



The Impact of Arab Students' Ideology on Translating

George W. Bush's speeches: A case study of war on Iraq

أثر أيديولوجية الطلبة العرب على ترجمة خطابات الرئيس جورج بوش : دراسة

حالة الحرب على العراق

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Authorization

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Dedication

This thesis is dedicated to the most precious gift in my life, life without you is meaningless,

My fatherwho makes me believe in myself, the first love of his daughter, the ideal man.

My mother.....who defied all the hardness to be with me on this day, my superwoman, the moon that lights up my life.

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**The Impact of Arab students' Ideology on Translating George W. Bush's
Speeches: A Case Study of War on Iraq**

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Abstract

This study aims to identify the various strategies and procedures that Arab students (Jordanians and Iraqis) use in rendering ideological political text from English into Arabic language and to explore the ideological orientation of the Arab students that affect the accuracy of their translation. The researcher has designed a translation test consisting of ten extracts from ideological speeches by President George W. Bush to achieve these purposes.

To conduct the test, the researcher chooses a purposive sample of 50 students. Only thirty have answered. The researcher assessed the test data quantitatively and qualitatively.

The study reveals that two strategies have been used by the translators:- the foreignizing strategy, accounting for 614 frequencies (70.57%) of the total responses, and the domesticating strategy, accounting for 256 frequencies (29.43%) of the total responses. It also reveals that ten procedures have

been employed by the Arab students: literal translation, naturalization, and paraphrasing procedures underlying the foreignizing strategy and transposition, equivalence, omission, addition, glossing, magnifying and moderating procedures underlying the domesticating strategy. Furthermore, This study investigated the impact of ideology on rendering political texts by identifying the manipulative strategies used by Arab students when they come across controversial political items. These strategies are omission, addition, glossing, Modulation, Paraphrasing, and Magnifying. To show how Arab students in Iraq and Jordan affiliations could influence political speech translation, whose translations were compared through the study.

Keywords: Accuracy, Ideology, Procedures, Political speeches, Strategies, Translation.

أثر أيديولوجية الطلبة العرب على ترجمة خطابات الرئيس جورج بوش : دراسة حالة الحرب على

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الملخص

تهدف هذه الدراسة إلى التعرف على الاستراتيجيات والإجراءات المختلفة التي يستخدمها الطلاب العرب في تحويل النص السياسي الأيديولوجي من اللغة الإنجليزية إلى اللغة العربية ، واستكشاف التوجه الأيديولوجي للطلاب العرب الذي يؤثر على دقة ترجمتهم. ولتحقيق هذه الأغراض صممت الباحثة اختبار ترجمة يتكون من عشر جمل من الخطب الأيديولوجية للرئيس جورج دبليو بوش. قامت الباحثة باختيار عينة هادفة مكونة من 50 مترجماً لأداء الاختبار. استجاب 30 منهم فقط. قامت الباحثة بتحليل نتائج الاختبار كمياً ونوعاً.

وتكشف الدراسة أن المترجمين استخدموا استراتيجيتين: - استراتيجية التغريب ، وقد استخدمت 614 مرة وبنسبة (70.57٪) ، واستراتيجية التدجين وقد استخدمت 256 مرة وبنسبة (29.43٪). بالإضافة إلى ذلك كشفت الدراسة عن قيام الطلاب العرب بتوظيف عشرة إجراءات: إجراءات الترجمة الحرفية ، والتجنس وإعادة الصياغة عن طريق الشرح ، والتبديل ، والتكافؤ ، والحذف ، والإضافة ، والتمويه ، والتضخيم ، والتعديل التي تقوم عليها استراتيجيات التدجين. علاوة على ذلك ، تناولت هذه الدراسة تأثير الأيديولوجيا على تقديم النصوص السياسية من خلال تحديد الاستراتيجيات المتلاعبة التي يستخدمها الطلاب العرب عندما يصادفون عبارات سياسية مثيرة للجدل. ومن الأمثلة على هذه الاستراتيجيات الحذف والإضافة والتمويه والتعديل وإعادة الصياغة والتضخيم

وإظهرت هذه الدراسة كيف يمكن للطلاب العرب في العراق والأردن التأثير على ترجمة الكلام السياسي ، التي تمت مقارنة ترجماتها من خلال الدراسة.

الكلمات المفتاحية: الدقة ، الأيديولوجيا ، الخطابات السياسية ، الإجراءات ، الاستراتيجيات ، الترجمة.

Chapter one: Introduction

This chapter seeks to shed light on the study's context. Then moves on to the problem statement, objectives, questions, significance, limitations, and limits of the study and concludes with definitions of some terms.

1.1 Background of the study

Translation as a transfer between different languages with multiple backgrounds is a process that is subject to the influence of many factors outside the scope of the language. Linguistic manipulations, both verbal and syntactic, usually pass without the reader paying attention to them, despite their importance and their role in determining the meaning that the reader wants to understand and comprehend (Tymoczko,2003). The matter becomes more important when it comes to news, which mainly aims to convey information to the public, and it has to direct towards a specific point. This study seeks to trace the impact of ideology in translating political speeches. The most important factor contributing to formulating the translated political speeches is the ideological factor represented in the translation process of social and cultural data. According to Farghal (1993; 2008), in the case of translation, the act of disposition comes from outside the text in two ways: the first is the process of adapting the translated text at various levels to produce a smooth and eloquent translation that preserves the original text of meaning while also making the recipient's task more manageable. The other part, which is the ideological behavior, is worth mentioning (the topic of this thesis).

It implies that the translator or the organization entrusted with translation intellectual activity to pursue goals and purposes not reflected in the original text content.

This research deals with the ideology extent that affects the translator when dealing with political texts. What are the strategies and procedures that the translator uses, and it seeks to understand the influence of ideology on the translator. It also aims to study the role of ideology and its impact on the translation process by analyzing the tactics and procedures used by translators when rendering texts that contain many political, social, and cultural concepts, which may differ from those adopted by the translator.

For researcher, the study offers insight into the role that ideology plays in translation and helps find a framework for analyzing non-objective deviations that are ideologically motivated and differentiating between them and the mistakes that the translator makes that are not ideologically motivated.

This study aims to clarify the ambiguity around the concept of intelligent behavior in the translation, define its true dimensions, and lay how it manifests itself in Arabic-English translation. Extrinsic managing (adapting the text) and intrinsic managing (ideological distortion of the text's content) are two types of behavior identified by Fargel (1993, 2008). Internal behavior, on the one hand, refers to the changes made by the translator in the target language to accommodate the differences between the source and target languages; on the

other hand, it refers to the changes made by the translator in the source language to accommodate the differences that exist between the source and target languages.

Also, Chomsky(1991) emphasized the relationship between language and politics and warned that language plays a "large and influential role in controlling peoples' minds and orientations."

This study intends to investigate the space and character of ideological activity in translation between Arabic and English without endorsing or condemning the process because intellectual interference in translated texts is a common occurrence that requires illumination and investigation. "The translation, which in the past was regarded a servant and a transparent mirror of the original text, has now become a process in which intervention is necessary" (Bassnet 1996, p22).

I believe that for humans to be constituted as subjects capable of acting in the world and conducting themselves as purposeful beings, societies require ideology. A communist society will embody ideology and its ideological apparatuses. This differs from what most scholars consider to be a more orthodox Marxist understanding of ideology in that Marx used the term ideology to refer to beliefs that arise from deficient material conditions and systematically distort people's perceptions and understandings of the world, as in his metaphor of the

"camera obscura," so that ideology is unique to class society, according to Marx (1845) (and possibly only capitalist society, if his concept of unifies is accurate).

1.2. Statement of the problem

Ideological conduct is a purposeful act performed by the translator to present an intellectual world in the target text that differs in some ways from the intellectual world in the source text. This intervention is considered a strategy since it is a methodical task that allows persons (in this case, translators) to integrate their ideology with the goals they seek and then become a participant in the translation process outcomes (for more, see Baker 2006). As a result, translation is not just an interpretative process but also a performative act (Behl Muhawi 2002 and Behl 2007), in which the translator takes an active role in the communication between two languages. For the most part, the ideological act, like text adaptation, is conscious and intentional.

On the other hand, Adapting the text attempts to make it easier for the recipient by offering a smooth and natural translation, whereas ideological behavior aims to mislead the recipient by sketching an intellectual world that is distinct from what it is. It can be found in the original text. As a result, if all other elements are equal, it is preferable to adopt the text, whereas ideological behavior is unacceptable. The relationship between the source text and the target text in the translation process, on the other hand, remains a challenging problem for theorists of translation science of all kinds.

1.3. Objectives of the study

This study aims to

- 1- Explore the strategies and procedures used by Arab university students when translating political speeches.
- 2- Examine the ideological orientations of the translator, which affect the accuracy of the translated text.

1.4. Questions of the study

This study attempted to answer the following questions:

- 1 -What strategies and procedures do the Arab students use in translating political speeches?
- 2- How does the ideological orientation of the Arab students affect the accuracy of their translation?

1.5 Significance of the study

Because it affects both translators and readers, the study of ideology in translation deserves to be thoroughly researched. This study will hopefully broaden translators' understanding of the use of ideology during the translation process, specifically from English into Arabic.

