

**King Faisal University**  
**College of Arts**  
**Department of English Language**

**Course: 473** Consecutive Translation      **Instructor:** Dr Ahmad M Halimah

\*\*\*\*\*

**Lecture 8: Title      Interpreting Domains and Dimensions**

❖ **Learning Outcomes**

By the end of this lecture, you should be able to

1. show knowledge of interpreting domains and a number of conceptual dimensions and parameters.
2. practise some kind of interpreting.

❖ **Domains and dimensions**

Based on translation studies, the discipline of interpreting studies, with theoretical subdomains based on a list of situational variable.

**Varieties of interpreting** (consecutive Vs simultaneous); **the medium of interpreting** (human, machine, computer aided interpreting); **language combinations; culture combinations; area/institution interpreting** (interpreting in court, in the media, etc..) **text relations** (text-type, degree of specialization , etc.); and **partner relations** (source-text producer Vs target-text addressee)

The following set of eight dimensions could be adopted to map out the theoretical territory of interpreting studies (i.e. Domains and dimensions of interpreting Theory, Pochhacker, 20011):

1. **Medium:** human, machine, computer aided interpreting
2. **Setting:** international (multilateral conference, int. Organisation, media, court, police, health care, etc...)
3. **Mode:** consecutive , simultaneous whispered, sight,
4. **Language** (culture) Spoken→ conference language → migrant language
5. **Discourse:** speeches →debates→ face-to face
6. **Participants:** equal representatives ↔individual vs. institutional representatives
7. **Interpreter:** professional interpreter ↔semi-professional↔ natural or layman interpreter
8. **Problem:** simultaneity ↔ memory ↔ quality ↔ stress↔ effect↔ role

## **L8 Practical A**

### **Interpret the following into Arabic.**

1. California judge has found a 12-year-old boy criminally responsible for murdering his neo-Nazi father.
2. Joseph Hall was just 10 years-old when he shot and killed his father, Jeffrey, in the early hours of 1 May 2011. The verdict, delivered yesterday, which pronounced Joseph guilty of second-degree murder, means that the young defendant could be incarcerated in a juvenile facility until he is 23 years-old.
3. Judge Jean Leonard, who heard the juvenile court case without a jury, made her ruling following a trial that turned on whether the boy was fully cognisant of right and wrong when he used a revolver to shoot his 32-year-old father in the head at point blank range, as he dozed on a sofa at the family's home in Riverside County, 60 miles east of Los Angeles.
4. Prosecutors insisted that the killing was premeditated, and that Hall knew precisely what he was doing despite his young age. But his defence lawyer, Matthew Hardy, argued that the Hall household was defined by physical abuse, and that his client believed shooting his father would put an end to that violence.
5. Last week Hardy withdrew Hall's initial plea of not guilty by reason of insanity, and instead urged the judge to convict him of

voluntary manslaughter. Joseph Hall chose not to testify at the trial.

6. According to experts, 8,000 murder victims in the US in the past 32 years were killed by their children, but 16 such crimes were committed by defendants aged 10 or younger.
7. “He’s been conditioned to violence,” Hardy told the New York Times before the trial. “He thought what he was doing was right, and while that may be hard for other people to understand, in his mind, in a child's mind, if he thought it was right, or at least didn't think it was wrong, then he cannot be held responsible.”
8. President Obama has vowed vigorously to pursue recommendations from his task force on gun violence, such as a “meaningful” ban on assault weapons, in the face of opposition from Congress.
9. Mr Obama acknowledged that his preferred measures, which include strengthening background checks and limiting access to high-capacity magazine clips, may not get past Congress, but he said he was determined to try.

**L8 Practical B**

Interpret the following into English .

**قصة المال الضائع**

١. يروى أن رجلاً جاء إلى الإمام أبي حنيفة ذات ليلة، وقال له: يا إمام! منذ مدة طويلة دفنت مالا في مكان ما، ولكنني نسيت هذا المكان، فهل تساعدني في حل هذه المشكلة؟
٢. فقال له الإمام: ليس هذا من عمل الفقيه؛ حتى أجد لك حلاً. ثم فكر لحظة وقال له: اذهب، فصل حتى يطلع الصبح، فإنك ستذكر مكان المال إن شاء الله تعالى.
٣. فذهب الرجل، وأخذ يصلي. وفجأة، وبعد وقت قصير، وأثناء الصلاة، تذكر المكان الذي دفن المال فيه، فأسرع وذهب إليه وأحضره.
٤. وفي الصباح جاء الرجل إلى الإمام أبي حنيفة، وأخبره أنه عثر على المال، وشكره، ثم سأله: كيف عرفت أنني سأتذكر مكان المال؟! فقال الإمام: لأنني علمت أن الشيطان لن يتركك تصلي، وسيشغلك بتذكر المال عن صلاتك.

