| RESEARCH ARTICLE

The Gaza-Israel War Terminology: Implications for Translation Pedagogy

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| ABSTRACT

Student translators at my college take a Media Translation course in which they translate the latest news stories. This study proposes a model for integrating Gaza-Israeli war terminology and texts in translation instruction to familiarize the students with such terminology such as (names of weapons (grenades, mortar, drones, missiles, Merkava, Cornet anti-armor, mortar shells), toponyms (Khan Younis, Maghazi, Sderot, Ashkelon), crossings (Rafah, Erez), Jihadist groups and brigades (Islamic Jihad, Golani), military actions (incursion, bombing, shelling, genocide, displacement) war metaphors (target bank, carpet bombing, scorched earth, fire belt, Philadelphia Axis, Hannibal's plan), (UNRWA, Gaza hospitals, starvation, humanitarian aid) and others. English and Arabic texts can be collected from mainstream media as RT, BBC, CNN, Al-Jazeera and Al-Ghad. A class blog can be created for posting translations, corrections, discussions, and feedback. The students can practice full, summary, and conceptual translation and avoid word-for-word translation. They can watch news stories about the Gaza-Israel war, write a summary translation of it and receive comments and feedback. Beginners can translate short news excerpts (few lines). Students make sure their translations are cohesive, make sense and are easy to read. Students should use Google Translate and artificial intelligence (AI) with caution and should read the same news story in both English and Arabic to get used to the terminology and their equivalents. The instructor serves as a facilitator. Further instructional guidelines and recommendations are given.

1. Introduction

Military language is comprised of words, combinations of words and phrases that denote military concepts and everything that is related to the armed forces, hostilities, military discipline, regulations, military affairs, foreign borrowings, various jargons, emotionally colored elements of military vocabulary and so on. It is characterized by a significant number of abbreviations, such as initial, syllabic abbreviations, sound-letter abbreviations and acronyms. Military terms are formed in a morphological and lexical-semantic manner that is characteristic of the English language. Military texts contain an abundance of special military vocabulary, scientific-technical terminology, variable-resistant and stable word combinations used in the military sphere of communication, military nomenclature and special abbreviations and symbols. Syntactically, military documentation contains a wide use of elliptical and cliched constructions (Musurmanova, 2024; Yablochnikova, 2023; Султангубиева, Байниева, Саметова & Куванбакиева, 2022; Struk, Semyhinivska & Sitko, 2022; Bainiyeva, Sultangubiyeva & Solopov, 2020).

The translation of military texts requires special accuracy, as the translated text can serve as a basis for making important decisions, conducting military operations and others. Due to its peculiarities, military terminology poses several problems for translators, such as ambiguity caused by the heterogeneity of military terminology, difficulty in recognizing terms and distinguishing them from commonly used words, the improper consideration of the pragmatic aspects and resorting to consecutive translation in which translators have to choose between transcoding and loan translation, but prefer loan translation, because transcoding often creates units and pseudo-words that do not make sense (Yablochnikova, 2023; Struk, Semyhinivska & Sitko, 2022; Bainiyeva,

Sultangubiyeva & Solopov, 2020). Султангубиева, Байниева, Саметова and Куванбакиева (2022) and Дятлова and Богданова (2014) found translation difficulties in the military jargon, slang words, phraseological units, which convey the realities of American life. In this regard, there is a problem of memorization and adequate translation. Translators need to understand the cultural context of military terminology, the challenges associated with translating military terms, and the best practices for achieving accurate translations (Imomova, 2023).

In Arabic, translating military slang terminologies is a demanding and a challenging task for translators. They find them hard to translate due to their implications, linguistic differences and rendering a translational equivalent of a military neologism without considering its contextual use (Hanaqtah. 2019; Al–Kaabi, 2012). Another study by Ahmed (2019) identified the difficulties in military translation such as the variety of military text and message types that include technical manuals, equipment specification booklets, training pamphlets, military cooperation agreements, military publications, field manuals, contracts, meeting minutes, memoranda of understanding, and others. Difficulties also include military terminology and the newly emerging neologisms, acronyms and abbreviations, glossaries used by the defense institutions, military style, military culture, the source and target military systems and organizations and the chain of command used in each system.

