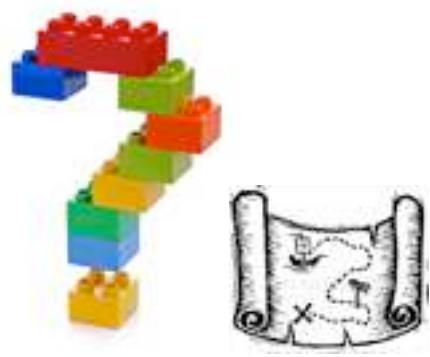








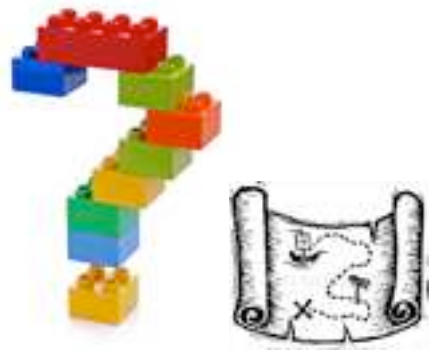
# Research questions



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✚ 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?



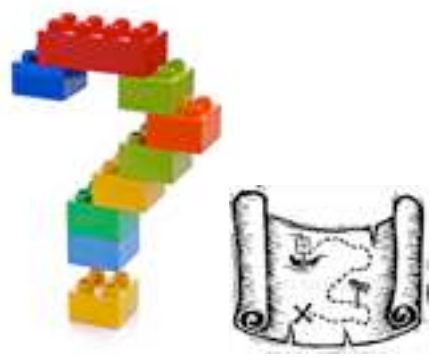


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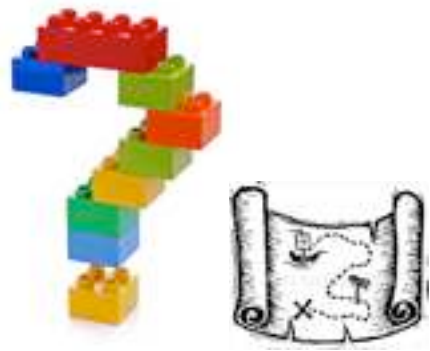
peer correction





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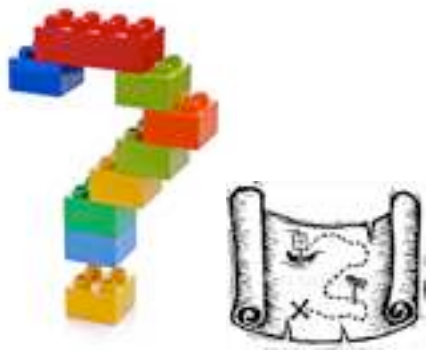


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✚ Which **language modalities** are privileged in which situation and how is the **multimodality** of the platform used in the communication strategy?





# Research questions

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✚ 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*



corpus LETEC  
(LEarning and  
TEaching Corpora)





