

**The Challenges of Translating Military Terms from
English into Arabic**

تحديات ترجمة المصطلحات العسكرية من اللغة الإنجليزية إلى اللغة العربية

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**A Thesis Submitted in Partial Fulfillment for the
Requirements of Master's Degree of Arts in English
Language and Literature**

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Amman, Jordan

January /2019

Authorization

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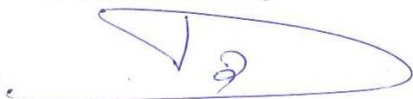
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Acknowledgments

It gives me a great honor to extend my sincere thanks and gratitude for my supervisor, Mohammad Haj Mohammad, for his outstanding support and continued efforts during conducting my study.

I am honored to express my sincere thanks and gratitude for PSD Senior officials and officers who support and help me during my studying and conducting my study, they are:

- Brigadier Ph.d. Salem Khuleif Oleimat, General Director Assistant for Administration and Human Resources/ Public Security Directorate.
- Brigadier Ahmad A-Kafawean, Director of Syrian Refugees Affair Directorate.
- Colonel Ghassan Shawkat Anfoqah, Acting Director of Public Security Secretariat.
- Colonel Mohammad Al-Sarhan, Deputy Director of Public Security Secretariat.
- Colonel Mur'eb Al-Sabeilah, Chief of Liaison Division.
- Lt.colonel Ayham Al-Shahwan, Public Security Secretariat.
- Major Ahmad Mashhour, Public Security Secretariat.
- Captain Mohammad Al-Saqer, Peacekeeping Operations Training Institute.
- First Lieutenant Ala Zahi Bsharat, Peacekeeping Operations Training Institute.

I would like to extend special thanks for all my colleagues, commissioned and non-commission officers, who serve in Public Security Secretariat / Public Security Directorate, particularly my colleagues in the Liaison Division: Major Mohanad Al-Shobaki, Captain Mohammad Kheir Abaza, Captain Samer Abu Hammad, and First Lieutenant Shadi Abu Al-Heija.

Also, I would like to express my gratitude and appreciation for my great professors, Fawaz Abdalhaq, Yarmouk University, Lutfi Abu Al-Haija, and Ahmad Harahsheh, Yarmouk University.

My high appreciation and special thanks are extended to my Professors in the English Language Department / MEU specially Dr. Nadia Hamandi, Dr. Mohammad Haj Mohammad, Dr. Norma Alzayed and all faculty members.

Dedication

**I dedicate my work to my beloved parents, who supported, encouraged, and taught
me patience and diligence;**

My Sister "Mais", may Allah bless her soul;

My brothers and sister, who are always supporting and helping me.

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Abstract

This study investigates the most common difficulties and problems faced by professional military translators when translating military terms and expressions from English into Arabic in Jordan. Another objective is to identify the most used translation strategies by professional military translators. To achieve these objectives, a random sample of (30) male and female professional military translators were selected and administered an English into Arabic translation test and were asked to answer an open-ended interview. The results of the study indicate that the most prevalent difficulties and problems faced by military professional translators are concerned with the use of accurate Arabic sentence structures such as the use of subject and fragments following prepositions. As for interview qualitative result, it was found that the use of literal translation dominated military translators; practice of military translations. In light of these results, some recommendations are suggested including the need for training courses to emphasize the use of accurate Arabic language structures.

Key words: Challenges, Military Translation, Military Terms, English, Arabic.

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الملخص

هدفت الدراسة إلى التعرف على المشكلات والصعوبات الأكثر انتشاراً بين المترجمين العسكريين المهنيين أثناء ترجمة النصوص العسكرية وإلى الكشف عن استراتيجيات الترجمة المستخدمة من المترجمين العسكريين المهنيين في الأردن. لتحقيق هدف الدراسة، تم اختيار عينة مكونة من (30) من المترجمين العسكريين المهنيين والذين أجابوا على اختبار ترجمة عسكرية وعلى أسئلة مقابلة مفتوحة. بينت نتائج الدراسة أن أهم المشكلات والصعوبات التي تواجه المترجمين العسكريين المهنيين كانت في استخدام جمل صحيحة في اللغة العربية من حيث البناء والإعراب حيث ظهرت أخطاء واضحة في وضع علامات الإعراب المناسبة على الفاعل في الجملة وعلى عدم جر المجرور الذي يسبقه حرف الجر. كشفت النتائج أن استخدام الترجمة الحرفية كانت السائدة لدى المترجمين. وفي ضوء النتائج، قدمت الدراسة عدداً من التوصيات والتي كان من أهمها ضرورة أن تعمل البرامج التدريبية على التركيز على استخدام المترجمين العسكريين المهنيين لمهارات بناء الجملة العربية الصحيحة.

الكلمات المفتاحية: تحديات، الترجمة العسكرية، المصطلحات العسكرية، اللغة الإنجليزية، اللغة العربية.

Chapter one

Introduction

1.0 Background of the Study

There is no doubt that translation has attracted language scholars' attention since the beginning of civilizations on Earth. Desiring to develop and achieve progress, nations have sought to acquire knowledge and culture of other civilizations through translation. For this reason, the status of translation was naturally high among scientists and linguists. For them, translation can bridge the conceptual and technological gaps between developing and developed nations to reach high levels of advancement and progress.

Translation, as Al-Ali (2017) indicates, has played a vital role in human civilizations. From a historical point of view, translation was and is still crucial in life as one of the major communication channels among people from different nations. For the author, the significant role of translation is seen in the fact that human development has been based on how many texts are translated by a given nation of years; thus, translation has become an indicator of nations' desire to reach high levels of progress in the world. For Gholami, Montashery and Khorrami (2016), translation is not confined to a specific group; rather, it is a human activity aiming to transform knowledge from one language to another.

In the same line of research, Al Shehab (2014) stresses the important role of translation by contending that it has been one of the most important means for communicating knowledge among people since the early years of the human history. For him, translation was very beneficial for Muslims who worked on translating the works of

previous nations to acquire the needed knowledge and skills to establish their own scientific paradigms so they can use the knowledge and skills of these previous nations to provide new forms of scientific inventions as well as theoretical and applied sciences.

Stressing the importance of military translation, Al Ali (2017) contends that military translation has attained the attention of many scholars around the world since the beginning of the 20th century due to the huge advancements in technology, the appearance of new weapons and the growth in the military transactions and weapons' transportation among nations. As such, knowing how to use a certain weapon needs being familiar with the instructions attached on how to operate it. In other words, a weapon invented by the American Army and operated by an Indian soldier means that the Indian soldier should read the instructions on how to operate it; and this requires reliance on military translators who have the adequate competence and ability to work on rendering the right words related to the operation of the weapon. Otherwise, there may be severe consequences such as many casualties among the soldiers operating the weapon.

Additionally, the advancement in technology and the emergence of new weapons have dictated the need for a specialized form of translation addressing the operation of weapons imported from other nations, i.e., the operating instructions are written in another language. As military translation is mainly based on the use of precise terms and expressions, the users of such translation must be given a thorough idea concerning the weapons they are using as any mistake may lead to crucial consequences (Ivir, 1989).

As the current study is concerned with the translation of military texts, it should be acknowledged that military texts are different from other kinds of texts. In this respect, both Kočote and Smirnova (2016) emphasize the fact that military texts are normally composed, translated and disseminated by professionals to professionals. In other words,

unlike any other form of translation, military translation depends on one basic tenet, which implies that not all translators are able to manage military texts because working on such texts requires military experience.

Elaborating on translating military texts, Bauman (2013) states that military texts are written by military experts addressing other military professionals. The ones working on writing military texts are capable of using the right terms and expressions, and the intended audience of these texts are supposed to be able to understand the right meaning of each term. As military texts intend to reach a wide range of audience with different levels of competence and expertise, this means that additional information is normally attached to the text to overcome any challenges and difficulties the users of the weapon may face, which makes military translation one of the most difficult kinds of technical translation.

In view of the above, military translation poses many challenges and difficulties for the translator. First of all, the military translator must possess the adequate competence in selecting the precise term. Additionally, S/he should be familiar with the military equipment and how they operate. S/He must have mastery of military jargon and slang language used in the military field. Also, S/he should have the necessary knowledge in advanced sciences such as IT, economics and politics so S/he can have the adequate information to acquire the needed skill when working on military texts. Moreover, S/he should keep up with the status quo of the international security issues and military operations worldwide. If not, this will pose different types of challenges and problems of the military translator (Kočote & Smirnova, 2016).

Based on this, this study is an attempt to identify the most common challenges and difficulties faced by military professional translators in Jordan and the most prevalent translation strategies they use when rendering English military texts into Arabic.

1.1. Statement of the Problem

Despite the fact that there was an increasing interest in military translation in the last few years, the challenges and difficulties encountered by military translators have not been fully addressed. For example, Al Shehab (2014) used a sample of Yarmouk University students majoring in English, and this was also the case for Al Ali (2017) who used a sample of Jadara University students majoring in English. This makes it feasible to use a sample of military translation professionals following the recommendations of Al-Imian (2014) who called for more research in this field of study acknowledging the fact that military translation may be the threshold between life and death for many soldiers and military officers in the battlefield.

As one of the personnel working in the military translation, the researcher has noticed that translators face many challenges and difficulties when working on English military texts, especially when rendering them into Arabic. The main problem is to find the precise meaning for the military expressions and terms, which requires more research.

1.2. Research Questions.

This study attempts to answer the following questions :-

- 1- What are the most common challenges military translators encounter when translating military terms and expressions into Arabic?

- 2- Are there any statistically significant differences at ($\alpha=0.05$) in the perceptions of Jordanian military translation professionals concerning the most common challenges they face while working on military texts due to their gender, age, educational level and work experience?
- 3- What are the most common translation strategies used by Jordanian professional military translators when rendering military terms and expressions into Arabic ?
- 4- Are there any statistically significant differences at ($\alpha=0.05$) in the perceptions of Jordanian military translation professionals concerning the most common translation strategies used by them while working on military texts due to their gender, age, educational level and work experience?