A surge of military terms used by the media has been common during the Gaza-Israeli Wars of December 2008, November 2012, July 2014, 2021, August 2022, May 2023, and October 2023. Numerous studies in the literature conducted a critical discourse analysis of the Gaza-Israeli War discourse such as the 2008-2009 Gaza war reporting in the international press (Amer, 2015); the 2013 Gaza conflict and ideologies of Israeli and Palestinian media (Baidoun, 2014); western and Arab online reporting on Gaza war as represented in the social groups through lexical choices in news headlines (Sharaf Eldin, 2019); the 2014 Gaza-Israel War representation on Twitter by civilian actors (Mtchedlidze, 2019); the representation of the 2021 Gaza War in the official remarks of Hamas and Israel (Alnwihe & Al-Abbas, 2023). Al-Minawi (2024) analyzed the official discourse of Hamas' spokesman, Abu-Obaidah, during the 2023-2024 Gaza-Israeli War, named Al-Aqsa Flood in the light of the Conceptual Metaphor Theory.

Regarding the study of military terms, Amara (2018) conducted a comparative study of war names in the Arab-Israeli Conflict. The literature review showed lack of studies that focus on the translation of Arab-Israeli or Palestinian-Israeli or Gaza-Israeli 2024 war terminology with reference to the 2023-2024 War. Therefore, this study aims to propose a model for integrating Gaza-Israeli war terminology and texts in media and political translation courses to familiarize the students with such terminology and how they are translated.

This study will provide instructors who teach media and political translation courses a sample of terms related to the 2023-2024 Gaza-Israeli War that occur in news headlines and news stories and give some guidelines for translation and interpreting instruction.

The integration of current world events translation instruction will help connect students to real-life situations. Students' familiarity will the Gaza-Israeli war will raise their interest and help them understand the content of the texts to be translated and interpreted. Thus they will focus on language issues rather than on language and content comprehension issues.

2. Context
Undergraduate students majoring in translation at the College of Language Sciences (CLS) take a Media and Political translation course. The students usually lack proficiency in EFL, i.e. have a limited specialized vocabulary knowledge, are unfamiliar with their specialized meanings & lack world knowledge especially in the media, military and political fields. Findings of numerous studies by the author with undergraduate student translators at CLS revealed that the students have difficulties with lexical and syntactic features of news headlines and news stories (Al-Jarf, 2021). Student-interpreters mispronounce foreign proper nouns in English-Arabic and Arabic-English media discourse interpreting (Al-Jarf, 2022f; Al-Jarf, 2022h). They have difficulties in translating English and Arabic multi-word units, metaphorical expressions and fixed formulaic expressions as color-based metaphorical expressions (Al-Jarf, 2019), numeral-based English and Arabic formulaic expressions (Al-Jarf, 2023a), time metaphors (Al-Jarf, 2023b), Arabic om- and abu-expressions (Al-Jarf, 2017), English and Arabic binomials (Al-Jarf, 2016b), English neologisms (Al-Jarf, 2010b), English and Arabic polysemes (Al-Jarf, 2022c), word + particle and word + preposition collocations (Al-Jarf, 2009b; Al-Jarf, 2022l), English and Arabic plurals (Al-Jarf, 2022d; Al-Jarf, 2020) and make interlingual pronoun errors (Al-Jarf, 2010a).

3. The Media and Military Translation Curricula
Students majoring in translation at CLS take a media and political translation course which aims at training students to translate media and political texts from English to Arabic and Arabic to English and training them to apply some theoretical, terminological and documentation concepts. In addition, they take a consecutive and liaison interpreting course in which they interpret a wide array of oral texts from English to Arabic and vice versa in several fields, including media, political and military fields. Focus is also

on problems in translating and interpreting terminology, borrowing issues, acronyms and abbreviations, Arabization of terms, blends, and new coinages.

4. Data Collection

A corpus of 375 English and Arabic terms related to the 2023-2024 Gaza-Israel War was collected from mainstream media as *RT, BBC, CNN, al-Mayadeen, Al-Araby, Al-Ghad and Al-Jazeera T.V's*. The terms were sorted out into the following categories: toponyms such as names of cities, refugee camps in Gaza, crossings, and Israeli settlements; Gaza and Israeli leaders, Gaza-Israeli war names, Palestinian Jihadist groups, Israeli brigades, Gaza hospitals. Humanitarian organizations, Israeli military ranks, ethnic & political groups, names of weapons used by Jihadist groups and by Israel, military operations and actions, emerging war metaphors, long phrases and others (See Table 1).