The impact of ideological orientations on political text translation has been the subject of numerous research. However, empirical research on the topic is done on a small scale. This study may fill a need in the literature because to the best of

my knowledge it is the first of its sort to examine the controversial speeches of President George W. Bush, as well as skilled Arab translators who work on delicate subjects that affect both the audience and the translator. It is also useful to professional translators, translation specialists., translation students, novice translators, and any diplomatic/political institution.

1.6. Limitations and limits of the study

The study's temporal and spatial aspects, as well as the obstacles it tackles, are discussed in this section. The study will be carried out throughout the academic year 2021-2022. The spatial component of the study is limited to the country and city in which it is performed, namely Amman, Jordan and Iraq, Baghdad. The study is limited to political texts, especially speeches by George W. Bush. The research findings are limited and cannot be extended beyond the sample of Arab students in Jordan and Iraq.

1.7. Definition of Terms

George Walker Bush is a politician and businessman from America who served as the 43rd President of the United States from 2001 to 2009. He led his country response to the terrorist attacks of September 11, 2001, and began the Iraq War in 2003.

Ideology:

According to Hamilton (1987), ideology is "a system of collectively and normatively and reputedly factual ideas, beliefs, and attitudes advocating a

particular pattern of social relationships and arrangements, and/or aimed at justifying a particular pattern of conduct, which it seeks to promote, realize, pursue, or maintain." Operationally: Ideology is a collection of ideas, opinions, and attitudes concerning a certain political issue that can influence a translator's objectivity when translating a text on the same subject.

Political ideology:

According to Heywood (2013), conservatism as a political ideology is defined by a desire to conserve combined with resistance or suspicion of change. It is distinguished by a commitment to tradition, a belief in human frailty, and an attempt to preserve the social structure. Operationally: A political text is any spoken or written speech presented by a member of a political or diplomatic institution or the institution itself.

Translation:

Translation, according to Newmark (1988), "is the process of rendering the meaning of a text into another language in the manner in which the author intended the ST to be". According to Nida and Taber (1982), "translation is to reproduce the closest natural equivalence of the source language text in terms of meaning and style using the receptor language." Operationally: The act of transferring the ST's contextual meaning, as intended by the author, while being

true to the source text and avoiding subjectivity during the translation process is defined as translation.

Manipulation in translation:

It is primarily determined by the target language culture, the initiator of translation, or the translator (Klimovich, 2015). According to Lefevere (1992), ideological considerations play the dominant role in defining translation policy.

Ducate (2007) defines translation manipulation as "the translator's / interpreter's handling of a text that results in the adaptation of the text for the Target Audience, taking into account the cultural, ideological, linguistic, and literary differences between the cultures in contact, which occurs within a specific context."

Operationally: "translator manipulation" is a term that refers to the change in the context, meaning, or structure of the ST made by the translator to bring the TT in deals with his or her views and opinions, including the objectives that they support.

Chapter two: Review of related literature

This chapter presents a review of the theoretical literature and some empirical studies related to this research.

There have been some studies on translating political texts and speeches. According to the available literature, only a few empirical studies have addressed the effect of ideological orientations on translating political texts from English into Arabic. It also demonstrates that, as of now, no scholar or researcher has attempted to approach George Bush's speeches as political speeches or texts.

2.1 Review of theoretical literature related to translation strategies, procedures, and ideology

Scholars have worked hard to establish some ideas, methodologies, procedures, and strategies to advance the science of translation. In general, to make the translator's job easier. Newmark (1988, pp 81-93) draws a distinction between translation methods and procedures. Newmark states that "translation procedures are often used while translating sentences and smaller language units (such as words and phrases) whereas translation methods are used to relate the whole text." Newmark suggests the following translation procedures:

1. **Transference (loanwords or transcription):** this means it is the process of transferring the SL word into the TL text.

2. **Naturalization:** this procedure adapts the SL word first to the normal pronunciation, then to the normal morphology (word forms) of the TL, e.g. 'dictator' and دیکتاتور.
3. **Equivalent:** this involves replacing the SL word with its cultural, functional, or lexical equivalent in the TL.
4. **Through-translation (loan-translation, calque):** This includes translating popular collocations, international organization names, compound components, and acronyms literally.
5. **Transposition (borrowing):** this involves shifting grammar from the SL to TL, e.g., singular to plural.
6. **Modulation:** it means making a change in the point of view of SL units, such as active into passive and changing positive to double negative.
7. **Recognized translation:** this involves rendering institutional words by utilizing their official or authorized translation, e.g., Britain and بريطانيا.
8. **Translation Label:** Inverted commas indicate a temporary translation. It's frequently used in conjunction with new institutional terminologies.
9. **Paraphrasing:** When the source language text has significant omissions and implications, this is an amplification or explication of the significance of a part of the text.
10. **Couplets:** is a process used to deal with a single cultural expression that combines two, three, or four independent procedures.

11.Additions, Notes, and glosses: add extra details to clarify any technical, cultural, or linguistic concepts or show disagreement with the original content.

Gaber (2005, cited in Saleh & Dweik, 2021) stated that culture-bound expressions could be translated by using different techniques. They are:

- Cultural equivalent: translating expressions such as “it rains cats and dogs” by using the Arabic equivalent ‘إنها تمطر كأفواه القرب’ (p. 65).
- Functional translation: using phrases/words that serve the same role SL, such as translating ‘hello’ as ‘السلام عليكم.’
- Paraphrasing: explaining in the TL the meaning of the phrase/word in the SL i.e. ‘thesaurus’ as ‘معجم الألفاظ المترادفة والمتضادة’ (p. 66).
- Glossing: providing additional information in a footnote or inside the text to explain a cultural term or expression, such as the Arabic word “AL-Zakat,” by saying “it is one of the Five Pillars of Islam” and is an important religious obligation for Muslims. It requires the giving of an individual's wealth. Historically, it was levied in Islamic countries as a tax upon adult Muslims”.
- Borrowing: Taking a word or phrase from the original language and arabizing it, such as translating “internet” by “إنترنت.”

However, Newmark (1988, p. 45) specifies a chapter for translation methods in which he listed several translation methods based on the translator’s emphasis (whether to the ST or the TT). He suggests that when the translator emphasizes

the ST, he or she may use word-for-word translation, literal translation, faithful translation, and semantic translation. On the other hand, when the focus is on the TT, the translator may use adaptation, free translation, idiomatic translation, and communicative translation. Newmark focuses on semantic and communicative translation methods. Semantic translation takes into consideration the source language text and conveys the intended meaning as the original author used it. The focus here is on the SL culture readership. In the communicative translation, the translator's focus is on TL culture readership and making sure that the meaning is clear for the readers.

Venuti (1995) suggests two major translation strategies, namely foreignization and domestication. According to Venuti, choosing a certain technique inside a specific socio-cultural context could reveal the translator's "ideological implications". The domestication strategy enables the translator to highlight the target audience's needs by changing some aspects of the ST in a way that meets the values and conventions of their culture. However, the strategy of foreignization keeps the foreign text without changes. By using this strategy, the translator maintains the linguistic and cultural aspects of the ST to influence the ST readers in the same way the TT does to its readers.

Bassnett (2005) refers to different textual practices such as using addition, omission, paraphrasing, and clarification when translating news. Bassnett indicates that these practices could lead to "reshaping in accordance with the

target culture conventions and rewriting in a particular house style” (p127). Bassnett differentiates between domestication and acculturation, noting that they do not mean the same. Maintaining foreign aspects in target news items, according to Bassnett(2005), will frustrate the reader's understanding, and news circulation will miss the mark of its purpose while adopting domestication when translating news items will enhance the readers’ understanding.

Nida's (1964) theory was founded on practical experience. He goes into detail about several approaches to meaning. He looks at meaning from a linguistic, referential (denotative or dictionary), and emotional (connotative) perspective. In favor of dynamic and formal equivalence, Nida abandons the conventional notions of a free and literal translation. Formal equivalence emphasizes the message's structure and content, as well as the exact connection between the source and target languages.

Nida(1964) means "naturalness" when he says dynamic equivalence. Dynamic equivalence is defined by Nida as "the closest natural equivalent to the source-language message" Additionally, the message must match the linguistic and cultural criteria of the target language. (Nida, 1964; Nida & Taber, 1969). According to Nida (1964), “there are some factors to consider when translating, which are: Making sense, conveying the spirit and manner of the original, having a natural and easy method of expression, and provoking a similar response.”

Newmark (1981) advocates communicative and semantic translation above Nida's receptor-oriented approach to translation. According to Newmark, semantic translation aims to express the source text's exact contextual meaning as accurately as feasible. Communicative translation, on the other hand, aims to mimic as nearly as possible the effect of the source material on the original readers. Semantic translation, he claims, is more loyal to the author and less loyal to the source text; on the other hand, communicative translation is the inverse: target text is better than the source text and less loyal to the source language.

Serious literature and autobiography often use semantic translation, but the great majority of texts use communicative translation. While communicative translation brings new aspects into the target culture, semantic translation stays within the source culture's domain.

