



Analysis of Errors Made by a Sample of Omani Students in Translating English News Headlines into Arabic

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Abstract

The present study aimed at analyzing the errors made by a sample of Omani undergraduate students in translating English news headlines into Arabic. The study employed one data collection tool which was a short translation test which included 15 English news headlines. The test was administered to 45 third-year students at the Department of Foreign Languages at University of Nizwa in the second semester of the academic year 2022. The examination of the data showed that the errors made by the students were mainly lexical and syntactic, abbreviations, cities and proper adjectives. The rationale for such errors was that the students were unfamiliar with journalistic vocabulary, syntax, abbreviations and transliteration of English cities and proper adjectives. As these errors proved to be serious, the researcher suggested carrying out some large-scale studies to confirm the findings of the study, challenge them or shed more light on other aspects of the topic of the present study.

Keywords: Analysis of Errors, Arabic Translation, Media Translation, News Headlines, Omani Students

Introduction

Translation as a human activity involves communicating a certain meaning and messages written in one language called the source language to people of another language called the target language (Newmark, 1988; Hatim & Mason, 1997). As such, it has really helped people in different parts of the world communicate effectively and learn about other countries and cultures (Munday, 2007). An important subfield of translation has recently emerged as news channels and news websites have exponentially increased due to the fact that the news industry has attracted large audiences from all over the world. This translation subfield or sub-discipline is media translation. As this subfield is making its way into the translation discipline and giving translation other dimensions and aspects, translation scholars have started exploring it and examining topics related to it so as to learn more about this relatively nascent subfield and enrich it (e.g., Liu, 2023; Al-Awawdeh, 2022; Amer, 2022; Guo & Chen, 2021; Jiang, 2019; Rasul, 2018; Al-Falahy, 2017; Zhang, 2013).

It is also known to translation scholars and students alike that news headlines have special features and characteristics in terms of language, structure, vocabulary, punctuation and grammar (Altarabin, 2021; Al-Hamadani, 2020; Saxena, 2013; Petersen, 2011; Swan, 2005). These features make it a special genre of writing. The special language used in news headlines is oftentimes referred to as block language (Mathews, 2007) which is characterized by abbreviations, special uses of vocabulary and idioms, along with other linguistic features.

Having been a university professor for some time and having taught media translation to translation students in Oman, the researcher has noticed that media translation in general and the translation of news headlines in particular are considerably hard for students. This idea was reinforced by the students' performance on media translation quizzes and exams which the researcher had given to Omani students. It was clear that the majority of the students he taught struggled with the translation of news headlines from English into Arabic. It seems that students are unaware of the specificity of media translation and how news headlines should be translated. Despite the fact that the researcher explained in some detail the characteristics and features of media translation and news headlines (Matheson, 2005; Dor, 2003; Snell-Hornby, 1988), a large number of his students still grappled with media translation and exhibited serious errors in the translation of news headlines. Then, the researcher decided to conduct a small-scale study on the errors made by a sample of Omani students at University of Nizwa in order to identify these errors and spread awareness of them so that they will be avoided by translation students, and other researchers can utilize the findings in their prospective research. Even translation teachers or professors can also share the findings of this study with their students in order to help them avoid making similar errors in the translation of news headlines. As the subfield of media translation is relatively new, there have been few studies in this area in the Arab world, and there is hardly any study on the Arabic translation of news headlines in Oman to the best of the researcher's knowledge and search.

Research Objectives

The present study aims to achieve the following three objectives:

1. To identify the errors made by the sample of the study in translating news headlines from English into Arabic;
2. To provide a rationale for the errors made by the sample of the study in translating news headlines from English into Arabic;
3. To suggest some remedies for the errors made by the sample of the study in translating news headlines from English into Arabic.

Literature Review

In this section, the researcher provides a critical review of the literature available on this topic or topics which are closely related to the topic of the present study. To begin with, Liu (2023) carried out a study on the rhetoric of news headline translation in which he proposed the rhetorical persuasion model for the translation of news headlines. The researcher selected a number of news headlines translated from English into Chinese and examined them from a rhetorical point of view. The study revealed that the translators of the selected news headlines maintained the target readers' credibility by translating news headlines faithfully, while taking into account the linguistic and cultural background of the target readers so that the translation would appeal to them rhetorically. The above study approached media translation from a rhetorical perspective, while the present study aimed to analyze errors made by Omani undergraduate students in translating news headlines from English into Arabic. Thus, the topic, scope, methodology and findings in both studies are quite different.