**قصة الرجل المجادل**

١. في يوم من الأيام، ذهب أحد المجادلين إلى الإمام الشافعي، وقال له: كيف يكون إبليس مخلوقا من النار، ويعذبه الله بالنار؟!
٢. ففكر الإمام الشافعي قليلاً، ثم أحضر قطعة من الطين الجاف، وقذف بها الرجل، فظهرت على وجهه علامات الألم والغضب. فقال له: هل أوجعتك؟
٣. قال: نعم، أوجعتني
٤. فقال الشافعي: كيف تكون مخلوقا من الطين ويوجعك الطين؟!

٥. فلم يرد الرجل وفهم ما قصده الإمام الشافعي، وأدرك أن الشيطان كذلك: خلقه الله- تعالى- من نار، وسوف يعذبه بالنار.

### قصة واقعية

١. حدث في إحدى صالات الأفراح في جدة مشادة كلامية بين أهل العريس وأهل العروس حول من يذهب إلى الكوفيرة لإحضار العروس. وهل ستركب مع العريس أم مع شقيقها في سيارته، واتفق الجميع بالذهاب إلى هناك وترك الحرية لها للاختيار، وحين ذهب الجميع إلى هناك اختارت العروس الذهاب مع أخيها فلم يكن من العريس إلا أن طلقها قبل الوصول إلى مقر الصالة لإتمام حفل الزفاف المرتقب.

**King Faisal University**  
**College of Arts**  
**Department of English Language**

**Course: 473** Consecutive Translation  
 Halimah

**Instructor:** Dr Ahmad M

\*\*\*\*\*

\*\*\*\*\*

**Lecture 9: Title**

**Interpreting Approaches**

❖ **Learning Outcomes**

By the end of this lecture, you should be able to

1. show knowledge of approaches to training interpreters.
2. practise some kind of interpreting.

❖ **Approaches for Training Interpreters**

For most of the twentieth century, nearly all training programme and institutions were geared top spoken-language interpreting in multilingual international settings.

With the clear goal of developing professional skills in consecutive and simultaneous interpreting, first generation teachers of interpreting , themselves accomplished professionals, established a lasting tradition of training by **apprenticeship**, that *is transfer of know-how and*

***professional knowledge from master to student, mainly by exercise modelled on real life tasks.*** This was promoted by the Paris School of AIC and reaffirmed that Apprenticeship was a good one for training interpreter especially at University level.

As the certainties of the Paris School paradigm came to be questioned in the 1980s, calls for **a more scientific approach** were also made for interpreter training. Representatives of the ***cognitive process-oriented paradigm*** have applied their models to ***skill training*** for interpreters, highlighting aspects such as ***component skills, strategies, processing capacity management and the development of expertise.***

Alongside a scientific approach centred on processing-skill components and stages of expertise, **a humanistic approach** to curriculum foregrounds the personal and social aspects of instruction interaction and the process of socialising student into a 'community of professional practice'.

**Thus concepts such as 'situated cognition' 'reflective practice, and 'cognitive apprenticeship can be used to underpin a more student-oriented and interaction-oriented refinement of established interpreter training practices.**



## **L9 Practical A**

**Interpret the following into Arabic.**

1. The moment of climax is almost upon us. David Cameron is due to deliver his speech on Britain's future relations with the European Union in the Netherlands on Friday. The Prime Minister is expected to promise a national referendum on our membership of the club to take place after the next election.
2. Mr Cameron indicated in a radio interview today that the promise will come with a barrel-full of caveats. Among other things, the Conservatives will have to win a majority in 2015. Plus our European partners will have to be willing to amend the EU's governing treaties. In other words, the promised popular vote may never arrive.
3. Nevertheless, a sense is growing that a British exit from Europe is now a more real possibility than at any time since Edward Heath took us into the Common Market in 1973.
- 4.
5. Business leaders are starting to sound the alarm, warning that a British withdrawal – even a mere vote on withdrawal – represents a serious danger to our fragile economy. Some of the few remaining pro-European Conservatives, including Lord Heseltine, are stirring too.
6. Are their warnings merited? Just how economically damaging would what some are calling a "Brexit" actually be for us?

## Trade

1. Britain entered the European Union 40 years ago because of the perceived economic advantages of being part of the single market. Back in the 1970s, Europe was growing strongly – more strongly than Britain.
2. Today much of the bloc is in recession and still suffering from an economic fever brought on by the eurozone debacle. But in raw economic terms those trade advantages have actually grown.
3. The European Union is now a market of some 500 million people, thanks to successive rounds of enlargement taking in first the newly democratic nations of southern Europe and then the former Soviet satellites of Eastern Europe. The EU is the destination for half of our exports. Lose access to those markets and the danger to our exporters is self-evident.
4. Couldn't we negotiate a free-trade agreement with the EU, like Norway and Switzerland? Perhaps we could. But that cannot be assumed. And what would the terms of a future deal be? Would a departing Britain get a decent settlement from our irked former club partners?
5. There are plenty of reasons why foreign or even domestic firms might be nervous about investing in Britain while the country pondered whether to stay or leave.

