EspousingEffective Strategies when Translating Abbreviations

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Abstract:

Abbreviations are concise versions of words or phrases that are commonly used in various types of writing, including formal and informal contexts, as well as in speech, to improve conciseness, clarity, effectiveness, and efficiency. Using abbreviations is a way to save time and space, as well as to avoid repeating long words and phrases or to adhere to established standards. This study seeks to investigate the occurrence of abbreviations in the English language and to identify and analyze the typical mistakes made by translation students at the University of Omar Al-muktar. The study's findings suggest that translation students in their third and fourth years at Omar Al-Muktar University face difficulties in recognizing the source terms used to create abbreviations and generating English abbreviations. Third-year students outperformed fourth-year students in both tasks. More specifically, they demonstrated superior proficiency in forming abbreviations compared to their ability to recognize the original

terms. This indicates a requirement for focused teaching and assistance to enhance students' abilities in comprehending and generating English abbreviations, specifically among students in their fourth year.

Keywords:

Abbreviation;Acronyms;Initialisms; Clippings; Latin Abbreviations; Logograms; Texteses; and Blending.

الملخص:

الاختصارات هي نسخ مختصرة من الكلمات أو العبارات التي تستخدم عادة في أنواع مختلفة من الكتابة، بما في ذلك السياقات الرسمية وغير الرسمية، وكذلك في الكلام، لتحسين الإيجاز والوضوح والفعالية والكفاءة. يعد استخدام الاختصارات وسيلة لتوفير الوقت والمساحة، وكذلك لتجنب تكرار الكلمات والعبارات الطويلة أو الالتزام بالمعايير المعمول بها. تسعى هذه الدراسة إلى التحقق من وجود الاختصارات في اللغة الإنجليزية وتحديد وتحليل الأخطاء النموذجية التي يقع فيها طلاب الترجمة في جامعة عمر المختار. تشير نتائج الدراسة إلى أن طلاب الترجمة في سنتيهم الثالثة والرابعة في جامعة عمر المختار يواجهون صعوبات في التعرف على مصطلحات المصدر المستخدمة لإنشاء الاختصارات وتوليد الاختصارات الإنجليزية. تفوق طلاب السنة الثالثة على طلاب السنة الرابعة في كلتا المهمتين. وبشكل أكثر تحديدًا، أظهروا كفاءة فائقة في تشكيل الاختصارات مقارنة بقدرتهم على التعرف على المصطلحات الأصلية. ويشير هذا إلى الحاجة إلى التدريس المركز والمساعدة لتعزيز قدرات الطلاب في فهم وتوليد اختصارات اللغة الإنجليزية، وخاصة بين الطلاب في السنة الرابعة.

الكلمات المفتاحية:

الاختصارات؛ المختصرات؛ الأحرف الأولى القصاصات؛ الاختصارات اللاتينية؛ الشعارات النصوص؛ المزج.

1. Introduction

Translation is vital for disseminating novel information, expertise, and ideas worldwide.Establishing good cross-cultural communication is crucial (Morel, 2019).Translation is a multifaceted and demanding occupation that necessitates translators to possess creativity and cultural sensitivity. Translators must navigate the challenges that stem from linguistic and cultural disparities between the original and translated languages, as well as the unique characteristics and norms of the texts they are working with. One of the features is the utilization of abbreviations, which are condensed versions of words or phrases commonly used in writings to improve clarity and conciseness. Translators may have difficulties when they come across abbreviations in source documents, particularly if the abbreviations are unfamiliar, confusing, or specialized to a particular culture.

Abbreviations, long-standing linguistic phenomena, are an integral component of technical documents and everyday communication. Over time, the creation and utilization of abbreviations have been experiencing tremendous growth (Hossenzadeh, 2021). Translating abbreviations necessitates translators to possess vast expertise and conduct thorough study to prevent inaccuracies and misinterpretations. This study seeks to investigate the occurrence of abbreviations in the English language and to identify and analyze the typical mistakes made by translation students at the University of Omar Al-muktar. Additionally, it tries to uncover the underlying reasons behind these errors.

1.1.ResearchObjectives

The objective of this study is to identify the prevailing challenges in translation and suggest remedies to enhance the precision and efficiency of the translation process.

1.2. Literature Review

Translating abbreviations between languages is a challenging endeavor. Translators may encounter substantial challenges when dealing with abbreviatedforms.