Al-Awawdeh (2022) conducted a study on the ideological function of media translation. The researcher examined the Arabic translation of some English news headlines taken from Aljazeera-Egypt. The findings revealed that the translators of the selected news headlines used omission and addition and changed the meaning of the source headlines as per the ideology of the target headlines. The researcher of the above study believed that the translators of the selected news headlines were forced to alter their translations so as to follow the dictates of the organization which they worked for, which in that case was Aljazeera News. The alterations which featured in the translations, according to the above study, were lexical and syntactic. The above study is different from the present study in terms of scope, objectives, methodology and findings. However, the direction of translation in both studies is the same, and the subfield of translation which is media translation is the same in both studies.

Amer (2022) conducted a study on the English translations of Arabic news headlines about Palestine with an eye to identifying the procedures employed in translating the headlines into English. The researcher used a corpus of headlines and examined the English translations in order to achieve the main objectives of his study. The findings showed that the translators used certain procedures to render the news headlines into English, namely addition, deletion, modulation, and adaptation in an attempt to make their translation acceptable for the target audience. The researcher of the above study believed that such procedures also allowed the translators to re-write and re-frame the events which were translated, and that would fit into the policies and ideologies of the news institutions which they worked for. The above study and the present study differ in topic, scope, methodology, direction of translation and findings, despite the sub-field of translation, media translation, which both studies seem to belong to.

Guo and Chen (2021) carried out a study on the strategies for translating news headlines from English into Chinese. The researchers collected 137 English headlines about coronavirus pandemic and analyzed the Chinese translation of these headlines to highlight the two translation strategies (imitation and variation) followed in the translation of the English headlines. Other sub-strategies under the two strategies were also examined. The study revealed that the translators of the news headlines added some elements to their translation, omitted some information and replaced it with other information to adapt to the target language and culture. It seems that the above study is different from the current study in terms of topic, scope, methodology and findings, but it makes a valuable contribution to the literature on media translation, just as the present study does.

Jiang (2019) conducted a small-scale study which aimed to analyze the influence of cultural differences on the translation of news headlines between Chinese and English. Jiang believed that the translation of news headlines between these two languages is an act of communication between two different cultures. The study came to the conclusion that the translation of news translators could be affected by the cultural differences between their native culture and the target culture. These differences include translators' cultural background, way of thinking, religion and history. The study recommended using appropriate strategies for translating news headlines and preserving the original message of the source news headline. The most convenient strategy for the above study was faithful translation because it achieves accuracy and brevity which are typical characteristics of news headlines. The present study is similar to the above-mentioned study in its topic which is related to the translation of news headlines. However, the studies are quite different in the pair of languages they examined, methodology and findings.

Rasul (2018) sought to explore the procedures used in translating news headlines from English into Arabic, Kurdish and Persian. The researcher of the above study proposed a hypothesis about the translation of news headlines and tried to test it and see if it was valid. His hypothesis or argument was that news translators should "employ multiple translation procedures" (Rasul, 2028, p. 225) in order for their translation to be effective. To test his hypothesis, the researcher of the above study selected 60 news headlines published in reputable news agencies such as BBC, Aljazeera, Rudaw and Xendan and translated from English into three different languages which were Arabic, Kurdish and Persian. The findings of his study showed that different multiple translation procedures (e.g., cultural borrowing, omission, transposition, addition, calque, near synonymy, modulation, paraphrase and others) were followed in translating headlines. So, the results attested to the validity of his hypothesis. The scope and objectives of the above study are quite different from the scope and objectives of the current study. The above study started with a hypothesis and proved its validity, whereas the current study sought to identify the errors made by Omani BA students in translating news headlines from English into Arabic with an aim to exploring the reasons for these errors and proposing ways to overcome them.

Al-Falahy (2017) carried out a study with an eye to exploring the difficulties encountered by Jordanian MA students in translating news headlines from English into Arabic. The study used 40 MA students (male and female) from three Jordanian universities as participants in the study. The study used two data collection tools. The first one was a translation test with 30 news headlines to be translated from English into Arabic. The second tool was a semi-structured interview with professional translators and academic experts in the field of translation. The findings on the students' translations showed that the MA students experienced many difficulties which the researcher ascribed to literal translation, inability to provide the right equivalent and lack of knowledge of how news headlines should be translated. The findings on the interview questions showed that the causes for the difficulties in translating news headlines lay in the students' lack of training courses in media translation and their inadequate knowledge of the target culture. The above-mentioned study is similar to the current study in terms of scope and objectives, but it is different in terms of participants and data collection tools. The participants in the above study were MA students and experts in translation, while the participants in the present study were undergraduate students majoring in translation. There were two data collection tools in the above study, whereas one data collection tool was used in the present study. Despite these differences and despite the difference in the geographical context, both studies arrived at similar findings (e.g., students' heavy reliance on literal translation, their lack of knowledge of the target language and their inability to provide equivalents to words in the source language).