**L9 Practical B**

**Interpret the following into English .**

**إيطاليا تعلق أنشطة قنصليتها في بنغازي وتجلي طاقمها**

**الثلاثاء ١٥ يناير ٢٠١٣**

١. علقّت إيطاليا اليوم الثلاثاء أنشطة قنصليتها في بنغازي وأجلت طاقمها لأسباب أمنية بعد هجوم مسلح على قنصلها في مطلع الأسبوع مما يسلب الضوء على الوضع الأمني المتزعزع في ليبيا.

٢. وفتح مجهولون النيران على سيارة القنصل جويدو دي سانكتيس في مدينة بنغازي ثاني أكبر المدن الليبية يوم السبت.

٣. ولم يصب الدبلوماسي في الهجوم الذي أعاد إلى الأذهان هجوم ١١ أيلول/سبتمبر على السفارة الأميركية والذي أسفر عن مقتل السفير وثلاثة أمريكيين آخرين.

٤. وقالت وزارة الخارجية الإيطالية "محاولات زعزعة استقرار" ليبيا تظهر أن المجتمع الدولي بحاجة إلى زيادة دعمه لحكومة طرابلس.

**هولاند يدعو من أبو ظبي إلى التحضير لمرحلة ما بعد النفط**

**الثلاثاء ١٥ يناير ٢٠١٣**

٥. دعا الرئيس الفرنسي فرنسوا هولاند إلى التحرك فوراً لتحضير مرحلة ما بعد النفط، وذلك في افتتاح القمة العالمية لطاقة المستقبل في أبو ظبي.

٦. وقال هولاند في كلمة أمام القمة "نحن نتشارك الهواجس نفسها لكن يجب أن نتشارك أيضا الطموحات نفسها. أن الوقت لم يعد وقت التباعد والكلام، بل وقت العمل".

٧. وأضاف "يجب بالتالي أن نتجمع ونجمع قوانا ومواردنا" داعيا الى "مزيد من الاستثمارات في الطاقات المتجددة ... لتحضير مرحلة ما بعد البترول".

٨. وبحسب هولاند، فإن فرنسا "ستجعل من الانتقال في مجال الطاقة قضية كبرى على المستوى الوطني والأوروبي والعالمي وهي تعلم ان لديها شركاء سيكونون على الموعد في مؤتمر المناخ عام ٢٠١٥"، مذكرا بان بلاده مرشحة لاستضافة هذا المؤتمر.

٩. وأضاف "علينا أن نحدد أهدافا واقعية وإنما طموحة، وعلينا أيضا ان نحرص على توافر جميع انواع الطاقة وجميع أنواع الموارد الأولية"، داعيا إلى "التضامن" بين الدول.

١٠. وابت كلمة هولاند أمام مندوبين عن ١٥٠ دولة تشارك في قمة ابوظبي التي تستمر ثلاثة أيام وتأتي في أعقاب الجمعية العمومية للوكالة الدولية للطاقة المتجددة "ايرينا" في العاصمة الإماراتية.

**King Faisal University**  
**College of Arts**  
**Department of English Language**

**Course: 473** Consecutive Translation  
Halimah

**Instructor:** Dr Ahmad M

\*\*\*\*\*  
\*\*\*\*\*

**Lecture 10: Title                      Selection Criteria for Training Interpreters**

❖ **Learning Outcomes**

By the end of this lecture, you should be able to

3. show knowledge of the main traits required of any student interested in becoming an interpreter.
4. practise some kind of interpreting.

❖ **General entry requirements for training interpreters**

Depending on the level and duration of a given training programme, candidates for interpreter training are expected to have a competence profile of the following traits:

1. **Knowledge** (of languages and the world),
2. **Cognitive skills** (relating to analysis, attention and memory)
3. **Personality traits** (including stress tolerance and intellectual curiosity)

Although there is some uncertainty about the level of written language skills as an entry requirement in interpreting training, in many university-level programmes, ***the acquisition of translation skills prior to interpreter training remains built into the curriculum.***

❖ **Aptitude testing for training interpreters**

A variety of procedures have been adopted by different institutions to test candidates for knowledge, skills and personal qualities which are considered necessary to successfully acquire professional competence in interpreting.

**For conference interpreting**, for example, traditional examination methods include **holistic communicative task** such as :

- bilingual or multilingual interview,
- impromptu speech production,
- and oral summary rendition in another language.