1.3. Research Objectives

This study aims at the following:

- 1- To explore the most common challenges military translators encounter when working on military terms and expressions from English into Arabic.
- 2- To examine differences, if any, in military translators' perceptions concerning the most common challenges they may face while working on military texts due to their gender, age, educational level and work experience.
- 3- To identify the most common translation strategies used by Jordanian professional military translators when rendering military terms from English into Arabic.
- 4- To study differences, if any, military translators' perceptions concerning the most common translation strategies they use while working on military texts due to their gender, age, educational level and work experience.

1.4. Significance of the Study

The significance of the study stems from the importance of military translation as one of the most difficult technical translation fields of study. This can be seen with the increasing use of technical translation in the last few years due to the progress made in various technical and theoretical sciences. It is estimated that 90% of all translated texts worldwide are described as being technical in nature (Marin, 2015).

Furthermore, as Jordan is a developing country, most of its weapons are imported from other countries, making military translation mostly significant for the Jordanian Armed Forces. Thus, studying the most common challenges encountered by Jordanian professional military translators sheds light on the status quo of this field, and may help in developing procedures able to overcome them. Additionally, and as the majority of professional military translators in Jordan were once undergraduates in the Jordanian universities, this study may provide some suggestions for higher education educators to provide syllabi in the English Departments that may, hopefully, be able to help undergraduates improve their skills and competences in military translation.

1.5. Definitions of Terms:

- **Challenge:** Theoretically, it can be defined it as “A call to prove or justify something” or “A task or situation that tests someone's abilities (Oxford Dictionary, 1984). Operationally, the researcher uses this term to refer to the difficulties and the obstacles that prevent the translator in this field to have an adequate translation for military terms.
- **Strategy:** Theoretically, A plan of action designed to achieve a long-term or overall aim (Oxford Dictionary, 1984). Operationally, it is procedures or

actions taken by translator when S/he encounters problems while translating a text.

- **Military terms and expressions** can be defined theoretically as unique terms and expressions that civilians are not exposed to. Because of this and the need for suitable, distinct communication, service staff are immersed in a linguistic world apart from the daily life of a civilian (Oxford Dictionary, 1984). However, operationally, they can be defined as the terms used only by military personnel who are familiar with these terms.
- **Military Translator:** Operationally, personnel responsible for translation process specifically in the military field and they have skills such as: ability to find the equivalence in the target language.

1.6. Delimitations of the Study

This study is confined to military terms written in English and translated into Arabic. The selected sample consists of professional military translators serving in Language Institute /Jordanian Armed Forces and Language Institute, Peacekeeping Operations Training Institute, and Interpol Department /Public Security Directorate. Furthermore, the results are also limited by the time limitation, the validity and reliability of the instruments (translation test) given to the sample of the study, and instrument used to conduct this study.

1.7. Scope of the Study

The current study was conducted in the Language Institute /Jordanian Armed Forces and Language Institute, peacekeeping Operations Training Institute, Interpol Department and Public Security Secretaries /Public Security Directorate in the first semester of the academic year 2017/2018.

Chapter Two

Review of Literature

2.0. Introduction

This chapter comprises two sections; the first is a brief review of the theoretical framework proposed by the major scholars in the study field, and the second is a review of some empirical studies. These two sections will highlight two main headings: 1- studies related to technical translation 2- studies addressing military translation.

2.1. Review of Theoretical Literature

This section outlines the basic previous literature relating to the variables of the study. This includes defining translation in general, then, addressing the basic tenets in technical translation, and, finally reviewing the main concepts in military translation.

2.1.1. Translation

For many, translation is not merely transferring a text from one language termed source language (SL) to another language termed target language (TL). It is both an art and a profession as it aims to make what is ambiguous in any given language- SL- clear in another language (TL), making translation important for bridging the cultural and language gaps (Al Ali, 2017).

Generally, translation is the process of transforming meaning from one language to another while maintaining the same, i.e., original. For example, a text written in SL should be transformed into the TL while keeping in mind that the same meaning in the SL has been precisely transferred to the TL. In this respect, Nida (1964) postulates the

need for two essential components in the translation process; the first is to select a precise and accurate equivalent in the TL; while the second is to adopt a sense of fidelity in translation.

Newmark (1991) states that translation is a human act consisting of several components, and these are: the SL written message needing to be translated; the message of the TL, and finally, the translator's whole main role is to transfer the SL text to the TL text as fiddle as possible. In the same vein, Catford (1965) adds that the act of translation is a process of substituting an SL text with its accurate equivalent text in TL. For this researcher, translation is to suggest the most precise and accurate meaning for the text presented in SL and presenting it in TL.

For Araghizade and Jadid, (2016), translation is one form of communicative sociolinguistic activity where the translator works on creating a social network between people from one civilization speaking a certain language (SL) with another group of people speaking a different language (TL). In this sense, translators are indeed agents working on filling the linguistic gaps between two different communities. In the act of translation, which is basically a social one, the translator is responsible for finding the most precise equivalents in the TL while maintaining a stance of fidelity and scientific integrity as the translator must not add to the TL text, delete in the SL text, and thus, making the process of translation a kind of an interaction between three main actors: the translator, the SL text, and finally, the TL text.

No one ignores the importance of translation. For example, Darancik (2016) indicates that the importance of translation emerged since the invention of languages on Earth as people from different nations and cultures needed it to communicate with other people from different cultures. Also, the use of translation was of great importance for

the development of the political, scientific and cultural aspects of the culture. It is a way for transferring and acquiring knowledge among nations, a bridge to fill the cultural gaps among people worldwide. This importance was evident in the previous literature as Arab Muslims employed translation as one of the key methods for acquiring knowledge from previous civilizations (Shaheen, 1991).

In the same line of research, Aissi (1997) asserts that working on translating foreign language texts was one of the main human activities in human history. While languages developed as people had different experiences and lived in various geographical regions, language was the main tool for transferring culture,, theoretical knowledge and applied sciences. Documents date back the appearance of translation on Earth to 3000 BC, meaning that this human activity emerged as scientific activity for more than 5000 years, and its contribution in human development is evident in the ancient and modern documents. The need for translation was mainly due to the diversification of languages, making translation a much needed activity, especially for a nation wishing to acquire other nations' experiences, desire to be acquainted to the history of different people. Most importantly, the emergence of translation reflected the desire of humans since the early years of civilization to be informed of the experiences of others.

There are many types of translation and these may include (Al Ali, 2017):

1- Word- for- Word Translation (Interlinear Translation)

In this form of translation, the translator' role is to replace the words in SL with their same equivalent in TL while working on providing the reader of the TL text with the suitable structure. The translator does not add to the original SL text or delete from

it. Another form of this type of translation is to simply replace one TL word instead of the equivalent SL one while keeping the same sentence structure in the TL text.

2- Faithful Translation

This type of translation implies the translator's attempt to reproduce the same meaning found in the original SL text in the most suitable form at the syntactical and grammatical levels in the TL. In brief, faithful translation is simply working on translating the cultural words while maintaining grammatical and lexical abnormalities in the translation process. Finally, this type of translation attempts to keep a faithful perspective while working on translating an SL into TL one.

3- Semantic Translation:

In this translation, the translator attempts to preserve the aesthetic components found in the original SL text, making it different from faithful translation. Its mere effort is to preserve the same meanings in the SL text and transfer it accurately and precisely to the TL text. Furthermore, semantic translation may employ some cultural equivalents while working on translation.

4- Adaptation

Adaptation is mostly used when working on theatrical works (musicals, plays) as the translator works on preserving the cultural features found in the SL text while writing the text another time from the translator's point of view.

5- Free Translation

The main objective of this type of translation is to reproduce the content of the SL text without restorations on its content. It is a form of paraphrasing the original SL text.

6- Idiomatic Translation:

It is a kind of translation where the translator works on reproducing the same message found in the SL text, but, works at the same time, on distorting the nuances of the meanings embodied in the original text by tending to use some colloquialism and idioms not given in the SL text.

7- Communicative Translation

In this form of translation, the translator renders the same contextual meanings in the SL text while providing a TL text that is understandable and acceptable for the readers.

For Aissi (1997), there are two main types of translation. The first is communicative in nature, while the second is semantic. For the first type, the translator is basically attempting to reproduce the same effect found in the SL text by using the suitable means to be exactly the same in the TL text. For the second type, the translator's work is to convey the meaning found in the SL text into a suitable form in TL text while preserving the content and meanings in the original text.

As for Larson (1984), translation may be classified into two main categories; the first is form- based translation (literal translation) where the translator assumes a role of preserving the same structures and syntactical features found in the SL text when working on translating. As for the second, it is meaning based translation (semantic

translation) as the translator attempts to express the same meaning provided in SL text in the appropriate form and structure in the TL text.

Some scholars have suggested key indicators for judging good translation as Duff (1989) who contends that acceptable and good translation should include the following criteria:

- 1- The translated text should be able to reflect a similar meaning as found in the original one.
- 2- The structure of the translated text must be in the same structural and syntactical order as has been presented in the original text while keeping in mind some language variances between the different languages.
- 3- Translator must have the needed expertise and knowledge to be able to differentiate between the fixed expressions in any given language in addition to having the experiences in identifying the personal expressions used by the writer in the original text.
- 4- The need to acknowledge that translation is a natural process maintaining fidelity and integrity, and this implies that the translator must be as objective as possible.
- 5- It is of great importance to preserve the language style in the SL text if this is possible.
- 6- The use of suitable idiomatic expressions in the TL is a must. In other words, the translator is obliged to select the most appropriate similes, metaphors,

proverbs, sayings, jargon, slang, colloquialism, and phrasal verbs so as to provide a good quality translation for the reader.

Moreover, Dejica and Stoian (2016) maintain that good translators assume an important role as they explain and mediate between cultures when they translate any given text (SL text) to another text (TL text); respecting their strengths and showing their weaknesses. As military translation is one form of technical translation, the main objective of this cultural communicative act is to bridge the gaps between different cultures, and this requires the work of high quality translators who are able to fill such gaps.