Table 1: Examples of War Terminology

Toponyms	○ Khan Younis خان يونس, Maghazi المغازي, Bab al-Mandab باب المندب , Philadelphia Axis محور فيلادلفيا, Sofa bush احراش ;Sinai سيناء, Al-Nusairat النصيرات, Khan Yunis, Rafah crossing معبر رفح صوفا
	○ Sderot سديروت, Ashkelon عسقلان, Beersheba بئر السبع, Ashdod أسدود, Haifa حيفا, Eilat ايلات (أم نتسريم Netzrim , الرشراش)
Crossings	○ Rafah رفح, Erez إيريز, Karm Abu Salem كرم أبو سالم
Jihadist Groups	○ Islamic Jihad الجهاد الإسلامي, HAMAS حماس, FATAHفتح , Al-Aqsa Martyrs شهداء الأقصى, كتائب ابو علي مصطفى Abu Ali Mustafa Brigades.
Israeli Brigades	○ Golani الجولاني , Givati جيفعاتي/جيفاتي, reservist brigade اللواء الاحتياط, the 5th reservist brigade اللواء الإحتياط الخامس
Weapons	○ Palestinian weapons: Fajr-55 فجر , Grad & Qassam rocketsصواريخ جراد والقسام , grenades قنابل , Kalashnikov كلاشينكوف, Al-Yassin shell قذيفة الياسين, Al-Yassin mortar هاون الياسين, RPG آر بي جيه, suicide drones طائرات مسيرة انتحارية, mortarهاون, drones طائرات بدون طيار, يدوية صاروخية rocket launchers/missile bursts.
	○ rocket arsenal ترسانة, longer-range system نظام بعيد المدى, Conqueror 110 فاتح, Frigate فرقاطة, Nuclear missiles صواريخ نووية, nuclear warheads رؤوس نووية, swooping drones مسيرات صواريخ, dive drones/strike drones انقضاضية.
	○ Israeli weapons: reconnaissance planes طائرات استطلاع, f-16 اف 16, marine aerial drones طائرات بحرية بدون طيار, iron dome القبة الحديدية, merkava ميركافا, military vests سترات عسكرية, missiles صواريخ, ballistic missile صاروخ باليستي, pre-emptive operation عملية استباقية, white phosphorus فسفور ابيض, air power القوة الجوية, Struck by a firearm ضرب بالسلاح الناري.
	○ USA carriers حاملات الطائرات: USS Nimitz يو إس إس نيميتز. USS Gerald Ford يو إس إس جيرالد فورد ,، USS George Bushيو اس اس جورج بوش, USS Ronald Reagan يو اس اس رونالد ريغان
Organizations	○ UN , International Court of Justice محكمة العدل الدولية , Red Cross الصليب الأحمر , UNRWA الاونروا, WHO منظمة الصحة العالمية, الأمم المتحدة
Gaza hospitals	○ Al-Shifa الشفاء, Nasser ناصر, the Baptist المعمداني, Al-Amal الامل, Al-Aqsa Martyrs شهداء الأقصى, Indonesian الكويتي Kuwaiti التركي Turkish الأوروبي the European كمال عدوان Kamal Adwan, Al-Rantisi الرنتيسي, الاندونيسي.