These procedures have been criticised for being quite subjective and lack of validity and reliability.

**Another type is the use of translation tasks such as**

- written translation,
- sight translation
- and written summary in another language

**Personality traits could be summarised as follows:**

- motivation and learning style
- coping with physical as well as emotional stress.

- the ability to grasp rapidly and to convey the meaning of spoken discourse
- doing well at Recall, Cloze and Error detection tests as well as 'subskills-based text of verbal fluency and comprehension

A Screening procedure for training interpreters could be as follows; a five part written test for language proficiency and general knowledge, series of oral test, including written recall of a recorded passage, error detection and sight translation

## **L10 Practical A**

**Interpret the following into Arabic.**

1. France has continued to launch air strikes against Islamist rebels in Mali as plans to deploy African troops gathered pace on Tuesday.
2. Residents of the besieged town of Diabaly sought shelter inside their homes after a night of bombing aimed at dislodging the insurgents who seized the town on Monday.
3. Local people told journalists they had heard explosions throughout the night, coming from the direction of the garrison town's military camp.
4. West African defence chiefs are set to meet in Bamako on Tuesday to approve plans to speed up the deployment of 3,300 regional troops, foreseen in a UN-backed intervention plan to be led by Africans.
5. Speaking from a French military base in Abu Dhabi at the start of a day-long visit to the United Arab Emirates, President François Hollande said French forces in Mali had carried out further strikes overnight, "which hit their targets".
6. "We will continue the deployment of forces on the ground and in the air," Hollande said. "We have 750 troops deployed at the moment and that will keep increasing, so that as quickly as possible we can hand over to the Africans."



7. He saw the African troop deployment taking "a good week".
8. Paris plans to field a total 2,500 soldiers in its former colony to bolster the Malian army and work with the intervention force provided by West African states.
9. The French foreign minister, Laurent Fabius – accompanying Hollande on a visit aimed at firming up trade relations and making progress on a possible sale of 60 Rafale fighter jets – said he was confident Gulf Arab states would also help the Mali campaign.
10. Fabius said there would be a meeting of donors for the Mali operation, most likely in Addis Ababa at the end of January.
11. He predicted the current level of the French involvement in Mali would go on for "a matter of weeks".

**L10 Practical B****Interpret the following into English .**

سافر رجل مسلم عربي اسمه عمر إلى مدينة لوس أنجلوس في الولايات المتحدة الأمريكية من أجل العمل هناك، واستأجر غرفةً في أحد الفنادق الفاخرة ليبيت فيها، كان أحياناً يحنُّ إلى تغيير الجوِّ، فيخرج قاصداً الحدائق العامَّة أو ناديَ تجمع المسلمين المنقَّفين المغتربين، الذين يقيمون هناك.

في إحدى الأيام ضاقت نفسه ولم تتحمَّل الوحدة في غرفة صغيرة: لا كلام، ولا مَنْ يطرق الباب عليه، فقرَّر عمر أن يخرج إلى الشارع حتَّى يغيِّر الجوِّ، ويتعرَّف على أناس تحلو معهم الجلسة والحديث، وبينما هو مارٌّ رافع رأسه إلى الأعلى يفخر بعروبته وإسلامه، إذ به يبصر رجلين يتشاجران وأصواتهما تعلو وسط الشارع، لكن ما من أحدٍ ينهرهما عن ذلك، تقدَّم عمر منهما بكل شجاعةٍ رغم أنَّه لم يكن يُتقن الكلام باللُّغة الإنجليزية كثيراً، ولكنه كَلَّمهما، وبينما هو ينصُّهما إذ بأحدهما يضربه وأكمل الشجار، فقال عمر: "حسبي الله ونعم الوكيل".

كانت هذه الكلمات قد جلبت آذانَ الرجلين إلى عمر، وقد سألاه عن أصله فقال: أصلي عربي ومسلم، أحبُّ الله ورسوله - صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ.

أحدهما غادر المكان فارا من صديقه، أمَّا الآخر فكان يُكثِر من الأسئلة مع عمر: ما اسمك؟ بلدك؟

أولاً ذلك؟ سبب مجيئك للمدينة؟

كان عمر يُجيب بغير حرج؛ لأنه يعلم أنّ هذه الأسئلة تُخفي وراءها سرّاً كبيراً، أخبر عمر الرجل برقم الغرفة التي يقطن فيها، ومكان الفندق؛ لأنه وعده بالمجيء إليه.

وفي اليوم التالي، طرّق على بابه الرجل الأمريكي يريد مشاهدته، فتح عمر الباب وقال: أهلاً وسهلاً بك يا أخي ويا صاحبي.

سأل الأمريكي عمر: ماذا كنت تتشد قبل أن تفتح لي الباب؟

تنهّد عمر وقال: ذاك كلام الله يا أخي.

