

## Challenges of Translating Titles of Postgraduate Theses from Arabic into English

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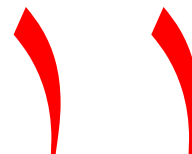
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### **Abstract:**

This study aimed at investigating the translation challenges and problems encountered by the senior students of translation when translating titles of MA theses from Arabic into English. To achieve this, a sample of sixty-six senior students of translation were randomly selected from some public and private Yemeni Universities based in Sana'a City. Fifteen titles of MA theses were also randomly selected from the libraries of these universities and were distributed to the sample. Furthermore, an open-ended interview was conducted with a sample of thirteen translation experts to provide relevant solutions and recommendations for overcoming the challenges of translating titles of MA theses from Arabic into English. Major findings indicated that most translations of MA titles by the study sample were inadequate as participants faced challenges while translating them. These translation problems were mostly due to the participants' unfamiliarity with specialized terms including linguistic, technical, and culture specific items, etc. The study concluded that students should acquire the necessary skills to produce acceptable translation. These skills include writing skills, knowledge of culture and techniques as well as exposing them to various translation strategies and techniques of translating different types of specialized texts.

**Keywords:** translation challenges, translation strategies, senior students, technical terms, culture specific items

الملخص



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### **1. Introduction**

In this era of globalization where mostly everyone wants to explore something new each moment, it becomes impossible to actually avoid how important translation is. Not only does translation carry the language but also carries the culture. It is most significant for every nation to maintain a proper interchange of information, technology and everything else, which is impossible without translation.

In terms of exchanging the latest research studies amongst nations, translating their titles is what matters the most, for titles have the power to grab the attention of readers and people of concern to either read further or not. Regarding translating titles of researches, a number of translation problems may encounter the translator since researches include all fields of study namely religious, political, educational, banking, etc., thus technical terms and culture specific items (CSIs) are definitely found. Other problems including the use of prepositions, articles, the proper lexis, punctuation, capitalization, the correct word form and order are to be faced too. Even though the research titles are like any piece of discourse, they need a fair knowledge of the other fields to be able to render the title properly. Titles require the translators to be well-equipped with all needed sources in order to have them right equivalence in the target language, for the whole researches rely on the well-translated titles to be read.

The aim of the current study is, therefore, to investigate the challenges facing senior translation students in some selected public and private universities in Sana'a, Yemen when translating titles of MA theses from Arabic into English. Translation strategies employed by them will also receive due attention during analysis and discussion of results.

## 2. Literature Review

**This section reviews the challenges of translation from Arabic into English and the strategies of translation in some of previous related studies.**

### 2.1 Challenges of Translation from Arabic into English

Each language is unique in its syntax; thus, some problems may occur while rendering any text between Arabic and English. The common syntactic problems which may occur while translating titles of theses from Arabic to English include word order, prepositions, word form, synonyms, cultural terms, technical terms, etc..

Word order poses a big problem in translation between Arabic and English. Translation should be done according to the TL word order, so as to make it idiomatic and natural. This can make him/her familiar with when and why the TL word order changes in addition to getting acquainted with the parts of speech (nouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections) and how they are used (Sadiq 2010). For example, in English, the adjective always comes before the noun as in "A blue book", while the opposite happens in Arabic, i.e. the adjective comes after the noun as in "كتاب أزرق", so when translate, one should bear in mind the word order difference between the two languages.

Prepositions pose major problems when translated between English and Arabic. The accurate mappings between English-Arabic prepositions are sometimes very difficult to determine. Such difficulties come from the different nature of Arabic and English. Moreover, an Arabic preposition is equivalent to more than one English preposition. In addition, mother tongue interference is another source of challenge because of its relationship with the problem of literal translation into English and vice versa Al (Yaari 2013). For example, the preposition in the sentence "It was found that the results differ from my expectations" is literally

translated as "من", while it should be translated as "عن" to fit in the target language, i.e. "خلافاً لتوقعاتي جاءت النتائج".