Based on the literature review, there seems to be a gap in the existing literature which the present study seeks to close. There has been no such study as the present one which aimed to analyze errors made by undergraduate students in the translation of news headlines from English into Arabic in the Arab context.

Methodology

The researcher selected fifteen English news headlines from mainstream news websites, namely BBC and CNN and put them in a quiz which he gave to his translation students at University of Nizwa in the second semester of the academic year 2021-2022. The quiz was one assessment method of Media Translation, a course the researcher was in charge of teaching at that time. The students had to translate the news headlines from English into Arabic. Quizzes or tests have been used by researchers in different fields as a data collection tool which helps identify errors made by students in a particular area of translation or language learning in general. Forty-five female students took the quiz which lasted for about one hour.

To help realize the objectives of the study, the researcher developed an error analysis. The analysis was intended to classify the errors which were identified in the students' attempted translations. Descriptive tables were provided to help present the

findings and classify the errors. Based on a close examination of the errors, the researcher provided logical explanations behind these errors and suggested some remedies for them.

Findings

After collecting the quiz sheets from the students, the researcher started examining the students' Arabic translations of the English news headlines with an eye to identifying errors. After identifying the errors, the next step was to classify the errors into distinct categories based on the nature of the errors. As Table 1 below shows, the examination of the data revealed four categories of errors made by the students of the current study in translating English news headlines into Arabic.

Table 1: Summary of findings

| Type of error | Number of students making it | Percentage |
|---------------------------------------|------------------------------|------------|
| Lexical | 42/45 | 93.3% |
| Syntactic | 30/45 | 66.6% |
| Abbreviations | 16/45 | 35.5% |
| Names of cities and proper adjectives | 10/45 | 22.2% |

Four types of errors were spotted, and they were lexical, syntactic, abbreviations and names of cities and proper adjectives.

Lexical Errors

The examination of the data collected from the students' Arabic translations of the English news headlines showed that the majority of the students made lexical errors. Some of these errors were related to a wrong choice of words, an omission of the translation of a word from the source news headline, providing a word with an opposite meaning of the source word and providing a word with a different meaning from the meaning of the source word. These findings are in line with the findings arrived at by Al-Falahy (2017) on students' inability to provide correct equivalents and students' dependence on literal translation. The following table illustrates the types of lexical errors made by some of the students along with the correct translations. Only one example of each type will be provided in observance of space restraints.

Table 2: Types of lexical errors made by the students

| Source news headline | Students' translation | Type of lexical error | Correct translation |
|--|--|-----------------------------|---------------------|
| Bid to smuggle foreign goods to Punjab foiled | محاولة تهريب الخيرات الأجنبية إلى بنجاب نقشل | Wrong choice | البضائع |
| Car stolen while pregnant Colorado mom gets ready to go to hospital | السيارة سرقت حينما كانت الأم الكولورادية تستعد للذهاب للمستشفى | Omission | الحامل |
| Oil prices spike by 2% following attack on Saudi ships | أسعار النفط هبطت بنسبة 2% تبعاً لهجوم على السفن السعودية | Word with opposite meaning | ارتفعت |
| Putin oversees nuclear drills near Ukraine borders | بوتين يراقب المثاقب النووية القريبة من الحدود الأوكرانية | Word with different meaning | التدريبات |

The table lists four different types of lexical errors in the translation of English news headlines into Arabic made by the sample of the study. The first type is a wrong choice of word for the translation of a particular word in the source language. As the student's translation shows, the word "goods" was wrongly translated into Arabic as "الخيرات" which means "good deeds" rather than "البضائع" which is the correct equivalent or translation in Arabic. One possible explanation for this type of error is that the student might have thought that "goods" is the plural form of "good", a noun which is the opposite of evil and means "الخير" in Arabic. So, the student provided a plural form in Arabic "الخيرات" for this word.