Venuti (2017) has examined the influence of cultural and linguistic disparities on the process of translation. The author's work presents a conceptual structure for analyzing the difficulties of translating abbreviations while maintaining the cultural subtleties of both the original and target languages. Nord's (1997) contributions to translation studies, specifically her investigation of functionalist techniques, provide vital insights into the importance of abbreviations in translation decisions, focusing on their function and purpose. This illuminates the practical features of brevity. Newmark's (1988) examination of translation techniques offers a structure for comprehending the utilization of various strategies, such as transference and cultural equivalent, in the translation of abbreviations.

Bassnett's (1980) contributions to translation theory, particularly her research on translation, provide significant perspectives on the difficulties that arise when translating abbreviations that are deeply rooted in culturally specific contexts. Baker (2018) offers a more comprehensive framework for comprehending the difficulties presented by linguistic subtleties in the process of translating abbreviations. Her analysis of cultural and ideological aspects enhances our comprehension of translation processes.

According to Imre (2022), the use of uppercase letters in text has a significant visual impact. This not only grabs attention but also helps in remembering the information. Additionally, it reduces communication difficulties by condensing repetitive character sequences.

1.3. Definition of Abbreviations

Abbreviations are concise representations of words or phrases. They can be employed to conserve time and space by avoiding the repeating of lengthy words and phrases, or by adhering to established standards. Abbreviations have versatile use in various forms of written communication, encompassing both official and informal contexts, as well as in spoken language.

1.4. Types of abbreviations

1.4.1. Acronyms

Acronyms are created by taking the first letters of a sentence and forming a new word as an abbreviation. In order to translate acronyms with precision, it is essential to have a comprehensive understanding of the original term and precisely communicate its meaning in the desired language. Offering a concise clarification or utilizing an analogous term in the desired language can be advantageous. For instance, "NASA" (National Aeronautics and Space Administration)

1.4.2. Initialisms

Initialisms are created by taking the first letters of a phrase and pronouncing them individually, unlike acronyms. When translating initialisms, the translator must either preserve the pronunciation of each

individual letter or identify a corresponding phrase in the target language that communicates the same idea. For example, a "ATM" (Automated Teller Machine).

1.4.3. Contractions

Contractions entail the omission of one or more letters or sounds from a word in order to abbreviate it. Translators must exercise caution to avoid misinterpreting the intended word and to ensure accurate expansion of contractions in the target language. For instance, the word "can't" can be expanded to "cannot" and "I'm" can be expanded to "I am".

1.4.4. Clipping

Clipping is the act of reducing the length of a word by eliminating one or more syllables. In order to prevent any loss of meaning, translators are required to accurately identify the complete form of the abbreviated word and correctly expand it in the target language. As an illustration, the word "Photo" refers to a visual representation captured by a camera (Photograph).

1.4.5. Latin Abbreviations

Academic and legal texts frequently employ Latin abbreviations. Translators must possess knowledge of prevalent Latin abbreviations and their corresponding definitions in order to guarantee precise translation. Occasionally, it may be imperative to include a translation remark. For instance, the term "et alia" (et alia) signifies "and others."

1.4.6. Logograms

Logograms are graphical symbols or characters that are used to represent specific phrases or concepts. In order to effectively transmit the desired

meaning, it is crucial to have a deep understanding of the cultural and contextual importance of the symbols while translating logograms. For instance, the numeral "3" represents the quantity of three in the English language, while in Arabic it is written as "ثلاثة".🚭 means no smoking.

1.4.7. Textese

Textese is a term that describes the informal language commonly used in text messaging, characterized by the frequent use of acronyms and shorthand. Translating textese necessitates a thorough understanding of contemporary slang and casual language usage in both the original and desired languages. For instance, the abbreviations "LOL" (which stands for "Laugh out loud") and "OMG" (short for "oh my God").

1.4.8. Blending

Blending is the process of merging components from many words to form a novel word. Translating blended words may necessitate ingenuity in identifying corresponding phrases in the target language or elucidating the process of blending to assure understanding of abbreviations. For instance, the term "smog" is a combination of the words "smoke" and "fog".

1.5. The Psychology of Abbreviations:The Impact of Abbreviated Language on Perceptions and Communications

Currently, abbreviations function as effective instruments to streamline lengthier sentences and thoughts, succinctly transmit information, and impact perception and communication. Although abbreviations aid in efficient communication, it is crucial to utilize them wisely to avoid miscommunication and improve the accuracy of message transmission. Gaining a comprehensive understanding of the context is crucial in order to prevent any potential misinterpretation.