# Learning & teaching corpora

sign  
languages  
written  
languages



transcription  
& annotation

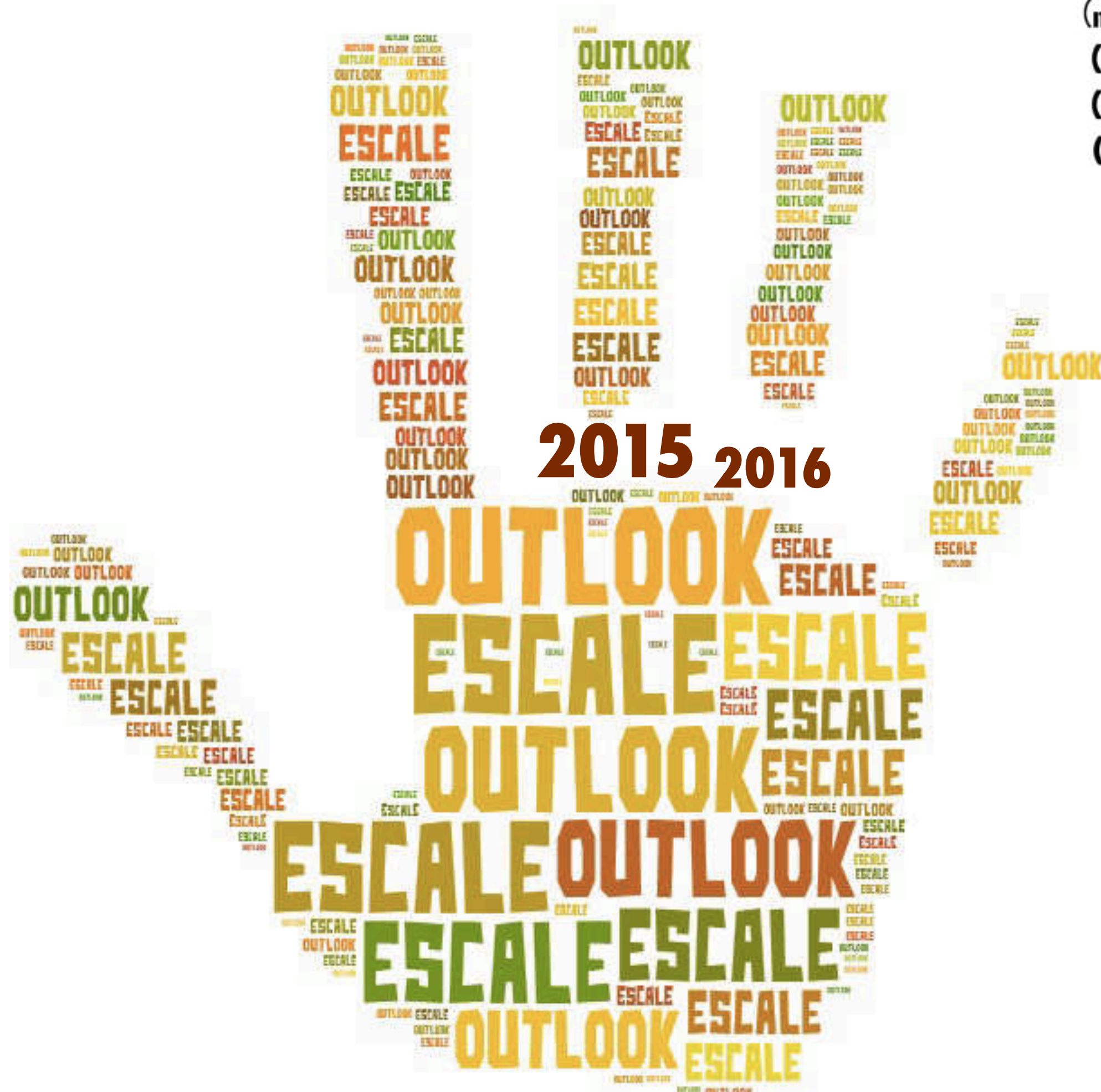


*iLex*  
*ELAN*  
*ANVIL*



→ accessible online, can be used for other researches ("open data")





# Outlook & take home message 26



# Outlook & take home message 26

## **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**

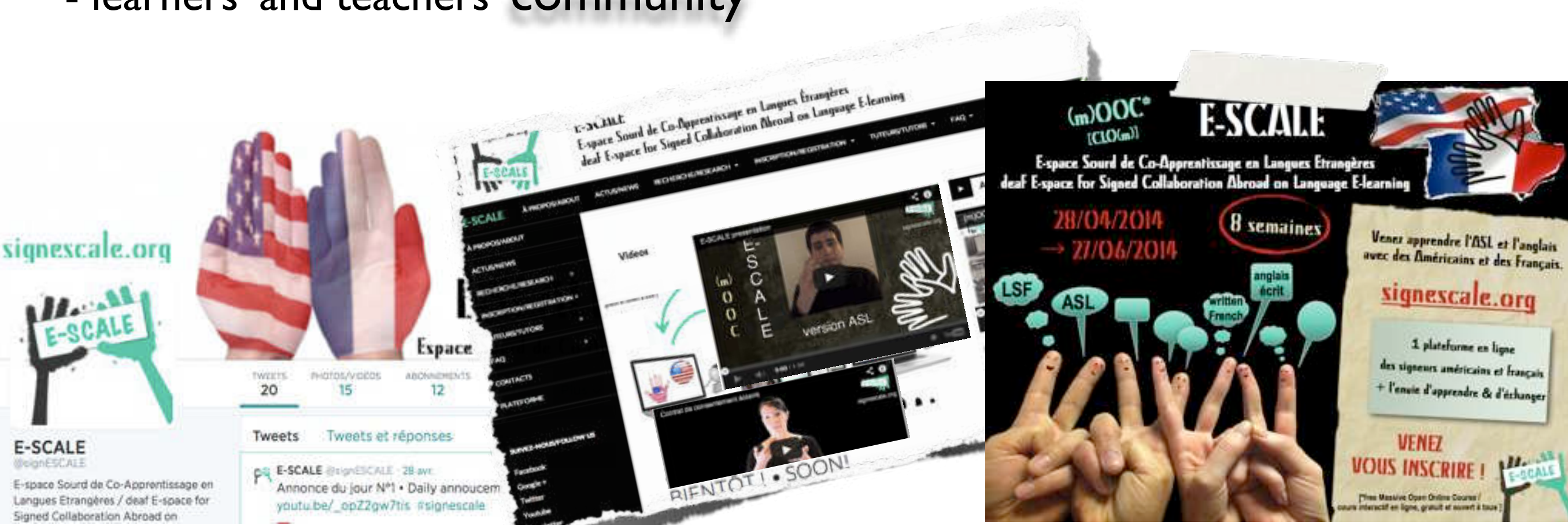
# Outlook <sup>2015</sup> & take home message

