



Faculty of Languages & Translation



Simultaneous translation and the Alexandrian community

Participated Students:

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- **Project summary:**

- ❖ **Project idea:**

"Overcoming the difficulties of teaching interpretation within the framework of the sustainable development plan adopted by the state to support the education.

- ❖ **Introduction**

The institutions of the Alexandrian community vary between organizations and centers where the French language is spoken, such as the French Cultural Institute, the Alexandria Institute of Studies, the Alexandria Library and Senghor University for African Development. In order to adopt the strategic vision for education based on "sustainable development", launched by the President of the Republic as a vision for Egypt "2020-2030", the axis of education and training is one of its most important axes, with the aim of contributing to building the learner's personality and releasing its capabilities to the maximum extent to make it able to deal flexibly with entities regional and global.

- ❖ **Project goals:**

- 1) Adapting to the requirements of digital transformation and absorbing interpretation techniques via the Blackboard platform.
- 2) Continuous learning and training as one of the pillars of sustainable development.
- 3) Participation in voluntary work related to interpretation in the city of Alexandria.



4) Providing job opportunities for graduates of the department to serve the Alexandrian community.

❖ **Project stages:**

The first stage: studying the causes of the problem

The emergence of the Corona pandemic led to a change in the prevailing education systems and a trend towards hybrid education, which differs with the nature of the simultaneous translation course (FR703), which is taught in the fourth year, and which needs a special nature in its teaching, and this has resulted in fear of finding job opportunities in this field.

The second stage: applying the research tools to the target sample of students:

Pre-questionnaire - Post-questionnaire - Discussions)

- Doing a tribal questionnaire before learning the interpretation of the hybrid education system.

- Making a questionnaire after learning the interpretation of the hybrid education system.

- Conducting discussions about the difficulties we faced and how to overcome them.

Diversity of teaching styles and simultaneous interpretation teaching strategies, such as: In sight interpreting, self-learning, and attending conferences...

To learn more about this stage:

Please visit this subtitled link:

<https://www.youtube.com/watch?v=Br8bVZWtIJY>

The third stage: a field study in some Francophone institutions, such as: the French Cultural Institute.

Search difficulties:

During the research: we encountered many difficulties, especially with regard to the third stage, which is the field study of interpretation activities in Alexandria, including:

- 1) Respecting the rules and secrets of the profession made it difficult for us, as students, to attend all kinds of conferences in the Alexandrian Francophone institutions (such as the conferences of the Chamber of Commerce and Industry) except in the company of the subject professor.



- 2) The refusal of the organizers of cultural events to attend students without an official invitation, which led to our participation in events in the city of Alexandria, such as the event: Days of the Alexandrian Heritage at the Institute of Alexandrian Studies, and the refusal of the organizers to participate in any role for students due to lack of experience.
- 3) Entering by official invitation: it was mandatory after the Corona pandemic to maintain distancing and precautionary measures.
- 4) The scarcity of conferences: in light of the Corona pandemic and the trend for remote interpretation.

❖ **Proposals:**

We suggest:

- 1) Forming a special committee to support community research with the aim of facilitating formal communication procedures between the various Francophone institutions and the university so that students can easily participate in cultural events that serve the community project.
- 2) Follow-up to update the Blackboard platform and the inclusion of remote interpreting applications in it.

❖ **Conclusion:**

During the academic year (2020-2021), we were able to study interpretation skills theoretically and practically through practical practice in the faculty lab, and through the “Blackboard” platform. The basic pillar of sustainable development and the creation of job opportunities for graduates. Keeping abreast of new developments in the field of interpretation via the Blackboard platform, and development remains sustainable....