Synonymy is fundamental in language as it influences the meaning. Its abundance in a language reflects its richness. What really matters while translating synonyms is the meaning that is determined by the context; as a result, translating synonyms should be carried out with utmost care. According to (Shiyab, 2007), synonymy does not mean sameness, as this form of synonymy cannot be found in monolingual or multilingual contexts. It is worth noting that what seems to be complete synonyms in Arabic tend to be partial synonyms in English or vice versa as they have different shades of meaning that influence the context (Aqel, 2019). Hence, a translator should have a sense regarding the differences of synonyms in terms of meaning. For example, the two synonymous words "acquisition" and "acquirement" have the meaning "الحصول على", yet each word is used differently. The word "acquisition" is sometimes followed by a physical thing or people, while "acquirement" is sometimes followed by skills or abilities.

With regard to CSIs, it is widely known that translators and interpreters are seen as mediators between cultures, where they have to bring the meaning across. In this mediation task, they are likely to come across words that have a specific meaning in each culture so that biculturalism is an important asset for translators, (Nord 1991). Therefore, many scholars and linguists have tried to define words or phrases that belong to the culture. (Baker 1992) defines culture specific concepts as "source-language words that express concepts totally unknown in the target culture" (Baker 1992: 21). (Aixelas, 1996:58) defines "culture specific items" as follows,

Those textually actualized items whose function and connotations in a source text involve a translation problem in their transference to a target text, whenever this problem is a product of the non-existence of the referred item or of its different intertextual status in the cultural system of the readers of the target text.

In view of this definition, cultural terms can easily produce a problem while rendering a text from a language into another.

Regarding the present study, the titles of theses contain many culture, religious, and context-based items addressing various fields of study such as religion,

banking, accounting, management, etc. For example, the word "تَنْذُرٌ" is a specific term related to Islamic culture which can be understood if translated as "vowing". (Ghazala 1995) defines technical translation as, "the translation of scientific and technical terms of all kinds: medical, physical, chemical, mathematical, mechanical, technological, biological, agricultural, computer and other terms of the various branches of science" (Ghazala 1995: 156). Accordingly, a translator needs to acquire more than a language to convey the proper message, i.e. a fair knowledge of such specializations. According to (Ijioma and Ezeafulukwe 2015), a technical text, like any other domain of translation, has its own problematic issues. The number of technical fields is indefinitely large and terminology is expanding and changing daily. This results in some challenges a translator may encounter in the course of his job. (Baker 1996:21) puts technical translation as this "The source language word may express a concept which is known in the target culture but simply not lexicalized, that is not 'allocated' a target language word to express it." For example, "Help desk team" is a technical term which needs a special treatment to fit within the target text. The proper translation for such term is "فريق الدعم الفني". Translating the technical term literally would render wrong meaning.

## 2.2. Function and Types of Titles

According to (Bavdekar 2016: 54) titles can be classified into "declarative, descriptive and interrogative." Not only does Bavdekar classify titles into three types, he also categorizes them into three from the construct point of view. Titles can be further classified into nominal, compound and full sentence. Nominal titles reflect the principal research concept. Compound titles have subtitles which provide additional information. Titles of full sentence are rare and tend to be longer; they suggest an additional degree of certainty about the study results.

Titles function as the minimal discourses that represent a macro-text, for written works are identified, remembered, and referred to by their titles. In fact, titles allow for reading journey to begin as argued by (Farghal & Bazzi 2017). Translation problems surely need translation strategies to overcome them.

## 2.3. Translation Strategies

A number of translation strategies have been proposed in the literature for overcoming problems in the process of translation. The word "strategy" is widely

used in different contexts and fields. According to (Owji 2013), a translator uses a strategy when s/he encounters a problem while translating a text. Although, when they translate word for word and use a dictionary, beginners in the area of translation think they have made a good translation; they do not understand that a problem still exists and modifications must be made at some levels of the translation. Therefore, problem-solving is the most important function of translation strategies.

The literature of translation studies includes many sets of translation strategies, including (Newmark's 1988) and Baker's (2018) strategies. (Newmark 1988) classifies the translation procedures into transference, cultural equivalent, neutralization (i.e. functional or descriptive equivalent), literal translation, label, naturalization, componential analysis, deletion (of redundant stretches of language in non-authoritative texts, especially metaphors and intensifiers), couplet, accepted standard translation, paraphrase, gloss, notes, etc. and classifier. (Baker 2018), on the other hand, lists eight strategies, which have been used by professional translators to cope with the problematic issues while doing a translation task. These are:

- Translation by a more general word;
- Translation by a more neutral/ less expressive word;
- Translation by cultural substitution;
- Translation using a loan word or loan word plus explanation;
- Translation by paraphrase using a related word;
- Translation by paraphrase using unrelated words;
- Translation by omission; and
- Translation by illustration.

