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DEPARTMENT OF FOREIGN LANGUAGE STUDIES

STUDY PROGRAMME

ENGLISH PHILOLOGY

TRANSLATION OF THE TITLES OF BOOKS IN THE AREA OF SOCIAL SCIENCES: THE CASE OF ENGLISH-LITHUANIAN LANGUAGE PAIR

Translation Paper

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INTRODUCTION

Titles of books have a significant purpose as they summarize the theme of the whole text. Titles give basic information about the content of books, so they ought to be sufficiently informative and explicit. Furthermore, book titles must be eye-catching, because they often determine readers' interest in a particular book and his decision to read it or not.

A great number of foreign linguists such as Hassan (2011), Newmark (1991), Munday (2016), Gutt (2014), Vinay and Darbelnet (1955), Hassan, Omar, Haroon, Ghani (2009), Cintas (2009), Bassnett (2011), and others took interest in translation, its methods and strategies. Lithuanian linguists such as Pažūsis (2014), Leonavičienė (2010), Ambrasas-Sasnava (1978), and others, are also interested in this topic.

The **object** of the research is the translation of the titles of books in the area of social sciences.

The **aim** of the research is to analyse particularities of translation of the titles of books in the area of social sciencies, specifically in the field of psychology.

The **objectives** of the research are the following:

1.   To present the theoretical background concerning the translation strategies.
2.   To collect the titles of books in the source (English) language as well as their translations into target (Lithuanian) language.
3.   To distribute the collected titles of books according to the strategies used in their translations and describe them.
4.   To analyse translation strategies used in the translation of book titles in the field of psychology.

The following **scientific methods** have been applied:

1.   The analysis of theoretical material provided an opportunity to review various translation methods.
2.   The descriptive method enabled to explain particularities of different translation strategies.
3.   The statistical method allowed to systematize the titles of books according to different translation strategies.

The **novelty** of the work. Although translation studies are the topic which is investigated in detail, not much attention has been paid to the translation of the titles of books in the area of social sciences.

The **structure** of the final thesis. This Paper consists of the following parts: the introduction, the theoretical part, the practical part and conclusions. The theoretical part defines the strategies of translation and focuses on their particularities and usage. In the practical part, the cases of the book titles and their translations are analysed.

The **scope** of this paper is 60 examples of book titles and their translations in the area of social sciences.

The **practical value** of the work. The research will be valuable for those who are interested in translation studies and the translation strategies used in translating the titles of the books.

1 PSYCHOLOGY AS A BRANCH OF SOCIAL SCIENCES

Psychology is considered to be one of the branches of social sciences. Firstly, it is important to define what social science is. Social sciences include many different disciplines, therefore it may be difficult to describe them clearly and concisely. Since it is a broad scientific area, a great variety of different definitions of social sciences might be found in various written sources.

1.1 Definition of Social Sciences

To begin with, Calhoun (2002) states that "<...> there is no clear and standard definition of the *social sciences*. The idea of this „family" of disciplines took shape only in the late nineteenth century" (Calhoun, 2002: xiii). However, some definitions can be found in various dictionaries and encyclopedias.

According to Harrison and Dye (2008), "A science may be broadly defined as any organized body of knowledge, or it may be more narrowly defined as a discipline that employs the scientific method. <...> In other words, if science is defined as a method of study, rather than a body of knowledge, then not all studies in the social sciences are truly scientific" (Harrison; Dye, 2008: 18). In short, Harrison and Dye define the science as a "body of knowledge" and state that some of the social sciences are considered to be more like study methods than bodies of knowledge.

The definition of social science found in *The Illustrated Oxford Dictionary* (2001) states that social science is "the scientific study of human society and social relationships" or a "branch of this" (Metcalf, 2001: 788). *An Oxford Dictionary of Sociology* (2009) proposes a definition which is more or less the same. It states that social science is a "general label applied to the study of society and human relationships" (Scott; Marshall, 2009: 709). These definitions from two different Oxford Dictionaries clarify the fact that social sciences are related to people, their relationship, and intercommunication.

Brewer (2013) defines social sciences as "the study of society and the manner in which people behave and influence the world around us" (Brewer, 2013: 21). He also adds that scientists „define the social sciences by listing subjects they include. The main social science disciplines include anthropology, communication, criminology, cultural studies, economics, human geography, linguistics, public law, political science, sociology, development studies" (Brewer, 2013: 21). The given definition and the provided disciplines of social sciences explain the essence of social sciences more explicitly. Since the object of a research is the

translation of the titles of psychological books, it is important to introduce the definition of psychology, which is presented in the following subsection.

1.2 Definition of Psychology

According to *Dictionary of the Social Sciences* (1996), psychology is "the science of behaviour and experience" (Reading, 1996: 165). As it is already known that social sciences are related to human society and relationships, it becomes obvious that psychology, as a branch of social sciences, is also related to humanity. To be more precise, psychology researches human acts and proficiency.

