IVY

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**Interpreting in Virtual Reality:
Training interpreters and clients
in a bespoke 3D environment**

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Education and Culture DG
Lifelong Learning Programme

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 for trainee interpreters and clients of interpreting services
- ❖ **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

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):
  - ➢ 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

The project aims in a nutshell

- Creation of an **avatar-based 3D virtual environment** for interpreting students <u>and</u> '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

IVY: Interpreting in Virtual Reality

IVY: Interpreting in Virtual Reality

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:** introduction/induction to interpreting (basic modes, settings and principles; how to work with an interpreter) – for beginner 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 practise 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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Exploration mode

- Information about interpreting for trainee interpreters at the start of their course <u>and</u> clients of interpreting services

- Content for Exploration mode developed from practical guidelines and relatively small number of initiatives to train users of interpreting services

- Three sections:
  - ➢ Introduction
  - ➢ Preparing to work with an interpreter
  - ➢ During the interpreter-mediated event

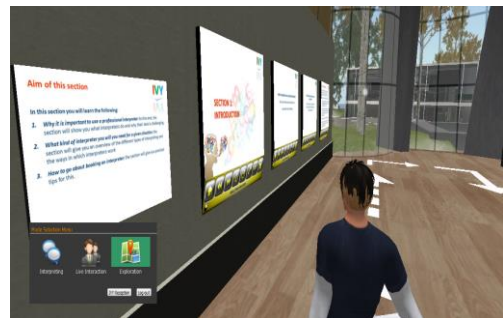## IVY: Interpreting in Virtual Reality

Exploration mode

- ➢ **Introduction**: Why it is important to use a professional interpreter; What kind of interpreter you will need for a given situation; How to go about booking an interpreter

- ➢ **Preparing to work with an interpreter**: What kind of information the interpreter needs from you; What participants should keep in mind when they prepare for talking through an interpreter; What to do when the interpreter arrives

- ➢ **During the interpreter-mediated event**: What to do at the beginning of an interpreter-mediated event; How to speak through an interpreter; How to deal with humour and other difficult situations; Further specific points to bear in mind
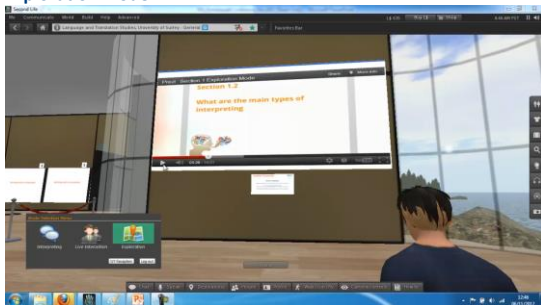
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Exploration mode

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### Exploration mode

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Interpreting practice mode: Creating content

- Monolingual and bilingual audio materials generated from 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)

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BACKBONE video corpora

http://134.2.2.16:8080/backbone-search/
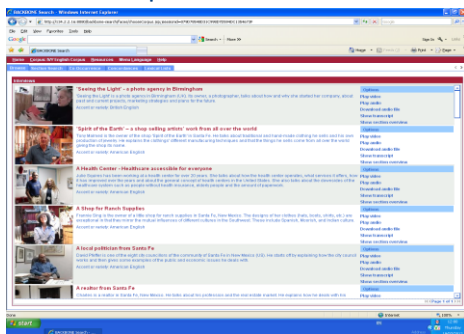
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Converting materials to IVY requirements

- 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

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Demo: Working with the IVY content

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IVY Pedagogical evaluation

- Following positive functional evaluation, pedagogical evaluation with:
  - Interpreting students
    - → Induction to Second Life and the IVY environment
    - → Self-study
    - → Evaluation with e-diaries, small group tutorials, questionnaires
  - Vocational training and adult learning settings
  - Clients of interpreting services

From IVY to EVIVA

- Pedagogical research with new EVIVA project

About IVY

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Interpreting in Virtual Reality

Project partners:
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Uniwersystet im. Adama Mickiewicza (Poland)
University of Cyprus (Cyprus)
Steinbeis-Transferzentrum Sprachlernmedien (Germany)
University of Bangor (UK - Wales)
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