INCLUSION AND MULTIMODALITY IN DIALOGUE INTERPRETING

DESIGNING AN ONLINE COURSE

Hildegard Vermeiren- ALAPP-Ghent, 21-23 November 2017
ERASMUS PLUS PROJECT EC+ ENHANCING COMMUNICATION

Project 2015-1-ES01-KA203-015625
Key Action 2: Strategic Partnership Projects ‘Innovation & Good Practices
September 2015-June 2018

Universidad de Málaga  Coordination; Multimodal application; Online Course; Training Seminar; Symposium
Parc Taulí (Barcelona)  Online Course
Universität Klagenfurt  Online Course on Sign Language
Ghent University  Online Course on Interpreting and Multimodality
# CHALLENGE: HOW TO DESIGN A MOOC?

How to design a MOOC on multimodality and interpreting in a context of “enhanced communication”? 

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOOC platform available at Ghent (Zephyr)</td>
<td>Before becoming a MOOC (Zephyr) author you need training</td>
</tr>
<tr>
<td>Good technical advice at Ghent (DICT)</td>
<td>Find good technical advice while you design a course</td>
</tr>
<tr>
<td>Publications available about “best practices” to communicate with a native impaired person</td>
<td>Little published on interpreting and multimodality (gestures, tools), but there is a growing interest</td>
</tr>
<tr>
<td>Model of Spanish UNED Language Courses</td>
<td>Little published on interpreting in the context of impairment (except sign language interpreting)</td>
</tr>
<tr>
<td>Experience in writing interpreting courses in general, though for face-to-face courses in master/postgraduate studies in interpreting</td>
<td>Few examples of MOOCs on interpreting, or literature about MOOCs’ content</td>
</tr>
<tr>
<td>Experience in impairments: course on audio description</td>
<td>No personal experience in designing MOOCs and distance teaching</td>
</tr>
<tr>
<td>SAAC (Utrecht) and MMSYM (Bielefeld) Symposia</td>
<td>Little personal contacts with impaired people</td>
</tr>
<tr>
<td>Colleagues helping (with exercises, and recordings), students, informants</td>
<td>Only staff hours (30+25 days budgeted), no subcontracting possible</td>
</tr>
</tbody>
</table>
### INTERPRETING AND MULTIMODALITY COURSE

#### INTRODUCTION
- Living with an impairment: stakeholders

#### THEORY
- Multimodality
- Participation and interaction (in general/in an interpreted dialogue)

#### PRACTICE
#### PROGRESSION OF THE INTERPRETED DIALOGUE
##### GLOBAL COMMUNICATIVE STRATEGIES
- Easy language
- Body language/gestures

<table>
<thead>
<tr>
<th>No technological multimodality</th>
<th>Low technological multimodality</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENSORY IMPAIRMENTS</td>
<td>SENSORY IMPAIRMENTS</td>
</tr>
<tr>
<td>Interpreting for deaf and hard-hearing people</td>
<td>Deaf and hard-hearing people (speech-to-text interpreting)</td>
</tr>
<tr>
<td>Interpreting for blind people</td>
<td></td>
</tr>
<tr>
<td>COGNITIVE IMPAIRMENTS</td>
<td>COGNITIVE IMPAIRMENTS</td>
</tr>
<tr>
<td>Interpreting for minors</td>
<td>People who don’t understand well (interpreting with pictograms or photographs)</td>
</tr>
<tr>
<td>Interpreting for foreigners who speak a lingua franca</td>
<td>Intellectually disabled (application EC+)</td>
</tr>
<tr>
<td>Interpreting for the intellectually disabled</td>
<td></td>
</tr>
</tbody>
</table>
Progression of the interpreter-mediated encounter

- Briefing (pre-session discussion)
- Physical surroundings
- Seating
- Meeting each other/introduction
- Clarification of the interpreter’s role during the encounter
- Technique
- Technology
- Language issues (plain language, alignment)
- Interaction (who conducts the session, what is the interpreter’s role?)
- Interaction and deontology (potential conflict)
- End of the session
- Debriefing (post-session discussion)
Plain language “apples and pears”