Some more definitions of psychology found in the *Illustrated Oxford Dictionary* (2001) are presented bellow:

"Psychology n. (pl. **-ies**) **1** the scientific study of the human mind";

"Psychological adj. **1** of, relating to, or arising in the mind. **2** of or relating to psychology" (Metcalf, 2001: 659).

These definitions state that psychology is a science, which researches the ways of human thinking and behaving. Therefore, the research object of the science of psychology is human. In short, this science studies the activities and procedures of a human mind.

Similarly as social sciences, psychology includes many different branches. According to the *Dictionary of the Social Sciences* (1996), there are 16 branches of psychology, which are the following: applied psychology, cognitive psychology, collective psychology, correctional psychology, criminal psychology, differential or variational psychology, educational psychology, engineering psychology, general psychology, genetic psychology, industrial psychology, mass psychology, military psychology, organizational psychology, perceptual psychology, positional psychology, social psychology (Reading, 1996: 165). Based on the provided list of psychology branches it becomes evident that psychology is a broad field of science which includes a wide range of different topics and studies human behaviour and interrelationship.

2 TOWARDS THE UNDERSTANDING OF TRANSLATION

Translation is a complicated task, which might take a considerable amount of time and effort. It is a process of transfer of information from one language to another. However, it is not enough to simply transfer a particular piece of information, because this process requires not only good translation skills and profound knowledge of both source and target languages, but it is also important to note that some cultural differences might occur. In this part of the research, several definitions of translation and translation strategies will be presented.

2.1 The Concept of of Translation

In order to conduct a research, firstly it is significant to define the concept of translation. According to Nida (1975), in translation is "the reproduction of the closest natural equivalent of the source language message" (cited in Newmark, 1991: 34). Toury (2000) states that "translation is a kind of activity which inevitably involves at least two languages and two cultural traditions" (cited in Hassan, 2011: 5). The provided definitions clearly describe the translation process as a conveyance of a particular message from one language to another. This process is described as including two languages and also two cultural backgrounds since a wide range of cultural and suchlike differences might arise between different nations.

Several dictionaries provide some definitions of translation, which present rather identical concept of translation. *A Student's Dictionary of Language and Linguistics* (2014) provides a definition which characterizes translation as the process of "taking a written text in one language and constructing an equivalent text in another language" (Trask, 2014: 224). According to *The Concise Oxford Dictionary of Linguistics* (2007), translation is a "process by which a unit that is basically of one syntactic class is transferred to a role that is basically that of another" (Mathews, 2007: 414). These definitions marginally differ from the presented above but the difference is that these definitions from the dictionaries present more detailed information about the process of translation as they describe translation as an activity performed in a written form. The definition of Gutt states that "<...> translation is dependent on the translator's interpretation of the original, or to put it more correctly, on what the translator believes to be the intended interpretation of the original" (Gutt, 2014: 172). This definition of translation is considered to be more complex and detailed because it explains not only the meaning of translation itself but also emphasizes the importance of the translator, who performs the work and interprets the source text in his own distinctive way. Gutt (2014)

also emphasizes that in case of uncertain interpretation the translator might incorrectly transfer the message of the original text and thus cause some misunderstandings.

As mentioned above, translation is a transfer of written information from one language to another. However, in order to achieve the best results in making the target text effective, fluent and clear, it is important to know what a good translation is. According to Berman (2009), "A good translation is "a creation" in the translating language that "broadens it, amplifies it and enriches it"" (cited in Venuti, 2012: 189). The provided definition explains that in order to reach good results, the translator has to be not only sophisticated in his field of study, but he also has to be creative. Lewis (2000) claims that "<...> a good translation should be a double interpretation, faithful both to the language/message of the original and to the message-orienting cast of its own language" (cited in Hassan, 2011: 19). Therefore, a good translation should impart to the reader the same effect as the original text and this can be achieved only by a translators' creative interpretation of a source text. The following subsection will describe the notion of translation strategies.

2.2 Translation Strategies

Before starting to analyse different translation strategies, it is necessary to present the definition of translation strategy. According to Lorscher (1991), translation strategy is "a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another" (cited in Leppihalme, 1997: 24). This definition describes the translation strategy as a way of solving the problem which is faced by the translator during the process of translation. Thus, the translation strategy is regarded as being a translators' assistant, which helps to extricate various complex situations which occur during the processes of translation. According to *A Dictionary of Translation Technology* (2004), translation strategy "refers to the techniques and methods used in translating. <...> It may be seen as the idea of a translator about the best way to act in order to solve a translational problem" (Chan, 2004: 246). This dictionary provides the synonyms of translation strategy, which are the following: translation principle, translation method, translation technique. *A Dictionary of Translation Technology* (2004) indicates the domesticating and foreignizing approaches as being the frequently used strategies of translation. Therefore, a good translation requires the usage of various translation strategies in order to solve different translation problems.