As for the second type or lexical error listed in the above table, it is an omission of a translation of an important word in the source news headlines. The student who provided the Arabic translation for the second news headline in the table above omitted the word "pregnant" from the source text and did not translate it into Arabic, although it is a key word in the news headline. Some possible explanations for this omission can be that the student did not read the adjective "pregnant" before the noun "Colorado mom", the student did not know the meaning of the adjective in Arabic or the student decided that the word was not important to the meaning of the news headline. Regardless of all these possible explanations, the omission of an important lexical item from the translation of the news headline in question was a serious error.

As regards the third type of lexical error as per the table above, it is the translation of a lexical item into a lexical item in the target language with an opposite meaning to the one in the source language. The student who translated the third news headline provided a

verb in Arabic which has an opposite meaning to its English counterpart. The student translated “spike” which means ‘to increase suddenly’ into Arabic as “هبطت” which means “decreased/dropped” in English. One possible explanation for this error is that the student simply mistook its meaning and mistakenly thought it really meant “decreased or dropped”. Another possibility is that the student was in a hurry and did not think enough of the meaning of this verb, and so, he/she ended up translating it into Arabic as “هبطت”.

As far as the fourth type of lexical error, it is the translation of a lexical item into a lexical item in the target language with a different meaning from the one in the source language. The student who translated the fourth news headline provided a noun in Arabic which has a different meaning from its English counterpart. The student translated “drills” which means ‘exercises’ in this context into Arabic as “مناقب” which means ‘tools that make holes in walls’. It is worth noting here that the word “drill” has different meanings depending on the contexts it is used in. The student chose one meaning which was not the right one in this context. One possible explanation for this error is that the student knew only one meaning of the word “drill” and provided its translation in Arabic without checking if that meaning was suitable for the context or not.

Syntactic Errors

The examination of the data collected from the students’ Arabic translations of the English news headlines showed that almost two thirds of the students made syntactic errors. Some of these errors were related to parts of speech, word order, tense and noun number. It is worth emphasizing that the studies reviewed in the literature review section of this study did not address, nor did they highlight, any syntactic errors made by the participants in their studies. This makes the findings on the syntactic errors in students’ translation of English news headlines into Arabic new findings which can be tested, challenged or confirmed by other future studies in this field. The following table illustrates the types of syntactic errors made by some of the students along with the correct translations. Only one example of each type will be provided in observance of space restraints.

Table 3: Types of syntactic errors made by the students

| Source news headline | Students' translation | Type of syntactic error | Correct translation |
|--|--|-------------------------|--|
| Car stolen while pregnant Colorado mom gets ready to go to hospital | سُرقت سيارة بينما كانت الأم حُبلى ومستعدة للذهاب للمستشفى | Parts of speech | سرقة سيارة بينما كانت الأم الحامل الكولورادية تستعد للذهاب إلى المستشفى |
| Oil prices spike by 2% following attack on Saudi ships | سعر النفط ارتفاع 2 % بعد هجوم على سفينة سعودية | Word order | ارتفاع أسعار النفط 20% بعد هجوم على سفن سعودية |
| US Vice President Biden to visit Turkey | نائب رئيس الولايات المتحدة يزور تركيا | Tense | سيزور |
| Protesters arrested after clash with police in Philadelphia | إعتقال متظاهرين بعد اشتباك مع الشرطة في فيلادلفيا | Noun number | اعتقال متظاهرين بعد اشتباكهم مع الشرطة في فيلادلفيا |

The table lists four different types of syntactic errors in the translation of English news headlines into Arabic made by the sample of the study. The first type is the use of a wrong part of speech in the target language. The student's translation in the table shows a syntactic error in the use of the Arabic noun "حُبلى" which should be an adjective that agrees with the noun "الأم" in the use of the definite article "ال". So, the student should have used the adjective "الحبلى/الحامل" to agree with the preceding noun "الأم". Another error of the same type is the use of the noun "مستعدة" instead of the verb "تستعد". It should be emphasized that these syntactic errors change the meaning intended in the source news headline. Besides the syntactic errors, the student also omitted the translation of a key word which is "Colorado". If we were to translate the student's Arabic translation back into English, the English translation would read "Car stolen while mom was pregnant and ready to go to hospital". If we compare this English translation with the original news headline, we find that the meaning in both headlines is quite different.

As for the second type of syntactic error the table above shows that the student who made the error did not follow the word order of the target language which is Arabic. The student used the word order of the source language, although English and Arabic have different word order. That use of the word order of the source language made the Arabic translation "سعر النفط ارتفاع" sound strange and erroneous. Another syntactic error made in the translation of the same news headline was the use of the noun "ارتفاع" instead of the verb "ارتفع" which is equivalent to the English verb "spike". One more syntactic error in the same translation was the use of a singular noun "سعر" for the plural noun in English

“prices”. This type of syntactic error will be discussed in a translation of another news headline under ‘Noun Number’. The student might have followed literal translation which caused her to make the above mistakes. This is one explanation for these errors.