تبسم الأمريكي وقال: لم أفهم!

فأجابه عمر قائلاً: نحن المؤمنون المسلمون، نوّمن بأنّ لنا إلهاً واحداً خلق الكون الذي تراه، من بشر وحيوان ونبات ..... إلخ، أرسل الله رسولاً مبعوثاً؛ محمّد - صلّى الله عليه وسلّم - من بعد الرُّسل الأولى، وجعل معجزاتٍ للهادي محمّد، فأنزل عليه القرآن الكريم الذي كنت أنت تدّعيه أنشودة، إنّه كلام عِظة وموعظة لمن أراد أن يتّعظ، سوف أقرأ عليك آياتٍ من هذا الكلام الهادي. وتلا عليه آياتٍ من سورة طه، وسورة البقرة، وسورة الناس، كما تلا عليه سورة الكافرون. تعجّب الأمريكي وراح يسأل عمر أسئلة كثيرة أدت به إلى أن أعلن إسلامه.

**King Faisal University**  
**College of Arts**  
**Department of English Language**

**Course: 473** Consecutive Translation  
Halimah

**Instructor:** Dr Ahmad M

\*\*\*\*\*  
\*\*\*\*\*

❖ **Lecture 11: Title** **Globalization and Interpreting**

❖ **Learning Outcomes**

By the end of this lecture, you should be able to

5. Identify the relationship between globalization and interpreting Studies.
6. practise some kind of interpreting.

❖ **Globalization and Interpreting**

There is a close relationship between globalization and interpreting studies. For international conference interpreting, itself an early example of a 'global profession', globalization is a mixed blessing. While the trend to carry out transaction in business, politics, arts, and science on a world-wide scale could be assumed to boost the role of interpreters in international communication, **the spread of English** as a *lingua franca* largely offsets this potential need. As much as the official language policy, and interpreting policy, of the EU will preserve Europe's heritage as the heartland of multilateral conference

interpreting, the spread of international English is likely to shrink the market for conference interpreters there as well.

At the same time , the related trend of 'localisation' makes more international (usually English) informational input available to more local and diverse recipients (as in the case of 'glocalized' training of sales personnel). This trend tends to sustain the need for conference interpreting services, either in bilingual meetings involving English and the local language, or in events with asymmetrical (one-to-many) language arrangement. The former case highlights the role of ***bilateral interpreting***, not only in the **tradition liaison** mode but especial in the **simultaneous mode** (including simultaneous dialog interpreting) for which the implications of A-to-B interpreting have yet to be addressed more fully. In the case of meetings with only English spoken on the floor and interpreted into a range of languages, more fundamental issues **of power relations and cultural adaptation** where interpreters may be 'relegated to mere localisers of dominant ideologies'.

The increasing presence of China and other Asian countries on the international stage and diverse developments in these countries tend to have some broader implications for interpreting practice and interpreting studies. These include the enormous quantitative growth potential for the profession, and hence of training (and research); more pronounced cross-cultural, and not least ideological, differences, and particularly cross-linguistics challenges which are likely to give rise a more prominent role in interpreting research to specialists in linguistics, foreign language teaching and bilingual studies.

Globalization is also applied to movement or migration of people which manifests itself in increasingly multi-ethnic and linguistically diverse societies. Public institutions in host countries, for example, tend to need intercultural communication or policies to ensure access regardless of language or cultural background. The role of interpreting and interpreters could be manifested in identifying new **training needs** , **developing new policies and carrying out 'action research'** on issues **such as student selection and assessment as well as new methods of instruction.**

## **L11 Practical A**

**Interpret the following into Arabic.**

### **What happened to Louise Woodward?**

In February 1997, British nanny Louis Woodward was charged with the murder of toddler Mathew Eappan. Prosecutors alleged her mistreatment caused the fractured skull that killed the eight month old, and amid a blaze of publicity she was sentenced to life for second-degree murder. But on appeal the verdict was reduced to involuntary manslaughter and she was freed.

Wood word returned to the UK and after a high profile interview with Martin Bashir, left the public eye. She trained as a lawyer and according to reports, joined a solicitors' firm in Oldham in 2004. A year later, she was said to have left to become a dance teacher.

\*\*\*\*\*  
\*\*\*\*\*

An Irish nanny living illegally in the US is facing the prospect of a murder charge after a baby was allegedly fatally injured while in her care.

Aisling McCathy Brady, 34, has pleaded not guilty to accusation of fatally assaulting one-year-old Rehma Sabir while looking after the child at her employer's home in Cambridge, Massachusetts.