Before presenting different translation strategies, it is important to specify the terms "strategy", "technique", "procedure" and "method". According to Munday (2016), these terms are often confused. Munday (2016) claims that a strategy is used for a whole translation while a procedure is used as a particular technique or method for translating a particular unit of a text. Therefore, translation researchers usually use different terms to refer to the same thing. For example, in order to refer to a translation strategy Pažūsis (2014) uses a term "transformation" while Vinay and Darbelnet (1995) use a term "method". In order to maintain consistency and avoid uncertainty, the term "strategy" will be used. The following subsection will present the strategies of translation by Pažūsis.

2.2.1 Translation Strategies by Pažūsis

Pažūsis (2014) distributes translation strategies into the following types: shifts, addition, omission and deletion, compensation. He emphasizes that this distribution is approximate and conventional. Therefore, sometimes a certain translation strategy can be attributed to more than one type. Pažūsis (2014) claims that one translation strategy is combined with another thus composing types of mixed, multiple and complex strategies of translation. He also adds that translation strategies came into use because literal translation is considered to be unnatural, unfluent, stylistically inadmissible and inappropriate in consideration of communication, ideology or culture. The translation strategies by Pažūsis are presented bellow:

1.   Shifts. Pažūsis (2014) defines shifts as changes of both grammatical (forms of grammatical categories of words, parts of speech, parts and components of a sentence, their order, syntactic constructions) and lexical units (words, collocations and their semantic components). Therefore, according to Cyrus (2006) and Louw (2007), gammatical shifts and lexical (semantic) shifts are differentiated (cited in Pažūsis, 2014). According to Pažūsis (2014), these shifts are usually related; one shift might determine another shift of the same or different type together constituting complex shifts. According to *A Dictionary of Translation Technology* (2004), a term "translation shift" "<...> refers to the various ways an expression in the source text is translated in the target text" (Chan, 2004: 255).

2.   Additions. While defining additions, Pažūsis (2014) mentions explication which is related to addition. He also emphasizes that some translation researchers claim that addition is a more comprehensive concept than explication, while others see explication as a wider concept which includes addition. According to Dimitrova (2005), some scholars use the terms addition and explication as synonyms and distinguish two explication approaches (addition of

new elements and concretization), which provide more specific information (cited in Pažūsis, 2014). *A Dictionary of Translation Technology* (2004) defines the strategy of addition as "the provision of information needed to better comprehend the translated passage" (Chan, 2004: 5). According to Vinay and Darbelnet (1958, 1995 and elsewhere), addition is a method of translation by which some additional information, which is not used in the source text or it is not clearly and expletively conveyed in the source text, is added to a target text (cited in Pažūsis, 2014).

3. Omissions and deletions. According to Pažūsis (2014), omission could be defined as any significant unit of a source text, which is omitted in the target text. According to Klaudy and Karoly (2005), in many descriptive translation studies an omission is related to more extensive concept of implicitation and is considered to be a type of implicitation, which includes such cases as follows: when a specific unit of a source language is changed into one more general word of a target language; when two or more source language words are changed into one target language word, which includes the meanings of both words used in a source language; when two sentences of a source language are combined into one sentence of a target language or when a source language sentences are recomposed to the phrases of a target language (cited in Pažūsis, 2014). *A Dictionary of Translation Technology* (2004) defines omission as a "method which leaves some words in the original untranslated to achieve grammatical accuracy and idiomacity in the translation" (Chan, 2004: 159).

4. Compensation. Pažūsis (2014) defines compensation as a way to seek for adequacy in translation. He also adds that the concept of "compensation" has been linked to translation for a long time. According to Harvey (1998), rendering the meaning of a text from one language to another is related to a certain loss of meaning and the translator has to decide whether to compensate it or not (cited in Pažūsis, 2014). Fawcett (1997) claims that compensation helps translators in such cases when, for some reason, certain elements of the source language can not be conveyed in the target language (cited in Pažūsis, 2014). Therefore, a strategy of compensation is used in order to compensate some lost meaning of the source text and to convey it in the target text. The following subsection will present the strategies of translation by Vinay and Darbelnet.

2.2.2 Translation Strategies by Vinay and Darbelnet

According to Vinay and Darbelnet, there are seven strategies of translation, which are the following:

1.   Borrowing. According to Vinay and Darbelnet, "<...> borrowing is the simplest of all translation methods" (1995: 31). This strategy is used when the term of a source language text does not have a suitable equivalent in the target language text. In this case, the strategy of borrowing is essential to solve the translation problem.