Personalities	○	بلينكن Blinken, نتنياهو Netanyahu, بايدن Biden, الزواري Zwari, السنوار Sinwar, أبو عبيدة Abu Ubaida بن غوريون Ben Gurion , يسرائيل كاتس Israel Katz, يائير لبيد Yair Lapid, هرتسي هاليفي Herzi Halevy غولدا مائير Golda Meir.
Israeli military ranks, ethnic & political groups	○	Haganah الهاجاناه, Mossad الموساد, Chief of Staff رئيس الأركان, Haredim الحريديم, Chief of Staff of the Israeli Army رئيس أركان الجيش الإسرائيلي, Minister of Defense in the Israeli Emergency Government وزير الدفاع في حكومة الطوارئ الاسرائيلية, Leader of the Israeli Opposition زعيم المعارضة الإسرائيلية, Likud الليكود, Knesset الكنيست, الكابينت (مجلس الوزراء الاسرائيلي) Cabinet
military actions	○	إبادة genocide قصف مدفعي shelling, قصف bombing, توغل ground incursion, توغل بري incursion ,اغتيال assassination, ضحايا casualties, غزو بري ground invasion, تهجير displacement, جماعية national security الأمن القومي, military solution حل عسكري, حشود عسكرية military mobilizations, mass destruction دمار شامل, عمليات هجومية offensive operations, مواجهة confrontation, Israeli onslaught هجوم إسرائيلي, intercept a missile اعتراض صاروخ , ethnic cleansing التطهير العرقي.
Others	○	إمدادات غذائية وطبية food/medical supplies, سياسة التجويع starvation policy, مجاعة starvation, اعتداء assault, المعتقلين detainees, إطلاق سراح الرهائن release hostages, الرهائن hostages, total destruction دمار شامل, الإنفاق spending, هدنة ممتدة extended truce, islamist movement الحركة الإسلامية, two-state solution حل الدولتين, وعد بلفور Balfour Declaration. معاداة السامية antisemitism, دوي صافرات الانذار Sirens went off, تدهور الاوضاع deteriorating situation
Metaphorical expressions	○	Al-Aqsa flood طوفان الأقصى, Massacres مجازر, Media war حرب إعلامية, Herds of settlers قطعان المستوطنين, Biting fingers قضم الأصابع, Prison whitewashing تبييض السجون, Gaza outskirts أطراف غزة, Samsung media إعلام سامسونج , Walking on a rope المشي على الحبل, Breaking Dawn, Devil's weapon سلاح الشيطان, target Bank بنك الأهداف, Carpet bombing القصف السجادي, David's slingshot مقلاع داوود, Saif Al-Quds سيف القدس, Scorched earth الأرض المحروق , Bahaa timing توقيت بهاء, Zero distance المسافة صفر, Human animals الحيوانات البشرية , Guardian of the Walls حارس الأسوار, Hannibal's plan خطة هانيبال, Philadelphia Axis محور فيلادلفيا, Fire belt الحزام الناري , Hamas – still لا تزال تلعق جراحها Sofa bush أحراش صوفا , حماس - licking its wounds, a show of strength استعراض القوة, Keeper of Prosperity حارس الازدهار, Pride of Israeli industry فخر الصناعة الإسرائيلية, fire- belt rocket bursts رشقات صاروخية , سياسة الحزام الناري policy
Long phrases	○	Accurate mortar shells قذائف هاون دقيقة
	○	ballistic missiles fired from Houthi territory in Yemen إطلاق الصواريخ الباليستية من مناطق الحوثيين في اليمن
	○	Internationally banned weapon such as white phosphorus and depleted uranium أسلحة محرمة دوليا مثل الفسفور الأبيض واليورانيوم المنضب
	○	Iran-backed Islamic Jihad حركة الجهاد الإسلامي المدعومة من إيران
	○	Iranian armoured vehicle مدرعة إيرانية
	○	Israeli public broadcaster KAN هيئة الإذاعة العامة الإسرائيلية كان
	○	Orbital nuclear missile صاروخ نووي مداري
	○	Palestinian rocket strike قصف صاروخي فلسطيني
	○	Russian-made Kornet anti-tank missiles صواريخ كورنيت الروسية الصنع المضادة للدبابات
	○	strikes anti-ship missiles ضرب الصواريخ المضادة للسفن
	○	UN special rapporteurs المقررون الخاصون للأمم المتحدة
	○	US downs three Houthi drones إسقاط الولايات المتحدة ثلاث طائرات مسيرة للحوثيين
	○	Freedom Flotilla Alliance تحالف اسطول الحرية

5. The Proposed Model
5.1 Instructional Phases
Media and political news headlines, news stories, articles, photos, statistics, or videos related to the 2023-2024 Gaza-Israeli war can be selected from Al-Jazeera, RT, Al-Mayadeen, Al-Ghad, BBC, CNN T.V. Networks and others. The students can also select news texts, news stories and news headlines of interest to them. Translation and interpreting instruction goes through three phases as follows:

