IVY

Interpreting the Future
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**Interpreting in Virtual Reality:
an approach to training
future interpreters and their clients**

Drs Catherine Slater & Sabine Braun
Centre for Translation Studies
University of Surrey, UK

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Lifelong Learning Programme

www.surrey.ac.uk

Aims and outline

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Aims

- To address the need for training resources in business and community interpreting contexts
- To introduce the Interpreting in Virtual Reality (IVY) project, which uses a 3D virtual environment to simulate professional practice in business and community interpreting

Outline

❖ **Background**: where we started (and why)

❖ **IVY**: aims, virtual environment, working modes, creating content

❖ **Demo**: working with the materials in the IVY environment

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Background

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ICT in the field of interpreting

- Available ICT resources for interpreter training include
  - ➢ **Digital audiovisual content:** material collections, spoken language corpora (e.g. Bendazzoli & Sandrelli 2005, Braun 2010, Hansen & Shlesinger 2007, Seeber 2006; EU Speech Repository)
  - ➢ **Content and bespoke functionality:** computer-assisted interpreter training packages – CAIT (e.g. Sandrelli 2005, Sandrelli & de Manuel Jerez 2007)
  - ➢ **Content, functionality, and remote teaching/interaction facilities:** online learning platforms/environments (e.g. Tymczyńska 2009)

Background

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Challenges

- **Pedagogical challenges**
  - ➢ Reduced teaching contact hours: need for self-study opportunities
  - ➢ Modern pedagogical approaches: self-study and autonomy are key
- **Practical challenges**
  - ➢ Changing training requirements due to growing importance of hitherto neglected fields – business and community interpreting
  - ➢ Changing language combinations and community languages; work with associate tutors (practising interpreters)
  - ➢ Few opportunities for interpreting students to interact with 'clients'
- **Scope of current ICT solutions**
  - ➢ Mostly geared towards conference interpreting
  - ➢ Only addressing interpreting students, not clients, but interpreting quality as a shared responsibility (Ozolins & Hale 2009)

Background

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Education and training with 'new' generation ICTs

- New generation of ICT-based tools and platforms (e.g. Web 2.0, social software and 3D virtual environments): s
  - ➢ Foster experiential and autonomous learning, immersion and learner collaboration
  - ➢ Are media-rich and allow user-created content
  - ➢ Prepare for future professional practice (e.g. 'remote interpreting')
- The IVY project uses a **3D virtual world**, Second Life, based on successful prior uses in different educational contexts (e.g. Calongne 2008, Collins 2008, Peachey et al. 2010, Saleeb & Dafoulas 2010, Savin-Baden et al. 2010)

IVY: Interpreting in Virtual Reality

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The project aims in a nutshell

- Creation of an **avatar-based 3D virtual environment** for interpreting students and 'clients' – to explore and practise interpreting, and conduct live simulations together
- *Focus on business and community interpreting (hence consecutive / liaison)*
- Development of virtual interpreting scenarios (e.g. 'business meeting')
- Population of scenarios with multilingual digital content (e.g. bilingual dialogues) for interpreting practice (adaptation of video-based corpora)
- Creation of pedagogical material for both groups (exercises, explanations)

-> IVY virtual island

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Project IVY: Interpreting in Virtual Reality
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The IVY virtual environment

- A range of **virtual scenarios**, based on settings in which an interpreter would work, with a focus on business and community interpreting

- In practical terms, based on digital content available from previous projects (video corpora of BACKBONE, ELISA)

- Currently available scenarios:

Meeting room	**Tourist office**	**Court room**
Presentation area	**Museum/exhibition**	**Police station**
Seminar room	**Sports ground**	**Medical centre**
Factory workshop	**Outdoor spaces**	**Community centre**
Classroom		**Shop**

- Also included: **'reception', 'tutorial' and 'exploration' areas** to support different working modes

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The IVY working modes

- **Exploration mode:** induction to interpreting (basic modes, settings and principles; how to work with an interpreter) – for beginning interpreting students and 'clients'

- **Interpreting Practice mode:** role play practice based on prepared monologues and bilingual dialogues (e.g. 'a presentation of company X', 'a German-Greek interview with an IT expert')

- **Learning Activity mode:** *interpreting students* can practice individual skills (e.g. background research, listening comprehension, note-taking); *'clients'* can learn how to work with an interpreter.

- **Live Interaction mode:** interpreting students and 'clients' can meet in the virtual space for joint practice (simulation) and discussion to bridge the traditional divide between them

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Creating bilingual content
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Identifying and selecting authentic materials

- BACKBONE and ELISA monolingual video corpora

  - Languages available

  - Content/suitability for business/community interpreting situations

  - Authentic spontaneous speech

- New monolingual video corpora (GR, HE, RU)

Creating bilingual content
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BACKBONE video corpora

http://134.2.2.16:8080/backbone-search/

Creating bilingual content
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Converting materials to IVY requirements

- Conversion of monolingual interviews to bilingual dialogues and monolingual monologues (audio)

- Two key decisions:

  - Type of interpreting practice and turn length

  - Language combinations

- Existing material → 'answer' turns

- 'Question turns' inserted or expanded

- English master template

- Question turns translated into other IVY working languages

Creating bilingual content

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Example: Backbone transcript

{Introducing yourself and your job}

Catherine: Hello

James: Hello

Catherine: Could you perhaps introduce yourself and just explain a little bit about where we are here today?