Koller (1979) distinguishes between correspondence and equivalence; It describes the equivalence criteria-based hierarchy of utterances and texts in SL and TL. Catford (1965), based on the Hallidayan model of language, distinguishes between textual equivalence and formal correspondence, which is the difference between a text and its written form. The textual equivalent is the text that is the equivalent of a given text in terms of syntactic and syntactic units, i.e., grammatical elements and constructions. And the term "equivalence" refers to what he calls "departures from formal correspondence in the process of going

from the (SL) to the (TL)," i.e., graphology, phonology, grammar, and lexis are all examples of linguistic deviations.

Scholars have recently begun to look into how ideological orientation affects political translation. However, a thorough examination of the concept of ideology as articulated by various scholars, followed by a discussion of its relationship to translation, would be essential.

According to Anamgba (2017), the study of the origin, evolution, and nature of ideas is known as ideology. It is a belief-and-action system that allows you to create, defend, or destroy a particular status quo. It is a collection of systematic ideas for establishing a new system or maintaining an existing one. It is an articulated set of ideas, ends, and purposes that assist system members in interpreting the past, explaining the present, and offering a vision for the future. Political ideology is simply any action-related set of ideas that directs and systematically explains how to act in politics.

Hatim and Mason (1990) incorporated the notions of ideology and culture into translation analysis; Hatim and Mason (1997) provide "one of the most explicit statements about ideology from a critical linguistic and discourse analysis perspective" in translation studies, are two early works on subjective aspects of translation, such as ideological and evaluative meanings (Munday 2007, 199).

Sánchez (2007) investigated how scientific discourse on the topic of gender changed in ideology when translated from one language to another. The

difference between the source and target texts was discursive in nature, reflecting the impact of dominant ideologies in the target culture on the translation. The source text and its translation are thought to have appeared in the context of a discussion about society and identity.

According to Munday (2007), a critical study of a text's lexicogrammar may represent ideology and reality in favor of the powerful; this is not always the case when a translator intervenes in the text.

Bassnett (2014) established modern strategies for translation studies that included a comprehensive review of translated texts in order to provide insight into translation processes, as well as a detailed examination of the circumstances under which a translation was conducted. According to Bassnett (2014), target texts have taken precedence in this process, while translation has been relegated to a secondary role. Literary representations have reconstructed power relations and social standards with undeniable ideological effects. As a result, rather than being a tangible term, The concept of "translation ideology" is a viewpoint for increasing the knowledge of the translation phenomenon itself.

According to Fang (2011), Lefevere pioneered the study of ideology in Translation Studies. However, his interpretation of the term ideology changed as he developed his theory. Lefevere(1978) published a paper titled Systems Thinking and Cultural Relativism in 1988.

Eagleton's description of ideology as "a series of discourses that grapple over interests that are in some way".

Ideology, according to Eagleton(1976), has two functions: one constructive and one concealing. Eagleton opposes the End of Ideology and wants researchers to investigate the link between ideology and cultural product.

According to Shuping (2013) mentioned that "ideology" is directly tied to power and politics in translation studies, as Lefevere defines ideology as the prevailing notion of what society should or can be. Lefevere (2004b, pp. 14-18) contends that patrons, or the persons or institutions who commission or publish translations, frequently enforce ideology. This has shown that patronage and translation are intricately intertwined. Ideology, according to Lefevere(1992), determines the translator's primary strategy and, as a result, the response to problems that develop during the translation process.

2.3 Empirical studies related to translation strategies, procedures, and ideology

Many scholars examined the topic of ideologies and their impact from various viewpoints based on the criteria of the subjects in which they are engaged. The empirical studies that examined at the impact of ideology on translation are listed below.

ALthuwaini (2006) investigated the relevance of equivalency in religious discourse translation, as well as the function of ideology in translation.

Equivalence is thought to be the constitutive notion in the translation process, defined as the relationship that exists between a Source Language text and a Target Language text. While emphasizing the necessity of equivalence, this thesis tries to evaluate the function of ideology, defined as a systematic collection of thoughts structured from a specific point of view in the translation of religious texts, where words become laden with symbols with specific meanings.

Keshavarz and Zonoozi (2011) explored the modifications taking place in the process of translation due to the ideological reforms of political texts. They also explored whether the certain grammatical structure and lexical patterns used in the translation are under the influence of ideology. The researchers selected three English books with their Persian translation, and then they were analyzed using critical discourse analysis. The findings showed that certain grammatical structures and semantic discursive strategies were used as ideological devices. The researchers found that the Persian translators held positive self-presentation and negative-other presentations. As a result, they concluded that the translator's ideological tendencies and judgments about the source texts and their authors influenced the translation.

Ashubbak (2013) many problematic lines were chosen for the study, and how they were rendered in various Arab media sources and newspapers was examined. The researcher looked at the substance of those news stories, focusing on deletion, semantic modification, minimization, and maximization. The study's

findings revealed that Arab translators use a variety of tactics to translate those texts, including deletion of semantic alteration, sense-for-sense, and word-for-word translation. The findings also suggested that untrained translators actively and consciously modified the text as a result of their political and cultural connections.

Al-Harabsheh (2013) investigated the impact of translator ideology on translating Islamic texts written by non-Muslim writers and rendered by Muslim scholars. The author selected three Islamic texts, and then the texts were translated by 49 undergraduate students. The study showed that the translators' ideology affected the translation of the Muslim students. To cope with the TT and their religious and cultural ideologies, those students put respectful terms after the names of prophets and important locations, as well as removed and changed words with negative implications.

Alghamdi (2014) investigated the impact of social-cultural and ideological constraints on the translation processes used by two different Arabic versions of "Chomsky's book" titled "Media Control." The research focused on lexicalization and syntax in order to examine the use of biased words and ideologically disguised terminology, as well as dominant syntactic choices. The study showed that there were cogent differences between the two versions of the Arabic translation. Such difference showed ideological transference through translation.

Omar (2016) conducted a study about the connection between a range of issues such as ideology, media, political discourse, language, and translation. The political speech expressed during the Arab Spring is used to provide instances. Its theoretical foundation is based on Critical Discourse Analysis and Narrative Theory. It also seeks to uncover political instruments and methods that are commonly utilized in the formation of political discourse and media discourse to analyze data on the Arab Spring. It aims to find evidence of both the translator's and patron's ideological effect on the translation process' outcome. The data for this thesis' study comes from political speech shared during the Arab Spring, specifically the Syrian revolution. Translated interviews, political articles, and political speeches make up the data corpus. Protesters' revolutionary discourse is also featured, along with translations.

Nahrkhalaji (2016) conducted research to clarify and identify the various strategies and procedures used by translators while converting ideological Islamic-related texts from English to Arabic, as well as to explore the challenges that they encounter while doing so. It also demonstrates that the translators used 12 different procedures: recognized translation, literal translation, naturalization, and paraphrasing for the foreignizing strategy, and transposition, equivalence, omitting, glossing, magnifying, modulating, and labeling for the domesticating strategy. She concluded that the translators are faced with six issues when rendering the texts; according to the study, there is a failure to deal with ideological meanings; ambiguity in some phrases; gaps between source and target

language cultures; semantic and syntactic manipulation by translators; and a lack of knowledge and vocabulary. Finally, the researcher makes a few suggestions. The most important point to remember is that translators should regard themselves as communicators and interpreters rather than transmitters. It is their responsibility to inform their audience of any negative interpretations, and translators should be mindful that commitment to the source text does not always mean skipping texts with hidden motives. Some translation procedures would improve both the accuracy of the source text (ST) and the delivery of any ideological content to the target.

Al-Sayyed (2017) conducted a study about both “macro” and “micro-structural levels.” The study looked into how the linguistic features of the English translations of the Hamas Charter reveal political and ideological orientations and reflect the interests and concerns of the target audience. The analysis illustrates how these translations reveal patterns of term choice, intervention, and modification that are politically and ideologically driven. Finally, to discover translation patterns and connect the political and ideological qualities of these translations to the socio-political and institutional contexts of target text production, the researcher examines the institutional settings and textual characteristics of the translations. In light of the continuing Palestinian-Israeli conflict, the study emphasizes the value of translation as a commodity. The fact that two full-text English versions of the Hamas Charter have been published as separate types of the political text emphasizes its significance. The researcher

wanted to investigate the role of these translations as a politically and ideologically driven action in the context of a continuous war as a fresh contribution to the field of Translation Studies. by evaluating the Hamas Charter and its English translations in the context of their historical, social, and institutional contexts, It also gave information on a translating institution's institutional practice and policy.

Javid (2019) investigated all possible circumstances and potentials that could lead a translator to allow ideology to influence her/his translation. The essential aspect of this study was the narration theory and how a translator uses translation to construct an image of the other.

Saleh and Dweik (2021) investigated the level of adequacy of using some translation procedures (proposed by Newmark, 1988) in reflecting on the concepts offered by the original writers. The researchers administered a translation exam to a sample of twenty EFL medical students from an Iraqi university. The test consisted of ten statements containing political and cultural phrases. The study showed that the translators rendered adequate translations for proper nouns and names of organizations, but stylistic aspects like proverbs, idioms, metaphors, and collocations were not correctly translated. In his previous work, According to Dweik (2013), when translators use inappropriate translation techniques and resources, they are more likely to make lexical, semantic, stylistic, and cultural errors.

