



IVY Seminar

*Exploiting Emerging Technologies to Prepare
Interpreters and their Clients for Professional Practice*

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Interpreting in Virtual Reality: overview of the IVY project

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Education and Culture DG

Lifelong Learning Programme

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The logo for IVY, with the letters 'I', 'V', and 'Y' in red, green, and blue respectively.

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)

Eberhard Karls Universität Tübingen (Germany)

Bar-Ilan University (Israel)



Education and Culture DG

Lifelong Learning Programme

IVY – Interpreting in Virtual Reality 2011-12

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This presentation

Aim

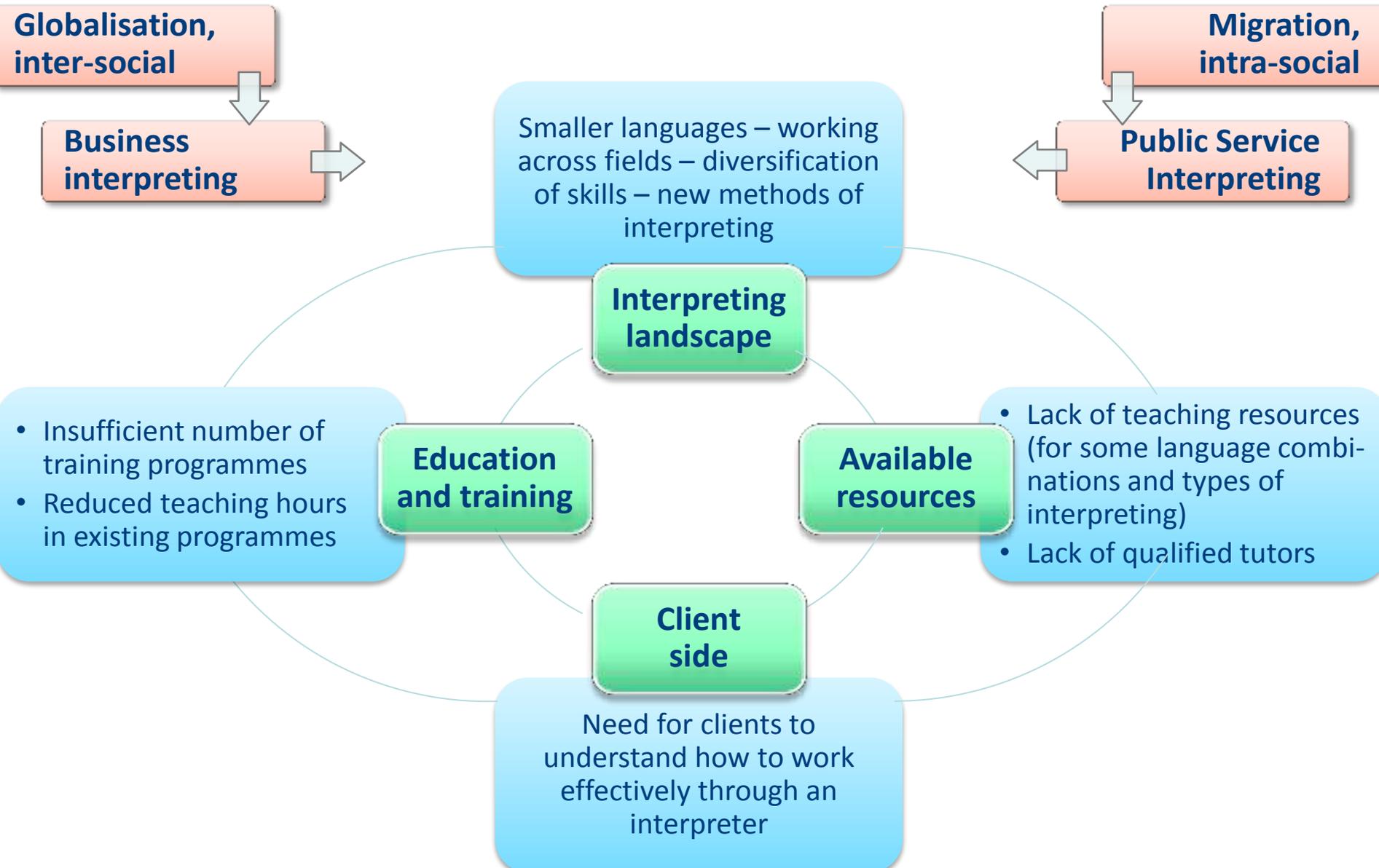
- Introduce and contextualise Project IVY
- Set the scene for subsequent presentations

Outline

- ❖ Background and rationale – where we started, and why
- ❖ Our solution – the IVY virtual environment
- ❖ Assessment – solutions, illusions and future prospects



Where we started – and why





Where we started – and why

Recommendations

- **Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings:**

Those who train judges, prosecutors and judicial staff shall...

