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Interpreting in Virtual Reality:

An approach to training interpreters and their clients in a 3D virtual environment

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Education and Culture DG

Lifelong Learning Programme

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This presentation



Aims

- **Introducing Project IVY** – ‘Interpreting in Virtual Reality’, which uses a 3D virtual environment to simulate professional practice in interpreting
- Addressing the **use of 3D virtual environments in the education and training** – interpreting as an example



Use of Information and Communication Technologies (ICTs) in the field of interpreting to date

- **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 + remote interaction facilities:** online learning platforms/environments (e.g. Tymczyńska 2009)



Challenges

- **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)

- **Practical challenges**

- Growing importance of 'business/community interpreting'
 - > changing training requirements, new language combinations
- Importance of co-operation between interpreters and clients
 - > integrating clients into the educational environment

- **Pedagogical challenges**

- Reduced teaching contact hours: need for self-study opportunities
- Modern pedagogical approaches: self-study and autonomy are key



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):
 - Dynamic and comprehensive support for learning and teaching
 - Experiential and autonomous learning, immersion, collaboration
 - Media-rich and user-created content
 - 'Augmented' capabilities (for reflection and exploration from different user perspectives)
 - Preparation for future professional practice (digital literacy)
- **Project IVY** currently uses an **avatar-based 3D virtual environment**, 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)



Project IVY: Interpreting in Virtual Reality



The project aims in a nutshell

Creation of a 3D virtual environment for **interpreting students** and **'clients'**:
to **explore** and **practise interpreting**,
and **conduct live simulations together**

Development of virtual interpreting scenarios (e.g. 'business meeting', 'presentation')

Creation of HUD

Population of scenarios with multilingual digital content, adapted from previous projects

Creation of pedagogical material for both groups (explanations, learning activities)

IVY



Project IVY: Interpreting in Virtual Reality



The IVY virtual environment

- Currently available **virtual scenarios**:

Meeting room

Presentation area

Seminar room

Factory workshop

Classroom

Tourist office

Museum/exhibition

Sports ground

Outdoor spaces

Court room

Police station

Medical centre

Community centre

Shop

- Language content: approx. 350 **speeches/presentations and bilingual dialogues** currently covering 10 languages
- Also included: **‘reception’, ‘tutorial’ and ‘exploration’ areas** to support different working modes



Project IVY: Interpreting in Virtual Reality

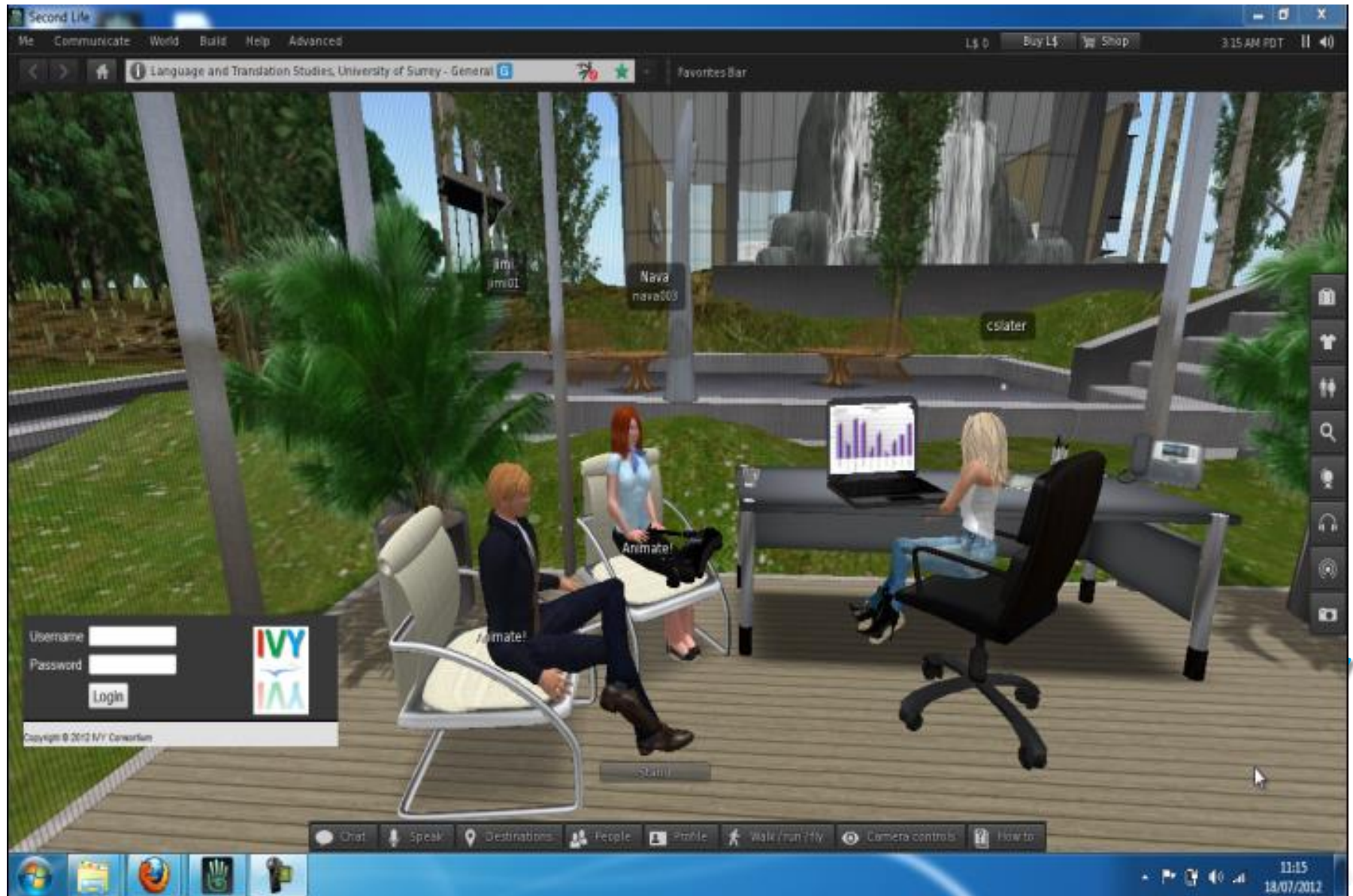


The IVY working modes

- **Exploration mode:** induction to interpreting (what interpreters do, how to work with an interpreter) – for beginning interpreting students and ‘clients’
- **Interpreting Practice mode:** role play practice based on prepared speeches and 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



Interpreting practice mode





**Interpreting in
Virtual Reality**

About IVY



Project partners:

University of Surrey (UK)

Uniwersytet im. Adama Mickiewicza (Poland)

University of Cyprus (Cyprus)

Steinbeis-Transferzentrum Sprachlernmedien (Germany)

University of Bangor (UK - Wales)

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