**L11 Practical B**

**Interpret the following into English .**

ميونيخ: «الشرق الأوسط»

إذا أردتم قضاء عطلتكم في واحدة من أجمل مدن أوروبا، فلا يوجد خيار أفضل من مدينة ميونيخ، عاصمة ولاية بافاريا الألمانية. وتعتبر ميونيخ أكثر أمانا من المدن الألمانية الكبيرة الأخرى؛ فواحد من كل ثلاثة ألمان يتمنى أن يعيش فيها، وذلك لما تتمتع به من مستوى معيشي راق.

كما أن المدينة محاطة بالتلال الخضراء والبحيرات النظيفة الصافية والحدائق الجميلة التي تتحول في فصل الشتاء إلى عالم خيالي يأسر الوجدان. أما جبال الألب الساحرة فلا تبعد سوى نصف ساعة عن المدينة. وسواء أكانت درجات الحرارة منخفضة أو مرتفعة فإن ميونيخ تمثل وجهة سياحية رائعة في كل الفصول.

حفاوة بالضيوف السعوديين

اعتاد السياح الخليجيون زيارة مدينة ميونيخ الألمانية كل عام، سواء بهدف السياحة أو العلاج أو الاثنين معا؛ فالمرآكز الطبية في ميونيخ تتمتع بسمعة عالمية طبية، حيث تقدم أعلى مستوى للتشخيص والعلاج وأحدث الأجهزة الطبية. ويترافق العلاج الطبي بإمكانية الاستمتاع بجبال الألب الرائعة القريبة. وتضم المدينة الكثير من مراكز النفاهة التي تخصص في علاج المرضى من العالم العربي.

كما يتوافد الزوار أيضا إلى هذه المدينة للتمتع بطبيعتها الساحرة والتعرف على معالمها، وللاستفادة من فرص التسوق والترفيه والمرح الذي توفره لكل أفراد العائلة، لا سيما مع ما تعرف به من حسن الضيافة، وترحيبها بالمسافرين الخليجين، وتوفيرها لمرافق وخدمات متكاملة تلبي احتياجاتهم؛ فسواء فور وصولهم إلى مطار ميونيخ أو عند عودتهم إلى بلادهم، سيجد الضيوف السعوديون كل ما يسهل عليهم رحلتهم.



*Heart story*

ويعتبر مطار ميونيخ من نوعية «المطار المدينة»، حيث يحتوي على منتجع صحي وفنادق ومحلات ومطاعم ومرافق للمؤتمرات والاجتماعات وخدمة رعاية الأطفال وحديقة زوار، كما تقام فيه أحداث عامة.

ويعتبر هذا المطار بالنسبة للمسافرين من منطقة الشرق الأوسط بوابة هامة إلى أوروبا والألب، ويوفر وصلات مثالية داخل أوروبا وخارجها لجميع الرحلات من الشرق الأوسط.

ولكن الخدمة في المطار لا تنتهي عند الهبوط، بل تستمر الخدمة المقدمة للمسافرين العرب بعد ذلك، بهدف جعل المطار «بوابة العرب» بالفعل كما يطلق عليه. وتتضمن الخدمات لافتات وإرشادات ونداءات باللغة العربية لمساعدة المسافرين القادمين من المنطقة العربية. ويجد الضيوف العرب مكتب استعلامات يعمل فيه موظفون يتكلمون العربية، بالإضافة إلى توافر كتيب إرشادي بالعربية يحتوي على اقتراحات رائعة عما يمكن مشاهدته في ميونيخ وما حولها.

ومن أجل أن تكون تجربة تناول الطعام في المطار ممتعة بالنسبة للضيوف العرب قامت جميع أماكن تقديم الطعام في مبنى الركاب ١ (القاعة سي) بوضع علامات على قوائم طعامها لتحديد الأطباق النباتية وجميع الوجبات التي تحتوي على لحم الخنزير. أما أحدث خدمات المطار فهي الأماكن الخاصة بإقامة الصلاة للمسافرين المسلمين، حيث يوجد مصلى في المنطقة العامة في مبنى الركاب رقم ١ (القاعة سي) وبالقرب من منطقة إجراءات الدخول. وهناك غرفة فسيحة ومريحة للصلاة داخل المنطقة غير العامة، بالقرب من بوابات صعود الطائرة.

\* معالم سياحية في ميونيخ



conditions and on the profession in general will be a focus of research for years to come, with issues such as **stress, visual access and psychosocial factors** requiring particular attention.

In communication involving **deaf and hearing-impaired people**, the increasing availability of **audiovisual telecommunications** equipment is likely to facilitate remote interpreting arrangement, whereas more efficient technologies for converting speech to text, and written input into spoken output, may favour the use of script-based communication and make interpreters redundant. In the long term, advanced prosthetic technology (cochlear implant) made available to- or imposed on- deaf people may well make the community of signed-language users even more heterogeneous, and the market for sign language interpreters more fragmented.