“ pay special attention to the particularities of communicating with the assistance of an interpreter.” (Art. 6)

- **Corsellis (2008):**

interpreters should participate in the training of public service staff – **training together**

- **Ozolins & Hale (2009):**

interpreting quality (in public service contexts) is a **shared responsibility**

Where we started – and why

Recommendations

- **SIGTIPS (European Language Council Special Interest Group on Translation and Interpreting for Public Services):**

The staff of Public Service Providers...

“should be **trained to work with interpreters**” (2011: 22)

The lack of tutors and resources...

“may be addressed by resorting to new technologies allowing for the creation of a **virtual learning environment**” to “make training possible irrespective of location or geographical distance between trainers and trainees” (2011: 18)

Whenever appropriate...

“**remote teaching and learning facilities** should be put in place” (2011: 22)



Where we started – and why

Scope of current ICT solutions

Uses of Information and Communication Technologies (ICTs) in interpreter training :

- **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 2007, Sandrelli & de Manuel Jerez 2007)
- **Content + functionality + remote interaction facilities:** online learning platforms/environments (e.g. Tymczyńska 2009; Virtual Classes)

→ **Mostly geared towards ‘conference interpreting’**

→ **Mostly addressing interpreting students only**



Where we started – and why

'New' generation ICTs

- New generation ICTs such as 3D virtual environments offer:
 - Dynamic and comprehensive support for learning and teaching
 - **Immersion, situated and experiential learning, autonomous learning, 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 uses an avatar-based multi-user 3D virtual environment to simulate professional practice in interpreting**
- based on successful prior uses in different educational contexts (e.g. Calongne 2008, Collins 2008, Peachey et al. 2010, Savin-Baden et al. 2010)



Project IVY: Interpreting in Virtual Reality





Project IVY: Interpreting in Virtual Reality

Aims

1. Develop an **adaptive, avatar-based 3D virtual environment** for interpreting students and future users of interpreters
2. Create a range of **virtual interpreting scenarios** (e.g. 'business meeting') that can be run in different modes: simulation, exploration, activity and live interaction
3. Populate the environment with **multilingual digital content** for the interpreting scenarios, adapting video corpora from the LLP project BACKBONE and the ELISA project
4. Create sets of **learning activities** for interpreter students and future users of interpreters
5. Evaluate the environment with regard to its **functional and pedagogical appropriateness**