- Pronunciation
- Grammar
- Vocabulary
- Names
- Content
- Special effects (jokes, irony, metaphors, etc.)
- Speech acts
- Feelings
- Paralinguistic means (Bah! Euh..Oh!)
- Monitoring
- Metacommunication
- Communication management
- Lay words
BODY LANGUAGE AND GESTURES

Body language and conventional gestures while speaking

- Eye contact
- Gestures
- Indexes (pointing)
- Icons (drawing)
- Symbols (expressing) (emblems)
- Mix
- SMOG/NmG
## HOW TO TRANSFORM A COURSE IN A MOOC?

<table>
<thead>
<tr>
<th>PRE-TEST</th>
<th>CONTENT</th>
<th>EXERCISES</th>
<th>TESTS: TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test knowledge</td>
<td>Course Chapters</td>
<td>Semiotic nature of gestures</td>
<td>8 Multiple Choice Tests (70/100)</td>
</tr>
<tr>
<td>On the Introduction</td>
<td>- Introduction (1)</td>
<td>Easy language</td>
<td>3 Tasks</td>
</tr>
<tr>
<td></td>
<td>- Theory (2)</td>
<td></td>
<td>(30/100)</td>
</tr>
<tr>
<td></td>
<td>- Best Practices</td>
<td>Easy language</td>
<td>Easy language</td>
</tr>
<tr>
<td></td>
<td>- Bibliography (1)</td>
<td>Pictograms</td>
<td>Pictograms</td>
</tr>
<tr>
<td></td>
<td>Separate</td>
<td>(Word document)</td>
<td>(Word document)</td>
</tr>
<tr>
<td></td>
<td>Word document&gt;PDF</td>
<td></td>
<td></td>
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</tbody>
</table>

**Zephyr/Curios Settings**
- **Title**
- **Settings**
- **QAF**
- Score 10, weight 0
- Place in scorebook
- Clench it to the learning path →

**Zephyr Settings:**
- PDF file in Documents
- Repository
- Upload each file in the Course Learning Path

**Zephyr/Curios Settings**
- **Title**
- **Settings**
- **QAF (media)**
- Score 10, weight 0.
- Place in scorebook
- Clench it to the learning path ←

**Zephyr/Curios Settings**
- **Title**
- **Settings**
- **QAF (media)**
- Score and weight (5/10)
- Place in scorebook
- Clench it to the learning path ←
  → Statement of accomplishment
Moore’s Transactional Distance Model (TDM) for technologically mediated learning implies important decisions concerning Structure, Dialogue and Learner Autonomy.

<table>
<thead>
<tr>
<th>Adult learner AUTONOMY (control, self-directiveness)</th>
<th>STRUCTURE</th>
<th>DIALOGUE a. of learners with the instructor on</th>
<th>DIALOGUE b. among learners (group?) on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous (time, place: free)</td>
<td>Access to all CONTENT at once (text, media)</td>
<td>Technical matters</td>
<td>Technical matters</td>
</tr>
<tr>
<td>Free to move at his own pace through chapters and choose his own sequence</td>
<td>Access to all EXERCISES</td>
<td>Course progression</td>
<td>Course issues</td>
</tr>
<tr>
<td>Free to choose dates for the tests (taking the deadline into account)</td>
<td>Access to (PRE)TESTS</td>
<td>Tasks</td>
<td>Tasks</td>
</tr>
<tr>
<td>Free to choose the sequence of the tests (not recommended)</td>
<td></td>
<td>Experiences</td>
<td>Experiences</td>
</tr>
<tr>
<td>Free to choose languages (3) of exercises: English, French, Spanish</td>
<td></td>
<td>Tips</td>
<td>Questions</td>
</tr>
<tr>
<td>Free to do (or not) exercises</td>
<td>Questions &amp; Answers</td>
<td>Tips</td>
<td></td>
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<tr>
<td></td>
<td>Feedback</td>
<td>Questions &amp; Answers</td>
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<td></td>
<td>Certificates</td>
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</tbody>
</table>


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< VERTALEN, TOLKEN EN COMMUNICATIE >

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