James: Yes, certainly. I'm James Newby, Director of Trading at the University, so my role involves looking after the shops and the retail, catering, all the trading activities, lots of income-generating activities that the University does. So you're sitting up in my office which is in the administrative centre of the University on the eighth floor of Senate House. Is that enough?

Catherine: Yes, that's lovely.

{Describing the town of Guildford}

Catherine: Which University are we at?

James: University of Surrey

Catherine: University of Surrey, yes.

James: In Guildford.

Catherine: And could you just explain a little bit about where that is in relation to perhaps London?

James: Guildford's a satellite town of London, about 20 miles outside central London so it's largely a dormitory town. Lots of Guildford gets up and goes to work in London, works in the city during the day. But it's also a very big student town so there's a University, the University we're at has about 14,000 students so makes up a big chunk of the population of Guildford so partly dormitory, partly student town, partly a main sort of shopping centre that's satellite to London.

Creating bilingual content

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Example: IVY transcript – EN master

Fairtrade	
Scenario: A student journalist from your country or a country where your other working language is spoken is writing an article about the Fairtrade Foundation and has come to the University of Surrey to talk to James about the University and about the University's Fairtrade status in particular.	
A1	Hello. Thank you very much for agreeing to be interviewed by me here at the University of Surrey in Guildford. Please could you start by introducing yourself and telling me what your role at the University is? Can you give me your specific job title too please?
B1	I'm James Newby, Director of Trading at the University, so my role involves looking after the shops and the retail, catering, all the trading activities, lots of income-generating activities that the University does. So you're sitting up in my office which is in the administrative centre of the University on the eighth floor of Senate House.
A2	I know that Guildford is the county town of Surrey but could you tell us a little bit about Guildford? And could you also explain where Guildford is, perhaps in relation to London?
B2	Guildford's a satellite town of London, about 20 miles outside central London so it's largely a dormitory town. Lots of Guildford gets up and goes to work in London, works in the city during the day.
B3	But it's also a very big student town so there's a University, the University we're at has about 14,000 students so makes up a big chunk of the population of Guildford so partly dormitory, partly student town, partly a main sort of shopping centre that's satellite to London.

Creating bilingual content

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Example: IVY transcript – FR questions

Fairtrade	
Scenario: A student journalist from your country or a country where your other working language is spoken is writing an article about the Fairtrade Foundation and has come to the University of Surrey to talk to James about the University and about the University's Fairtrade status in particular.	
A1	Bonjour, Monsieur Newby. Merci d'avoir accepté de me rencontrer ici à l'Université de Surrey à Guildford. Pouvez-vous vous présenter et me dire ce que vous faites ici à l'université ?
B1	I'm James Newby, Director of Trading at the University, so my role involves looking after the shops and the retail, catering, all the trading activities, lots of income-generating activities that the University does. So you're sitting up in my office which is in the administrative centre of the University on the eighth floor of Senate House.
A2	Je sais que la ville de Guildford est le chef-lieu de Surrey. Parlez-moi un peu de Guildford. Où se trouve Guildford, exactement, par rapport à Londres ?
B2	Guildford's a satellite town of London, about 20 miles outside central London so it's largely a dormitory town. Lots of Guildford gets up and goes to work in London, works in the city during the day.
B3	But it's also a very big student town so there's a University, the University we're at has about 14,000 students so makes up a big chunk of the population of Guildford so partly dormitory, partly student town, partly a main sort of shopping centre that's satellite to London.

Challenges of building and populating a virtual environment
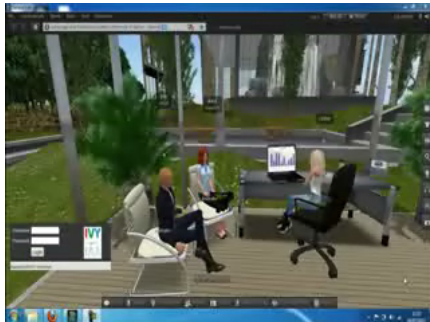
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- Technical challenges and user competence
- Pedagogical challenges
- Challenges of working with existing material (e.g. culture specificity; sound quality)

Working with the materials

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Demo: Working with the IVY content

Next steps

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- Exploration mode/pedagogical enrichment
- Following positive functional evaluation, pedagogical evaluation with:
  - Interpreting students
  - Vocational training and adult learning settings
  - Clients of interpreting services

From IVY to EVIVA

- Pedagogical research with new EVIVA project

About IVY

Project partners:

University of Surrey (UK)

Uniwersystet im. Adama Mickiewicza (Poland)

University of Cyprus (Cyprus)

Steinbeis-Transferzentrum Sprachlernmedien (Germany)

University of Bangor (UK - Wales)

Eberhard Karls Universität Tübingen (Germany)

Bar-Ilan University (Israel)

Contact: **s.braun@surrey.ac.uk**

Website: **www.virtual-interpreting.net**

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Education and Culture DG

Lifelong Learning Programme

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