1.6.Improving Precision in Technical and Business Contexts using Abbreviations

Due to significant advancements in scientific and technological communications, there has been a notable increase in complicated and specialized vocabulary. Consequently, the usage of abbreviations has become essential in these critical domains. Abbreviations are effective tools that promote efficiency, conciseness, and the simplification of complex terminology and phrases into easily legible forms.Abbreviations in technical settings serve to standardize language across different fields, allowing professionals to efficiently and accurately communicate complicated ideas. By utilizing these abbreviations, complex technical discussions become more comprehensible to specialists. As an illustration, the term "RAM" uniformly represents "Random Access Memory." Similarly, in the realm of business, abbreviations serve as a means of efficient communication, particularly in the context of reports and presentations. For instance, the abbreviation "CEO" for "chief executive officer" is commonly used in several firms. Nevertheless, the prudent utilization of acronyms is crucial.

The excessive use of vague acronyms may render the material arduous to peruse and comprehend. Moreover, in the realm of business and technical domains, it is crucial to have knowledge of the cross-cultural and cross-linguistic implications of abbreviations. This provides insight into the matter of equivalency. Not all acronyms possess analogous forms in other languages and cultures. In commercial and technical communications, abbreviations can be useful for simplifying difficult concepts. However, their usefulness relies on using them appropriately and ensuring that the audience is familiar with them.

1.7. Semantic Shifts in Abbreviations

Lefevere (2016) highlights the profound and influential impact of translation. This viewpoint is essential when contemplating how abbreviations may experience semantic shifts during the process of translation. The semantic changes in abbreviations are a result of linguistic development driven by fluctuations in usage patterns and influenced by cultural and social factors. Occasionally, acronyms can acquire supplementary levels of significance. Certain semantic alterations can have profound effects on the interpretation and usage of acronyms in different situations. For example, the acronym OMG originally derived from the phrase "Oh My God."

Although originally employed to convey astonishment or disbelief, it gradually evolved into a fundamental component of online communication and social networking. It has become a common element in informal conversation, frequently employed with a sense of amusement or lightheartedness. In essence, comprehending these changes promotes effective communication, enabling individuals to interpret abbreviations within the current cultural and linguistic framework.

1.8. What difficulties arise when translating abbreviations that have diverse interpretations in different languages?

Although abbreviations play a useful function in shortening lengthy phrases and increasing efficiency and accuracy, the presence of numerous meanings for certain abbreviations presents a significant difficulty. This is because a single abbreviation might represent different notions without the necessary context. As an illustration, the acronym "IT" can have several meanings such as "Information Technology" and "Italy," but the Arabic abbreviation "م" can refer to "engineer," "AD," or "p.m. "Translators must

possess a suitable level of linguistic and cultural proficiency, as well as the ability to analyze context. In order to achieve accuracy and relevance in translation, it is crucial to carefully evaluate the wider context and intended message.

1.9. The role of abbreviations in communication challenges in translating abbreviations

Translators often encounter challenges when translating abbreviations due to the absence of equivalent abbreviations in the target language. This issue is primarily caused by cultural disparities, which can result in misunderstandings since not all languages utilize the same abbreviated forms for concepts. According to Almutairi (2017), abbreviations pose difficulties for translators and readers because of the linguistic and cultural disparities between English and Arabic.

Moreover, another factor contributing to the challenge is the dependence of abbreviations on contextual cues, which results in the loss of nuanced distinctions in meaning during the process of translation. It is important to recognize that the wide range of grammatical structures and different syntactic structures might result in a lack of harmony between the translation of direct abbreviations and the norms of the target language, resulting in ambiguous statements. It is of utmost importance for translators to comprehend these intricacies.

In order to prevent such challenges, the translator must possess a significant level of cultural and contextual sensitivity, as well as expertise in the specialized fields related to abbreviations. Effective contact between translators and the author of the original text is crucial to guarantee the precise conveyance of the intended message throughout the translation procedure. Cultural awareness encompasses the specific meanings and

connections attributed to acronyms in various communities, extending beyond mere linguistic variations. Due to the absence of corresponding terms in different cultures, abbreviated terms can be misinterpreted in many ways.