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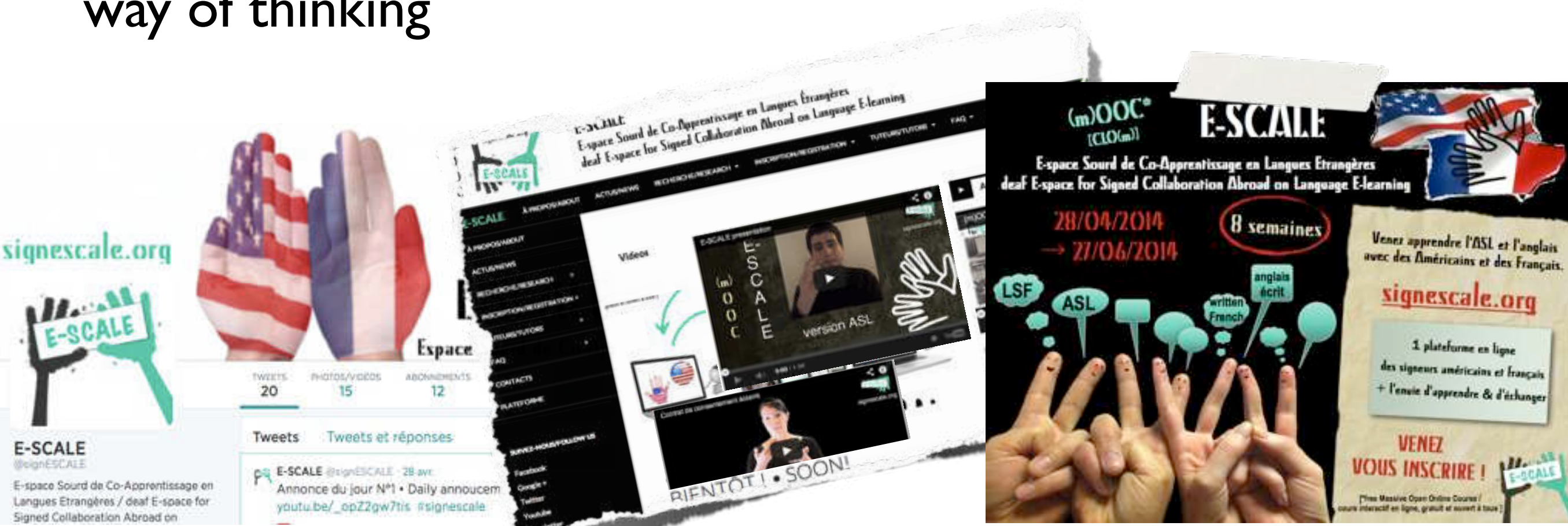
NoeLang.net





# Outlook & take home message

- ✚ 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



The collage features several elements related to E-SCALE:

- signescale.org** logo with a hand holding a sign that says "E-SCALE".
- A Twitter post from @signESCALE with 20 tweets, 15 photos/videos, and 12 subscribers. The tweet text includes: "E-SCALE @signESCALE - 28 avr. Annonce du jour N°1 • Daily annoucem youtube.be/\_opZ2gw7tis #signescale".
- A screenshot of the E-SCALE website showing a video player with a man speaking and the text "E-SCALE (m)OOC (CLO(m)) version ASL".
- A poster for E-SCALE with the text: "(m)OOC\* (CLO(m)) E-SCALE Espace Sourd de Co-Apprentissage en Langues Étrangères deaf E-space for Signed Collaboration Abroad on Language E-learning". It also mentions "28/04/2014 → 21/06/2014", "8 semaines", and "Venez apprendre l'ASL et l'anglais avec des Américains et des Français".
- A poster with the text: "Venez apprendre l'ASL et l'anglais avec des Américains et des Français. signescale.org 1 plateforme en ligne des signeurs américains et français + l'envie d'apprendre & d'échanger VENEZ VOUS INSCRIRE!".



# Outlook <sup>2015</sup> & take home message

✚ ...watch out for **SL-MOOCs!**

*(...and maybe we will see next year's Eurocall host a presentation in a sign language?)*

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<http://signescale.org>

[contact@signescale.org](mailto:contact@signescale.org)

... for your  
attention!



**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/>)