2.1.2. Technical Translation

Technical translation has been the most common type of translation in the last few years, and this is a logical result of the tremendous technical advancements in the various technical and scientific fields. More than 90% of the translated texts nowadays are technical in nature; this signifies the increasing importance of this type of translation, and may be an indicator of more attention to it by scholars and educators in higher education institutions (Marin, 2015).

Technical translation is defined as one form of translation encompassing the need to work on specialized text containing terms and jargons with special nature in the given technical text. In this respect, technical translation does not only include working on medical and engineering texts, it is in fact to be able to translate a text from the different disciplines such as law, computer engineering and psychology (Hassan, 2017).

Similarly, Ghazala (1995) defines technical translation as one type of translation focusing on working on translating the scientific and technical terms and concepts of all kinds, including medical, physical, mathematical, technological, mechanical, biological, computer and agricultural terms; thus making technical translation as one type of this field of study covering the different forms of sciences. But, the debate in these definitions is that they do not distinguish between the specialized and technical translation as both consider working on different texts.

No one denies the various advancements in the different scientific and technological fields, the explosion in knowledge as a result of these advancements; this dictates the need for translators to do more by concentrating on transferring the terminologies presented in the languages nowadays described as technical into the languages lacking the suitable terminologies to be able to reflect the precise features of the device or weapon being translated (Abdellatif, 2016). For Al Ali (2017), the pivotal role played by technical translation in these days emerges from the status quo of the huge technical progress humans are witnessing, making this age the era of knowledge explosion. This means that nations worldwide are always seeking to acquire the ever increasing technical knowledge accompanied by the presentation of new technical products.

Furthermore, Krein-Kuhle (2005) postulates that technical and scientific translation was and is still necessary for people to be informed about the new inventions in the scientific fields, and this has resulted in the advancement of technical translation as a main type of modern translation. This calls- from the researcher's point of view- for more attention by higher education educators to provide courses in this

field of study in the syllabi presented in the English departments at Jordanian universities.

In this respect, Byrne (2009) indicates that the translation of technical terms has been one of the major fields of study since the early years of the 20th century, which has witnessed major inventions. The researcher stresses that technical translation has been one of the key pillars in the advancement of nations seeking to achieve the highest levels of modernity as translation enables them to keep abreast with the latest inventions in the different scientific fields. As the importance of technical terms is rapidly increasing, the need for technical translation has exceeded what was believed as the explosion of knowledge- the prevalent feature of modern ages. Furthermore, as English is a universal language, its use in technical translation has become a common practice among scholars; this is the main concern of this study as it addresses the most common difficulties and problems faced by professional military translators- as one type of technical translation- in Jordan.

For Montgomery (2000), the key role played by technical translation through ages is evident since the emergence of human civilizations on Earth. For him, the transfer of knowledge and expertise in addition to the application of science would not be possible if it were not for the reliance on technical translation as one means for making technical knowledge available for those desiring to acquire various sorts and forms of knowledge.

Emphasizing the unique nature of technical translation, Abdellatif (2016) contends that technical translation depends on the use of specialized technical terms, which, in turn, vary from one field of study to another. Furthermore, working on technical translation dictates the need for the translator to be well- informed about the most

important terms used in the technical text while having the required expertise for working on such texts.

2.1.3. Military Translation

Military translation has become since the beginning of the 20th century and the invention of new weapons such as tanks and aircrafts one of the major translation fields. The reliance of countries on importing weapons from other countries made it impossible to ignore the increasing significance of this type of translation.

Asserting the importance of military translation, Al Ali (2017) contends that military translation is the most important in the translation field. For him, this type of translation may be the threshold between life and death for many officers working in military fields. He also believes that its increasing importance may be a logical result of the huge advancements in the use of weapons depending on technological devices, and this signifies that the users of these weapons (soldiers and military officers) must be well informed about how to operate a specific weapon. Otherwise, the misuse of these weapons may not only mean the death of the user, but also, the death of other military officers. "It may be the turning point in the life of those using weapons and military tactics, the fine line between victory and defeat, and thus, it may be the marker gaining wars; especially for third world countries that import their weapons from developed countries" (Al Ali, 2017, p.24). For this reason, the researcher called for providing training courses aiming to develop users' knowledge of the technical instructions needed to operate any given weapon.

The origins of military translation as mentioned by Al- Kaabi (2008) dates back to the early years of the 20th century with the introduction of new kinds of weapons

needing to be technically well-informed to be able to operate the weapon. As the military field was now abundant of new innovations and advancements accompanied with higher levels of military transactions among the different nations, it has become necessary to recruit translators with military background to be able to provide precise and accurate equivalent texts to the manuals written in the SL language on how to operate any given weapon. This need was much more evident with the colonization era when developed countries occupied various areas in the developing world and the people of these countries needed to comprehend how to operate a weapon in their native languages. Furthermore, the appearance of military coalitions (e.g. NATO) meant that if one NATO country produces a weapon to operate in the coalition, soldiers from the allied countries needed to understand how to operate it properly, implying the need for more military translation.

In the Arab World countries, the attention to military translation can be traced back to the early beginnings of the 20th century as a result of that the majority of Arab countries were previously colonialized by super powers such as Great Britain, France and Italy. It is logical to assume, then, that the main provider of weapons for Arab soldiers is the colonializing country, which necessitated to train soldiers and officers to work on these weapons in addition to developing interpretation skills among Arab soldiers to be as a liaison between the colonializing country soldiers and local residents (Al- Shehab, 2009).

In the early development of Arab army, institutions such as the Academy of the Arab Language in Damascus (1919), the Academy of the Arab Language in Cairo 1934), the Scientific Academy of Iraq (1948), the Academy of the Arab Language in Amman (1980), and the Academy of Bait Al-Hikma in Tunis (1983) were founded (Al- Shehab, 2009). They employed Arab language academics whose role was to promote understanding

whilst recognizing the challenges involved in translating military expressions and language correctly. As such, several public and private organizations have acknowledged the significance of military translation, especially in the third world countries, and have worked on improving the quality of military translation (Jalabneh (1991).

Simply, military translation is the attempt of conveying different military terms from one language to another. In this sense, it is more concerned with giving the accurate equivalent in the TL military given in an SL military text. For this reason, there is an urgent need for the translator working on military texts to be well-informed of military terms and expressions while having the adequate military expertise to provide high quality military translation, as this is the essence of this type of translation (Sakarneh, 2015).

In the same line of research, Al-Shehab (2014) postulates that military translation is not greatly different from other types of translation despite the fact it is one unique area of study. The researcher further elaborates that military translation needs special skills in addition to military expertise, which means that only translators with military backgrounds can work on military tests. As one of the military professional translators, the researcher finds it of great significance to work on improving English departments' experience in military translation with the new trends among university graduates to enroll in the different security departments in Jordan.

Al Kaabi (2008) indicates that military translation is generally all types of translation requiring working on military terms and expressions. It is, for him, a special kind of communication among military personnel as the creation of the military text is designed by a military professional and targets another military professional in most cases.

As one of the first Jordanian scholars working on identifying the most prevalent difficulties and problems faced by English Departments university students, Al-Imian (2014) contends that military translation is one type of technical translation requiring the translator to choose the accurate and precise equivalent in the TL text so as to give the most accurate meaning for the text being translated. Adding to this, he cites one example as in the case of "repeat" which means to do again, but in artillery, the word "repeat" means to fire a second time on the same target.

2.2 Related Studies

This section reviews previous studies relating to military translation in Jordan and other countries in addition to presenting studies examining difficulties faced by translators when working on technical translation in general and military translation in particular. Previous studies are presented in a chronological order.

In one of the first attempts to identify the level of military translation competence among military personnel, Jalabneh (1991) randomly selected a sample of (165) military personnel working in different Jordanian Armed Forces Departments in an attempt to identify their military translation competence when managing military texts and the most common difficulties and problems they encounter. To achieve this aim, a questionnaire was designed to identify the most common difficulties and problems in addition to open-ended interviews to validate the quantitative data using the interview. The results of the study revealed that military translators working in the Jordanian Armed Forces use more than one single translation strategy when managing military texts. It was also found that the levels of problems and difficulties encountered when managing military texts were at moderate levels from military translators' perspectives.

Motivated by the work of Jalabneh (1991), Al – Smady (1998) compared military terms' translatability by professionals and non -professionals in military translation, as a set of (50) military expressions was developed and distributed on a sample of the Academy of the Arabic Language in Jordan while the same military expressions were given to a sample of language practitioners in the Jordanian Armed Forces. The study concluded that there were statistically significant differences in the translatability level of military expressions in favor of military translation professionals, indicating the need for military background to competently manage military terms and expressions.

Al-Shehab (2009) examined the most prevalent difficulties faced by military professional translators when managing military texts from English into Arabic and vice versa. The sample of the study included (23) military translation professionals working in the different sections and departments of the Jordanian Armed Forces. Arabic into English and English into Arabic translation achievement tests were given to the sample to identify the difficulties found. The results of the study indicated that military translator's professional competence was at moderate level when working on military translation texts from English into Arabic and vice versa.

In a more recent study, Al-Shehab (2014) used a sample of (20) translation students enrolled in the English Department at Yarmouk University, Irbid, Jordan. The aim of the study was to investigate students' ability to translate military terms and expressions from English into Arabic. An achievement military translation test was used as the instrument of the study. It was revealed in the context of the study that translation students enrolled in the English Department at Yarmouk University showed fairly low levels of ability to translate military terms and expressions from English into Arabic.

In his study aiming to identify the effect of one specialized university course in improving translation students' technical translation level, Hatam (2015) developed a pre-test and a post-test study designed to verify the effectiveness of the specialized university course. The technical translation achievement test was administrated to a sample of (50) male and female university students. The results of the study indicated that the technical translation university test was relatively effective in improving translation students' technical translation proficiency.

Moghadam and Far (2015) examined the most prevalent translation strategies used by translators when working on law terms. The sample of the study included all translated law terms obtained from one translation center. For data analysis, a list containing the most prevalent translation strategies was developed by the researchers. It was found that translators employed effective translation strategies when managing legal technical terms. It was also found that focusing on word meaning is the focus of technical translation employed by good translators.