In this study, no specific set of translation strategies will be adopted for analyzing the collected data; rather, the strategies used by the study participants will be highlighted and analyzed with reference to strategies of translation established in the literature.

## 2.4 Previous Related Studies

One relevant study was conducted by (Banikalef and Abu Naser 2019) in which they examined the problems faced by undergraduate students in Jordan majoring

in translation when translating culture-specific expressions from Arabic into English. The participants had problems in using the appropriate strategy and finding the acceptable equivalence. Similarly, (Benaboud's 2019) study used a questionnaire and a translation test to investigate third year students' cultural translation problems and strategies. The results showed that students had problems in translating cultural-specific elements. (Agliz 2015) conducted a study that was mainly concerned with the problems and the challenges that Arab translators are confronted with when they deal with religious texts, which is similar to the current study in that both are concerned with CSIs.

Another similar study was carried out by (Khoshafah 2018) whose focus was on investigating problems encountering Yemeni translators when translating Arabic MA and PhD theses abstracts from Arabic into English. The only study that investigated the translation of titles was conducted by (Farghal and Bazzi 2017) who explored the translation procedures that were followed when rendering English fiction titles into Arabic. However, it seems no previous study investigated the challenges of translating titles of any research studies, let alone MA theses. Therefore, the present study contributes to bridging this gap by addressing the challenges senior students of translation face while translating titles of MA theses as well as to touch upon the students' awareness of translation strategies, and how they practically use them to overcome the challenges they encounter. It is expected that this study will yield results pertinent to translation departments to further improve their curricula in order to equip students with required skills that would prepare them for the labor market.

### 3. Research Method

The mixed method approach was used to achieve the objectives of the study. Two types of data, quantitative and qualitative, were collected: a translation test was used to collect the former, whereas an in-depth interview was administered to collect the latter. The test consisted of sentences of different disciplines, i.e. religion, management, accounting, education, commerce, banking, medicine, etc. These titles were selected from a list of 50 titles by a jury of 7 experts of translation and linguistics. The selection criteria were that the titles contained technical terms and cultural items. The titles were translated into English and the translations were validated by the same jury of experts. The validated translation

was used as reference point during the analysis of students' translations and the distribution of marks.

The interview, on the other hand, probed into the possible and feasible solutions and recommendations to overcome challenges and problems faced in the translation of the titles. The quantitative data was analyzed statistically, whereas the qualitative data was thematically classified, analyzed and interpreted in a descriptive manner.

### 3.1 Population

Senior students of translation in universities in the city of Sana'a were the population of the study. They were about to graduate and be involved in the labor market, thus dealing with different kind of texts. The whole population was 297 participants (119 participants at Sana'a University, 35 participants at Future University, 36 participants at the University of Science and Technology, 20 participants at Yemenia University, 18 participants at Yemeni Jordanian University, 24 participants at the University of Modern Sciences, 15 participants at Queen Arwa University, 20 participants at Wataneiah University and 10 participants from Saba University). These are the universities that have level-four translation students in the academic year 2019-2020.

### 3.2 Sample

The students' sample for the test was randomly selected from the attendance lists. The sample consisted of 98 participants, but only 66 of them submitted completed test forms, which were considered for analysis. It is worth indicating that senior students were selected for they have taken a number of courses in translation covering almost all areas of transition text types. The sample for the interview was a purposive sample of professional translators, translation instructors and translation professors. They were 13 members whose experience ranged from 7 to 40 years. Finally, the titles used in this study were limited to MA theses.

## 4. Analysis and Results

This section presents translations of the participants, translation problems they faced and translation strategies they employed.