Furthermore, a thorough comprehension of the original text's context greatly influences the interpretation of the abbreviations employed. This is because the translator may encounter challenges in capturing the subtle nuances of certain abbreviations, thereby potentially overlooking the intended meaning.

The issues can be overcome through collaboration between translators and the content originator. The collaboration is crucial in specialized domains dominated by domain-specific acronyms. In general, although abbreviations improve the speed and effectiveness of communication, their translation presents complex difficulties. An all-encompassing strategy that takes into account linguistic, cultural, and contextual factors is essential for overcoming these obstacles and guaranteeing accurate and significant communication across different languages.

2. Methodology

2.1 Participants

The participants were chosen from a group of students studying translation at Omar Al-Muktar University, specifically from the translation department. Thirty students from the translation department of Omar Al-Muktar University are at their fourth and third stages, with an equal number of male and female students.

2.2. Data collection

The data was collected from translation students and took part at Omar Al-muktar University, translation department for academic year 2023-2024. Two written tests consisting of 30 abbreviations and expressions were employed. In the first test, the students wrote the complete expression of 15 abbreviations in English, and in the second test, they made the abbreviation for 15 complete expressions in English. Their answers were analyzed using descriptive statistics to point out the common difficulties in translating abbreviations.

The test design used in the research is based on study by Boul Ahdid &Nesart (2014) ,focusing on abbreviations in translation. Additionally, many abbreviations used in the test are drawn fromAlabbasi (2015) work on Business Translation and Winward (2018).Through a comprehensive analysis of data gathered from translation students, several key findings emerged, which are outlined below.

3.3. Results and data analysis

To analyze the students' answers, each item was taken separately. In addition, the data was analyzed quantitatively (i.e. by means of table and percentage) and qualitatively (i.e. by discussing and explaining of the results).

3.3.1 Analysis of third-year students' answers

When respondents were asked about writing the full English expressions of the following abbreviations (see table 1), the answers showed that the majority of third -year students are encountering significant challenges.

Q1 Write the full expressions of the following Abbreviations in English

The main aim of this question is to write full expression of the following abbreviations in English. WTO, CV, dept, yr, PDF, ASAP, Km², NATO, CEO, VIP, AI, PR, 3rd, COD, GMT. Those who are able to write full abbreviations are considered as correct answer, those who are unable to write or write wrong abbreviations are considered as incorrect answer.

Table:1 Students' achievement of the first question (third year)

Abbreviation	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
WTO	5.00	5.00	10.00	10.00
CV	2.00	2.00	13.00	13.00
Dept	5.00	5.00	10.00	10.00
Yr	10.00	10.00	5.00	5.00
PDF	2.00	2.00	13.00	13.00
ASAP	7.00	7.00	8.00	8.00
Km²	.00	.00	15.00	15.00
NATO	.00	.00	15.00	15.00
CEO	2.00	2.00	13.00	13.00
VIP	12.00	12.00	3.00	3.00
AI	1.00	1.00	14.00	14.00

PR	2.00	2.00	13.00	13.00
3rd	12.00	12.00	3.00	3.00
COD	3.00	3.00	12.00	12.00
GMT	1.00	1.00	14.00	14.00
Total	64	28.44%	161	71.55%

Based on the initial question, it appears that a majority of third-year students are encountering significant challenges when it comes to determining the sources of the provided abbreviations(see table 1). Due to this, the overall count of their incorrect responses (161, 71.55%) exceeds that of the correct ones (64, 28.44%). This study confirms the notion that translation students at Omar Al-Muktar University struggle to recognize the source terms from which abbreviations are derived.

Answering Q2: Provide the English abbreviation for each of the following points:

World Bank, Balance of Payments, Minute, Doctor of Philosophy**,** after noon, place**,** Global positioning system**,** number, I have**,** mister**,** The United Nations, International Children's Emergency Fund, Automated teller machine**,** Oh my God, et cetera**.**

Table: 2 Students' achievement of the second question (3rd year).

Point	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
World Bank	7	7	8	8
Balance of Payments	3	3	12	12
Minute	9	9	6	6

Doctor of Philosophy	3	3	12	12
After noon	5	5	10	10
place	2	2	13	13
Global positioning system	9	9	6	6
number	5	5	10	10
I have	9	9	6	6
mister	8	8	7	7
The United Nations	7	7	8	8
International Children's Emergency Fund	8	8	7	7
Automated teller machine	9	9	6	6
Oh my God	3	3	12	12
et cetera	1	1	14	14
Total	88	39.11%	137	60.89%

The second question asked to generate abbreviations for each of the given points in English. According to the data presented in table 2, the third-year students had a lower number of correct responses (88, 39.11%) compared to the number of incorrect answers (137, 60.89%). This implies that they encounter difficulties in generating acronyms. This confirms the premise that they struggle with generating English abbreviations.