In another study, Dejica and Stoian (2016) sought to identify the qualities of competent technical translators. The sample of the study included a group of specialized and non- specialized computer engineering translators. For data collection, a technical translation achievement test was used. The results of the study revealed that competent technical translation should meet the following criteria: acceptability, integrity and faithfulness, clarity in translation and naturalness.

Kočote and Smirnova (2016) studied the most common features of military translated texts from English into Latvian. Another aim of the study was to identify the needed competences and skills required of are to be a good translator. The sample of the study included (30) translators of whom (15) were working in some private companies

while the other (15) were military personnel working as translators in the Latvian Armed Forces. Both groups of translators were given English texts containing military expressions and terms. The results of the study indicated that there were statistically significant differences in military translation competence between private companies translators and military personnel translators, in favor of military personnel translators.

Hanaqtah (2016) examined the most prevalent challenges and problems faced by translators when working on military and political texts from English into Arabic. A sample of Jordanian translators was selected besides administrated English texts containing military and political terms and expressions. The sampled translators were asked to work on the texts. The results of the study indicated that military and political texts pose different forms of problems for translators. The results indicated that translators use different forms of translation strategies such as couplets, componential analysis, omissions, additions, reduction, expansion and transference.

Al Ali (2017) studied military translation competence of English Department students at Jadara university using English into Arabic and vice versa military texts. A sample of (31) English department students were given one English into Arabic and one Arabic into English texts containing military terms and expressions. For data analysis, content analysis procedure was employed. The results of the study revealed that military translation competence of the English Department students at Jadara university was fairly low. It was also found that the use of verb to be was the most common difficulty for English department students while the use of conjunctions was the least. As for the syntactic problems, the results of the study indicated that omission was the most prevalent, followed by word order while additions ranked last.

Chapter Three

Method and Procedures

3.0 Introduction

This chapter includes a review of the methodology adopted by the researcher while working on this study. A quantitative and qualitative design (mixed methods) was adopted in the study as the researcher used a translation test as the main source of data for quantitative information while the content of the translated texts was also analyzed using content analysis in an attempt to identify the most common translation strategies used by professional military translators as the qualitative section of this study. To analyze quantitative data, descriptive statistics (means, standard deviations, frequencies and percentages) were used in addition to using multiple variance analysis to identify differences in the scores of the sample of the study in light of their demographics. The chapter will also present the main procedures used for data collection, a description of the participants of the study, their demographic information, the variables of the study and the statistical analysis procedures used for obtaining the results.

3.1 Population and Sample of the Study

The population of the current study consists of professional military translators working in the different military and public security departments. This includes the Language Institute /Jordan Armed Forces and Language Institute, peacekeeping Operations Training Institute, Interpol Department and Public Security Secretaries /Public Security Directorate in these departments during the academic year 2017/2018. As the number of these professional translators was relatively small (30

professional translators), the whole population was taken as the sample of the study. Demographic characteristics of the sample of the study are presented in the following table.

Table (1): Demographic characteristics for the study sample

Variable	Level of variable	frequency	percentage
Gender	Male	26	86.7%
	Female	4	13.3%
Education	Bachelor's	21	70%
	Graduate Degree	9	30%
Age	25 years - 30 years	7	23.33%
	31 years - 40 years	7	23.33%
	More than 40 years	16	53.33%
Experience	Less than 5 years	6	20%
	6 years - 10 years	18	60%
	More than 10 years	6	20%

Table (1) shows that the percentage of males is (86.7%) and the percentage of females is (13.3%). As for educational level, it can be seen that Bachelor holders totaled (21) with percentage of (70%) while graduate degree holders totaled (9) with a percentage of (30%). With respect to the distribution of the sample according to age, it can be seen from the above table that (7) were from 25 years – 30 years with a percentage of (23.33%), and (7) were from 31 years – 40 years with a percentage of (23.33%), while there were (16) in the age group more than 40 years with a percentage of (53.33%). As for the years of experience there were (6) less than 5 years, with a percentage of (20%), and (18) were from 6 years – 10 years with a percentage of (60%), while there were (6) more than 10 years of experience, with a percentage of (20%).

3.2 Research Instruments

To achieve the goals of this study, the researcher used the analytical approach to collect and analyze the data and later on to present the results.

3.2.1 Research Test

The researcher used a translation test containing several English military terms based on her field experience in the military translation as she works in one of the military departments for professional military translation. Furthermore, the researcher reviewed the studies of Al Ali (2017) and Al Shehab (2009, 2014) as a reference for developing the military translation test. The test consists of different military terms put in their language context to be translated from English into Arabic. The sentences were suitable for different translation ability levels. The aim of the test is to measure the amount and kind of difficulties that professional military translators face in translating military terms. In the test, the researcher used different measurement techniques embodied within the different contexts to measure professional translators' knowledge of military terms, their ability to process the differences of terms between the two languages and to explore their use of diverse translation techniques.

3.2.1.1 Validity of the Test

The test was given to experts to judge the extent to which the test is valid and reliable. For this reason, the test was designed to meet such requirements of the validity of the test. The panel of experts consisted of military translators and translation faculty members from Middle East University and Yarmouk University.

3.2.1.2 Reliability of the Test

To reach a degree of reliability of the test, the researcher used test and retest to different groups of translators. The test and retest had the same characteristics in order to compare if the translators achieve stability. After two weeks, the same test was given to the same group of professional translators and Cronbach Alpha between the two administrations was calculated as an indicator of reliability.

3.2.2 The Interview

To investigate the translations strategies used by military professional translators, an open-ended questionnaire was used so as to identify their perceptions about the most effective translations strategies they think to be most appropriate when working on military texts containing English military terms and expressions.

3.2.2.1 Validity of the Test

The test was given to experts to judge the extent to which the test is valid and reliable. For this reason, the test was designed to meet such requirements of the validity of the test. The panel of experts consisted of military translators and translation faculty members from Middle East University and Yarmouk University.

3.3 Data Collection

Research data were collected from related books, articles, dictionaries and studies related to the statement of the problem in addition to using the results of the military translation test as the main source of information about the variables being examined in this study. The sample was 30 professional military translators with undergraduate degrees selected from the Language Institute /Jordan Armed Forces and Language

Institute, Peacekeeping Operations Training Institute, Interpol Department and Public Security Secretaries /Public Security Directorate

3.4 Procedures of the Study

The researcher followed the steps below in conducting the study:

- Reviewing the theoretical literature and empirical studies related to issue under investigation.
- Developing the instrument: Test submitted to university professors to achieve validity.
- Taking into consideration the panel of experts' comments on the test before the administration process. .
- Identifying the population and sample of the study.
- Preparing the test.
- Establishing the validity and reliability of the designed test.
- Obtaining a permission letter from the Middle East University to facilitate the research.
- Analyzing and interpreting data whose results would be illustrated via tables and discussion.
- Presenting the results of the test.
- Findings are presented in the tables and results are discussed by referring to the studies mentioned in literature review.
- Drawing conclusions and presenting recommendations and suggestions for further studies.
- All references are listed according to APA.

Chapter Four

Findings and Discussion

The following is a description of the results of the study according to the questions of the study. For data analysis, descriptive statistics such as means, standard deviations, frequencies and percentages were used to answer the first and third questions of the study. ANOVA and t- test were used to answer the second and fourth questions of the study.

1- Answering the first question of the study stating: "What are the most common challenges military translators encounter when translating military terms and expressions into Arabic?"

Table (2) shows means of the study sample members of the level problems.

Table (2): Means of the study sample members of the level of problems

Level of problem	Mean	S.D
	15.97	2.36

From Table (2), it can be clearly observed that the degree of problems to test the military translation is with mean of (15.97) with a medium degree and a standard deviation (2.36). This result may be due to the fact that professional translators working in the security department were not exposed to military texts during their academic study in the university, which makes it very hard for them to absorb new terms that are novel for them. Also, as professional translators work in desks and offices, they are mostly apart from the military field and how different weapons are operated; thus, it is not surprising for the researcher being one of the translators working in the security field.

Affirming this, Al Ali (2017) states that lack of military translation courses in the university was one of the major problems English Departments' students in public and private universities face as they are exposed to new translation idioms in their field work, which makes it difficult for them to manage the new terms and expressions encountered while working.

As a proof of this is when a professional translates the following sentence:

“Islamic State on Tuesday claimed a pair of suicide bombings in Damascus that killed 17 civilians and policemen, and released a video purporting to show two Russian soldiers the extremists claim to have captured in fighting in eastern Syria”.

“أعلنت الدولة الإسلامية عن تفجيرين انتحاريين وقعا يوم الثلاثاء في دمشق ونتج عن هذان التفجيران مقتل سبعة عشر مدنياً وشرطياً وبثوا فيديو يظهر جنديين روسيين ادعى المتطرفين أنهم قبضوا عليهم في قتال في شرق آسيا”.

This example shows that the translator has a problem in language structure and the use of the appropriate “function/’earab” as the preposition “عن” is followed by a fragment and thus should be written as “وننتج عن هذين التفجيرين”. Such a mistake illustrates that the professional translator is not well-educated in Arabic sentence structure and the use of prepositions in such language. Also, this example illustrates that the selection of the suitable equivalent “مقتل” was not evident in the course of this translation. Another example illustrating lack of Arabic proficiency is “ادعى المتطرفين” which mirrors that the translator is lacking the basics of grammar in Arabic as the sentence should be “ادعى المتطرفون” as “المتطرفون” is subject and “واو الجمع” indicates subject in Arabic ordinary plural. Another example:

“In the IS video, circulated on social media, one of the prisoners identifies himself and says he and his colleague, who appears badly beaten, were captured near Al-Shula during an IS counter offensive”.

"في فيديو الدولة الإسلامية الموثق على وسائل التواصل الاجتماعي، عرف أحد المساجين عن نفسه وقال أنه هو وأحد زملاؤه والواضح أنه ضُرب بشدة وقبض عليهم قرب الشولا خلال هجوم مضاد للدولة الإسلامية".