2.   Calque. Vinay and Darbelnet defines a calque as "<...> a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements" (Vinay, Darbelnet, 1995: 32). Therefore, this translation strategy is comparable both to the strategy of borrowing and the strategy of literal translation. The difference is that a strategy of calque is used to translate expressions and word combinations.

3.   Literal translation. "Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL" (Vinay, Darbelnet, 1995: 33-34). Hence the strategy of literal translation is considered to be one of the simplest since it does not require any additional abilities of the translator such as his individual creative interpretation of a source language text. According to *A Dictionary of Translation Technology* (2004), the literal translation is "the translation method which renders the primary meaning of each individual word while retaining all the syntactic features of the source language text. In a literal translation, the linguistic order of the source text is followed, but is normalized according to the rules of the target language" (Chan, 2004: 132).

4.   Transposition. "Transposition involves replacing one word class with another without changing the meaning of the message" (Vinay, Darbelnet, 1995: 36). According to Pažūsis (2014), by using this translation strategy the word or clause order is changed.

5.   Lexical modulation is "a variation of the form of the message when the transfer from the source to the target language cannot be made directly" (Vinay, Darbelnet, 1995: 88). Vinay and Darbelnet define the modulation as a strategy, which helps to produce a grammatically correct text but the essence of a text is imparted unclearly.

6.   Equivalence. "<...> one and the same situation can be rendered by two texts using completely different stylistic and structural methods. In such cases we are dealing with the method which produces equivalent texts" (Vinay, Darbelnet, 1995: 38). According to Vinay and Darbelnet, most equivalents are idioms, proverbs and nominal or adjectival phrases.

7.   Adaptation. This strategy "<...> is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent" (Vinay, Darbelnet, 1995: 39). Vinay and Darbelnet describe this strategy as a situational equivalence.

The following section will present the methodology of the research, the practical analysis of translation strategies and the statistical analysis.

3 THE ANALYSIS OF TRANSLATION OF THE TITLES OF BOOKS IN THE FIELD OF PSYCHOLOGY

After the analysis of the theoretical material related to social sciences, psychology, translation and its strategies, it is significant to accomplish the practical research on this topic. In this part of the paper, the methodology of the research will be discussed, the collected translations of the titles of books will be introduced, classified, discussed and presented graphically.

3.1 Methodology of the Research

The practical analysis of the translation of the titles of books in the area of social sciences was accomplished using the original titles of books as well as their translations into the Lithuanian language. This decision to focus only on one branch of social sciences, i.e. psychology, has been made because the titles of books in this field are usually eye-catching and easily attract the readers' attention. Firstly, the titles of books were selected from the catalogue of Šiauliai University Library, which has an online access at http://biblioteka.su.lt. The scope of the research is 60 titles of books in English as well as their translations into Lithuanian.

Translations of the titles of books in the field of psychology were classified by combining translation strategies by both Pažūsis and Vinay and Darbelnet. This decision has been made because non of the frameworks of translation strategies, presented in the theoretical part, served the aim of this research. Translations of the titles of books havve been classified into 4 groups: shifts (7 instances), addition (26 instances), literal translation (13 instances) and mixed-type translation (14 instances). The later category, named as mixed-type translation, was essential because there were translations, that could be attributed to more than one translation strategy. The following step was to analyse the particularities of translation of the titles of books in the field of psychology and to present the results graphically. Finally, the conclusions on the translation, its strategies and frequency of the usage of these strategies have been made.

3.2 Shifts

As mentioned earlier, 7 instances of the shift translation strategy used in the translation of the titles of books in the field of psychology have been found while performing a current research. According to the number of collected instances, this is the least frequently used translation strategy. The translation shift is a strategy, which might change both sentence order and lexical units. This category contains 4 instances where the sentence structure is changed (from a statement to a question and vice versa). Other instances contain shifts of lexical units. Some instances of shifts are illustrated in **Table 1** below.

Table 1. Translation of the titles of books by using translation shift.

Original title	Translated title
1. *Artist's way for parents.*	*Kaip ugdyti vaikų kūrybingumą?*
2. *Living an enriched life.*	*Kaip gyventi turtingą ir turiningą gyvenimą?*
3. *How will you measure your lie?*	*Gyvenimo vertė.*
4. *Putting the power of your subconscious mind to work.*	*Pasąmonės galia darbe ir versle.*
5. *Superpowers for parents.*	*Laimingos vaikystės psichologija.*

These instances of translations of the titles of books clearly show that there might be different types of shifts. For example, the most common shift was the grammatical shift, to be more precise, the change of sentence type. It is usually used in order to make a question out of a statement. Example 1, Example 2 and Example 3 reflect that a sentence type might be changed in two different ways: by making a statement out of a question and by making a question out of a statement. These changes of a sentence type are used in order to avoid ambiguous and unnatural translations, which are not able to fulfill their purpose, that is to present the explicit and informative text in the target language text.