In the *Pre-task Phase*, the instructor introduces the students to the lexical, semantic, syntactic, and pragmatic features of news headlines and news stories adopted from (Al-Jarf, 2022b; Beare, 2019; Iris, 2013; Conboy, 2007; Fowler, 2007; Reah, 2002; and Bagnall, 1993) which are summarized below:
- The infinitive form is used in place of the future: *Film star to wed*.
- The comma is used instead of the conjunction *'and'*: *Trump, Putin to meet in Washington*.
- Auxiliary verbs are dropped in the passive form: *Man Killed in Accident; Tommy the Dog Named Hero*.
- Simple tenses are used instead of continuous or perfect forms: *Forgotten Brother Appears; Professors Protest Pay Cuts*.
- Passive clauses are used with no agent: *Imports influx feared as Post Office profits are creamed off*.
- Definite and indefinite articles are usually deleted: *Mayor to Choose Candidate*.
- Use of surnames only without the first name: *Trump to meet with Putin*.
- Newspaper headlines use block language i.e., a language of their own such as: *bid = attempt; ban = to forbid; probe = investigation; Tory = Conservative*; *trek = journey*; *rap = to rebuke*; *pact = treaty*.
- Initials are used in headlines to describe companies, organizations...etc.: *U.M.B.=United Builders Merchants; M.E.P.C.= Metropolitan Estate and Property Co.*
- Headlines use nouns not verbs for actions: *Edwards tells BL Unions that strike would bring closure*.
- Headlines use a series of three, four or more nouns together: *Party Leader Question Time; Shipping Company Disturbance Regulations*.
- Headlines usually contain a noun phrase without a verb. A noun phrase describes a noun: *Around strange, exotic people; Under Pressure from Protestors; Overwhelming Response on Social Media*.
- Headlines can be ambiguous, i.e., having two possible meanings. A word can have more than one meaning and can function as more than one part of speech: *(i) $1,900,000 paid to attack victims; (ii) Students Plan Grants Cuts Protest March; (iii) Blind man expected to leave goal)*.
- The idiomatic use of words and phrases as in: *the stock went firmly ex-growth the same year*.
- Use of words with emotive associations, that is, connotations of important lexical items as in*: (i) Escalate*; (ii) *Mounting anger at silence; (iii) Tight-lipped*; (iv) *A bespectacled figure (if a man on trial wears spectacles)*.
- Journalists often have to be vague, because they are not free to specify the exact source of information: *A spokesman says; well-informed sources in Paris*.
- Journalists are fond of irrelevant detail, such as the ages of minor participants in an incident or the tonnage of large ships, *said 50-year old ex-army captain*.
  (Al-Jarf, 2021b; Beare, 2019; Iris, 2013; Conboy, 2007; Fowler, 2007; Reah, 2002; and Bagnall,1993)

Secondly, a class blog can be created on Blackboard LMS. Instructors can also choose a free blog to use from www.freespot.com such as *Blogger, Tumblr, WordPress.com, Ghost, Joomla, Medium, Wix, Yola; https://edublogs.org, https://education.weebly.com*. Students can use a mobile blog. The class blog can be used as a supplement to in-class translation and interpreting instruction (Al-Jarf, 2022b).

The students are introduced to the blog and are told what they will be doing, the rules of using the blog, and whether the translation and interpreting tasks are performed individually, in pairs or in small groups. For each new task, they start a new blog. The students post their translations, interpretations, corrections, questions, comments and reactions to the tasks.

Every week or so, the instructor assigns some news headlines, stretches of political and media discourse, a news story, an article, or some videos related to the 2024 Gaza-Israeli War to be brainstormed at home or in class. The students can search the internet for materials related to the 2024 Gaza-Israeli War in English and Arabic, together with the source of their material. The instructor gives clear, direct, and specific instructions for translating and/or interpreting the material and posting a translation or oral interpretation of the video or podcast.