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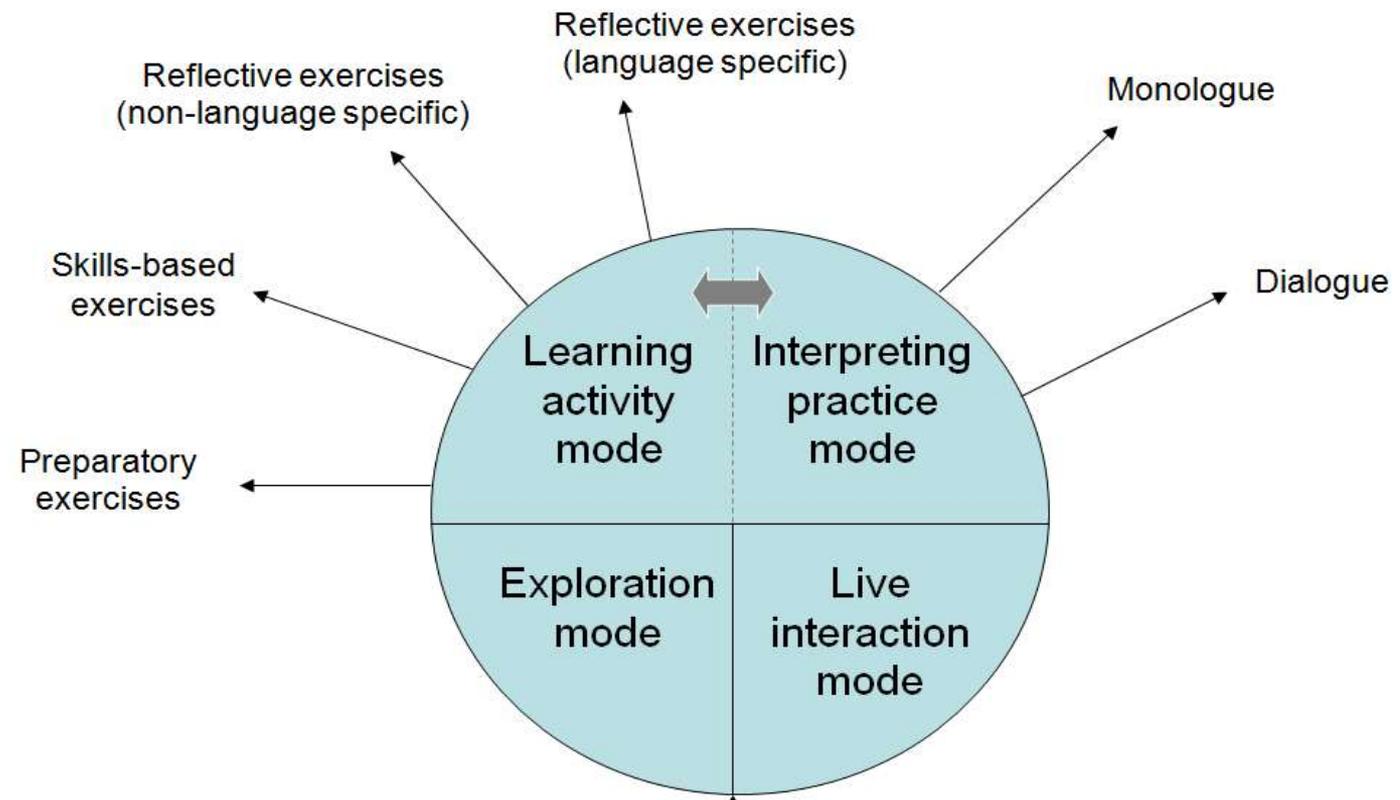
The virtual world

- An island on the 'grid': the virtual space
- Avatars and robots: user representation
- Reception and tutorials: the way in
- Scenarios and tools: simulation and practice
- How real is virtual: 'sense of presence'





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Enter IVY environment – IVY tutorial

Enter – SL tutorial





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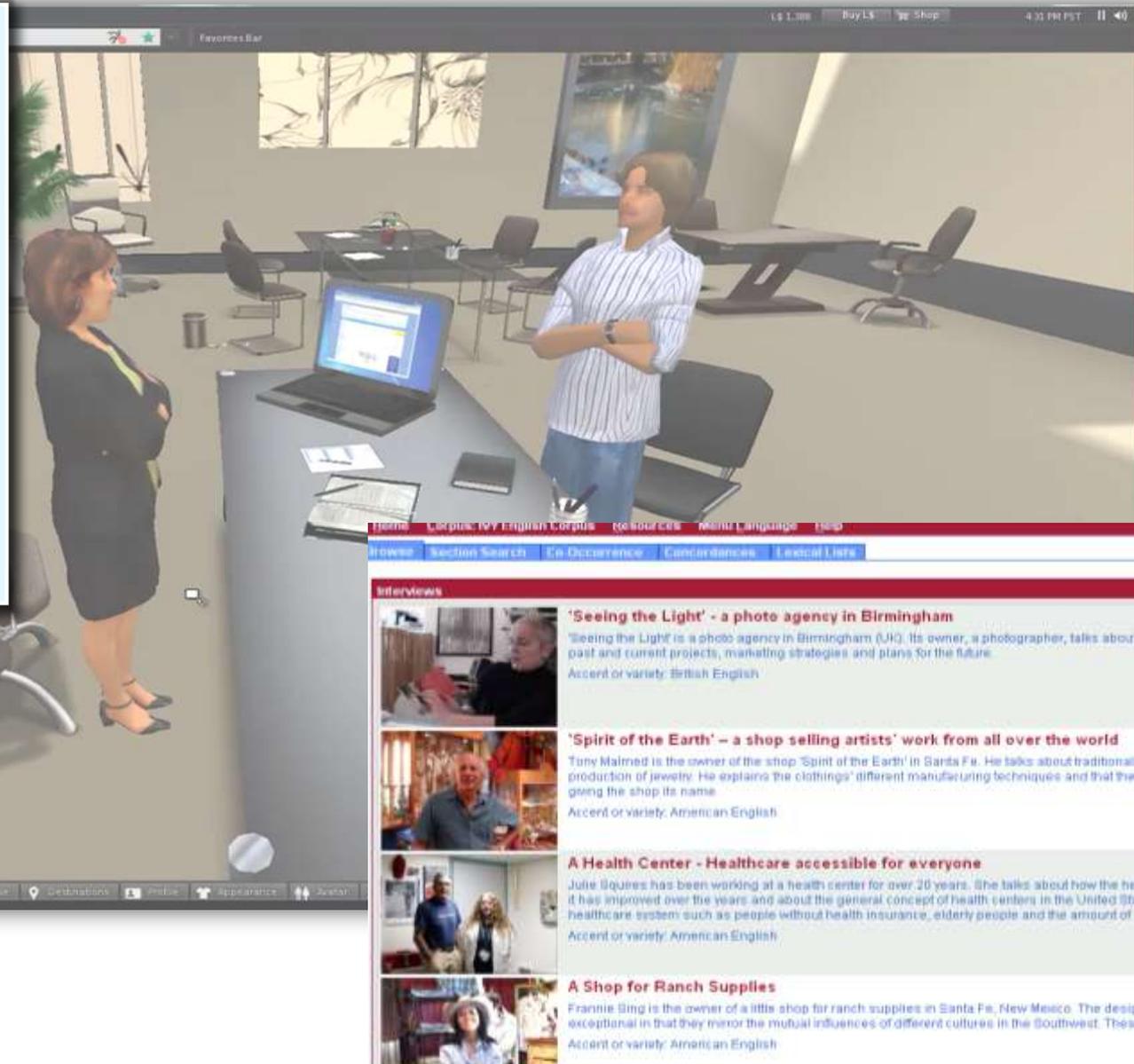


