

Goes to the Heart: Speaking the User's Native Language

Shaul Ashkenazi¹, Gabriel Skantze³, Jane Stuart-Smith², Mary-Ellen Foster¹

¹ School of Computing Science, University of Glasgow, Glasgow, UK

² Department of English Language, University of Glasgow, Glasgow, UK

³ Department of Speech, Music and Hearing (TMH), KTH Royal Institute of Technology, Stockholm, Sweden

INTRODUCTION

We are developing a social robot to work alongside human support workers and help new arrivals in a country to navigate bureaucracy.

中文 العربية English

The robot will provide information in the user's native language.

ROBOTS IN THE WILD

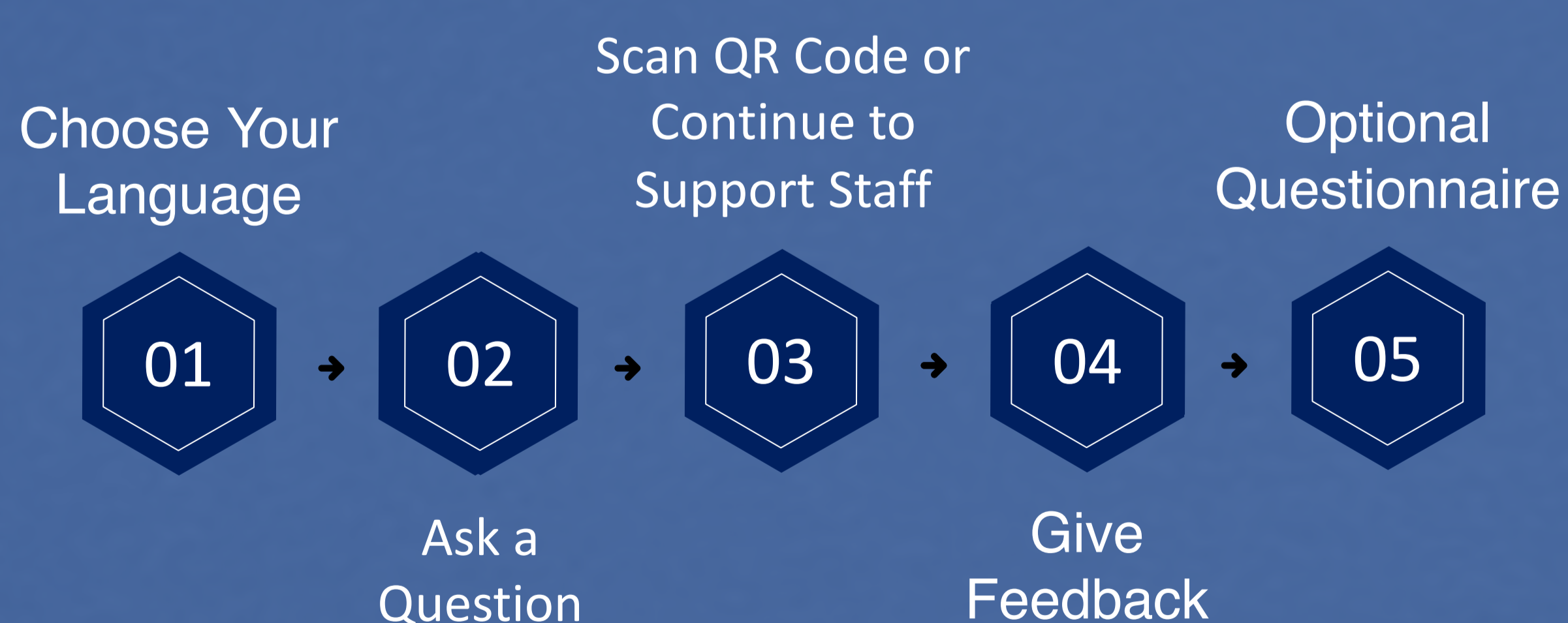
Social robots are leaving the controlled environment of the lab and being increasingly deployed in public spaces, where the technical challenges are significant, but the application areas and evaluations are much more realistic [1].

HYPOTHESES

Using native language will lead to:

- 🗣️ A positive effect on communication efficacy.
- 🔗 An increase of a sense of belonging [2].
- 👐 A reduction of anxiety levels [3].

STEPS IN SUPPORT INTERACTION



CASE STUDY: STUDENT SUPPORT

Setting. The student services enquiry hall in the university of Glasgow.

Participants. International Students speaking English, Arabic and Mandarin.

ULTIMATE GOAL

Supporting Syrian refugees and asylum seekers in their native language and dialect

REFERENCES

[1] Sebastian Schneider, Werner Clas, and Dražen Bršćić. 2022. Human-Robot Interaction in Public Spaces. In 2022 17th ACM/IEEE International Conference on Human-Robot Interaction (HRI). IEEE, 1287–1289. <https://doi.org/10.1109/HRI53351.2022.9889525>

[2] Noa Winer, Orit Nuttman-Shwartz, and Ephrat Huss. 2021. "A Home of My Own": The Experience of Children of International Migrants. *Clinical Social Work Journal* 49, 3 (2021), 325–335. <https://doi.org/10.1007/s10615-021-00811-1>

[3] Peter D MacIntyre. 1999. Language anxiety: A review of the research for language teachers. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* 24, 1 (1999).

ACKNOWLEDGEMENTS

This work was supported by the UKRI Centre for Doctoral Training in Socially Intelligent Artificial Agents, Grant Number EP/S02266X/1.