To recap, this current study differs from the others discussed above because it examines the TTs in a unique method. To diagnose the obtained data, it employs Newmark's approach and model of analysis. It's also distinct due to the diversity of the chosen sample. The study also addresses a particularly sensitive, crucial, and new problem for Arab students, especially President George W. Bush's speeches, and, above all, it tries to provide some ways for coping with such controversial speeches throughout the translation process.

Chapter Three: Methodology

This chapter will discuss the methodology as well as the procedures put in place to achieve the objectives of the study. It will describe the instrument of the study, its validity, and reliability, as well as the population and the sample. It will also show how the data is analyzed, as well as the procedures for conducting the study.

3.1 Sample of the Study

The sample of the study consists of thirty students chosen conveniently from the Middle East University in Jordan and Al-Mustansiriya University in Iraq. Those participants are fourth-year students majoring in English language and translation. The demographic data of the participants included gender, age, nationality, and religious background, as shown in Table 3.1.

Table 3.1: Demographic characteristics of the sample

Gender	No
Male	17
Female	13
Age	
21	9
22	14
23	4
24	3
Nationality	
Jordanian	11
Iraqi	19
Educational background	
Two-year college	
B.A	30
M.A	
PhD	
Major in college or university	

English literature	
English and Translation	30
English linguistics	

3.2 Instrument of the Study

The researchers devised a test to investigate the translation strategies and procedures used by student translators when translating political items from English into Arabic, primarily George W. Bush's speeches on the Iraq war. The test was divided into two parts. The first section displayed the demographic information of the participants, while the second section included ten written items taken from the speeches of the American president George W. Bush's speeches regarding the war on terror as he described it in Iraq. These items included sentences that used political expressions, which can be translated in different manners according to the translator's ideological orientation. The political expressions included personal names of organizations, political institutions, political leaders and issues, and evaluative languages suggested by Newmark (1981), such as argumentative phrases, unusual adjectives, and negative connotation verbs were considered when preparing the test (see Appendix A).

3.3 Validity and reliability of the test

Having prepared the translation test, a panel of six jurors, who have experience teaching translation and linguistics in Jordan and Iraq, were requested to

comment on the suitability of the content and format of the test items, as well as to recommend any changes, additions, or deletions needed to accomplish the objectives of study. The jurors offered different constructive comments, such as deleting some repeated expressions, modifying and adding some items from the relevant speeches.

To achieve the reliability of the test, it was given to ten students (five from each university) who were excluded from the sample of the study. A week later, the same group of students was given the test again, and the results were relatively consistent.

3.4 Data analysis

The data collected by means of the translation test were analyzed according to the translation procedures suggested by Newmark (1988), and then these procedures were classified under the two translation strategies suggested by Venuti (1995), namely, foreignization and domestication strategies.

Furthermore, the findings were analyzed in light of a survey of related literature, particularly those relevant to the processes employed by translators, to determine the impact of their ideology on their renderings. Modulation, transposition, transference, naturalization, cultural and functional equivalence, translation, acknowledged translation, paraphrase, addition, omission, glossing, and literal translation are examples of such procedures. (Newmark, 1988, pp 81-93).

Two alternatives, adopted from Dweik and Khalil (2017, p. 165), were used to answer the first research question:

- 1) Foreignizing strategies include processes such as recognized translation, naturalization (without glossing), literal translation, and paraphrasing.
- 2) Domesticating strategy includes processes that may demonstrate the usage of ideologies, such as addition, equivalence, omission, magnifying, modulating, transposition, glossing, and labeling.

As for the second research question, the translations were evaluated according to the strategies that the student translators used. That is, if the translation includes alternative (1), it is considered 'ideology-free translation.' Furthermore, if the translation includes alternative (2), it is considered 'ideology loaded translation.'

3.5 Procedures of the study

The researcher did the following Procedures to conduct her study

1. Reading and analyzing relevant theoretical and empirical studies on the topic.
2. Stating the objectives and questions of the study.
3. Choosing the sample of the study
4. Preparing the study instrument, i.e., the translation test.
5. Establishing validity and reliability of the translation test.
6. Including a cover letter that explains the objectives of the study.
7. Gathering, analyzing, and interpreting the data collected by the test.

8. Present the findings of the study by referring to the questions of the study.
9. Discuss the main findings with reference to the previous literature and write conclusions.
10. Offering recommendations for future research on the topic.
11. Listing the references according to APA style.
12. Listing tables and appendixes.

Chapter four: Results

This chapter presents the answers to the research questions, namely:

1 -What strategies and procedures do the Arab students use in translating political speeches?

2- How does the ideological orientation of the Arab students affect the accuracy of their translation?

4.1. Results of the first question

The results of the translators' performance are presented in Table 4.1 below.

Twenty-nine units were discussed separately in ten extracts to demonstrate the strategies and procedures used by the translators in the test.

Table 4.1. Procedures and strategies employed in the test responses

#	Unit	Procedures			Strategies
			Freq.	%	
1. A	"The dictator of Iraq."	Naturalization	22	73.3%	Foreignizing
		Addition	8	26.7%	Domesticating
1. B	"his weapons of mass destruction."	Literal translation	28	93.3%	Foreignizing
		Addition	2	6.7%	Domesticating
1. C	"He is a danger to his neighbors."	Literal translation	24	80%	Foreignizing
		Equivalent	6	20%	Domesticating
1.D	"He's a sponsor of terrorism."	Literal translation	27	90%	Foreignizing
		Addition	3	10%	Domesticating
2.A	Iraq	Naturalization	30	100%	Foreignizing
2. B	"is a part of the war on terror."	Literal translation	29	96.7%	Foreignizing
		Addition	1	3.3%	Domesticating
2.C	"Iraq is a country that has got terrorist ties."	Literal translation	20	66.7%	Foreignizing
		Modulation	10	33.3%	Domesticating

2.D	“It's a country with wealth”.	Literal translation	30	100%	Foreignizing
2. E	“It's a country that trains terrorists, a country that could arm terrorists.”	Literal translation	22	73.3%	Foreignizing
		Addition	8	26.7%	Domesticating
3. A	“The events of September the 11th make it clearer than ever.”	Equivalent	16	53.3%	Domesticating
		Addition	8	26.7	Domesticating
		Naturalization	6	20%	Foreignizing
3. B	“that a Cold War ABM treaty that prevents us from defending our people is outdated.”	Omission	19	63.3%	Domesticating
		Transposition	11	36.7%	Domesticating
3. C	“and I believe dangerous.”	Transposition	21	70%	Domesticating
		Addition	4	13.3%	Domesticating
		Literal translation	5	16.6%	Foreignizing
4. A	“Iraq continues to flaunt its hostility toward America and to support terror.”	Literal translation	22	73.3%	Foreignizing
		Addition	8	26.7%	Domesticating
4. B	“The Iraqi regime has plotted to develop anthrax, and nerve gas, and nuclear weapons for over a decade.”	Literal translation	18	60%	Foreignizing
		Addition	2	6.6%	Domesticating
		Omission	5	16.7%	Domesticating
		Equivalent	5	16.7%	Domesticating
5.A	“This is a regime that has already used poison gas to murder thousands of its own citizens.”	Literal translation	21	70%	Foreignizing
		Modulation	9	30%	Domesticating
5. B	“leaving the bodies of mothers huddled over their dead children.”	Literal translation	13	43.3%	Foreignizing
		Equivalent	17	56.7%	Domesticating
6. A	“And I think that statement was clear enough for Iraq to hear me.”	Literal translation	26	86.7%	Foreignizing
		Addition	4	13.3%	Domesticating
6. B	“And I will reserve whatever options I have, I'll keep them close to my vest.”	Literal translation	14	46.7%	Foreignizing
		Paraphrasing	16	53.3%	Foreignizing
7.A		Naturalization	18	60%	Foreignizing

	“There should be no doubt in anybody's mind this man [Hussein].”	Addition,	12	40%	Domesticating
7. B	“is thumbing his nose at the world.”	Literal translation	7	23.3%	Foreignizing
		Paraphrasing	23	76.7%	Foreignizing
7. C	“that he has gassed his own people,”	Magnifying	16	53.3%	Domesticating
		Paraphrasing	14	46.7%	Foreignizing
8. A	“My nation will work with the U.N. Security Council.”	Literal translation	11	36.7%	Foreignizing
		Glossing	15	50%	Domesticating
		Addition	4	13.3%	Domesticating
8. B	“If Iraq's regime defies us again,”	Literal translation	16	53.3%	Foreignizing
		Omission	5	16.7%	Domesticating
		Modulation	9	30%	Domesticating
8. C	“The world must move deliberately, decisively to hold Iraq to account.”	Literal translation	22	73.3%	Foreignizing
		Omission	8	26.7%	Domesticating
9. A	“Over the years, Iraq has provided safe haven to terrorists.”	Literal translation	30	100%	Foreignizing
9.B	“such as Abu Nidal.”	Naturalization	21	70%	Foreignizing
		Addition	5	16.7%	Domesticating
		Glossing	4	13.3%	Domesticating
10.A	“A young woman in Baghdad told of waking to the sound of mortar fire on election day, and wondering if it might be too dangerous to vote.”	Literal translation	26	86.7%	Foreignizing
		Naturalization	4	13.3%	Foreignizing
10.B	“She said, “Hearing those explosions, it occurred to me — the insurgents are weak.”	Literal translation	19	63.3%	Foreignizing
		Addition	11	36.7%	Domesticating
10.C	“they are afraid of democracy.”	Naturalization	30	100%	Foreignizing

Item 1 includes four units as follows:

A. "The dictator of Iraq."

73.3% of the participants used foreignizing strategy by employing Naturalization translation, rendering it to (ديكتاتور العراق) (طاغية العراق)

While 26.7% used domesticating strategy by employing the addition procedure, rendering it to (رئيس العراق)

B. His weapons of mass destruction

93.3% of the participants used foreignizing strategy by employing literal translation when translating the political item (weapons of mass destruction), rendering it to (أسلحته للدمار الشامل)/(أسلحة الدمار الشامل)

6.7% of them used domesticating strategy by employing the addition procedure, rendering it to (أسلحته ذات الدمار الشامل) they add (ذات) in the TT.

c. He is a danger to his neighbors.