In the *Task Phase*, the students highlight the new media and political terms in the excerpt and post their meanings. The students practice making multiple associations in learning the Gaza-Israeli War terminology such as connecting the printed form of the media and political terms, compounds, acronyms, and abbreviations, with their pronunciation. The hidden sounds, double consonants, silent letters, terms with the same vowel digraphs but different pronunciations, terms with different vowel digraphs

but the same pronunciation, homophones, homographs, and terms with two stress patterns are identified. The students identify the spelling-pronunciation changes that take place in the Gaza-Israeli War terms when suffixes are added, the spelling variants, divide terms into prefixes, suffixes, roots; connecting terms with other derivatives; connect terms with their part of speech; connect terms with their singular or plural form; identify the noun type (count, or non-count, whether it is an action noun, a collective noun, a proper noun, an agent and so on); connect the terms with their synonyms, and/or antonyms and with their English and Arabic meanings; show the differences between similar terms in meaning and usage; explain words with multiple meanings (polysemes) and which meaning is used in the media and political field; show the meanings of idiomatic expressions used in medial and political texts; break compound terms into their components and show the meaning of the two components as separate words and how the meaning changes when both constituents are used in the compound; connect American and British varieties; and connect new terms with previously encountered terms (Al-Jarf, 2022a; Al-Jarf, 2022i; Al-Jarf, 2021d).

In addition, the students practice pronouncing foreign names in English and Arabic as some are Arabized, such as names of Israeli and USA personalities, brigades, weapons, and toponyms in English and Arabic.

The grammatical structures encountered in the excerpt to be translated are noted and explained, i.e., the specific features in news headlines or news stories are identified and interpreted (Al-Jarf, 2009a).

The students practice full, summary, and conceptual translation. Beginners can translate short news excerpts (few lines), stetches of discourse and news headlines (Al-Jarf, 2006).

Newmark's translation strategies can be applied in translating media and political terms and acronyms especially the Semantic, Communicative strategies. The students can use borrowings, compensation, cultural equivalents, and paraphrase, near synonyms, explanations, loan translation and standard/recognized translation. The students should consider the context in which the terms are used. They can use monolingual and bilingual, paper, online or mobile dictionaries as a source fir looking up the meanings of media and political terms. The students should be culturally and linguistically competent in the language pairs they translate between (Hanaqtah, 2019; Al–Kaabi, 2012; Al-Jarf, 2014)

In the case of one-to-many equivalents, the students should avoid overgeneralizing the equivalent they know to all contexts and use the one that is suitable for a particular context/domain. They pay attention to polysemic words such as different regional Arabic designations for some terms and the different designations used in American and British English. They use fixed formulaic equivalents that are dissimilar in structure to the source polyseme and avoid literal word for word translation. They begin Arabic sentences with the verb.

In the *Post-task Phase*, the students correct each other's translation of the assigned medical and political excerpt. They make sure their translation is cohesive, makes sense and is easy to read. They pay attention to the English and Arabic word orders and grammatical agreement between the subjects and verbs, Adjective + modified nouns and referent pronouns + antecedents (Al-Jarf, 2007; Al-Jarf, 2000).

5.2 Instructor's Role

The instructor serves as a facilitator. She can select the media and political material to be translated/interpreted and make categorized lists of terms related to the 2024 Gaze-Israeli War. When the students work in teams, the instructor should rotate and re-assign members of each team for each assignment so that each student has a chance to work, collaborate and interact with different members. She moderates the discussions and comments. She encourages the students to interact and write comments on the translations and interpretations. She responds to translation and interpreting problems, provides help and answers questions. She comments on few common weaknesses and gives feedback on areas of improvement. If a task is difficult, additional examples of the same type are given and practiced. She gives a deadline for posting translations and interpretations in the blog. Study skills and self-improvement tips can be posted. She teaches the students about copyright issues. The instructor should always thank the students for their efforts and may give marks for participating in each translation/interpreting task regardless of its quality to encourage the students to participate and be active.

Several technologies can be integrated into teaching and learning such as mind-mapping software for categorizing, connecting and retaining the Gaze-Israeli War terminology (Al-Jarf, 2015); mobile vocabulary apps for learning new terms (Al-Jarf, 2022e); text-to-speech software and YouTube videos for practicing the pronunciation of the Gaze-Israeli War terminology and for practicing media, political and military texts interpreting (Al-Jarf, 2022j; Al-Jarf, 2022k; Al-Jarf, 2022m; Al-Jarf, 2012); digital multimedia language labs for practicing interpreting media war texts and pronunciation of war terms (Al-Jarf, 2021c).