As seen in this example, several language mistakes were made. The first is the use of the word “المساجين” which is far from being described as traditional Arabic as the suitable word, if used correctly, is “السجناء”. Al-Shehab (2014) states that one of the main problems military translators, whether professional or not, face is their lack of proficiency in the target language although the texts used in this study were English to be translated into Arabic; this means that the sample of this study should possess an adequate level of language proficiency. This fact was also emphasized by Jalabneh (1991) who used a sample of professional translators and stated that the most frequent challenge for them was the use of accurate language structure in the target language. Furthermore, examining the most prevalent problems found among military translators, Al-Imian (2014) noted that the use of accurate language structure was the most challenge for military translators as any mistake in words order may be problematic for the reader of the target language target text as some structures may confuse him and give a different meaning. These authors stressed that translators should be very cautious when working on military texts as giving the correct meaning may be the line between life and death.

“The Jordanian soldier is the best piece of kit we’ve got but what they carry with them is part of the equation too. Whether they arrive by armored vehicle, parachute or boat, Jordanian soldiers are trained to operate anywhere in the world”.

"الجندي الأردني هو أفضل جزء لدينا وما يقوم به هو جزء من المعادلة أيضاً، سواء يركبون سيارة مدرعة أو يقفزون بالمظلة أو في قارب. الجنود الأردنيين مدربون للعمل في أي مكان في العالم".

From the above translation, it can be seen that literal translation dominated the translation strategy as the translator used word by word translation. When translating the words "best piece" by writing "أفضل جزء", this is a strong evidence that it can be described as literal translation. Newmark (1991) states that technical translation is best when word by word translation strategy is adopted by the translator. But in the above example, it can be seen that such translation reflects imagination and reliance on one's language proficiency as it is best to use words that are not related to the original text and adopt a meaningful translation strategy in the way that such a translation strategy can best serve the objectives of the translation process. The use of some military terms and expressions in this text does not reflect the correct intended meaning by the developer of the text. Therefore, the most effective translation here should be best in the use of figures of speech such as metaphor and analogies as they are more capable of giving the reader a thorough perspective about the intended meaning.

"All active US Navy aircraft are powered by nuclear reactors. They don't, however, typically carry nuclear weapons".

"جميع حاملات الطائرات الأمريكية يتم تشغيلها بالمفاعلات النووية. ومع ذلك، فإنها تحمل أسلحة ذات رؤوس نووية".

In this example, the translator missed a key element in the original sentence "They don't..." which makes the sentence negative, but the translator gave an affirmative sentence when translating "فإنها تحمل أسلحة ذات رؤوس نووية" which is a deadly mistake giving the reader an opposite picture about the accurate meaning of the source language sentence. Being accurate and tentative when reading the source language sentence gives

the most accurate meaning in the target language. This maybe a problem to the reader who will be confused by the translation given to him as he will misinterpret the exact meaning of the source sentence.

As indicated by Al Ali (2017) and Al-Shehab (2009, 2014), military translation should be based on using the exact word in the source language and be given as accurate as possible in the target language. If not, this may be a major problem in the translation process as not being accurate will mislead the reader of the target language text. In the above example, the translator had a major problem as to giving the exact meaning to the reader who will assume that “*aircraft are powered by*” nuclear weapons, which is not the case as these are solely operated by nuclear reactors and indicating that they carry nuclear weapons make it far away from the truth about this type of vehicle.

As for the questions of the interview, some of the answers given by the translators were consistent with the problems found in the translation test as one of the respondents clearly indicated that lack of experience and the problems relating to finding the accurate expression were main challenge for him as he was not able to find out the exact equivalent in the target language.

Another translator stressed the fact that he faced several challenges at the beginning of his career being a military professional translator as he said:

“At the beginning I encountered a lot of challenges because I did not have the experience”

This quotation implies that the translator had hard time working on military terms and expressions as a military translator. He was not confident of his translation because he lacked proficiency at the beginning of his professional career as a military translator.

When answering the interview questions, he was frank about his difficulties when he first started working as a professional military translator. The participant explained that lacking adequate knowledge in military terms and expressions due to his BA syllabus was the main reason that he had difficulties when working on English or Arabic military terms and expressions.

2- Answering the second question of the study stating: "Are there any statistically significant differences at ($\alpha=0.05$) in the perceptions of Jordanian military translation professionals concerning the most common challenges they face while working on military texts due to their gender, age, educational level and work experience?" Table (3) below presents the results for this question.

The table (3) shows the result of (t) test for independent sample to examine the significance of the differences between the Means of the test of the translation of the level of problems according to the gender variable.

Table (3): Results of test (t) for independent samples to examine the significance of the differences between the Means of the test of the translation of the level of problems according to the gender variable

Gender	No	Means	S.D	Degree of freedom	t	Sig
Male	26	15.62	2.33	28	-2.218	.035
Female	4	18.25	0.50			

The results of Table (3) indicate that there are statistically significant differences at the level of ($\alpha = 0.05$) in the level of problems of the military translators, where the statistical significance of the gender variable (0.35) is less than the statistical significance level. The statistical mean for females is higher than the male arithmetic average. This indicates that females suffer from higher translation problems than males.

This result can be explained by the fact that female professional military translators in Jordan do not engage in field work, thus, they have no direct contact with weapons and vehicles that are used for military purposes. Also, female professional translators in Jordan seem to be more prone to isolation from male as they work in a work environment that is mostly dominated by males. It is well known that the armed forces and other security enforcement agencies prefer recruiting males compared to females and thus giving them (males) more opportunities for career development and training courses, which is a significant contributor to making professional translators more capable of handling military texts containing military terms and expressions.

Although the studies of Jalabneh (1991), Al-Shehab (2009, 2014) and Al Ali (2017) did not take gender as one of the mediating variables affecting the performance of professional military translators when working on military texts, Jalabneh (1991) and Al-Shehab (2014) both used samples of professional translators and university students, and implied indirectly that males are more proficient in military translation than females. This was consistent with the results obtained in the context of this study. The table (4) shows the Results of test (t) for independent samples to examine the significance of the differences between the mean of the test scores of the level of problems according to the variable of the educational level.

Table (4): Results of test (t) for independent samples to examine the significance of the differences between the mean of the test scores of the level of problems according to the variable of the educational level

Level of Education	No	Means	S.D	Degree of freedom	t	sig
Bachelor's	21	16.67	2.03	28	2.754	.010
Postgraduate	9	14.33	2.35			

The results of Table (4) indicate that there are statistically significant differences at the level of ($\alpha = 0.05$) in the level of problems of the military translators, where the statistical significance of the variable of the educational level is less than the level of statistical significance. There are statistically significant differences between the arithmetic means of the individuals of the study sample and noting that the mean of the bachelor's degree is above the arithmetic average for postgraduate studies; this indicates that the translator whose educational level is a bachelor has higher translation problems than the translator whose level of education is postgraduate.

This may be due to the fact that post graduate degrees holders have been more exposed to military texts and were very close to academic study, thus, they were keeping up-date with the new military terms and expressions that have been presented in the field in the last few years. Accordingly, they have more experience in working on military texts and this means that they face these problems when working on military texts containing military terms and expressions.

This result may also be explained by the fact that professional military translators with post graduate degrees have completed their academic studies abroad in well-known higher education institutions that can prepare them to be proficient in military translations. Furthermore, being post graduate degree holders implies that they are more

keen to being informed about the most advanced military weapons and how they are operated and used in the combat field.

When working to investigate the most prevalent problems among professional military translators, Jalabneh (1991) indicated that having a higher education degree may improve the quality of military translation; this means that the military translator faces a minimized level of problems when working on translating military texts containing military terms and expressions into Arabic. Tables (5) and (6) below show the results of the age variable:

Table (5): Means, standard deviation for the problems for age variable

Age	No	Means	S.D
25 year - 30 year	7	17.43	2.07
31 year - 40 year	7	15.71	2.87
More than 40 year	16	15.44	2.10

Table (5) shows that there is an apparent variance in the arithmetical averages and standard deviations of the sample scores on the translation test according to the variable of age.

Table (6): Results of a single-variance analysis test to examine the differences between the test scores of the translation and the level of problems according to the age variable

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.886	2	9.943	1.903	.169
Within Groups	141.080	27	5.225		
Total	160.967	29			

The results of Table (6) indicate that there are no statistically significant differences at the level of ($\alpha = 0.05$) in the level of problems of the military translators, where the statistical significance of the variable of age (169) is greater than the level of statistical significance. There are statistically significant differences between the arithmetic averages of the individuals of the study sample. This means that the translators do not differ in the level of problems of translation.

This result may be a little bit surprising as being in an older age group means that the translator has more experience in this field of translation. But, this result may be explained by the fact that age is not an influencing factor in this study. Being more youth means that the professional translator is well informed about the most advanced military translation expressions and terms.

Additionally, age is not a distinguishing factor when it comes to translation field as this variable was not taken into consideration in several previous studies. For example, Al-Shehab (2009) indicates in his study that professional translators did not differ according to several variables, but age was not considered a contributing factor in explaining differences among military translators as this form of translation is mainly best on the translators' language proficiency and military field experience. Tables (7), (8) and (9) below exhibit the results of the experience variable:

Table (7): Means, standard deviation for the problems for experience variable

Experience	No	Means	S.D
Less than 5 years	6	18.67	0.82
6 years - 10 years	18	15.50	2.12
More than 10 years	6	14.67	2.16

Table (7) shows that there is an apparent variance in the arithmetical averages and standard deviations of the scores of the sample on the translation test according to the variable of experience.

Table (8): Results of a single variance analysis test to examine the differences between the test scores of the translation and the level of problems according to the variable of experience

Sources Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.800	2	28.900	7.563	.002
Within Groups	103.167	27	3.821		
Total	160.967	29			

The results in Table (8) indicate that there were statistically significant differences at the level of ($\alpha = 0.05$) in the mean of the test scores for the level of problems of the military translators. The statistical significance of the variable of experience (.002) is between the arithmetic averages of the sample and the differences. The Scheffe test was used to examine the significance of the differences in the degree of the translation test to the level of problems according to the experience. Table (9) shows the results of the Scheffe test.