In addition, some lexical shifts are also observed here. In Example 1 and Example 5, the antonymous (positive and negative recasting, see Pažūsis (2014: 363)) translation shifts are used. These two titles of books contain a word "parents" in the source text. In the target text, it is changed into "vaikystės" and "vaikų". The purpose of these lexical shifts could be to make the translated titles of books more familiar and suitable in the target text. Another semantic shift, that is the change of word class, is used in Example 2. The gerund "living" is changed into the verb infinitive "gyventi".

3.3 Addition

As it has been previously mentioned, there are 26 instances of translations of the titles of books in the field of psychology which were translated by using the strategy of addition. The current research shows that addition is the most frequenty used strategy in translations of the titles of books in the field of psychology. By using this translation strategy the source language titles of books become much longer in the target language because they include more detailed information about the book and its' contents. Some instances of addition are illustrated in **Table 2** below.

Table 2. Translation of the titles of books by using addition.

Original title	Translated title
1. Sedona method.	*Sedonos metodas:* ***kaip nusimesti emocijų naštą ir gyventi taip, kaip norite?***
2. Chimp paradox.	***Proto valdymas:*** *šimpanzės paradoksas.*
3. Men on my couch.	*Vyrai ant mano sofos:* ***ko nežino jų moterys: psichoterapeutės užrašai.***
4. Our inner conflicts.	*Mūsų vidiniai konfliktai:* ***konstruktyvi neurozės teorija.***
5. Essential difference.	*Esminis skirtumas:* ***vyriškos ir moteriškos smegenys. Visa tiesa apie autizmą.***
6. When children grieve.	*Kai sielvartauja vaikai:* ***suaugusiems, kad jie išmoktų padėti vaikams lengviau išgyventi artimųjų mirtį, tėvų skyrybas, augintinio netektį, persikraustymą ir kitas permainas.***
7. Happier at home.	*Daugiau laimės namuose:* ***daugiau bučiuotis, daugiau šokinėti, mesti nebaigtą projektą, skaityti Samuelį Džonsoną – ir kiti mano eksperimentai kasdienio gyvenimo praktikoje.***
8. Success principles for teens.	*Sėkmės principai paaugliams:* ***kaip iš ten, kur esi, atsidurti ten, kur nori būti?***

The strategy of addition is usually used to provide more specific information about the theme and content of a book. The more detailed book title might attract the readers' attention and help him to decide whether to read this book or not. The structure of these translations is usually the same: the first part of a book title is translated literally and the second part is added after a colon sign. However, there are some exceptions; for instance, in Example 2 the translation of the source language title is moved to the end of the target language title.

The provided examples clearly show that the added part always gives more specific and detailed information about the book. For instance, Example 1 proposes an original title of a book which is "Sedona method". This title is considered to be uninformative since it does not present any particular information about this book, whereas the added part in the target language provides more explicit information and explains that Sedona method is a way to throw off an emotional burden and to live as you want. Example 3 presents more or less the same function of the strategy of addition by providing information not included in the source language title. The Lithuanian title performs its functions better when it gives additional information about the author, who is a psychotherapist, and mainly attracts the womens' attention by introducing a question "what their women do not know?".

Another suchlike usage of addition is presented in Example 5 with the source language title "Essential difference". This title is also considered to be vague since it does not carry any informative references that could help the reader to understand the main topic of the book. The target language title proposes more explicit information which clarifies that this book researches autism and examines mens' and womens' brains.

3.4 Literal Translation

13 instances of book titles translated by using a strategy of literal translation have been found while performing the current research. This translation strategy is the least complicated of all strategies that have been investigated. By using the strategy of literal translation each individual word of the source language text is translated into the target language text. Grammatical and lexical structures of the source text do not largely deviate from grammatical and lexical structures of the target text. Some instances are illustrated in **Table 3**.

Table 3. Translation of the titles of books by using literal translation.

Original title	Translated title
1. *How to win friends and influence people in the digital age?*	*Kaip įsigyti draugų ir daryti įtaką žmonėms skaitmeniniame amžiuje?*
2. *10-step stress solution.*	*10 žingsnių įveikti stresą.*
3. *How to have rewarding relationship, win trust and influence people?*	*Kaip užmegzti vertingus santykius, pelnyti pasitikėjimą ir daryti įtaką žmonėms?*
4. *How to give effective feedback to your students?*	*Kaip mokiniams teikti veiksmingą grįžtamąją informaciją?*
5. *University of success.*	*Sėkmės universitetas.*
6. *Hidden treasure: a map to the child's inner self.*	*Paslėpti lobiai: vaiko vidinio pasaulio žemėlapis.*
7. *From chaos to harmony.*	*Iš chaoso į harmoniją.*