For the next week's task, the instructor assigns a new text related to 2024 Gaze-Israeli War and gives instructions to help the students brainstorm prior to posting in the blog.

6. Recommendations

This study recommends that translation instructors encourage translation students to read media texts in both English and Arabic in order to develop their medical and political terminology knowledge, especially terms related to the 2024 Gaze-Israeli War, to develop their schemata and world knowledge. They develop students' metacognitive skills, i.e., thinking processes while translating and using semantic and structural contextual clues to figure out the meaning of polysemes. The students can keep their own glossary of English terms related to the 2024 Gaze-Israeli War and their Arabic equivalents and vice versa. They can read the same news story in both English and Arabic to get used to the terminology and their equivalents. They can watch news stories about the Gaza-Israel war in both English and Arabic, write a summary translation of it and receive comments and feedback. Students should use Google Translate and artificial Intelligence (AI) with caution as translation given by AI is sometimes inaccurate and have semantic, syntactic, contextual, orthographic inaccuracies as revealed by some studies by the author that examined the translation anomalies given by Google Translation and Copilot in translating technical and medical terms (Al-Jarf, 2024; Al-Jarf, 2021a; Al-Jarf, 2016a).

Finally, the translation of media, political and military terminology and text using AI systems such as ChatGPT, Copilot, Reverso, Bard, Google Translate and others to find out which system is more efficient in translation, their breadth of coverage and weaknesses is still open for further investigation in the future.

Conflicts of Interest: The author declares no conflict of interest.
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Appendix: Sample Arabic and English Media Texts Related to the Gaza-Israeli War

أبرز حروب إسرائيل على قطاع غزة[1]

انسحبت قوات الاحتلال الإسرائيلي من قطاع غزة عام 2005 وأخلت المستوطنات التي كانت فيه، ومنذ ذلك الانسحاب وهي تنفذ عمليات عسكرية في القطاع من حين لآخر، بعضها تحول إلى حروب استمرت أسابيع وخلفت آلاف الشهداء.

القطاع الذي يعد أكثر المناطق كثافة سكانية في العالم، حيث يقطنه نحو مليوني فلسطيني، تعرض لعدة اعتداءات إسرائيلية على مر السنين، بعضها اغتال فيها الاحتلال قيادات لحركات المقاومة الفلسطينية، وبعضها كان يسعى من خلالها لاستعادة أسراه لدى المقاومة، وخاصة الجندي جلعاد شاليط، الذي أسرته المقاومة في يونيو/حزيران 2006.

وبعد سيطرة حركة المقاومة الإسلامية (حماس) على قطاع غزة في يونيو/حزيران 2007، أعلنت إسرائيل في سبتمبر/أيلول 2007 غزة "كيانا معاديا"، وفي أكتوبر/تشرين الأول من السنة نفسها فرضت عليها حصارا شاملا.

What Weapons Are Used in the Israel-Gaza Conflict[2]

The struggle between the Israeli military and the armed wings of Hamas and other Palestinian groups in the Gaza Strip is a classic asymmetrical conflict. The two sides are far from evenly matched, but each can nonetheless bring considerable pressure to bear upon the other.

Inevitably, though, the burden of casualties is asymmetric too. The death toll among
Palestinians is rising markedly as the Israeli air campaign intensifies. The Gaza Strip is a relatively small area. Much of it is densely populated.
Israel claims that a significant proportion of the Hamas infrastructure is located in civilian areas.

The Israel Defense Forces (IDF) say they take great care in targeting to try to reduce civilian casualties to a minimum, but there are controversial aspects to their targeting policy: for example, the decision to strike at the homes of known Palestinian military commanders, condemned not least by Israeli human rights groups.

Israel's extraordinary practice of calling up the residents of such homes to warn them to vacate the premises ahead of any attack does not alter the fact that deaths have occurred.

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[1] أبرز حروب إسرائيل على قطاع غزة | الموسوعة | الجزيرة نت (aljazeera.net)
[2] http://www.bbc.com/news/world-middle-east-28245343

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