Table (9): The results of the Scheffe test for Post Hoc Tests of the variable of Experience

		Mean	Less than 5 years	6 years - 10 years	More than 10 years
Level Problem	Less than 5 years	18.67	-	.007*	.006*
	6 years - 10 years	15.50		-	
	More than 10 years	14.67			-

Table (9) shows that there are statistically significant differences at ($\alpha = 0.05$) between the arithmetic mean of the sample with less than 5 years of experience on the

one hand, and those with years of experience (6 years - 10 years) (More than 10 years), on the other hand; the differences are in favor of years of experience (Less than 5 years).

This result may be due to having more experience, which means that the military translator has worked on more military texts containing military terms and expressions. It is well-documented that practice makes perfect, and this fact may be seen in this result as professional translators with experience less than 5 years of experience reported higher levels of translation problems when working on military texts containing military terms and expressions. This means that these translators are mostly fresh graduates from BA programs at universities that have syllabi lacking courses addressing military translation.

Additionally, this result may be due to that such translators were not engaging in military field experience and, therefore, do not have the required military competence to help them work on military texts containing military terms and expressions. Besides that, they are not well-equipped with the needed knowledge and experience that can boost their military translation competence to make them more able to work on such texts needing thorough experience in the military fields; Also, as military translations need being knowledgeable in different various military fields, this implies that the military translator should spend a lot of time in the field; this is something not available for this group. This result is consistent with the logical assumptions as more experience means fewer problems.

3- Answering the third question of the study stating: "What are the most common translation strategies used by Jordanian professional military translators when rendering military terms and expressions into Arabic?"

Table (10) below shows the level of translation strategies used by Jordanian Military translators.

Table (10): Means of the study sample members of the level of strategies

Level of strategies	Mean	S.D
	15.80	2.61

From Table (10), it can be clearly observed that the degree of strategies to test the military translation is with Mean of (15.80) with a medium degree and a standard deviation (2.61).

This result indicates that there is no specific translation strategy professional military translators prefer to use when working on military texts. The use of military translations is something subjective and is governed by the translator's own perceptions about the most effective translation strategy he finds to serve his final destination, which is to give the most accurate translation in the target language. Nonetheless, the following example illustrates that the translators participating in this study preferred using literal translation as the most effective translation strategy .

"The Jordanian soldier is the best piece of kit we've got but what they carry with them is part of the equation too. Whether they arrive by armored vehicle, parachute or boat, Jordanian soldiers are trained to operate anywhere in the world".

"الجندي الأردني هو أفضل جزء لدينا وما يقوم به هو جزء من المعادلة أيضاً، سواء يركبون سيارة مدرعة أو يقفزون بالمظلة أو في قارب. الجنود الأردنيين مدربون للعمل في أي مكان في العالم".

Despite the fact that Newmark (1991) indicates that good translation is the one most able to give the reader of the target language text the exact meaning as being presented in the source language, he stressed the fact that using literal translation in some fields such as legal translation is something justified; the attitude by military professional translators to use literal translation is something that can be described as professional since they work on giving the reader an accurate translation relying on presenting the same equivalent found in the source language into its exact meaning in the source language.

4- Answering the fourth question of the study stating: "Are there any statistically significant differences at ($\alpha=0.05$) in the perceptions of Jordanian military translation professionals concerning the most common translation strategies used by them while working on military texts due to their gender, age, educational level and work experience?"

Table (11) below shows the levels of translation strategies according to gender:

Table (11): Results of test (t) for independent samples to examine the significance of the differences between the averages of the test of the translation of the level of strategies according to gender variable

Gender	No	Means	S.D	Degree of freedom	t	sig
Male	26	15.42	2.59	28	-	.032
Female	4	18.25	0.50		2.142	

The results of Table (11) indicate that there are statistically significant differences at the level of ($\alpha = 0.05$) in the level of strategies of the military translators, where the statistical significance of the gender variable (.032) is less than the statistical significance level, indicating differences. The statistical mean for females is higher than the arithmetic

mean for males and for females. This indicates that females have a higher translation strategy than males.

This result indicates that males used more effective translation strategies than females which mirrors an apparent fact which is males are more proficient translators than females, especially in technical translation such as military translation. Due to their physical characteristics, they can select more effective translation strategies than females, as they are more experienced in such translation. Table (12) below shows the translation strategies used according to educational level:

Table (12): Results of test (t) for independent samples to examine the significance of the differences between the mean of the test scores for the level of the strategies according to the variable of the educational level

Level of Education	No	Means	S.D	Degree of freedom	t	sig
Bachelor's	21	16.62	2.27	28	2.962	.006
Postgraduate	9	13.89	2.42			

The results of Table (12) indicate that there are statistically significant differences at the level of ($\alpha = 0.05$) in the level of strategy of the military translators, where the statistical significance of the educational level variable (006) is less than the statistical significance level. There are statistically significant differences between the arithmetic Means of the individuals of the sample of the study. It was noted that the arithmetic mean of the bachelor is above the arithmetic average for the postgraduate studies and for the bachelor's degree. This indicates that the translator whose educational level is a bachelor uses less effective translation strategies than the translator whose level of competence in military translation is still premature and lacks the adequate experience in this difficult field of translation.

As logically assumed, the translators who have higher educational level are more capable of selecting more effective translation strategies than those with lesser educational level as they take courses preparing them to handle and manage translation texts more professionally. Therefore, this result is not surprising and is consistent with logical sense. Table (13) below shows the means and standard deviation according to age:

Table (13): Means and standard deviation for the strategies for age variable

variable		No	Means	S.D
Age	25 year - 30 year	7	18.43	0.98
	31 year - 40 year	7	15.57	2.94
	More than 40 year	16	14.75	2.21

Table (13) shows that there is an apparent variance in the arithmetical averages and standard deviations of the sample scores on the translation test according to the age variable. It can be said about this result that translators from different age group use similar translation strategies as they participate in the same training course and career developing programs. As such, there will be no differences in their use of translation strategies and this may be the reasonable explanation of this result. Table (14) below exhibits the difference between the test scores for the level of strategy according to the age variable:

Table (14): Results of a single-variance analysis test to examine the differences between the test scores for the level of strategies according to the age variable

Sources Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	66.371	2	33.186	6.870	.004
Within Groups	130.429	27	4.831		
Total	196.800	29			

The results in Table (14) indicate that there were statistically significant differences at the level of ($\alpha = 0.05$) in the mean of the test scores for the level of strategies of the military translators, where the statistical significance of the age variable (.004) was statistically significant between the arithmetic averages of the sample and the differences. The Scheffe test was used to examine the significance of the differences in the degree of the translation test to the level of problems according to the experience. Table 15 shows the results of the Schiff test. Table (15) below shows the result of Scheffe test:

Table (15): The results of the Scheffe test for Post Hoc Tests of the variable of Age

		Mean	25 years-30 years	31 years-40 years	More than 40 years
Level of strategies	25 years - 30 years	18.67	-		.004*
	31 years - 40 years	15.50		-	
	More than 40 years	14.67			-

Table (15) shows statistically significant differences at the level of ($\alpha = 0.05$) between the arithmetic mean of the sample with the years of experience (25 year - 30 year) with (more than 40 years) in favor of (25 year - 30 year). Table (16) below shows the means and standard deviation for the problems for experience variable

Table (16): Means, standard deviation for the problems for experience variable

Variable		No	Means	S.D
Experience	Less than 5 years	6	18.00	1.10
	6 years - 10 years	18	15.44	2.50
	More than 10 years	6	14.67	3.01

Table (16) shows that there is an apparent variance in the arithmetical averages and standard deviations of the scores of the sample on the translation test according to the

variable of experience. Table (17) below shows the results of a single-variance analysis test to examine the differences between the test scores for the level of strategies according to experience

Table (17): Results of a single-variance analysis test to examine the differences between the test scores for the level of strategies according to the variable of experience

Sources Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39.022	2	19.511	3.339	.051
Within Groups	157.778	27	5.844		
Total	196.800	29			

The results of Table (17) indicate that there were no statistically significant differences at the level of ($\alpha = 0.05$) in the level of strategies of the military translators, where the statistical significance of the variable of age (0.05) is greater than the level of statistical significance. There were statistically significant differences between the arithmetical Means of the individuals of the study sample. This means that the translators do not differ in the level of strategies for translation.

This result means that the more experienced the translator is, the more tendency he will be to use more effective translation strategies. In this sense, being more experienced means that the translator is able to select translation strategies adequate enough to give the reader a more correct meaning in the source language.

Chapter Five

Summary, Conclusions and Recommendations

5.1. Overview

This chapter summarizes and concludes the study, and provides some significant recommendations and suggestions for further studies in this field of military translation.

5.2. Summary of the Study

No one denies the fact that military translation has become in the last few years one of the major translation fields due to the huge advancement in military weapons manufacturing and the over-reliance of the developing countries on importing weapons from the developed countries, which increased the pivotal role of military translators.

As the main objectives of this study were to examine the problem faced by professional military translators when working on English to Arabic military texts, it was found that the most common problem was the use of accurate grammatical Arabic sentence structure as being a major obstacle in giving the target language reader a meaningful text that can be easily comprehended and processed.

Another objective was to identify the most common translation strategies used by professional military translators and was found that literal translation was the most common translation strategies as the use of translation strategies mainly relies on the translator's own perceptions about the effective use of translation strategy.

5.3. Conclusions

As this study aimed at investigating the main problems faced by professional translators when working on English into Arabic military texts and sought to examine the common strategies used by a sample of 30 male and female professional military translators, the following conclusions were obtained:

1. The most important finding was that professional military translators lacked Arabic language proficiency mostly in sentence structure and the suitable use of subject and preposition; it can be said that much attention is paid to the foreign language while ignoring the importance of first language despite the fact that first language must be taken as the backbone for effective and accurate military translation in the sense that most military texts address Arabic speaking soldiers. Therefore, training courses must address this problem and work on helping professional military translators on becoming more Arabic proficient.
2. As the majority of the sample selected in the study were males (86.7%), it is evident that there is a need to examine the exact military translation proficiency among female professional military translators as the researcher is one of them. Thus this is a sincere call for future researchers to concentrate on female military professional translators.