### 4.1 Participants' Translation of Titles

The selected 15 titles of MA theses were distributed to the study sample to translate. Results of the participants' translations, as illustrated below in table (1),



are presented in three categories: identical translation, semi-identical translation and non-identical translation (Alharbi, 2013). Their translations were given marks according to the scoring scale: the identical translation to the validated one was given (2 marks), the semi-identical translation was given (1 mark), and the non-identical translation was given (0 mark).

Table (1): Students' Translation Performance in the Test

Title	Identical		Semi-identical		Non-identical	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Translation1	3	4.5%	58	87.9%	5	7.6%
Translation2	0	0	63	95.4%	3	4.5%
Translation3	0	0	31	47%	35	53%
Translation4	0	0	59	89.4%	7	10.6%
Translation5	0	0	28	42.4%	38	57.6%
Translation6	0	0	9	13.6%	57	86.4%
Translation7	0	0	47	71.3%	19	28.7%
Translation8	0	0	63	95%	3	4.5%
Translation9	1	1.5%	37	56%	28	42.4%
Translation10	0	0	59	89.4%	7	10.6%
Translation11	0	0	51	77.3%	15	22.7%
Translation12	0	0	57	86.4%	9	13.6%
Translation13	0	0	58	87.9%	8	12.1%
Translation14	4	6.1%	54	81.8%	8	12.1%
Translation15	0	0	46	69.7%	20	30.3%

Overall, semi- identical translations were the dominant type of translation provided by the study participants as shown in Table (1). They were able to provide translations that are to some extent reasonable. However, for title (6),

non-identical translations were the dominant as they encountered some translation challenges and problems that made them fail to convey the message which resulted in their translations being vague and unclear. On the other hand, only 6.1% of the participants provided identical translations for title No. 14, 4.5% for

**Table (2): Frequency of challenges faced by the students**

Type of challenge	Participants		Frequency	
	#	%	#	%
Word order	37	56%	44	1.9
Word form	56	85%	63	2.7
Omission	25	38%	29	1.2
Articles	49	74%	107	4.6
Preposition	63	96%	143	6.1
Capitalization	66	100%	940	40.2
Punctuation	40	60%	64	2.7
Literal meaning	47	71%	169	7.2
Wrong lexis	66	100%	212	9.1
Synonyms	66	100%	317	13.5
Technical terms	60	91%	138	6
Culture specific items	55	83%	112	4.8
<b>Total</b>	-	-	<b>2338</b>	<b>100%</b>

title No. 1 and 1.5% for title No. 9.

The table above shows that all participants (i.e. 100%) made mistakes in the use of capitalization rules, lexis and synonyms which constitute core principles of translating titles. This can be attributed to the lack of specialized translation curricula, participants not sensing the importance of these rules to title translation or less emphasis is placed by translation courses on these rules in general. Such translation problems further emphasize Nida's (1969: 73) definition of synonym in language as "words which share several (but not all) essential components and

thus can be used to substitute one another in some (but not all) contexts without any appreciable difference of meaning in these contexts.", and what (Wongranu 2017: 118) stated, "translation errors stem from various causes, such as a lack of comprehension, or misuse of words."

Another prominent error in title translation made by almost all participants (96%) is the improper use of prepositions, which stresses the need for revising basic syntax rules and further exposure to collocations and phrasal verbs to properly place and use prepositions/particles.

Furthermore, the majority of participants (91%) showed poor ability in dealing with technical terms, which clearly requires them to have more exposure to the different topics and refer to specialized bilingual technical translation dictionaries and platforms other than Google translate to locate lexis that most contextually fit into the given title. In the same context, Byrne (2006: 6-7) points out that:

Technical translation involves detailed knowledge of the source and target cultures, target language conventions, text type and genre conventions, register, style, detailed understanding of the audiences; whether translators realize it or not, an understanding of how people learn and use information.

More than three quarters of the participants (85%) were unable to provide the proper word form in their translations and thus producing incorrect or vague translations that might affect the whole meaning of a given title. This requires revision of basic sentence structure to ensure sentence structure syntactic adequacy and pragmatic impact.

Table (2) further shows that 83% of the participants did not have good command of cultural specific items (CSIs), and thus could not render the titles properly and did not provide culturally proper equivalences in the target language. Therefore, and given the specificity of CSIs, the participants should have tried to understand the deep meaning of the given word and provided a similar contextually fit word reflective of the deep meaning of the source text(s). Thus, the participants should be further alerted of the different translation strategies to better handle title translation.

