

# **VR-based Hybrid Training of Interpreters for Emergency Language Services – a Chinese Example**

## **Abstract**

The emergence and application of bilingual services in public emergencies in recent Zhengzhou heavy rain, floods in Germany, global coronavirus situation have made bilingual services in these scenarios prominent while setting new requests of talent training in this field. Based on virtual reality technology in computer science, this paper introduces the setting, teaching modes and effectiveness of a VR-based course of bilingual talent training in emergencies, in the hope of providing a new insight for talent training of bilingual service providers.

*Keywords: virtual reality, interpreter training, emergency language services.*

## **Overview**

0. Introduction
1. Bilingual Services in Emergencies
2. VR-based Hybrid Training of Interpreters
3. VR-based Teaching Platform
4. Conclusion
5. References

## **0 Introduction**

With the outbreak of the pandemic COVID-19, bilingual services have played an increasingly important role in assisting medical institutes, health workers and international organizations to jointly combat against the virus. There is a great need for interpreters in emergency language services who are in good command of linguistic competence, specialized medical or emergency knowledge and cultural awareness.

Over the past three to four decades, iInterpreter trainers have responded to the unprecedented need for linguistic and cultural mediation in emergencies and crises with ad hoc solutions. In legal emergencies involving interpreting of trials, the notion of response to finding large numbers of skilled legal interpreters in a short amount of time has begun to be investigated (Braun & Taylor 2012, Hertog & van Gucht 2008). Other forms of crisis communication and uses of interpreting in emergencies need to attract more research to investigate the many open issues.

Due to its unexpectedness and suddenness, emergencies can only be simulated in the classroom based on virtual reality technologies. The use of 3D

virtual worlds in education has matured in the last decade, especially the use of avatar-based environments in which users can create their own virtual representation of themselves, and interact live with others, using text or voice chat and has become popular in educational settings. Research into the pedagogical value of virtual worlds in the field of interpreting conducted to date has provided new perspectives (Bendazzoli & Sandrelli 2005, Hansen & Shlesinger 2007, Berber 2008, Braun 2011, 2014, 2015). It is therefore my research attempt to apply the virtual-reality-based platform to digitalized interpreting education for emergencies.