The strategy of literal translation is used in order to directly transfer the source language text into the target language text. It is usually done by rendering the meaning of each individual word and making a structurally and grammatically appropriate sentence in the target language. All presented examples clearly illustrate the strategy of literal translation. Example 1 presents the translated title, which the word order remains unchanged. This is a typical example of word-for-word translation: "how" – "kaip"; "to win" – "įsigyti"; "friends" – "draugai"; "and" – "ir"; "to influence" – "daryti įtaką"; "people" – "žmonės"; "digital" – "skaitmeninis", "age" – "amžius". This distribution of translation units distinctly proves that the translation is performed by using a strategy of literal translation. Example 4 presents nearly the same process of translation, though one word from the source language text is ommited in the target language text. An individual words are translated as follows: "how" – "kaip"; "to give" – "teikti"; "effective" – "veiksmingas"; "feedback" – "grįžtamoji informacija"; "your" – omitted word; "students" – "mokiniai". Therefore, these examples demonstrate that a strategy of literal translation is a process of a transfer of each individual translation unit by keeping the same linguistic order of the source text and standardizing the target language text by using the grammatical and lexical rules of the target language. The preservation of word order is a quite unusual phenomenon while translating from English to Lithuanian language, because the English language word order is fixed while Lithuanian language word order is free.

3.5 Mixed Type Translation

While performing the current research, some instances of translations of the titles of books could not be ascribed to only one translation strategy. 14 instances of the titles of books in the field of psychology were translated by using more than one translation strategy. This subcategory involves a combination of addition, shift and omission. Some instances of mixed type translations are illustrated in **Table 4.**

Table 4. Translation of the titles of books by using mixed type translation

Original title	Translated title
1. *Maximize your potential through the power of your subconscious mind to develop self-confidence and self-esteem.*	*Kaip pasitelkus pasąmonės galias sustiprinti pasitikėjimą savimi ir savigarbą?*
2. *First-rate madness.*	*Nuo beprotystės iki lyderystės: sąsajų tarp lyderystės ir beprotybės atskleidimas.*
3. *Parenting an only child.*	*Vienturtis: vieno vaiko auginimo džiaugsmai ir sunkumai.*
4. *Last self-help book you'll ever need.*	*Psichologai irgi klysta: užgniaužk savo pyktį, galvok negatyviai, kaltink save ir kitus, sutramdyk savo vidinį vaiką.*
5. *Overcoming worry and stress.*	*Kaip išvengti nerimo ir streso: įžvalgos, sprendimai, pavyzdžiai.*
6. *Guide to confident living.*	*Patikimas gyvenimas: pakeisk savo mąstymą ir tu pakeisi gyvenimą*

The subcategory of mixed type translations is considered to be the most complex since each translation of the titles of books is performed by using more than one translation strategy. The given instances show that mixed type translations are performed by using the combination of shifts and omission (Example 1), the combination of addition and omission (Example 3 and Example 6) and the combination of addition and shifts (Example 2, Example 4 and Example 5). For instance, the source language title, presented in Example 1, is transferred into the target language by using the strategy of shift. To be more precise, the change of the sentence type by making a question out of a statement is used. Example 1

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presents the use of one more translation strategy, that is the omission. The source language title, presented in Example 1, begins with a phrase "maximize your potential", which is omitted in the target language title. The combination of addition and omission is presented in Example 3. In the translation of book titles, an addition is a phrase, which appears in the target language and goes after a colon sign. In Example 3 the added text specifies that this book contains information about the joys and challenges of raising the only child. By using the strategy of addition the target language text always becomes longer and more explicit than the source language text. Example 3 also presents the use of the strategy of omission. As it is already mentioned, the strategy of addition proposes some additional information in the target language text while the strategy of omission skips some information and makes the target language text shorter. In Example 3, the source language title includes a verb "parenting", an adjective "only" and a noun "child", while the target language title includes only one word, which is a noun "vienturtis". Therefore, the phrase of the source language text is reduced to one word in the target language text. The use of the strategies of addition and shift are presented in Example 5: the added information specifies the content of the book, which includes the insights, solutions and examples of ways to overcome worry and stress. Example 5 also presents the use of translation shift, which is the change of the sentence type by making a question out of a statement.

3.6 Statistical Analysis

After the analysis of translation strategies used in the translation of the titles of books in the field of psychology, the statistical presentation of the collected instances is important. Out of 60 instances of translations of the titles of books in the field of psychology found in Šiauliai University Library online catalogue, 7 examples are assigned to the translation strategy of shift, 26 – addition, 13 – literal translation, 14 – mixed type translation. All the collected instances are presented in the appendix of the paper. **Table 5** presents the frequency of occurrence of the translation strategies used in translations of the titles of books in the field of psychology:

Strategies of translation	Number of cases	Percentage (%)
Shifts	7	12
Addition	26	43
Literal translation	13	22
Mixed type translation	14	23

Table 5. Distribution of translation strategies used in the translation of the titles of books in the field of psychology.