This item includes two parts; the first part (He is a danger to his neighbors)

80% of them have used literal translation and rendered it to (أنه خطر على) (جيرانه) While this is considered as a wrong translation, (neighbors) here mean (دول الجوار)

20% of them use its equivalent (أنه خطر على دول الجوار)

d. He's a sponsor of terrorism.

In this unit, 90% of the student have used literal translation and rendered it to (أنه راعي للأرهاب)

10% of them used domesticating strategy by employing the addition procedure, rendering it to (أنه يقوم بالترويج للأرهاب) they add the word (ترويج) in the TT.

Item two includes five items as follows:

A. Iraq

In the first part (Iraq), 100% of the participants used foreignizing strategy by employing recognized translation, rendering it to (العراق).

B. is a part of the war on terror

96.7% render a political expression (is a part of the war on terror) to (جزء من) (الحرب على الارهاب) they used foreignizing strategy by employing literal translation.

3.3% employed domesticating strategy by employing the addition procedure rendering it to (العراق هو جزء من الحرب المرعبة) by adding (المرعبة) to the TT.

C. “Iraq is a country that has got terrorist ties.”

66.7% employed foreignizing strategy by employing literal translation, rendering it to (العراق بلد لديه روابط ارهابية)

While 33.3% of them used domesticating strategy by employing the Modulation procedure rendering it to

(العراق هو بلد تشكلت به الروابط الارهابية)

(العراق بلد لديه علاقات وطيدة مع الجماعات الارهابية)

The verb (تشكلت) and the adjective (علاقات وطيدة) give negative meaning in TT.

D. It's a country with wealth.

100% of the students used foreignizing strategy by employing literal translation rendering it to (أنه بلد غني) or (أنه بلد الثروة)

E. “country that trains terrorists, a country that could arm terrorists.”

73.3% of the students used foreignizing strategy by employing literal translation rendering it to (انه بلد يدرّب الإرهابيين ، بلد يمكنه تسليح الإرهابيين)

26.7% of them domesticating strategy by employing the addition procedure rendering it to

(إنّهُ بلدٌ غني بيّد أنّه يدرّب الإرهابيين ويعمّلُ على تسليحهم بالعدّة والعتاد)

or (انها دولة تدرّب الارهاب, و انها قد تزود الارهاب بالامدادات)

Item three includes three units as follows:

A. “The events of September the 11th make it clearer than ever”.

20% of the students used foreignizing strategy by employing naturalization rendering it to

(لقد أوضحت أحداث الحادي عشر من أيلول (سبتمبر) أكثر من أي وقت مضى)

80% used foreignizing strategy by employing equivalent and addition translation rendering it to (أيلول)

B. Cold War ABM treaty

63.3% used domesticating strategy by employing omission of the correct meaning of (ABM), rendering it to (الحرب الباردة المضادة للصواريخ الباليستية) while 36.7%

used transposition procedure by transfer ABM as it is without explaining in the TT.

c. I believe dangerous

70% of the students used domesticating strategy by employing Shifts or Transpositions, rendering it to (أعتقد انها خطيرة) there are grammatical differences between the ST and the TT.

13.3% of them used domesticating strategy by employing the addition procedure, rendering it to (وأعتقد أنها باتت تشكّل خطراً واضحاً)

16.6% of them used foreignizing strategy by employing literal translation rendering it to (اني أوّمن بالخطر) .

Item four includes two units, which are:

A. Iraq continues to flaunt its hostility toward America and to support terror.

73.3% of them used foreignizing strategy by employing literal translation rendering it to (العراق مستمر في التباهي بالعداء لأمريكا ودعم الإرهاب)

26.7 of them used domesticating strategy by employing the addition procedure, rendering it to

(للعراق مستمر في توجيهه والتفاخر بعداءه ضد الولايات المتحدة ودعمه للإرهاب)

(العراق مستمر في بثّ عداءه لأمريكا وفي دعم الارهاب)

(للعراق يستمر بالتباهي بتاريخه المضاد لأمريكا و دعمه للإرهاب)

(العراق يواصل مباحاته بدعم الإرهاب تارة، و عداءه لأمريكا في تارة أخرى)

B. “The Iraqi regime has plotted to develop anthrax, and nerve gas, and nuclear weapons.”

60% used foreignizing strategy by employing literal translation (equivalent)

rendering it to لقد خطط النظام العراقي لتطوير الجمره الخبيثة وغاز الأعصاب والأسلحة النووية

6.6% used domesticating strategy by employing the addition procedure,

rendering it to

النظام العراقي الحاكم قد خطط لتطوير الأمراض المهلكة وغاز الأعصاب والأسلحة النووية

عمل العراق على صنع أسلحة خبيثة من غاز الأعصاب والأسلحة النووية

16.7% used domesticating strategy by employing the omission procedure,

rendering it to

ان النظام العراقي يعمل لتطوير صناعة غاز الاعصاب والاسلحة النووية

They delete (anthrax) from the ST.

While 16.7% used domesticating strategy by employing a cultural equivalent

rendering it into the word كيميائي known in Iraqi (الكيميائي),

culture in particular.

Item five includes two items as follows:

A. “This is a regime that has already used poison gas.”

70% used foreignizing strategy by employing literal translation هذا نظام استخدم

(بالفعل الغازات السامة لقتل الآلاف من مواطنيه)

30% used domesticating strategy by employing the Modulation procedure,

rendering it to استخدمت دولة العراق الغازات السامة لقتل الآلاف من معارضيه

B. "leaving the bodies of mothers huddled over their dead children."

43.3% used foreignizing strategy by employing literal translation rendering it to

(تاركًا اجساد الأمهات متجمعة فوق أطفالهم القتلى)

56.7% used domesticating strategy by employing acultural equivalent

rendering it into أطفالهن **جثث** الأمهات **تعلو جثث** أطفالهن the word **جثث** used a lot in

Arabic culture to describe dead people.

Item six includes two units as follows:

A. "And I will reserve whatever options I have."

86.7% used foreignizing strategy by employing literal translation rendering it to

(سأحتفظ بأي خيارات لدي) or (وسأحجز أي خيارات لدي)

13.3% used domesticating strategy by employing the addition procedure,

rendering it to (سأحتفظ بكافة **حقوق الرد** المتوفرة لدي)

B. "I'll keep them close to my vest."

46.7% used foreignizing strategy by employing literal translation rendering it to

(سأبقيها قريبة من سترتي)

they rendered the word (vest) by its literal meaning without any change سترتي

/جعبتي/

53.3% used the foreignizing strategy by employing paraphrasing

Procedure rendering it to أبقيها **طي الكتمان** / سابقبها قريبة من **استثماراتي** / سابقبها في **داخلي** /

سكنون **بمتناول يدي** / سأحتفظ بها قريبة من **صدري** / أضعهم **نصب عيني**

Item seven includes three units as follows:

A. this man [Hussein]

60% used foreignizing strategy by employing the Naturalization translation rendering it to (ان هذا الرجل [حسين])

40% used domesticating strategy by employing addition procedure rendering it to (أن الرئيس صدام حسين) or (أن صدام حسين)

B. is thumbing his nose at the world

23.3% used foreignizing strategy by employing literal translation rendering it to

(الذي يضع خياشيمه تبرز في العالم) (يلوم العالم بأنفه)

76.7% of them used the foreignizing strategy by employing paraphrasing

Procedure rendering it to (يتدخل في شؤون العالم) (يحشر انفه في العالم)

C. he has gassed his own people.

53.3% used the domestication strategy by employing the magnifying procedure; the verb (has gassed) rendering it to أنه قتل شعبه بالغاز

46.7% used foreignizing by employing paraphrasing when they rendered 'gassed his own people' as استخدم الغازات ضد شعبه and أطلق الغازات على شعبه

Item eight includes three units as follows:

A. "My nation will work with the U.N. Security Council."

36.7% used foreignizing strategy by employing literal translation rendering it to (امتي ستعمل مع مجلس الأمن الدولي)

50% of them used domesticating strategy by employing the glossing procedure rendering it to مجلس الامن الدولي (الامم المتحدة) /أمتي (الولايات المتحدة الأمريكية).