The role of technology tend to have strong repercussions on interpreter **training**, including the need to introduce would-be interpreters to the efficient use of state-of-the-art electronic equipment in and outside the booth; the need to prepare trainees for various types of remote interpreting arrangements; and the deployment of digital training stations and web-based source-text archives for classroom instruction as well as self-study.

Furthermore, interpreting researchers will also benefit from the availability of new equipment and tools to enhance the efficiency of **empirical data collection and analysis**. **Survey research**, for instance, may increasingly be done over the internet, and powerful software facilitates the processing of quantitative as well as qualitative data.

Fieldwork involving **discourse data** can **rely on digital**, and less obtrusive, **recording equipment**, and subsequent **transcription** will be aided by specialised software and speech recognition systems. This will also enhance the feasibility of applying corpus-linguistic methods to large corpora of source, target and parallel texts from authentic interpreted events.

## **L12 Practical A**

### **Interpret the following into Arabic.**

A WOMAN told last night how her eye was eaten away by what she claims was a contact lens fungus.

Jacqueline Stone, 42, spent 17 weeks in hospital after wearing popular disposables for one day.

Jacqui, who bought the All-Day Comfort lenses online in the UK, said: "They felt uncomfortable all day. When I took them out, the left one had stuck to my eye."

Her vision became blurred and she was given drops by her doctor. Two days later, the maths teacher was in agony and went to clinic where she was given MORE drops - only for it to worsen last May.

The mum of two recalled: "A white pocket of pus started forming over my pupil and eventually burst, splitting my eyeball.

"I was screaming. My 15-year-old son Charlie called an ambulance and I was given morphine, but it didn't touch the pain. I've given birth twice but nothing compares to that. I could feel the bug eating through my eye."

Jacqui saw specialists at her local Broomfield Hospital in Chelmsford, Essex, and at Moorfields Eye Hospital, London, who prescribed drops.

After another month, she went to Addenbrooke's Hospital, Cambridge, where she was finally diagnosed with a fungal infection caused by *Fusarium*. It had eaten through three layers of her eye and 70 nerves. Powerful drugs then caused severe vomiting which led to internal bleeding.

After 22 operations, surgeons were forced to remove her eye. Jacqui, from Rayne, Essex, said: "It would have killed me. Now I'm terrified the fungus will come back if I get ill."

## **L12 Practical B**

**Interpret the following into English .**

### **الصيام.. يقي من الأمراض ويحسن وظائف المخ**

عام ١٩٠٨ نشرت ليندا هازرد، ممرضة أمريكية ورقة بحثية بعنوان «الصيام كعلاج من الأمراض» ذكرت فيها أن تناول أقل كمية ممكنة من الطعام كان الطريق إلى الشفاء من مجموعة متنوعة من الأمراض من بينها السرطان.

يشير تزايد الاهتمام بالصيام إلى احتمال أن يكون مفيدا بالفعل لمرضى السرطان. إذ ربما يقلل من مخاطر الإصابة بمرض السرطان، ويحمي من الإصابة بداء السكري وأمراض القلب، ويساعد على التحكم في الربو.

### **الصيام أفضل من الحمية**

أوضح الباحثون أن رغم شمول الصيام على خفض لعدد السرعات الحرارية، على الأقل في أيام محددة، فإنه يحدث تغييرات كيميائية حيوية ونفسية لا يحدثها اتباع حميات غذائية يومية. إضافة إلى ذلك، قد تؤدي هذه الحميات الغذائية إلى إصابة متبعتها بعدوى أو معاناتهم من توتر بيولوجي، بينما لا يؤدي الصيام إلى ذلك إذا تم بطريقة صحيحة.

ويرى البعض أن الإنسان يتكيف خلال مراحل تطوره مع غياب الغذاء بشكل متقطع. ويقول ماتسون: «هناك دليل قوي على أن أجدادنا لم يكونوا يتناولون ثلاث وجبات يوميا فضلا عن الوجبات الخفيفة بين الوجبة والأخرى. إن جيناتنا معدة بحيث تكون قادرة على التكيف مع غياب الطعام لفترات».



and paradigm makes it impossible to compile a systematic and balanced research agenda and methodological inventory.

Therefore, to take one's first steps towards the goal of completing an interpreting research project, one needs to follow the following steps:

1. You need to gain **an overview** of the territory of interpreting. In other words, you should by now have had some kind of basic understanding and broad overview of the map of the interpreting studies landscape.
2. It is vital to find your bearings and reflect on your '**position**'; that is, where you stand with regard to both your professional and your institutional (academic) environment.
3. These contextual factors, including the prevailing research paradigms as well as your relevant personal experience, will largely determine underlying '**model**', or theory, or interpreting.
4. You should be able to choose a research **topic** that interests you. There are many additional and related concepts and issues on which you may want to build a research idea of your own.
5. Having found the place you want to explore in depth, you need to 'dig deeper' that is, "read, read, and read". Your reading is designed to establish, in detail, the state of the art in your topic area.
6. The reading process will help you formulate a specific **research question and consider ways in which might be addressed**. The purpose you have set yourself for your study will shape your methodological orientation and strategy.
7. Making your basic stance **as explicit as possible** for yourself, and for others, is an important step after all because it largely informs the way you will design and implement your study.