The graphical presentation of the percentage distribution of translation strategies used in the translation of the titles of books in the field of psychology is presented in the pie graph (**Figure 1**) as follows:
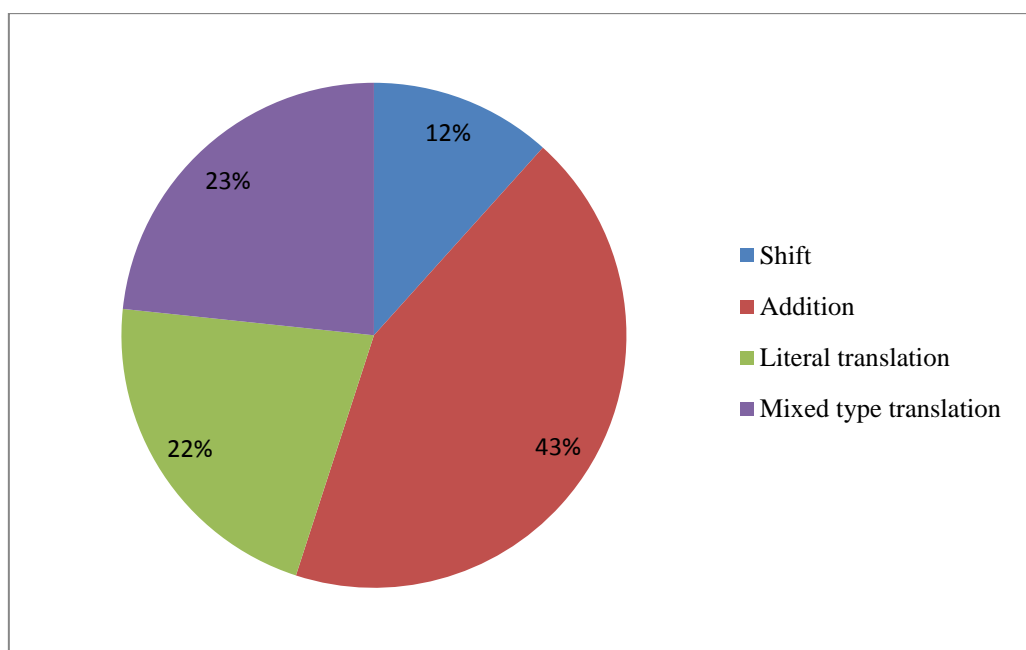

Figure 1. The percentage distribution of translation strategies used in translation of the titles of books in the field of psychology.

As **Table 5** and **Figure 1** demonstrate, the most common strategy of translation of the titles of books in the field of psychology is ascribed to the strategy of addition (26 instances – 43%). The second most common translation strategy is ascribed to the strategy of mixed type translation (14 instances – 23%) and the third most common translation strategy is ascribed to the strategy of literal translation (13 instances – 22%). The least frequently used translation strategy is ascribed to the strategy of shifts (7 instances – 12%). This numerical and percentage distribution of the frequency of translation strategies used in translations of the titles of books indicates that addition is the most commonly used translation strategy. This fact shows that the source language titles of psychological books are often much shorter and less informative than the titles translated into the target language. The aim of the

aforementioned additional information is mainly to provide more particular information about the book and to take the readers' interest.

CONCLUSIONS

The aim of the present paper was to investigate the particularities of translation of the titles of books in the area of social sciences, specifically in the field of psychology. The aim was fulfilled depending on the objectives, proposed in the introductory part of a research. Finally, the following conclusions have been made:

- Translation is a process of transfer of written text by which the source language information is conveyed into its closest equivalent in the target language. This might be done by using different translation strategies.

- In total, 60 cases of translations of the titles of books in the field of psychology were collected. According to different translation strategies, translations of the titles of books in the field of psychology were divided into the following subcategories: addition (26 instances or 43%); mixed type translation (14 instances ir 23%); literal translation (13 instances or 22%); and shifts (7 instances or 12%).

- This distribution of translations of the titles of books in the field of psychology shows that the most frequently used translation strategy is addition. This might be done in order provide more detailed information about the book as well as to attract the readers' attention.

- Different translation strategies are used in translations of the titles of books in the field of psychology because there is no single universal strategy that could help to translate different types of texts. The translators' responsibility is to choose the most suitable translation strategy, that could help to clearly transfer the message of the source text and to convey its' meaning. Therefore, translator suppose to have some specific skills including the perfect knoweledge of both source and target languages.