13.3% of them used domesticating strategy by employing the addition procedure, rendering it to ستعمل دولتي مع مجلس الأمن التابع للأمم المتحدة

B. Iraq's regime

53.3% of the students used foreignizing strategy by employing literal translation rendering it to (النظام العراقي)

16.7% used domesticating strategy by employing the omission procedure rendering it to (العراق) they delete regime in TT.

30% used domesticating strategy by employing the Modulation procedure rendering it to (الدولة الحاكمة) (الجمهورية العراقية) (الدولة العراقية) to lessen the effect of the noun " regime ".

C. the world must move deliberately, decisively to hold Iraq to account

73.3% of the students used foreignizing strategy by employing literal translation rendering it to يجب على العالم أن يتحرك بشكل متعمد وحاسم لمحاسبة العراق .

26.7% used domesticating strategy by employing the omission procedure rendering it to يجب على العالم التصرف اتجاه العراق/على العالم ان يحاسب العراق

Item 9 includes two units as follows:

A. “Over the years, Iraq has provided safe haven to terrorists.”

30% used foreignizing strategy by employing literal translation rendering it to

وفر العراق ملاذاً آمناً للإرهابيين

B. such as Abu Nidal

70% used foreignizing strategy by employing naturalization translation

rendering it to مثل أبو نضال.

16.7% used domesticating strategy by employing the addition procedure,

rendering it to الارهابي ابو نضال /مؤسس الارهابيين ابو نضال

13.3% used domesticating strategy by employing the glossing procedure

rendering it to ابو نضال (مؤسس الحركة الارهابية)

Item ten includes three units as follows:

A. “A young woman in Baghdad told of waking to the sound of mortar fire on election day, and wondering if it might be too dangerous to vote.”

86.7% used foreignizing strategy by employing literal translation rendering it to

تحدثت عن استيقاظها على صوت قذائف الهاون

تحدثت عن الاستيقاظ على صوت إطلاق المدفعية

13.3% of them used foreignizing strategy by employing naturalization

translation rendering it to على أصوات انفجارات قذائف المورتر

B. “She said, “Hearing those explosions, it occurred to me” — the insurgents are weak.”

63.3% of the students used foreignizing strategy by employing literal translation rendering it to المتمرّدون ضعفاء

36.7% used domesticating strategy by employing the addition procedure, rendering it to

ضعف المسلّحين/ المياليثيات ضعيفة/ المسلّحون ضعفاء/ الجماعات المسلّحة

C. they are afraid of democracy

100% used the foreignizing strategy by employing the naturalization Procedure rendering it to (ديمقراطية).

4.2 Results related to the second question

Results related to the second research question

How does the ideological orientation of the Arab students affect the accuracy of their translation?

As presented in Table 4.1, the vast majority of the translators used the foreignization strategy whereby they translated each unit as was intended by George W. Bush, which means there were no addition and/or deletion. In this section, the results related to the second research question will be presented by commenting on some illustrative examples where the translators deleted and/or added information that was not mentioned in the source text. This process will help examine whether the changes or manipulations happened to the text as interference from the translators' ideology or otherwise. This would explain why

the translators deviated from the ST meanings; for example, whether by addition or deletion, the reason might be a lack of language skills or something in the translator's mind, such as explaining to the target text readers what the George W. Bush meant. In the case of deletion, although deletion might result from the translator's poor command of language skills in English, it can be connected with the ideological orientation of the translator. In situations where the translators added information different from the original text, this might be a reflection of the translator's ideology.

The following examples from the students' translations will be analyzed in light of what I said above.

Example 1: 1. A- The dictator of Iraq

The focus in this example is on the 'dictator of Iraq.' According to Oxford Learner's Dictionaries (1948), 'dictator' is defined as "a political leader who has complete power over a country, especially one who has gained it using military force."

The participants who used (رئيس العراق) rather than (ديكتاتور العراق) or (طاغية العراق) desired to reflect their own political beliefs in which they reject the negative meaning the word 'dictator' conveys and therefore, they manipulated the meaning intended by George W. Bush by adding what they believe the official position of Saddam Hussein. They adopted the domestication strategy by changing the word dictator to the president (رئيس), which expresses a positive meaning that shows

their loyalty and love for the former ruler of Iraq and that they are against what George W. Bush said.

Example 2: 8. B- If Iraq's regime defies us again,

In this item, one-third of the translators employed the modulation procedure when rendering “Iraq’s regime’ to (الدولة العراقية), (الجمهورية العراقية) and (الدولة الحاكمة).

Here the translators have manipulated the translation of the word “regime,” and this manipulation is either for personal purposes, that is, they are against what George W. Bush said, so they translate the words in a positive way and what is customary because the recipients are the Arabs, or to reduce the negative meaning of this word. Additionally, a small number of them tended to delete the word ‘regime’ and render it as (العراق).

Basically, the deletion of the word (regime) or replacing it with a positive word means that the translator chose to remain neutral in his/her translation or to reject the negative meaning in Bush’s speech.

Example 3: 7. A and B- “There should be no doubt in anybody's mind this man [Hussein] is thumbing his nose at the world.”

In the statement above, George W. Bush tended to use the word ‘man’ to refer to Saddam Hussein without labeling him as the president of Iraq (at that time).

Deleting the word ‘President’ and mentioning only his last name ‘Husein’ reflects the intention to minimize and discredit the role of Saddam Hussein from being a president to being a layman.

More than half of the translators were in line with the context of the original text and in support of what George Bush said. Other translators employed the addition procedure rendering it to ان الرئيس صدام حسين and ان صدام حسين. This indicates that the translators rejected and opposed what is in the original text, and this addition maybe ignores what is in the ST and make it more respectful and positive in the target text.

The expression ‘thumbing his nose’ is a literary expression, which means, according to Meriam Webster dictionary, “to show very clearly that one does not like or care about (something).”

In fact, all the translators failed to offer a correct translation of this expression. The majority of them employed paraphrasing in an attempt to get the right meaning of what is meant in the ST, rendering it as يحشر انفه في / يتدخل بشؤون العالم العالم which gave a wrong translation of this literary expression. However, they transferred the negative meaning in this expression as it was found in the ST.

Example 4: 5. A- This is a regime that has already used poison gas to murder thousands of its own citizens.

This example includes two expressions that were rendered differently. The first one is the word ‘regime’ which, as previously mentioned’ has a negative meaning. When translating this expression, some translators rendered the word ‘regime’ as (دولة العراق). This means that the translators manipulated the TT by omitting the negative meaning of the word ‘regime’ and replacing it with ‘the

state of Iraq.’ Using this technique suggests that the translators express opposing beliefs to those expressed by George W. Bush in the ST.

The second expression is ‘its own citizens,’ which connotes that those who were poisoned by gas were innocent civilians of Iraq. This also shows the brutality of the ‘regime’ George W. Bush is talking about.

When it comes to the translators, some of them rendered the expression “its own citizens” as (المعارضين) and (المعارضة). Translating ‘citizens’ into ‘opposition’ indicates that the translators added extra connotations to the target text expression different from that of the source text. Also, using the word ‘opposition’ in the TT mitigates the meaning that George W. Bush intended to express, which is killing innocents and transforming it into ‘killing those who oppose the Iraqi government. From a political point of view, those translators desired to show the former rule of Iraq in a more positive way than what George Bush mentioned in his speech.

Example 5: 10. B-“She said, “Hearing those explosions, it occurred to me” — the insurgents are weak.”

In this example, George W. Bush is referring to the event of the Iraqi presidential elections in 2005 and quoting an Iraqi woman who was describing her feelings during the explosions happening in the polling place she was attending. In this example, Bush describes the factions who had conflicts among themselves over the elections as ‘insurgents.’ So this expression is not related to Saddam Hussein

and his era. Also, whereas the dictionary meaning of ‘insurgent’ is “a person who revolts against civil authority or an established government,” this expression has a different meaning in this context, which is ‘those political parties who oppose the elections’

When it comes to the translators, many of them rendered the word ‘insurgents’ literally as (متمردون). In Arabic, the word (متمرد) denotes a person who is not loyal to his country's ruling state and may revolt against it. They gave the dictionary without referring to the context (out-of-context), which resulted in being faithful to the intended meaning of the ST.

It is worth mentioning here that the word ‘democracy’ as rendered الديمقراطية reflects the use of the naturalization procedure whereby morphological and phonological aspects of the TL is used in a foreign language word.

Chapter five: Discussion, conclusions, and recommendations

5.1 Introduction

This study investigated the impact of Arab students' Ideology on translating George W. Bush's Speeches and identifying the various strategies and procedures that Students use in rendering some items from English into Arabic. It also investigated the ideological orientation that affects the accuracy of the translation from English into Arabic. This chapter summarizes and briefly discusses the results of the two questions. It also attempts to explain the findings in light of the reviewed literature. Furthermore, it offers recommendations and directions for further research.

5.2 Discussion of the results related to the first question

1 -What strategies and procedures do the Arab students use in translating political speeches?

Results of the study showed that(70.57%) of the Arab student had employed the foreignizing strategy in which they used three procedures: literal translation, naturalization, and paraphrasing.