A third type of syntactic error as the table shows is in the translation of the full infinitive into a verb in the simple present, rather than a verb in the simple future. So, the student who translated the English news headline “US Vice President Biden **to visit** Turkey” into Arabic as “الولايات المتحدة **يزور** تركيا نائب رئيس” made a syntactic error in tense. She should have translated the full infinitive “to visit” into Arabic as “سيزور”, and not “يزور”. The student might have thought that the full infinitive could be translated into Arabic as simple present. This can be a valid explanation for the student’s syntactic error in tense.

As for the fourth type of syntactic error, it is the translation of a plural noun into a singular noun in the target language which changes the meaning, function and effect of the news headline. The English news headline “**Protesters** arrested after clash with police in Philadelphia” opened with a plural noun “Protesters”. However, the student who produced the Arabic translation used a singular noun “متظاهر” which is equivalent to “A protester” in English. This translation changes the meaning of the original news headline as well as its function and the effect which the news headline has on the audience. One protester is obviously different from a number of protesters. One possible explanation for this syntactic error, in the researcher’s experience as a translation instructor in the Gulf countries, is that the majority of students in this region read a plural noun with an “s” as a singular noun with no “s”. This might have caused the student to think that the noun was singular, not plural, and so she translated it as a singular noun.

Abbreviations

Abbreviations are common in English news headlines (Abdulla & Salih, 2012; Divani, 1991). As per the data examined in this study, three abbreviations were given in the translation quiz. These were US, UK, CNN. The first abbreviation, US, was translated wrongly into Arabic as “الأمم المتحدة”, “ولايات أمريكية”, and “جمهورية الولايات الأمريكية المتحدة” by some students. The second abbreviation, UK, was translated wrongly into English as “الأمم المتحدة”, “الولايات المتحدة”, and “إنجلترا”. The last abbreviation was CNN which some students translated into Arabic as “العربية” and “سي سي إن”. The following table illustrates the errors in translating the abbreviations provided in the quiz along with the back translations of the students’ Arabic translations of the abbreviations and the correct translation.

Table 4: Mistakes in students' translation of abbreviations

| Abbreviation | Students' translation | Back translation of students' translation | Correct translation |
|--------------|------------------------------------|---|---------------------|
| US | الأمم المتحدة | United Nations | الولايات المتحدة |
| | ولايات أمريكية | American States | |
| | جمهورية الولايات الأمريكية المتحدة | Republic of United States of America | |
| UK | الأمم المتحدة | United Nations | المملكة المتحدة |
| | الولايات المتحدة | United States | |
| | الولايات | States | |
| | إنجلترا | England | |
| CNN | العربية | Al-Arabia | سي إن إن |
| | سي سي إن | CCN | |

As the table shows, the students made mistakes in translating common English abbreviations into Arabic most likely because of their unfamiliarity with English abbreviations or because of their rash reading of the abbreviations which caused them to provide wrong translations for the abbreviations.

Names of Cities and Proper Adjectives

The examination of the data revealed that some students made mistakes in translating names of cities and proper adjectives. In fact, there were four words of this type which some students had difficulty translating into Arabic. These were 'Punjab, Philadelphia, Somali and Ottawa'. The following table shows the errors in translating the above mentioned geographical places along with their correct translation.

Table 5: Mistakes in students' translation of cities and proper adjectives

| Source news headline | Students' translation | Correct translation |
|--|---|---------------------|
| Bid to smuggle foreign goods to Punjab foiled | محاولة تهريب آلة إلى <u>منطقة البنجة</u> . | بنجاب |
| Protesters arrested after clash with police in Philadelphia | تم اعتقال متظاهر بعد اشتباكه مع شرطي في <u>القلبين</u> | فيلادلفيا |
| Suicide bomber hits Somali restaurant on poll eve | قنبلة انتحارية تضرب مطعم <u>سمولي</u> في استطلاع عشية عيد | صومالي |
| Ottawa police clear main protest site | شرطة <u>أوتاوا</u> تفسح المجال لموقع الاحتجاج الرئيسي | أوتاوا / أوتوا |