5.4. Limitations and Implications

The results of this study carry various theoretical and practical implications for those interested. As for the theoretical implications, the most important is that the results of this study open a new venture for future researchers interested in examining the variables examined in this study in other contexts.

Furthermore, and due to the fact that the sample size of this study was small (only 30 professional military translators), there is a need to access a more representative sample in order to acquire a more comprehensive and clearer picture about the status quo of the problems faced by military professional translators. In addition, there should be more concentration on the source language (Arabic) in university courses, as this study found that professional military translators committed deadly mistakes such as forgetting

to use the negative form of the sentence on the source language by translating it using an affirmative form, which gives the opposite meaning in the target language.

In sum, this study calls upon universities, the English departments and translation departments, in particular, to pay more attention to source language courses (Arabic) as being the most important in the sense that the majority of the translated texts are targeting Arabic speaking readers. Furthermore, this call includes training courses designed for professional military translators as it was found in this study that the sample lacks the adequate Arabic language proficiency

5.5. Recommendations

This study presents several important results for those responsible for developing English departments programs syllabi in the Jordanian universities in addition to those responsible for designing training courses for professional military translators.

Firstly, there is a need for more representative samples in future studies so as a clearer picture can be obtained about the status quo of professional military translators' main problems, which means that solutions for these problems can be designed, suggested and worked on to improve the quality of professional military translators' translations, which may have positive effects on the military operations.

Secondly, it was found in the context of this study that professional military translators prefer using literal translation, a translation strategy that is an effective one in technical translation, but does not give the exact meaning of the source language text. For this reason, professional development programs should work on making professional military translators acquire the most effective translations strategies such as computer assisted translation, a translation strategy that has been proved effective in the various technical fields.

Finally, this study was conducted in Jordan; there are no comparative studies on the problems faced by professional military translators in other Arab countries. This calls for more collaboration between military departments in Arab countries to work on developing a manual containing military terms and expressions in the different Arab dialects which can be used by Arab soldiers in different countries.

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Appendices

Appendix A

Translation Test

Gender:

Male

Female

☐
☐

Agency:

Name/ Rank:

Dear Colleagues...

Please translate the underlined military terms from English into Arabic:

1. Islamic State on Tuesday claimed a pair of suicide bombings in Damascus that killed 17 civilians and policemen, and released a video purporting to show two Russian soldiers the extremists claim to have captured in fighting in eastern Syria.

تبنت الدولة الاسلامية يوم الثلاثاء، التفجيرين الانتحاريين في دمشق ، اللذان خلفا (17) عشرة قتيلاً من المدنيين و عناصر من الشرطة، ونشرت شريط فيديو يظهر فيه جنديان روسيان تم اعتقالهما من قبل اراهبيين خلال عمليات القتال الدائرة في شرق سوريا.

2. US intelligence radars and sensors " Picked up no indication of an Iranian ballistic missile launch in the days surrounding a reported test, according to a Trump administration official familiar with the latest US assessment.

صرح مسؤول خبير في تقييم الشأن الامريكي في ادارة ترامب: بانه لم تلتقط الرادارات واجهزة الاستشعار التابعة للاستخبارات الامريكية اي اشارات اطلاق صواريخ بالسنتية في اطار التجارب التي تجريها ايران.

3. in the IS video, circulated on social media, one of the prisoners identifies himself and says he and his colleague, who appears badly beaten, were captured near al-Shula during an IS counter offensive.

جاء في شريط الفيديو الذي نشره تنظيم الدولة الإسلامية عبر وسائل التواصل الاجتماعي، بأن أحد المعتقلين معروفاً بنفسه، ومصرحاً هو وزميله، اللذان بدا عليهما آثار الضرب المبرح، بأنه تم اسرهما بالقرب من بلدة الشولة خلال هجوم مضاد وعنيف شنه التنظيم.

4. All active US Navy aircraft carriers are powered by nuclear reactors. They don't, however, typically carry nuclear weapons.

يتم تشغيل حاملات الطائرات التابعة للبحرية الأمريكية، بواسطة مفاعلات نووية، إلا أنها لا تحمل أي أسلحة نووية فعلياً.

5. North Korea, South Korea and Japan operate frigates. Frigates can be armed with a combination of missiles, shells and torpedoes.

تعتمد كل من الكوريتين واليابان على تشغيل الفرقاطات التي يمكن تسليحها بتوليفة من الصواريخ والقذائف المتفجرة والطوربيدات.

6. In the US Navy, the Ticonderoga-class cruisers (9.700 tons) are considered the largest of major surface combatants.

تعتبر فئة الطراد تيكونديروجا المزودة بصواريخ كروز والتي تزن (9.700) طن، من أكبر المقاتلات العائمة على سطح البحر.

7. Ballistic missile systems are designed to intercept missiles before they reach a target.

صُممت أنظمة الصواريخ الباليستية لاعتراض الصواريخ قبل وصولها إلى الهدف.

8. A live-fire drill means the military units involved are using real ammunition during the exercise rather than simulating the combat experience.

يُقصد بتمارين الرماية باستخدام الذخيرة الحية هي تلك التمارين التي تستخدم فيها الوحدات العسكرية المعنية الذخيرة الحقيقية حيث تكون بذلك محاكاة للتجربة القتالية.

9. The gunman has passed Israeli military security checks.

اجتاز الرجل المسلح نقاط التفتيش الأمني التابعة للجيش الاسرائيلي.

10. The Marine Corps is set to have its first female infantry officer, a milestone in its nearly 250 year – long history.

في خطوة هي الأولى من نوعها منذ ما يقارب (250) عاماً من تاريخ البحرية الامريكية ، تضم الى صفوفها اول ضابطة مشاة الى مرتبات البحرية الامريكية.

11. Army Spc. Alexander W. Missildine died Sunday of wounds suffered when his vehicle struck an improvised explosive device in northern Iraq.

توفي اليكساندر ميسيلداين يوم الاثنين متأثراً بجراحة التي أصيب بها جراء انفجار عبوة ناسفة يدوية الصنع زُرعت في سيارته شمالي العراق.

12. EOD personnel were able to accomplish a variety of training during the exercise, ranging from night vision operations to dealing with airfield bombings.

تمكن فريق الكشف عن المتفجرات من استكمال مجموعة التدريبات التي عقدت خلال التمارين بدءاً من عمليات الرؤية الليلية وصولاً الى عمليات القصف في المجال الجوي.

13. Russia Unveils Monument to Mikhail Kalashnikov, Designer of conic AK-47 Rifle.

دشنت روسيا نصباً تذكاريّاً للراحل ميخائيل كلاشنيكوف مصمم بندقية AK-47 عيار 47 ملم.

14. General Atomics Aeronautical systems has received a \$27 million modification to an existing contracts for service support to the Grey Eagle unmanned aerie system program.

تلقت شركة انظمة الطيران الذرية العامة تعديلاً على العقود الجارية بقيمة "27" مليون دولار امريكي من خلال تقديم الخدمة لبرنامج المنظومة الجوية غير المأهولة " النسر الرمادي".

15. Adm. Scot Swift said chief of Naval Operations Adm. Jhon Richardson told him he won't to be the near head of pacific command.

صرح اللواء البحري سكوت سويفت بأن مدير العمليات البحرية اللواء البحري جون ريتشاردسون قد اخبره بأنه لن يكون مرشحاً لقيادة منطقة المحيط الهادي.

16. Ten army instructors have appeared in court charged with physically abusing recruits during a training camp.

مثل عشرة مدربين امام المحكمة بتهمة الايذاء الجسدي لمجندين جدد اثناء اقامة مخيم تدريبي.

17. A man who stabbed a soldier at an army barracks, leaving the snapped-of blade embedded in his neck, has been jailed for six years.

الحكم بالسجن ستة سنوات على الشخص الذي اقدم على طعن جندي في ثكئة عسكرية، تاركا الشفرة مغروسة في رقبته.

18. Toronto Police Homicide detective Christopher Ruhl said while the investigation is in its infancy, video evidence collected from the scene suggests the attack was targeted.

قال المحقق المختص في جرائم القتل في شرطة تورنتو، كريستوفر روهل، بينما كان التحقيق في مراحله الاولى تم جمع أدلة تتمثل بشريط فيديو لمسرح الجريمة تبيّن بأن الهجوم كان مستهدفاً.

19. The Syrian air force conducted intensive air strikes on Daesh positions and fortifications in several locations, a Syrian military source said in a report circulated by state media on Sunday. It did not mention Qaryatayn.

صرح مصدر عسكري سوري من خلال تقرير تم نشره عبر وسائل الاعلام الحكومية يوم الاحد: بأن سلاح الجو السوري شن غارات جوية مكثفة على المعازل والاماكن التي يتحصّن فيها تنظيم داعش في مواقع عدة، إذ أن المصدر لم يذكر موقع القريتين من بين هذه المواقع.

20. A suspected extremist knifeman killed at least two people at the main train station in the French Mediterranean port city of Marseille on Sunday before being shot and killed by soldiers patrolling there.

الاشتباه بارهابي كان يحمل سيكناً، بقتل ما لا يقل عن شخصين في محطة القطار الرئيسية في مدينة مارسيليا الواقعة على سواحل فرنسا المطلّة على البحر الابيض المتوسط يوم الاحد، قبل ان يرتد قتيلاً عقب اطلاق النار عليه من قبل عناصر الدوريات في المنطقة.

21. The British Army is actively engaged in operational duties across the globe. The work we do ranges from peacekeeping to providing humanitarian aid, from enforcing anti-terrorism measures to helping combat the international drugs trade.

يساهم الجيش البريطاني بفاعلية في واجبات عملياتية في جميع انحاء العالم، بدءاً من المشاركة في عمليات حفظ السلام من خلال تقديم المساعدات الانسانية ووصولاً الى تعزيز إجراءات مكافحة الارهاب للمساعدة في محاربة تجارة المخدرات الدولية.