8. Deciding on a **research design**, for instance, may not mean the same to someone testing a causal hypothesis in a laboratory as it does to someone wishing to understand how participant behave in a real-life event. In the former case, a number o standard designs with certain types of experimental conditions, subjects, materials and methods may be available to **choose** from . In the latter, preparing to 'go into the field' may require a complex process to **develop** an appropriate design under a particular set of (often unknown ) circumstances and constraints . The context of research includes a number of factors which may have significant influence on the design of a study. These factor are : personal goals, ethical concerns, research skills, personal experience, and prevailing paradigms. The contextual factors influencing research design: The purposes- that is the object and goals of a study, including pragmatic consideration and personal motivations- and the conceptual context –that is the theoretical assumptions and frameworks informing or guiding the study. Are linked up to the research questions as the central component, which is in turn closely related with the methods and techniques to be used and the validity issues hearing on the study.
9. It is important to know how **to plan and organise your study**
10. And **how to implement** your research design by collecting , processing and analysing various types of data
11. And **how to evaluate and interpret your findings** in relation to the research question and the underlying theoretical framework
12. And **how to report on you study in an appropriate way**, be in the form of a conference presentation. A journal article or an academic thesis

## **L13 Practical A**

### **Interpret the following into Arabic.**

At least 14 people died and scores more were injured in an explosion at the main headquarters of Mexico's state-owned oil company in Mexico City Thursday.

The blast damaged three floors of the building, sending hundreds into the streets and a large plume of smoke over the skyline.

Interior minister Miguel Ángel Osorio Chong said 80 people were injured along with the 14 dead, but told local television the death toll could still rise.

There were also reports that as many as 30 people were trapped in the debris from the explosion, which occurred in the basement of an administrative building next to the 52-storey tower of Petroleos Mexicanos. There was no immediate cause given for the blast.

"It was an explosion, a shock, the lights went out and suddenly there was a lot of debris," employee Cristian Obele told Milenio television, adding that he had been injured in the leg. "Coworkers helped us get out of the building."

The tower, where several thousand people work, was evacuated. The main floor and the mezzanine of the auxiliary building, where the explosion occurred, were heavily damaged, along with windows as far as three floors up.

"We were talking and all of sudden we heard an explosion with white smoke and glass falling from the windows," said Maria Concepcion

Andrade, 42, who lives on the block of Pemex building. "People started running from the building covered in dust. A lot of pieces were flying."

A reporter at the scene saw rescue workers trying to free several workers trapped. Television images showed people being evacuated by office chairs, and gurneys. Most of them had injuries likely caused by falling debris. Police landed four rescue helicopters to remove the dead or injured. About a dozen tow trucks were furiously moving cars to make more landing room for the helicopters.

In an earlier tweet, the company said it had evacuated the building as a precautionary measure because of a problem with the electrical system in the complex that includes the skyscraper.

Streets surrounding the building were closed as evacuees wandered around, and rescue crews loaded the injured into ambulances.

Interior department spokesman Eduardo Sanchez confirmed that an explosion in a basement garage damaged the first and second floors of the auxiliary building, which is located in a busy commercial and residential area.

**L13 Practical B**

**Interpret the following into English .**

رجل يعرض أمه للبيع!!  
 في ليلة زواج العريس وبالتحديد أثناء الحفل وهو جالس بجانب العروس في المنصة.  
 كانت أمه ترقص فرحاً بزواج ابنها، فهمست العروس في أذنه: "نزل امك من هون خجلتنا!!"  
 فأخذ العريس الميكروفون وقال: "من يشتري أمي" !!  
 ورددها مرة ومرتين " من يشتري أمي" !!  
 "من يشتري أمي!"  
 وسط صمت واستغراب المدعوين " من يشتري أمي" !!  
 ثم رمى الخاتم في وجه العروس وقال : "أنا أشتري أمي"  
 وأخذها وغادر القاعة.  
 وبعد تداول القصة في منطقته جاءه رجل وقال له: " لن اجد افضل منك زوجاً لابنتي"  
 وزوجهما على نفقته الخاصة بدون أي تكاليف يدفعها العريس.

هذا ما يسمى بالمسلم ورضا الوالدين

اللهم اجعل أمهاتنا من سيدات الجنة يا رب