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InDialog Conference
Mapping the Field of Community Interpreting

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UNIVERSITY OF SURREY

IVY

Dialogue Interpreting in Virtual Reality:
Creating Bilingual Dialogues for Interpreting Practice
in a 3D Virtual Environment

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This presentation

Aims

- Introduce and contextualise the IVY 3D environment
- Explain and evaluate creation of bilingual dialogues
- Explain creation of role play material for live interaction
- Give overview of how bilingual dialogues and role play material will be used in conjunction with different technologies to evaluate learning processes in interpreter training

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Context

Scope of current ICT solutions

Uses of ICTs in interpreter training:

- **Digital audiovisual content**: material collections, spoken language corpora (e.g. Bendazzoli & Sandrelli 2005, Braun 2010, Hansen & Shlesinger 2007, EU Speech Repository)

- **Content and bespoke functionality**: computer-assisted interpreter training packages – CAIT (e.g. Sandrelli 2007, Sandrelli & de Manuel Jerez 2007)

- **Content + functionality + remote interaction facilities**: online learning platforms/environments (e.g. Tymczyńska 2009; Virtual Classes)

→ **Mostly satisfy the *cognitive constructivist* principles**

'New' generation ICTs

New generation ICTs such as 3D virtual environments offer:

- Options for participation, immersion, simulation and interaction
- Media-rich and user-created content
- 'Augmented' capabilities (exploration from different perspectives)
- Preparation for future professional practice (digital literacy)

→ Satisfy *social cognitive constructivist* principles

→ IVY: an **avatar**-based multi-user **3D** virtual environment to simulate professional practice in interpreting

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IVY: Interpreting in Virtual Reality

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IVY: Interpreting in Virtual Reality

The virtual world

- An 'island' in a virtual space
- Avatars & robots: user/speaker representation
- Scenarios & tools: simulation and practice
- How real is virtual: 'sense of presence'

(Braun et al. 2013, Ritsos et al. 2013)

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IVY: Interpreting in Virtual Reality

Practice with prepared material

- Monologues and bilingual dialogues based on spoken corpora (BACKBONE and ELISA) → 'Authentic' content
- Briefings for interpreting practice → Autonomous learning
- Embedded in virtual scenarios, with robots as 'speakers'; user-controlled audio player → Situated learning

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IVY: Interpreting in Virtual Reality

Live role play

- Live interaction with others, including future clients
- Simulation of interpreter-mediated events
- Embedded in virtual scenarios
- → Collaborative learning

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Bilingual dialogues

Starting point:
existing corpora and languages available in those corpora

But desirable:

- flexibility with regard to language combinations
- needs of lesser taught/community languages
- → "template-based" approach to creating bilingual dialogues

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Creating bilingual dialogues

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

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Creating bilingual dialogues

Interpreting brief:
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.
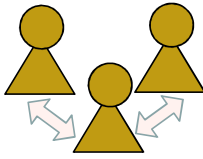
A1	Hello. Thank you very much for agreeing to be interviewed by me here at the University of Surrey in Guildford. Please could you start by introducing yourself and telling me what your role at the University is? Can you give me your specific job title too please?	A1	Bonjour, Monsieur Newby. Merci d'avoir 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.	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?	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.	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.

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Role play material

Role play for interpreting practice

For live interaction with others
→ *collaborative* learning

For credible interpreting situations
→ *situated* learning

For self-study sessions
→ *autonomous* learning

For face-to-face or remote practice
→ *blended* learning

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Creating role play outlines

Scenario description

A technology developer for the global PayTV market has advertised vacancies for software engineers. Many of the applicants come from abroad. To avoid communication problems, the company has booked interpreters for the interviews with applicants from other countries.

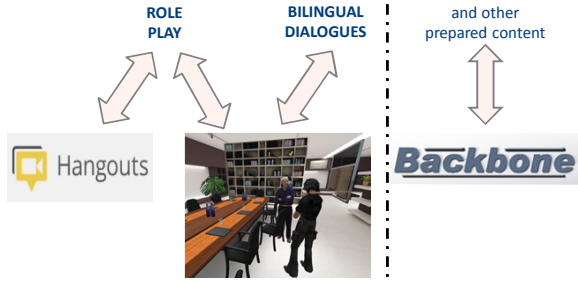**Brief for Speaker 1: Personnel manager**

Your role	You are a personnel manager of a technology development company active in the global PayTV market in the UK and you are currently interviewing a number of applicants from various European countries.
General purpose and content of the meeting/encounter	You have an interview with an applicant from abroad for the position of a software engineer. You want to find out whether the applicant has the qualifications and expertise required for the job. To avoid communication problems, you have booked an interpreter.
Information about your interlocutor	The applicant is currently working in a small software company in his/her home country.
Aspects / questions that should be addressed	Questions regarding the applicants work history. Ask the applicant • where he/she is currently working • what his/her current responsibilities are • whether he/she faced any major challenges or problems in the current position and if so how he/she handled them • why he/she is looking for a new position