22. The Jordanian soldier is the best piece of kit we've got but what they carry with them is part of the equation too. Whether they arrive by armoured vehicle, parachute or boat, Jordanian soldiers are trained to operate anywhere in the world.

يعتبر الجندي الاردني من افضل العناصر لدينا وان ما يحملونه من عتاد هو جزء من هذه المعادلة ايضاً، سواء كان وصولهم بواسطة المركبات المصفحة، أو الإنزال بالمظلات أو القوارب. ان الجندي الاردني مدرب للعمل في اي مكان في العالم.

23. 28 September 2017 – Responding to the worsening security situation near a major town in eastern Democratic Republic of the Congo (DRC), the United Nations mission in the country has deployed peacekeepers to deter any attacks on the city and to prevent escalation in clashes.

بتاريخ 2017/9/28، قامت مهمة الأمم المتحدة المتواجدة في اكبر المدن في شرق جمهورية الكونغو الديمقراطية ، بنشر عناصر قوات حفظ السلام ، استجابةً للوضع الأمني المتفاقم لردع اي هجمات على المدينة ولمنع تصعيد الاشتباكات فيها.

24. Airborne medics have been presented with campaign medals to mark their successful contribution to the United Nations' peacekeeping effort in South Sudan.

احتفالاً بالمشاركة الناجحة في عمليات حفظ السلام التابعة للأمم المتحدة في جنوب السودان، تم تقليد ميداليات خاصة بالحملة للفرق الطبية المحمولة جواً.

25. Regular and Reserve soldiers proved they had an eye for a challenge when they competed in this year's 7th Infantry Brigade Operational Shooting Competition.

أبدى الجنود النظاميون والاحتياط عزمهم على التحدي عندما خاضوا منافسات مسابقة الرماية العملياتية السابعة للواء المشاة لهذا العام.

26. Army bomb disposal experts are continuing to deal with a suspected WWII ordnance discovered in Brent.

لا يزال خبراء التخلص من المتفجرات في الجيش يواصلون عملية ابطال مفعول ذخائر تعود الى الحرب العالمية الثانية تم اكتشافها في منطقة برنت.

27. The 16 Air Assault Brigade operational shooting competition has been held this week (7-9 Mar) on Fingringhoe and Middlewick Ranges to test soldiers' shooting at different distances, firing positions and targets. Across.

أقيمت مسابقة الرماية العملياتية السادسة عشر للواء الهجوم الجوي هذا الاسبوع، خلال الفترة من (7-9/ شهر اذار)، في ميادين الرماية في فينجرينغهو وميدلويك لاختبار مهارات الرماية لدى الجنود على مسافات مختلفة ووضعيات الرمي لديهم والتصويب على الاهداف.

28. The UK's Vanguard Armoured Infantry Brigade has been given short notice to deploy on a 'high-readiness verification' exercise.

تم اشعار طلائع لواء المشاة المدرع البريطاني ليصار الى نشرها في تمرين اختبار الجاهزية العليا.

29. Household Cavalry soldiers have been developing and testing their reconnaissance skills in the demanding jungles of Brunei.

تم تطوير واختبار مهارات الاستطلاع لدى جنود سلاح الفرسان من خلال عقد تدريبات في ادغال مملكة بروناي.

30. The suspect in the Las Vegas shootings had no record of military service and no ties to international terrorism, the Pentagon and the FBI said Monday.

وفقاً لتصريحات مكتب التحقيقات الفدرالية والبنتاغون يوم الاثنين: لم يسبق ضبط اي سجلات في الخدمة العسكرية تعود للمشتبه به في حادثة اطلاق النار التي وقعت في لاس فيغاس، كما ولم يثبت له اي صلة بالارهاب الدولي.

31. The Australian prime minister says the country's new warships are to be equipped with long-range missile defense systems in an effort to counter threats from "rouge states" amid rising tensions on the Korean Peninsula.

صرح رئيس الوزراء الاسترالي: بأنه سيتم تزويد السفن الحربية الجديدة بمنظومة دفاعية صاروخية بعيدة المدى في اطار جهودها المبذولة للرد على اي تهديدات من الدولة المعادية ولضبط تصعيد التوتر في شبه الجزيرة الكورية.

32. Philippine and US troops launched new joint counter-terrorism exercises on Monday.

شرعت القوات الامريكية والفلبينية يوم الاثنين في عقد تمارين مشتركة لمكافحة الارهاب .

33. A joint military exercise between Jordan and the US sparked a frenzy of speculation about an imminent American, British and Jordanian military intervention inside Syria to stem the threat posed by the Islamic State of Iraq and the Levant.

اثار التمرين العسكري المشترك بين الاردن والولايات المتحدة الامريكية موجة من التكهنات حول تدخل امريكي بريطاني اردني عسكري وشيك في الداخل السوري للحد من التهديدات التي يفرضها تنظيم الدولة الاسلامية في العراق وبلاد الشام.

34. Jordan's air force has shot down an unidentified drone near the border with war-torn Syria.

اسقط سلاح الجو الملكي الاردني طائرة بدون طيار بالقرب من منطقة النزاع على الحدود السورية.

Appendix (B)

Interview Questions:

Personal information.....

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1- Do you translate military terminology, and what is the percentage of the military translation of your work as a translator?.

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2- What challenges do you encounter when translating military terms into Arabic?

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3- What are the adequate translation strategies that can be used while you translate military terminology into Arabic ?

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4- What tips can you provide translators for military terminology?

-

-

Appendix C

The MEU Permission Letter (1)


MEU جامعة الشرق الأوسط
 MIDDLE EAST UNIVERSITY
 مكتب رئيس الجامعة
 President's Office

الرقم: ١١٩/٢٤/٥/د
 التاريخ: ٢٠١١/٦/١١

مدير مديرية رئاسة هيئة الأركان المشتركة المحترم
 تحية طيبة وبعد،،،
 أرجو التكرم بتسهيل مهمة الطالبة صباح محمد الحراشنة ورقمها الجامعي (401520148)
 ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون بـ:
**"The Challenges of Translating Military Terms form
 English into Arabic "**
 وتفضلوا بقبول فائق الاحترام والتقدير،،،


رئيس الجامعة
 أ.د. محمد الحيلة
 10.6.2011



هاتف: 4790222 (00962 6) فاكس: 4129613 (00962 6) ص.ب. 383 عمان 11831 الأردن بريد الكتروني: info@meu.edu.jo
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Appendix D

The MEU Permission Letter (2)


جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY
مكتب رئيس الجامعة
President's Office

الرقم: ١٢ / ٢٠١٧
 التاريخ: ١٢ / ٢٠١٧


السادة مديريتي الأمن العام / الديوان المحترمين

تحية طيبة وبعد،،،

أرجو التكرم بتسهيل مهمة الطالبة صباح محمد الحراشنة ورقمها الجامعي (401520148) ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط، لتطبيق الأداة المعدة للبحث المعنون بـ:

"The Challenges of Translating Military Terms form English into Arabic"

وتفضلوا بقبول فائق الاحترام والتقدير



يكتب بذلة لرسالة مهمة
 الأركان

والمعلم الدكتور
 المساعد للإدارة والقوى البشرية
 سالم خليل عليجات
 إبراهيم التبريد

- أمة المدينة المنورة
 - مدينة إدراك هي بيت حقيق للام
 - مدينة الشفة للترسية

هاتف: 4790222 (00962 6) فاكس: 4129613 (00962 6) ص.ب. 383 عمان 11831 الأردن بريد إلكتروني: info@meu.edu.jo
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Appendix E

Public Security Directorate Permission Letter (1)



الديوان

الرقم : ب/٤٦٧ / ٢٠٥٥
الموافق : ١٧ / رمضان / ١٤٣٨ هـ
التاريخ : ١٢ / حزيران / ٢٠١٧ م

مديرية رئاسة هيئة الأركان المشتركة

الموضوع : الوكيل ا مترجم لغة إنجليزية رقم ١٢٣٢٠ صباح محمد صالح العراشنة

١. أرجو أن أعلمكم بأنه تنوي المذكورة أعلاه من مرتبنا مناقشة رسالة ماجستير بعنوان (تحديات ترجمة المصطلحات العسكرية من اللغة الإنجليزية إلى اللغة العربية) هي جامعة الشرق الأوسط خلال الفصل الدراسي الأول للعام الدراسي ٢٠١٧-٢٠١٨ م.

٢. لما تقدم نفدو ممتنين بالإيعاز لمن يلزم حول تسهيل مهمتها من خلال معهد اللغات وأي مديرية تعنى بهذا المجال ، لتوزيع استبيان على المترجمين العاملين لديكم .

٣. لإجرائاتكم لطفًا .

واقبلوا الاحترام ...


المعيد
مدير ديوان الأمن العام
أحمد زكي الشريف

لنسخة إلى:

- أمر مدينة الملك عبد الله الثاني ابن الحسين للتدريب
- مدير إدارة عمليات حفظ السلام
- مدير إدارة الشرطة العربية والدولية

مع صورة عن الشروحات - لنفس الغاية أعلاه / لإجرائاتكم لطفًا ..

المملكة الأردنية الهاشمية - عمان

٩٠٩٥-٢٦١٢

البريد الإلكتروني : icd.dewan@psd.gov.jo
Amman JORDAN zip code (11110) P.O.BOX (935) -Tel:196 / Ext 2610 / fax:(+962)5799440 / 5799636 -E-mail:icd.dewan@psd.gov.jo

Appendix F

List of Experts

Name	Institute	Department	Rank
Fawaz Abdelhaq	Yarmouk University	English Department	Professor Doctor
Ahmad Harahsheh	Yarmouk University	Translation Department	Associate Professor
Mohammad Haj Mohammad	Middle East University	English Department	Associate Professor
Nadia Hamadndy	Middle East University	English Department	Assistant Professor
Norma Al-Zayed	Middle East University	English Department	Assistant Professor