- ## Interpreting practice mode
- Role-play practice based on prepared monologues and bilingual dialogues, with briefings
 - Embedded in virtual scenarios, with robots as 'speakers'
 - Audio player, user-controlled
- Situated and experiential learning

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Content – the concept:

- Monologues and dialogues based on BACKBONE and ELISA corpora
 - I.e. small monolingual corpora
 - New monolingual video corpora (GR, HE, RU)
- ‘Authentic’ content





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Current content:

- Approx. 350 monologues and dialogues
- Covering 10 languages (EN, FR, GE, GR, HE, IT, PL, RU, SP, ZH)



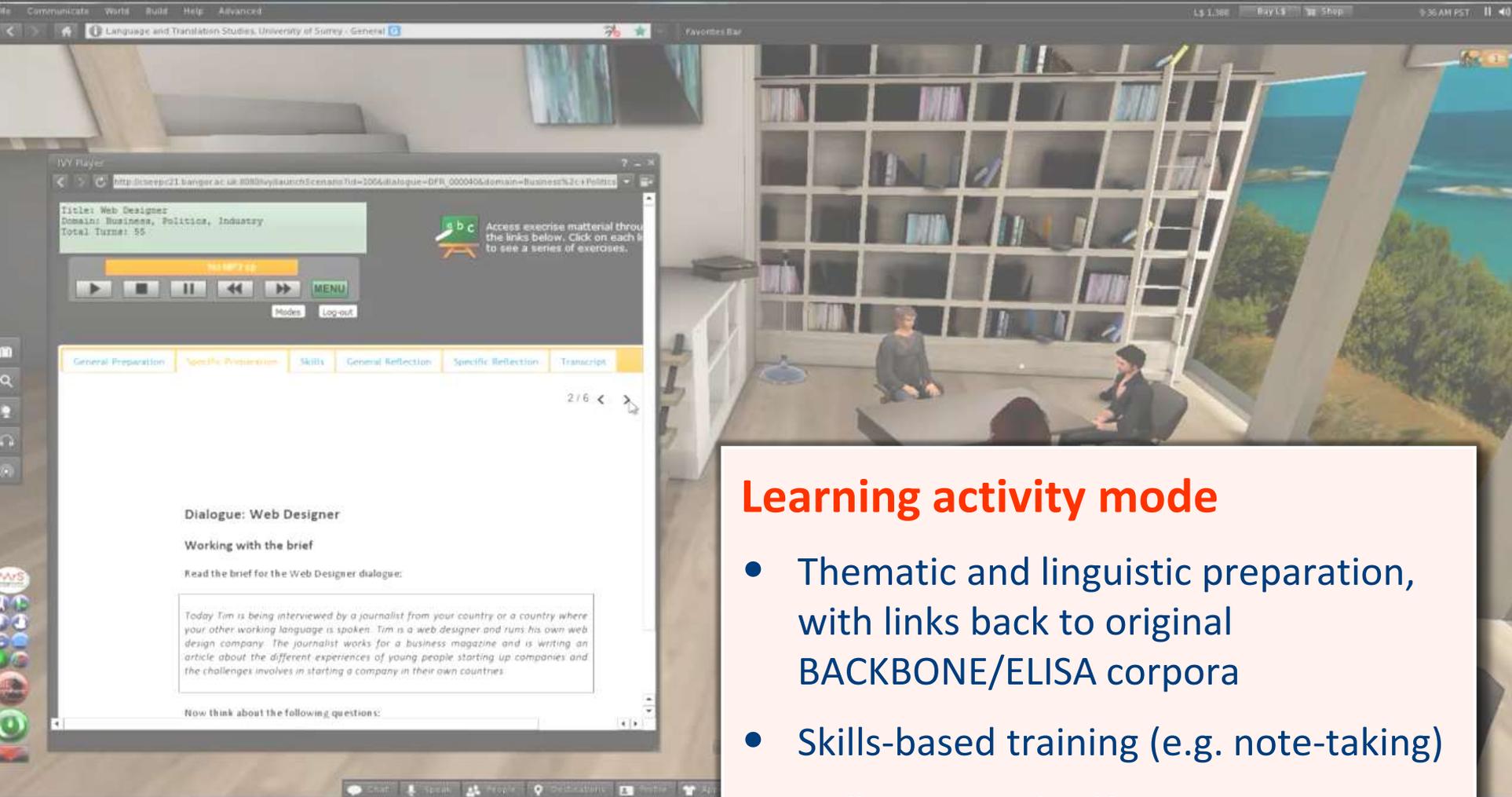
Available scenarios:

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

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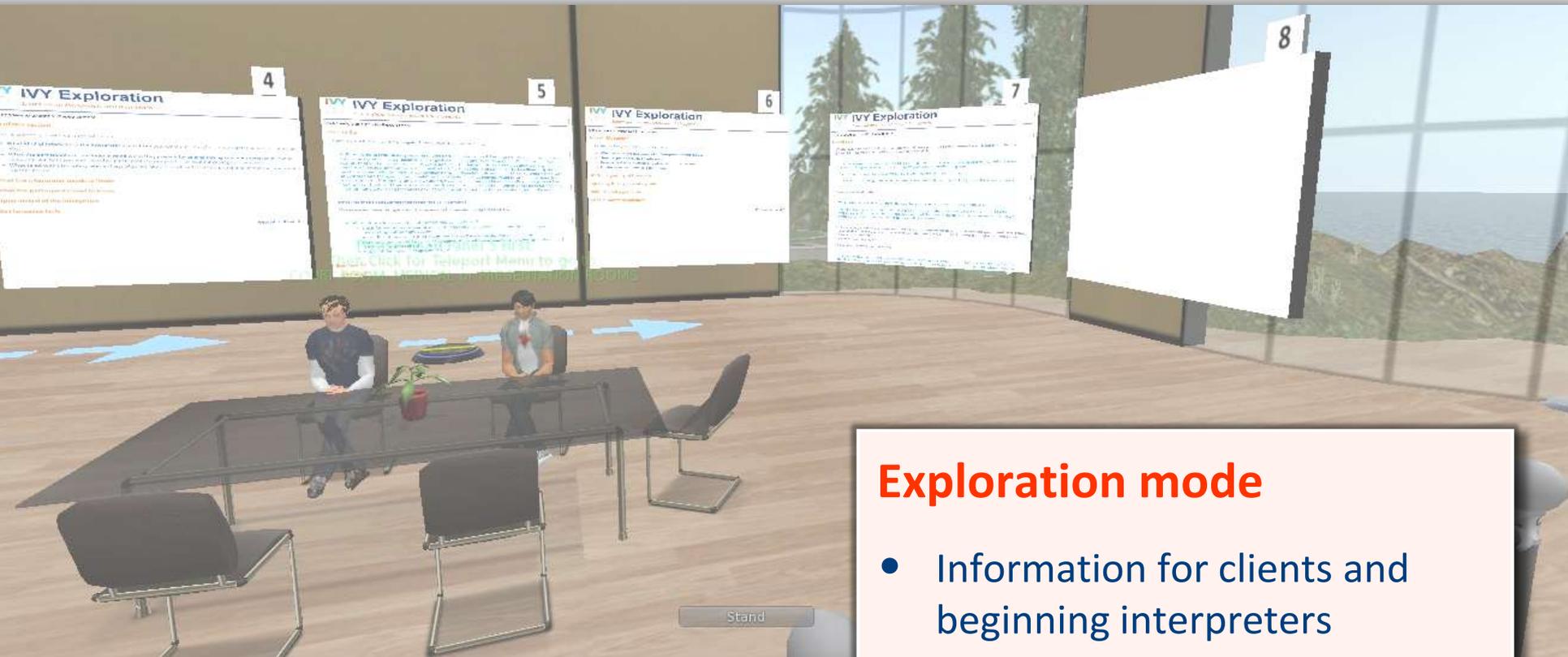