3.3.2 Analysis of fourth-year students' answers

Q1 Provide the full English phrase corresponding to the given abbreviations.

The primary objective of this inquiry is to provide full English phrasesof the following abbreviations in the English language. The abbreviations WTO, CV, dept, yr, PDF, ASAP, Km, NATO, CEO, VIP, AI, PR, rd, COD, and GMT stand for World Trade Organization, Curriculum Vitae, department, year, Portable Document Format, as soon as possible, kilometer, North Atlantic Treaty Organization, Chief Executive Officer, Very Important Person, Artificial Intelligence, public relations, road, cash on delivery, and Greenwich Mean Time, respectively.

Table: 3 Students' achievement of the first question (fourth year).

Abbreviation	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
WTO	3	3	12	12
CV	0	0	15	15
dept	4	4	11	11
yr	10	10	5	5
PDF	2	2	13	13
ASAP	7	7	8	8
Km	0	0	15	15
NATO	3	3	12	12

CEO	1	1	14	14
VIP	3	3	12	12
AI	2	2	13	13
PR	0	0	15	15
rd	6	6	9	9
COD	6	6	9	9
GMT	2	2	13	13
Total	49	21.78%	176	78.22%

The initial inquiry was to provide the complete verbal representation of the given abbreviations in the English language. According to the data provided in table 3, it appears that a majority of fourth-year students struggle to determine the sources of the offered acronyms. As a result, the total number of their accurate responses (49, 21.78%) is less than the number of correct responses (176, 78.22%). This study confirms that fourth-year translation students at Omar Al-Muktar University lack the ability to recognize the source terms from which abbreviations are derived.

Q2- Provide the abbreviation for each of the following English words.

Question 2 is about making the abbreviation for each of the following points in English. World Bank, Balance of Payments, Minute, Doctor of Philosophy, after noon, place, Global positioning system, number, I have, mister, The United Nations International Children's Emergency Fund, Automated teller machine, Oh my God, et cetera.

Table: 4 Students' achievement of the second question (4th year).

Point	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
World Bank	10	10	5	5
Balance of Payments	9	9	6	6
Minute	4	4	11	11
Doctor of Philosophy	1	1	14	14
after noon	4	4	11	11
Place	0	0	15	15
Global positioning system	2	2	13	13
Number	4	4	11	11
I have	9	9	6	6
Mister	9	9	6	6
The United Nations	4	4	11	11
International Children's Emergency Fund	8	8	7	7
Automated teller machine	7	7	8	8
Oh my God	6	6	9	9
et cetera	1	1	14	14
Total	78	34.67%	147	65.33%

According to the data presented in table4, the fourth-year students had a smaller number of correct responses (78, 34.67%), compared to the number of incorrect answers (147, 65.33%). These findings indicate that students in their fourth year encounter difficulties when it comes to generating abbreviations. This finding provides evidence for the premise that fourth-year students struggle with generating English abbreviations.

Table: 5 Students' achievement of whole English tests (3rd year)

Question	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
Q1 Write the full expressions of the following Abbreviations in English	64	28.44%	161	71.55%
Q2: Provide the English abbreviation for each of the following points.	88	39.11%	137	60.89%
Total	152	67.55%	298%	132.44%

The task encompasses both question 1 and 2, which require writing the complete expressions of the abbreviations in English and providing the corresponding abbreviations for each point in English.

Based on the data in table 5, it is evident that the overall performance of 3rd year students in Q.2 is superior to their performance in Q.1. Furthermore, the students' ability to construct abbreviations is significantly better than their ability to produce the original words of those abbreviations.

Table: 6 Students' achievement of whole English tests (fourth year)

Question	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
Q1 Provide the full English phrase corresponding to the given abbreviations.	49	21.78%	176	78.22%
Q2- Provide the abbreviation for each of the following English words.	78	34.67%	147	65.33%
Total	127	56.45%	323	143.55%

The task encompasses both question 1 and 2, which require writing the complete expressions of the abbreviations in English and providing the corresponding abbreviations for each point in English.