The translators' preference for literal translation reflects their ability to keep the actual message of the Source language.

Although naturalization altered the phonology and morphology of the target language by the translators, the ideology remained in the ST as in rendering (dictator) (ديكتاتور).

Paraphrasing is also employed to keep the message of the ST as in rendering (to my vest) (أبقيها طي الكتمان) .

This agrees with Venuti (1995), who stated that the foreignization strategy keeps the foreign text unchanged. By employing this strategy, the translator preserves the language and cultural features of the ST in order to affect the ST readers in the same way that the TT influences its readers. It also confirms with Bassnett(2005) emphasizes that maintaining foreign features in target news items will frustrate the reader's understanding, and news circulation will not achieve its aim; on the other hand, (29.43%) of the participant used the domesticating strategy in translation, which means they attempted to express the message of the ST while considering their readership's cultural and ideological ideas. Seven procedures have been utilized by the students to underlying the domesticating strategy. They are addition, transposition, equivalence, omission, moderating, glossing, and magnifying. The addition and equivalence procedure are the most commonly used procedure in the domesticating strategy. According to Venuti (1995), The domestication strategy enables the translator to highlight the target audience's needs by changing some aspects of the ST in a way that meets the values and conventions of their culture. And that deals with what Newmark

(1988) said, when the focus is on the TT, the translator may use adaptation, free translation, idiomatic translation, and communicative translation to make sure that the meaning is clear for the readers.

In the domesticating strategy, translators heavily rely on the equivalency procedure. Although equivalence makes the TT easier to comprehend, it does not always reveal the political and ideological content. This agrees with Koller (1979), who makes a distinction between correspondence and equivalence. It describes the equivalence-based hierarchy of utterances and texts in SL and TL. It also agrees with Althuwaini (2006), who believes in the relevance of equivalency in discourse translation, as well as the function of ideology in translation. Equivalence is thought to be the constitutive notion in the translation process, defined as the relationship that exists between a Source Language text and a Target Language text.

The translators also employ omission to transfer the TT culture to the TL culture. Some words are easily omitted for ideological reasons or to shorten the time in translation by deleting some words from the ST, and it is possible to delete some of the terms for not knowing their actual meaning. as in item (4.b,7.A,8.b,8.c) by omitting the terms such (anthrax) , (regime).....etc., It is difficult to determine whether this is due to translator incompetence or ideological reasons to make TT meet the culture and ideological beliefs of the target readership. This agrees with

Nahrkhalaji (2016), who demonstrates that the translators used 12 different procedures, one of them is omitting for the domesticating strategy. She concluded that the translators are faced issues when rendering the texts. It also agrees with Ashubbak(2013), who indicates that “Arab translators” use a variety of tactics to translate texts, including deletion procedures; also, he discovers that untrained translators actively and knowingly modified the text as a result of their political and cultural connections.

Students have employed Magnifying and Moderating to accomplish a semantic change. It is dependent on the translators' vocabulary choices, which either emphasize (magnify) or moderate the influence of a term, especially when it has a negative connotation. These two procedures may indicate ideological manipulation. This is similar to Al-Harahsheh (2013), who claimed that the translators' views influenced their translation. To deal with the TT and its religious and cultural ideas, those scholars added reverent terms after the names of prophets and important places, as well as erased and modified words with negative implications. It also agrees with Alghamdi (2014) investigated that translators' “socio-cultural” and ideological limitations result in a lexical item selection gap between ST and TTs.

Gloss translation is a type of translation in which the translator tries to reproduce the original text's form and content as accurately as possible. The target text usually has a significant structural resemblance to the source material, allowing

the translator to accurately access the source culture's language and customs while also communicating any ideological connotations to his audience. For the terms (Abu Nidal)and(My nation), the translators gloss the words to reflect their connotative meaning. This agrees with Gaber (2005, cited in Saleh & Dweik, 2021). He claims that glossing explains a cultural phrase or expression of the ST by providing additional information in the form of a footnote or inside the text.

5.3 Discussion of the results related to the second question

2-How does the ideological orientation of the Arab students affect the accuracy of their translation?

The study found that when students rendered political items with contentious topics, they let their emotions, point of view, and cultural background influence. This ideological impact was proved by influencing the majority of the political things that corresponded to their own cultures and attitudes. Furthermore, the study found that students relied on manipulating charged terms that are considered insulting in order to draw attention to their connections. Furthermore, the study demonstrated that the students actively created this manipulation to reflect their political and cultural affinities. This agrees with Sanchez's (2007), who states that the difference between the source and target texts was rhetorical in nature, reflecting the impact of dominant ideologies in the target culture on the translation

In most cases, translators changed, distorted, and added new meaning to items that were not necessarily rendered as intended in the ST.

Most of the participants desired to reflect on their own political beliefs in which they rejected the negative meaning of the word. They adopted the domestication strategy by changing the word to express a positive meaning. And that deals with Al-Sayyed (2017), who notes that the translator's role as an active participant in the process of translation. This study also shows that the translators have manipulated some items, such as shown in (example1, item8) they manipulated the meaning intended by ST by adding what they believe in TT.

The analysis showed that, in (example 2, item8b) employed the modulation procedure, and they render the word “regime” differently by manipulating it for personal purposes or to show they are against what is mentioned in ST, that’s deals with Javid (2019) who investigated all factors and potentials that could lead a translator to allow ideology to affect her/his translation, as well as how a translator employs translation to develop an image of the other.

On the other hand, some participants' translations were more accurate than others. Furthermore, variations in the translators' vocabulary choices were formed as a result of the translators' understanding of the need to adapt, transform, and give a new sense to the objects in order to make them appeal either to their own point of view or to the target readerships.

And some others failed to offer un accurate translations, such as rendering literary expression as it is shown in example3, item7.A), and maybe this un accurate translation transferred the negative meaning in this expression as it was found in the ST to the TT. Changes in the translation process as a result of ideological shifts in political literature were explored by Keshavarz and Zonoozi (2011). They also looked into whether ideology has an impact on lexical patterns, which are a sort of grammatical structure used in translation. It also agrees with Ashubbak (2013), whose study's findings revealed that Arab students use a variety of tactics to translate texts focusing on deletion, semantic modification, minimization, and maximization.

5.4 Conclusions

The test results show that translators used two basic tactics in presenting ideological political materials. They are the foreignizing strategy, which accounts for (614) frequencies (70.57%) of total responses, and the domesticating strategy, which accounts for (256) frequencies (29.43%) of total responses.

It also reveals that, while recognized, literal, naturalization and paraphrasing procedures underpin the foreignizing strategy that keeps the foreign text unchanged. By employing this strategy, the translator preserves the language and cultural features of the ST in order to affect the ST readers in the same way that the TT influences its readers. However, the domesticating strategy is supported by transposition, equivalence, omission, glossing, magnifying, moderating, and

labeling procedures, which allow the translator to highlight the demands of the target audience by adjusting specific characteristics of the ST to represent their cultural values and conventions.

The study analyzed the role of ideology in the rendering of political texts by identifying the tactics used by students in translating sensitive political texts from English into Arabic. Furthermore, this thesis aimed to demonstrate how Arab students' affiliations in Iraq and Jordan could influence political speech translation, which was compared through the study.

Finally, this study pinpointed that there are some manipulative strategies used by the Arab students when they come across political items which are controversial. Examples of these strategies are omission, addition, glossing, Modulation, Paraphrasing, and Magnifying.

5.5 Recommendations

The researcher made the following recommendations, which are believed to be useful for other researchers examining the ideological impact on rendering or translating the political speech items.

1-The translator must be accurate in determining the type of speech and to whom it returns before starting any step-in writing so that they can identify any ideological connotations hidden in the texts.

2-Translators of ideological political texts should be aware of all potential challenges and be prepared to deal with them.

3-Translators should be familiar with the specific manipulative strategies in order to make translated texts fit with the readership's ideology and culture.

4- Translators must know when to manipulate and when to reserve the meaning because if some items changed, the culture of the target readership would reject it, especially when those items deal with Arab-oriented subjects, such as the war in Iraq which is the subject of this thesis.

5-Students should expand their understanding of the terms and phrases used in political speeches because mistranslations can be insulting to the cultures of the target readers, as well as the translators' attitudes and worldviews.

6-It is essential to revise English-Arabic dictionaries and Arabic lexicon.

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Appendices

Appendix (A)

The translation test

Dear student, translator

I am Tuka Anwar Al-jelawil, an M.A student enrolled in the Middle East University, working on my thesis titled "The Impact of Arab Students' Ideology on Translating George W. Bush's speeches: A case study of war on Iraq."

Enclosed is a translation test designed only for the purpose of carrying out my thesis. Accordingly, you are kindly requested to translate the enclosed ten English texts.

You may use any external resources like dictionaries.

Your participation, time, and efforts are highly appreciated by the researcher.