Learning activity mode

- Thematic and linguistic preparation, with links back to original BACKBONE/ELISA corpora
 - Skills-based training (e.g. note-taking)
 - Reflection and self-assessment
- Autonomous learning



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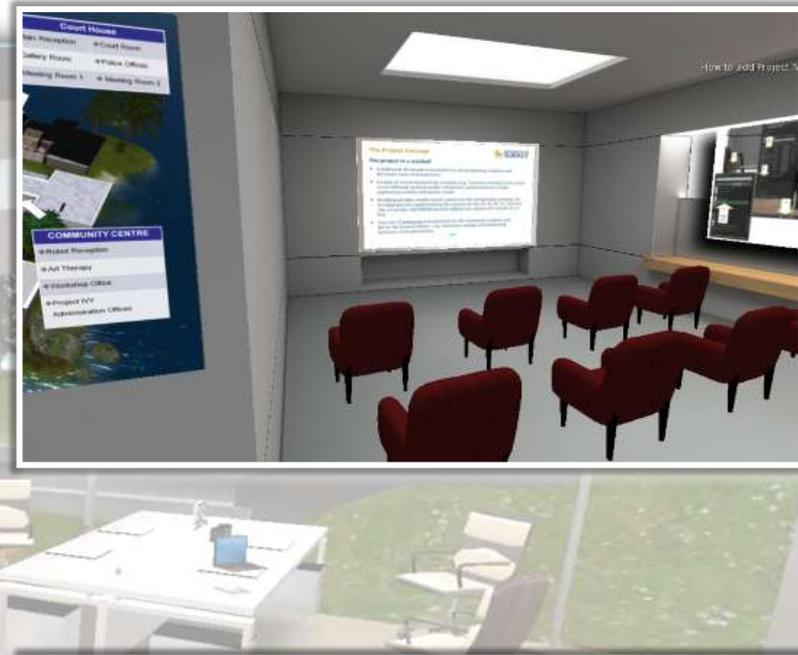


Exploration mode

- Information for clients and beginning interpreters
 - Integrated awareness-raising and reflective activities
- Autonomous learning



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Live interaction mode

- Interaction with others
 - Embedded in virtual scenarios
 - Simulation of interpreter-mediated events
- Collaborative learning



Subsequent presentations

13.45 Virtual worlds and the IVY 3D environment

IVY aims 1 and 2: ... develop an **adaptive 3D virtual environment** for interpreting students and 'clients' ...create a range of **virtual interpreting scenarios**

14:30 Creating the IVY learning content

IVY aims 3 and 4: ... populate the environment with **multilingual digital content** for the interpreting scenarios, adapting existing corpora ...create sets of **learning activities** for interpreter students and 'clients'

16:15 Evaluation

IVY aim 5: ... evaluate the environment with regard to its **functional and pedagogical appropriateness**

17:00 Discussion panel

Beyond IVY



Solutions, illusions and future prospects

Are we there yet? Are we done yet?

- **Innovation of IVY – an environment that provides situated learning in situationally realistic scenarios, but...**
 - From virtual reality to ‘being there’
 - From proof of concept to ready-made product
 - From Second Life to...
- **Theoretically unprecedented opportunities for simulation, autonomous and collaborative learning, but...**
 - From ‘being there’ to student ‘buy-in’
 - From being overwhelmed to being autonomous
 - From trainee interpreters to clients

Solutions, illusions and future prospects

Beyond IVY