According to table 6, the overall performance of students in Q.2 is superior

to their performance in Q.1. Additionally, fourth year students demonstrate much greater skills in generating abbreviations from words compared to producing the full expressions of words from abbreviations.

Table 7Students' achievement of whole English tests in both (3rd year and 4th year)

No of question	N° of Correct Answers	Percentage %	N° of Incorrect Answers	Percentage %
3rd year	152	67.55%	298	132.44%
4th year	127	56.45%	323	143.55%

Evidently, the English proficiency of third-year students surpasses that of fourth-year students (see table7).

4. Discussion

The results of the present study are consistent with earlier research in the domains of language acquisition and translation instruction. Multiple studies have emphasized the difficulties encountered by individuals learning a new language, namely in recognizing and generating shortened forms in the English language. A study conducted by Boul Ahdid and Nesart (2014) revealed that students frequently encounter difficulties in comprehending the etymology of abbreviations and are unable to effectively utilize them in written assignments.

This study expands upon the existing body of literature by particularly analyzing the proficiency of third and fourth-year translation students at Omar Al-Muktar University. The findings suggest that both groups face difficulties in recognizing the full words represented by abbreviations and generating English abbreviations. This discovery aligns with other investigations and emphasizes the necessity for focused teaching and assistance in this domain.

Notably, this study also found that third-year students outperformed fourth-year students overall. Specifically, third-year students had 152 accurate answers, accounting for 67.55% of the total, while fourth-year students had

127 correct answers, representing 56.45%. This discovery implies that there can be a gradual improvement in students' capacity to comprehend and generate English abbreviations, with third-year students exhibiting higher competence.

Firstly, third-year students may have had greater exposure to English language resources and contexts throughout their academic career up to that moment. As students advance in their studies, they come across a diverse array of texts, assignments, and tests that probably contain different abbreviations. Extended exposure to acronyms can result in heightened familiarity and proficiency in appropriately identifying and employing them.

Additionally, students in their third year of study may have been provided with more specific guidance or opportunities to learn and apply abbreviations as part of their academic program. English language courses or related disciplines may include exercises particularly designed to teach and reinforce the meanings and usage of commonly used abbreviations. Implementing this focused education has the potential to improve students' ability to remember and use abbreviations, resulting in better academic achievement compared to fourth-year students.

Furthermore, the disparity may be influenced by cognitive development and the process of acquiring language. Third-year students may be in a phase where they are actively enhancing their vocabulary and language abilities, which make them more proficient in acquiring and internalizing new abbreviations. Fourth-year students may possess enhanced cognitive talents, such as improved memory and processing speed, which enable them to comprehend and remember material more efficiently. Given these discoveries, it is crucial for educators to create curricula and instructional methods that especially focus on cultivating the ability to recognize and generate English abbreviations.

Offering students abundant opportunity for practice, feedback, and scaffolding can effectively address their challenges and improve their proficiency in this particular field. Incorporating genuine materials and real-life assignments into teaching helps enhance students' comprehension of the practical uses of abbreviations in professional settings.

5. Conclusion and implications

Overall, the study findings suggest that both third and fourth-year translation students at Omar Al-Muktar University face difficulties in recognizing the source words used to form abbreviations and generating English abbreviations. Third-year students outperformed fourth-year students in both tasks. More precisely, third-year students demonstrated superior proficiency in creating abbreviations compared to their ability to recognize the original terms. This indicates a requirement for focused teaching and assistance to enhance students' proficiency in comprehending and generating English abbreviations, specifically among students in their fourth year.

5.1 The study's findings and implications:

The findings emphasise the importance of creating and managing databases of abbreviations from various fields and providing translators with comprehensive training and materials to navigate cross-cultural differences. The study's outcome emphasizes the importance of contextual analysis when translating abbreviations, taking into account the text's wider context, intended audience, and interpretation. Technology tools like translation memory systems and glossaries can enhance the translation process by providing context-specific ideas and reference materials. Collaborative efforts among translators, subject matter experts, and domain specialists are crucial for ensuring precision and uniformity in translations.

We also encourage ongoing training and professional development opportunities to keep translators updated on changing abbreviations and language trends. We employ quality assurance measures like proofreading and peer review to ensure precision and uniformity. It is essential to stay informed on industry-specific norms and procedures regarding abbreviation use and translation, referring to appropriate professional groups, style guidelines, and linguistic resources.

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