The researcher

Tuka Anwar Al-jelawi

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Mobile: +9647714096928

Middle East University

Demographic background(personal information)

1. Gender

Male Female

2. Age

21 22 23 24

3. Nationality

Jordanian Iraqi

4. Work experience

1-4 years 5-9 10-40 More than 40

5. Educational background

Two-year college B.A M.A PhD

6. Religion

Muslim Christian Other

7. Major in college or university

English literature English and Translation English language and literature English linguistics

The test

Translate the following:-

1- George W. Bush: "The dictator of Iraq and his weapons of mass destruction are a threat to the security of free nations." He is a danger to his neighbors. He's a sponsor of terrorism".

2- George W. Bush: "Iraq is a part of the war on terror. Iraq is a country that has got terrorist ties. It's a country with wealth". It's a country that trains terrorists, a country that could arm terrorists".

3- George W. Bush: "The events of September the 11th make it clearer than ever that a Cold War ABM treaty that prevents us from defending our people is outdated, and I believe dangerous."

4- George W. Bush: "Iraq continues to flaunt its hostility toward America and to support terror." The Iraqi regime has plotted to develop anthrax, and nerve gas, and nuclear weapons for over a decade."

5- George W. Bush: "This is a regime that has already used poison gas to murder thousands of its own citizens -- leaving the bodies of mothers huddled over their dead children."

6- George W. Bush: "And I think that statement was clear enough for Iraq to hear me. And I will reserve whatever options I have, I'll keep them close to my vest".

7- George W. Bush: "There should be no doubt in anybody's mind this man [Hussein] is thumbing his nose at the world, that he has gassed his own people, that he is trouble in his neighborhood, that he desires weapons of mass destruction."

8- George W. Bush: "My nation will work with the U.N. Security Council to meet our common challenge. If Iraq's regime defies us again, the world must move deliberately, decisively to hold Iraq to account."

9- George W. Bush: "Over the years, Iraq has provided safe haven to terrorists such as Abu Nidal, whose terror organization carried out more than 90 terrorist attacks in 20 countries that killed or injured nearly 900 people, including 12 Americans."

10- George W. Bush: "A young woman in Baghdad told of waking to the sound of mortar fire on election day, and wondering if it might be too dangerous to vote. She said, "Hearing those explosions, it occurred to me — the insurgents are weak, they are afraid of democracy."

Appendix (B)

The validation letter

Dear Professor,

I am Tuka Anwar AL-jelawi, an M.A student enrolled in the Middle East University, working on my thesis titled " The Impact of Arab Students' Ideology on Translating George W. Bush's speeches: A case study of war on Iraq ".

Based on your experience and knowledge in the fields of linguistics and translation, I would like you to determine the suitability of these English texts, which are used as a test to explore this study and this study attempted to answer the following questions:

- 1 -What strategies and procedures do the Arab students use in translating political speeches?
- 2- How does the ideological orientation of the Arab students affect the accuracy of their translation?

This study will hopefully broaden translators' understanding of the use of ideology during the translation process, specifically from English to Arabic. Your time, help, effort, and cooperation in commenting on the following are highly appreciated.

Tuka Anwar AL-jelawi
 Middle East University
 Jordan-Amman
 tukaan1998@gmail.com
 +9647714096928

Please write the personal information:-

1. Name.....
2. Specialization and your academic rank.....
3. Place of the work.....
4. Work experience.....

Appendix (C)

The validation committee

Name	Specialization	Place of Work
Bader S. Dweik	Linguistics and Translation	Retired
Prof.Ahmad Qadury Abed	Translation	Mustansiriyah University /College of Arts/Translation Dept
Prof. Mahdi I. Kareem al- Utbi.	English Language and Linguistics	Department of English, College of Languages, University of Baghdad, Iraq
Dr. Suleiman Al-Abbas	Applied Linguistics – (Translation and Lexicography)	Arab Open University
Dr. Abdelkarim Allababneh	Translation Studies	Middle East University
Dr.Mohammed Y. Nofal	Linguistics	Middle East University

Appendix (D)

Table(2): Frequencies and percentages of strategies employed in translating George W. Bush's Speeches

No	Item	Foreignizing strategy		Domesticating strategy		Total	
		F	%	F	%	F	%
1.A	The dictator of Iraq	22	73.3	8	26.7	30	100
1.B	his weapons of mass destruction	28	93.3	2	6.7	30	100
1.C	He is a danger to his neighbors.	24	80	6	20	30	100
1.D	He's a sponsor of terrorism	27	90	3	10	30	100
2.A	Iraq	30	100			30	100
2.B	is a part of the war on terror.	29	96.7	1	3.3	30	100
2.C	Iraq is a country that has got terrorist ties.	20	66.7	10	33.3	30	100
2.D	It's a country with wealth.	30	100			30	100
2.E	It's a country that trains terrorists, a country that could arm terrorists.	22	73.3	8	26.7	30	100
3.A	The events of September the 11th make it clearer than ever	6	20	24	80	30	100
3.B	that a Cold War ABM treaty that prevents us from defending our people is outdated			30	100	30	100
3.C	and I believe dangerous.	5	16.7	25	83.3	30	100
4.A	Iraq continues to flaunt its hostility toward America and to support terror.	22	73.3	8	26.7	30	100
4.B	The Iraqi regime has plotted to develop anthrax, and nerve gas,	18	60	12	40	30	100

	and nuclear weapons for over a decade.						
5.A	This is a regime that has already used poison gas to murder thousands of its own citizens	21	70	9	30	30	100
5.B	leaving the bodies of mothers huddled over their dead children	13	43.3	17	56.7	30	100
6.A	And I think that statement was clear enough for Iraq to hear me.	26	86.7	4	13.3	30	100
6.B	And I will reserve whatever options I have, I'll keep them close to my vest	30	100			30	100
7.A	There should be no doubt in anybody's mind this man [Hussein]	18	60	12	40	30	100
7.B	is thumbing his nose at the world,	30	100			30	100
7.C	that he has gassed his own people	14	46.7	16	53.3	30	100
8.A	My nation will work with the U.N. Security Council	11	36.7	19	63.3	30	100
8.B	If Iraq's regime defies us again,	16	53.3	14	46.7	30	100
8.C	the world must move deliberately, decisively to hold Iraq to account	22	73.3	8	26.7	30	100
9.A	Over the years, Iraq has provided safe haven to terrorists	30	100			30	100
9.B	such as Abu Nidal,	21	70	9	30	30	100
10.A	A young woman in Baghdad told of waking to the sound of mortar fire on election day, and wondering if it might be too dangerous to vote.	30	100			30	100
10.B	She said, "Hearing those explosions, it occurred to me — the insurgents are weak,	19	63.3	11	36.7	30	100
10.C	they are afraid of democracy".	30	100			30	100
Total responses for 30 translators(29x30)=870		614	70.57	256	29.43	870	100

Appendix (E)

Table(3): Frequencies and percentages of procedures employed in the foreignizing strategy

Item No	literal procedure		Naturalization procedure		Paraphrasing procedure		Total	
	F	%	F	%	F	%	F	%
1.A			22	73.3			22	73.3
1.B	28	93.3					28	93.3
1.C	24	80					24	80
1.D	27	90					27	90
2.A			30	100			30	100
2.B	29	96.7					29	96.7
2.C	20	66.7					20	66.7
2.D	30	100					30	100
2.E	22	73.3					22	73.3
3.A			6	20			6	20
3.B								
3.C	5	16.7					5	16.7
4.A	22	73.3					22	73.3

4.B	18	60					18	60
5.A	21	70					21	70
5.B	13	43.3					13	43.3
6.A	26	86.7					26	86.7
6.B	14	46.7			16	53.3	30	100
7.A			18	60			18	60
7.B	7	23.3			23	76.7	30	100
7.C					14	46.7	14	46.7
8.A	11	36.7					11	36.7
8.B	16	53.3					16	53.3
8.C	22	73.3					22	73.3
9.A	30	100					30	100
9.B			21	70			21	70
10.A	26	86.7	4	13.3			30	100
10.B	19	63.3					19	63.3
10.C			30	100			30	100
Total	430	49.4	131	15.1	37	6.1	598	70.6

Appendix (F)

**Table(4): Frequencies and percentages of procedures employed in
the domesticating strategy**

Item No	Addition		Omission		Equivalence		modulation		transposition		magnifying		glossing		total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1.A	8	26.7													8	26.7
1.B	2	6.7													2	6.7
1.C					6	20									6	20
1.D	3	10													3	10
2.A																
2.B	1	3.3													1	3.3
2.C							10	33.3							10	33.3
2.D																
2.E	8	26.7													8	26.7
3.A	8	26.7			16	53.3									24	80
3.B			19	63.3					11	36.7					30	100
3.C	4	13.3							21	70					25	83.3
4.A	8	26.7													8	26.7

4.B	2	6.6	5	16.7	5	16.7									12	40
5.A							9	30							9	30
5.B					17	56.7									17	56.7
6.A	4	13.3													4	13.3
6.B																
7.A	12	40													12	40
7.B																
7.C											16	53.3			16	53.3
8.A	4	13.3											15	50	19	63.3
8.B			5	16.7			9	30							14	46.7
8.C			8	26.7											8	26.7
9.A																
9.B	5	16.7											4	13.3	9	30
10.A																
10.B	11	36.7													11	36.7
10.C																
TOTAL	80	9.1	37	4.3	44	5.1	28	3.2	32	3.7	16	1.8	19	2.2	256	29.4