Moreover, 74% of the participants used articles improperly or did not use articles at all, which can be attributed to the lack of knowledge of articles and their usage in context. Thus, they are required to refer back to articles and have more reading

in this regard. Literal meaning of rendered words were also noticed in the translated titles as 71% of the participants were found translating each word separately, without looking at how the words are used together in a phrase or sentence, which denotes a lack of participants' stock of English language words in general.

It was also found that two thirds (60%) of the participants did not apply punctuation rules which serve as marks to separate sentences to clarify the meaning and thus a better rendered text is produced. This stresses that participants should refer back to basic grammar books to refresh their knowledge from time to time.

It is noted that 56% and 38% of participants had word order and omission problems respectively, which can be tackled through further review of rendered texts and consulting dictionaries that provide translations in context to be familiar with the common word order.

#### 4.2 Analysis of the Translation Strategies

From the translated titles, the translation strategies that were observed are as follows:

For title (1) "الولاء والبراء في ضوء القرآن", all the participants (100%) translated this title using word-for-word strategy.

Regarding title (2) "قواعد التفسير عند احمد بن عبد القادر الكوكباني ومحمد بن علي الشوكاني من أول قواعد التفسير إلى آخر سورة البقرة: دراسة مقارنة" (97%) of the participants used the strategy of word-for-word, yet 2 (3%) participants used the borrowing strategy such as the word "Tafsir" for "تفسير".

Here in title (3) "الغلبة في ضوء القرآن الكريم وأثرها على الأمة الإسلامية: دراسة موضوعية", all of them (100%) did not use any specific strategy but word-for-word translation.

For title (4) "أحكام العقيدة والأضحية في الشريعة الإسلامية", 56 (85%) participants used the borrowing strategy of translation; whereas (56%) of the participants provided a definition between parenthesis next to the borrowed word such as "Aqeeqah" for "العقيدة", "Udhiyah" for "الأضحية" and " Shariah" for "الشريعة", and 41 (62%) participants provided no definition or explanation to the borrowed word. However, 10 (15%) participants used word-for word translation.

Regarding title (5) "منهج القرآن الكريم في التعامل مع الأفعال المضمومة في سورة النساء: دراسة"، all of them (100%) tended to jut translate with using no specific strategy when needed; they only used word-for-word translation.

Here in title (6) "التقية في المذاهب ومشروعيتها" (35%) of the participants used the borrowing strategy for translating the word "التقية" into "Taqiyyahh", while (65%) of them translated the title using word-for-word translation.

For title (7) "المكفرات القولية في السنة النبوية"، the translations of (86%) participants were word-for-word translations, whereas there were 9 (14%) who used the borrowing strategy in translating the word "المكفرات" into "Mukaferat".

In title (8) "اللقيط (أحكامه وحقوقه وأثره على المجتمع)"، (91%) of the participants used word-for-word in their translation, while (9%) used the borrowing strategy of translation in the word "اللقيط" into "Laqeet".

Regarding title (9) "أثر تطبيق مرتكزات التصنيع الرشيق في تحسين الأداء التصنيعي: دراسة حالة"، "الشركة الوطنية لصناعة الإسفنج والبلاستيك"، the translations of all the participants were word-for word translations with using no certain strategy when needed.

In title (10) "مدى الإفصاح البيئي في التقارير المالية للشركات الصناعية: دراسة ميدانية على عينة من"، "صناعة البلاستيك في أمانة العاصمة"، all of them ignored all strategies of translation when dealing with technical terms; they all used word-for word translation.

For title (11) "دور القيادة التحويلية في هندسة التغيير في البنوك اليمنية" (100%) again were merely translating; they provided word-for word translations with using no translation strategy when needed.