With reference to the first error listed in Table 5, the student failed to provide a correct translation for the city of Punjab, which, in fact, sounds the same in Arabic “بنجاب”, but is written with Arabic characters. In other words, the student could have simply transliterated the city in Arabic. As for the second error in the translation of the city “Philadelphia”, the student mistook it for “the Philippines” and so she translated it into Arabic as “الفلبين”. The third error was in the translation of the proper adjective “Somali”. The student provided a word which has no meaning in Arabic. Probably, the student thought she had transliterated the proper adjective “Somali” into Arabic as “سوملي”, but she did not know that she made a mistake and provided a word that has no meaning in Arabic. The fourth news headline in the above table shows another error in the transliteration of the city “Ottawa” into Arabic. The student mistransliterated the city in Arabic and provided a wrong equivalent “أوتاو” which can be backtranslated into English as “Ottaw”. One rationale for the errors in translating or transliterating the cities and proper adjectives is that the students are not familiar with the English names of cities and proper adjectives in Arabic.

Remedies for Students’ Errors

Based on the findings which the analysis and examination of the data revealed, there can be some practical remedies for the errors made by the students of the present study in translating English news headlines into Arabic. To address the lexical errors identified in this study, the researcher suggests that students should be made aware of the lexical features of English news headlines (Swan, 2005; Akbar, 2012; Al-Hamadani, 2020; Altarabin, 2021) which would enable them to understand how vocabulary is used in news headlines and what it means. Examples of English news headlines along with their model translations can be provided for students to illustrate these features. To address the syntactic errors spotted in this study, it is suggested that students be made aware of the syntactic features of English news headlines such as parts of speech, word order, tense and noun number. Once they are knowledgeable about these features and how such features are translated into Arabic, their translation quality will improve. As for the translation of abbreviations, the solution to avoiding mistakes in these areas is by being familiar with the most common abbreviations used in English news headlines and what they stand for. In fact, it is easy to memorize the most common abbreviations as they are frequently used in the media and news headlines. The same procedure should also be followed by students in order to avoid making mistakes in providing Arabic equivalents for names of cities and proper adjectives. One last solution to the above-stated errors is by encouraging students to get in the habit of reading news stories in English and Arabic, especially that major mainstream news agencies such as BBC, CNN, Aljazeera and Alarabiya provide news stories in English, Arabic and other languages. So, students can easily compare the English and Arabic versions of news stories and become familiar with the various aspects of news

stories in both languages.

Conclusion

The present study has attempted to provide an analysis of the errors made by a sample of Omani undergraduate students in translating news headlines from English into Arabic. The study has identified four major errors which were lexical and syntactic and errors in the translation of abbreviations, names of cities and proper adjectives. The lexical errors were related to a wrong choice of words, an omission of the translation of a word from the source news headline, providing a word with an opposite meaning of the source word and providing a word with a different meaning from the meaning of the source word. The possible explanation for these types of errors was the students' unfamiliarity with the lexical features of English news headlines which resulted in their inability to provide correct translations. The syntactic errors were related to parts of speech, word order, tense and noun number. The possible explanation for these errors was the students' unfamiliarity with the syntactic features of English news headlines which resulted in their inability to provide correct translations. There were also errors in translating common English abbreviations into Arabic. The rationale for these errors was most likely because of the students' unfamiliarity with English abbreviations or because of their rash reading of the abbreviations which caused them to provide wrong translations for the abbreviations. The last category of mistakes made by the students of the current study was related to translating names of cities and proper adjectives. One rationale for the errors in translating or transliterating the cities and proper adjectives is that the students are not familiar with the English names of cities and proper adjectives in Arabic. Based on these findings, the researcher suggests that further studies on errors made by translation students in this field of translation be conducted to support the findings of this study, challenge them or shed light on new errors.

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Appendix

Translate the following headlines into Arabic.

1. Car stolen while pregnant Colorado mom gets ready to go to hospital
2. US Vice President Biden to visit Turkey
3. Infant found unhurt in stolen vehicle
4. Bid to smuggle foreign goods to Punjab foiled
5. Protesters arrested after clash with police in Philadelphia
6. Oil prices spike by 2% following attack on Saudi ships
7. Storm Eunice batters UK with high winds
8. Putin oversees nuclear drills near Ukraine borders
9. Suicide bomber hits Somali restaurant on poll eve
10. Ottawa police clear main protest site
11. Forgotten brother appears
12. Mayor to open shopping mall
13. Passer-by sees woman jump
14. Professors protest pay cuts
15. James Wood to visit Portland