Regarding title (12) "قياس كفاءة توظيف الأموال في المصارف اليمنية باستخدام أسلوب تحليل مغلف"، "البيانات"، all of them produced word-for-word translations neglecting the specific translating strategies for dealing with technical terms. In title (13)

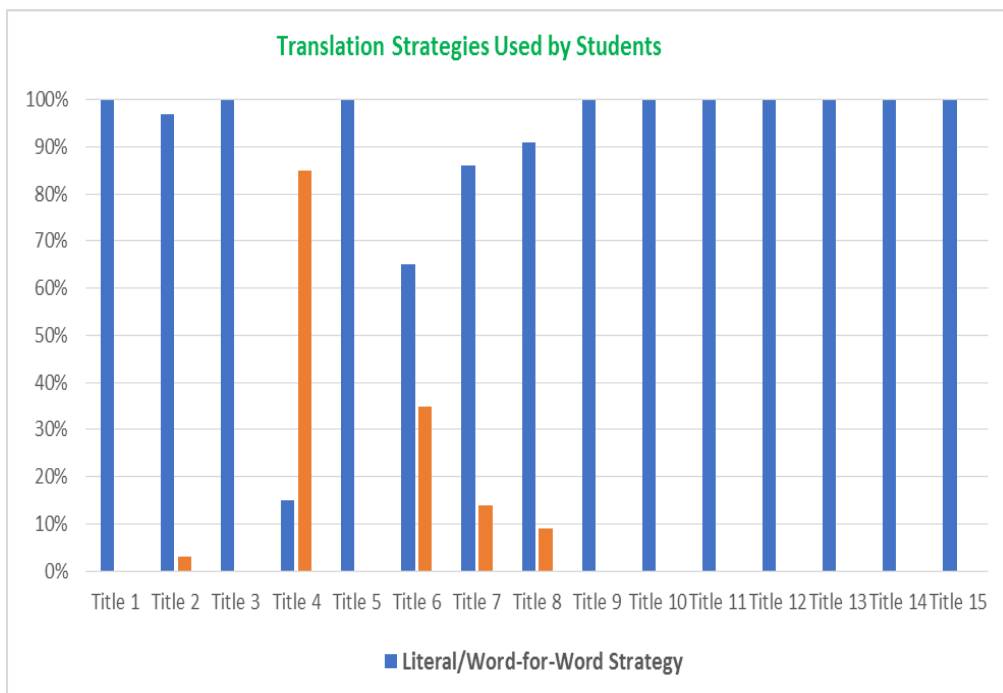
"تقييم مدى إمكانية بطاقة الأداء المتوازن في البنوك التجارية اليمنية: دراسة حالة على بنك التسليف"، "التعاوني والزراعي"، the translations of all of the participants were word-for-word translations with employing no translation strategy with dealing with technical terms.

Regarding title (14) "التمويل لإسلامي كبديل عجز الموازنة العامة مقارنة بالبدائل الربوية في"، "الجمهورية اليمنية" (100%) of the participants used word-for-word translations using no translation strategy.

For title (15) "العوامل المؤثرة في تعليم أبناء الجماعات الهامشية في أمانة العاصمة صنعاء" (15) all of them did not use any translation strategy to deal with any CSI when needed; they

only provided word-for-word translations. The diagram below shows the translation strategies employed by the participants when translating the 15 titles.

### Strategies Employed by Students in Translating Titles



From the diagram, it is obvious that students were translating up-front in most of the titles, i.e. translating word-for-word without paying attention to the challenges facing them namely, CSIs, technical terms, etc. For the other titles, some students were able to employ one aspect of the borrowing strategy, i.e. transliteration, using the same word in original text in the target text. They only employed such a strategy in titles that have religious terms.

One of the reasons for not using multiple translation strategies seems to be the low exposure of the translation students to the different resources of translation and confining themselves to the assigned curricula without making further reading to add to their knowledge of translation, which might partially be attributed to the lack of motive. Furthermore, translation courses might not encourage students to use various strategies due to curriculum limitations. Perhaps, such courses are

taught by instructors who are less experienced, or who are not specialized in the translation profession .

A limitation that might be highlighted here is the extensive use of computer assisted tools (CATs) when performing a translation assignment. As such the students, especially during the course of their study, perform extracurricular translation tasks while heavily depending on CATs, which by design, do not help the students identify or follow a set of translation strategies. Thus, students shift from evidence-based or strategy-based translations to translating through CATs, especially Google, and thus producing poorly translated texts .

#### .<sup>o</sup>Analysis of Suggested Solutions

The interview with the translation experts revealed invaluable solutions and recommendations for developing students' skills in translating MA theses titles. The recommendations were classified into three domains as follows :

#### Student's Abilities :

Students should be aware that languages differ in terms of their syntax, grammar and expressions; therefore, they should master both languages in order to provide a clear and understandable translation. Furthermore, students should be avid readers, for reading texts in source and target languages is the best way to improve one's skills and to have good knowledge of both cultures, thus be able to translate appropriately. When translating, they should reflect the English style in the title of theses. They should also consider boundaries such as cultural, linguistically specific issues and social norms. In addition, they should use the corpus-based translation method and should focus on the sense they want the reader to make. Students should use different translation methods and techniques when translating research titles and avoid translating titles literally. After translating, the student should make sure that the title he/she translated applies the rules of writing a title, including to be catchy, concise, capitalized, as short as it can be, etc.

#### Training and Translation Courses

Students should get proper training and practice translating different texts and how to write and translate academic papers in classes of translation in order to avoid problems faced during writing and translating academic papers, including titles. Students should also search for similar dissertations published online and examine the way titles are worded, and they should consult specialists or senior translators about the appropriate translation of some specific terminologies in case they face problems.

### Linguistic Knowledge

Students should be exposed to texts of similar nature to be familiar with the style of MA theses' titles. They should be given the chance to practice translating synonyms and technical terms. They should read widely and extensively in both source and target languages to enrich their knowledge to be better translators. Also, the capitalization rules should be considered during translation as they constitute an integral part of title translation which 100% of the participants could not reflect accurately on the titles dealt with in the study.

### Conclusion

Since the focus of the current study was limited on translating titles of MA theses, a translator here is involved in and exposed to many fields of MA theses such as religion, management, accounting, banking, education, politics, medicine, etc. Thus, he/she should be highly careful in dealing with specialized fields using whatever possible to convey the message from a language into another .

From the current study, the findings related to the challenges of translating titles of MA theses showed that translation students lack the skills and proper knowledge to deal with specialized texts. Though senior translation students study many courses on translation at college, the findings indicated that students' ability is not up to the mark .

Additionally, the findings related to the strategies employed by the translation students demonstrated that they lack the skills of dealing with translation strategies, i.e. they do not apply them when needed. Most of their productions



lack the sense and do not convey the proper message. Translating literally and not applying the translation strategies when facing difficulty produce poor translation, especially in dealing with specialized texts.

The suggested solutions by translation experts are useful and effective to translation students to put them in mind before and while translating titles of MA theses. They should consider these recommendations and others to get themselves ready to deal with texts that may have any difficulty.

#### Recommendations

After having a complete idea about the whole research and based on the previous results and conclusions, the study has come up with the following recommendations, which are organized according to stakeholders:

##### At the University Level:

- Redirecting the notion of students about the nature of using CATs while doing translation task assignments and rationalizing their extracurricular practice of Electronic tools and their heavily-dependence on CATs, which by design, do not help them identify or follow a set of translation strategies. Thus, students understand well how to exploit technology and employ electronic tools in improving their translation productivity.
- A syllabus of translating various fields should be included in the curriculum for the purpose of getting students used to dealing with different areas of study, i.e. politics, religious, legal, management, business, economics, etc.

##### At the Teacher Level:

- A teacher should keep pace with the latest developments, approaches, strategies of translation in order to transfer the latest experience to the students .
- A teacher should allocate time to introduce students of translation to the use of computer and online dictionaries. Using such online assistance would very

much affect the quality of translation as the translator would be exposed to multiple forms of application with relevance to translation.

٧.٣ At the Student Level:

- A student should be an avid reader and should get himself/ herself exposed to a variety of texts .
- A student should have at least a basic knowledge about using computer and technology in the field of translation .
- A student should possess the required writing skills of both languages.
- A student should be aware that s/he ought to be more careful and pay more attention when dealing with specialized texts .
- A student should practice translation more often in order to be ready for the labor market after graduation and not only studying to get a certificate.

٨. Suggestions for future research

In order to enhance studies on the translation of titles between Arabic and English, it is recommended to investigate differences/ similarities between titles by English native speakers and non-native speakers, along with their translations.

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