All things considered, it is significant to mention that further research into translation of the titles of books in the field of psychology is significant since there is a lack of reliable studies on this topic. The present paper could be useful for people interested in translation studies and also for those who are currently conducting research on translation of the titles of books in the field of psychology or other social sciences.

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APPENDICES

1. Shifts

1.   Julia Cameron, Emma Lively

Artist's way for parents.

Kaip ugdyti vaikų kūrybingumą?

2.   Clayton M. Christensen, James Allworth ir Karen Dillon

How will you measure your life?

Gyvenimo vertė.

3.   Stephen Briers

Superpowers for parents.

Laimingos vaikystės psichologija.

4.   Dale Carnegie & Associates Inc.

Living an enriched life.

Kaip gyventi turtingą ir turiningą gyvenimą?

5.   Joseph Murphy

Telepsychics.

Stebuklingos galios tobulam gyvenimui.

6.   Dale Carnegie & Associates, Stuart R. Levine, Michael A. Crom

Leader in you.

Kaip tapti lyderiu?

7.   Joseph Murphy

Putting the power of your subconscious mind to work.

Pasąmonės galia darbe ir versle.

2. Addition

8.   Hale Dwoskin

Sedona method.

Sedonos metodas: kaip nusimesti emocijų naštą ir gyventi taip, kaip norite?

9.   Steve Peters

Chimp paradox.

Proto valdymas: šimpanzės paradoksas.

10. Charles Duhigg

Power of habit.

Įpročio galia: kodėl mes taip elgiamės ir kaip tai pakeisti?

11. Brandy Engler ir David Rensin

Men on my couch.

Vyrai ant mano sofos: ko nežino jų moterys: psichoterapeutės užrašai.

12. Malcolm Gladwell

What the dog saw?

Ką pamatė šuo: ir kiti nuotykiai.

13. John Gray

Children are from heaven.

Vaikai kilę iš dangaus: pozityvūs vaikų auklėjimo metodai.

14. Andrew Leigh

Charisma.

Charizma: teorija ir praktika.

15. Stephen R. Covey su Breck England

3rd alternative.

Trečioji alternatyva: sunkiausių gyvenimo problemų sprendimas.

16. Karen Horney; vertė Mantas Radžvilas ir Aldona Radžvilienė.

Our inner conflicts.

Mūsų vidiniai konfliktai: konstruktyvi neurozės teorija.

17. Gretchen Rubin

Happier at home.

Daugiau laimės namuose: daugiau bučiuotis, daugiau šokinėti, mesti nebaigtą projektą, skaityti Samuelį Džonsoną – ir kiti mano eksperimentai kasdienio gyvenimo praktikoje.

18. Harvey F. Silver, Richard W. Strong, Matthew J. Perini

Strategic teacher.

Mokytojas strategas: kaip kiekvienai pamokai pasirinkti tinkamą, tyrimais pagrįstą mokymo metodą?

19. Simon Baron-Cohen

Essential difference.

Esminis skirtumas: vyriškos ir moteriškos smegenys. Visa tiesa apie autizmą.

20. Guy Kawasaki

Enchantment.

Žavesys: menas keisti jausmus, mintis ir veiksmus.

21. Steven D. Levitt ir Stephen J. Dubner

Freakonomics.

Keistonomika: išdykėlis ekonomistas tyrinėja nematomąją pusę.

22. M. Scott Peck

Road less traveled.

Nepramintuoju taku: naujoji meilės, tradicinių vertybių ir dvasinio tobulėjimo psichologija.

23. Jack Canfield, Kent Healy

Success principles for teens.

Sėkmės principai paaugliams: kaip iš ten, kur esi, atsidurti ten, kur nori būti?

24. Deepak Chopra, Debbie Ford, Marianne Williamson

Shadow effect.

Šešėlio efektas: atskleidžiant tikrosios savasties galią.

25. Rudolf Dreikurs ir Vicki Soltz

Happy children.

Laimingi vaikai: iššūkis tėvams.

26. Robin Norwood

Women who love too much.

Moterys, kurios myli per stipriai: kai trokštate ir viliatės, kad jis pasikeis.

27. Gretchen Rubin

Happiness project.

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28. Dale Carnegie

How to stop worrying and start living?

Kaip atsikratyti nerimo ir pradėti gyventi: laiko patikrinti būdai įveikti nerimą.

29. L. Ron Hubbard.

Problems of work.

Darbo problemos: scientologija darbo pasaulio kasdienybei.

30. John W. James, Russell Friedman su Leslie Landon Matthews

When children grieve.

Kai sielvartauja vaikai: suaugusiems, kad jie išmoktų padėti vaikams lengviau išgyventi artimųjų mirtį, tėvų skyrybas, augintinio netektį, persikraustymą ir kitas permainas.

31. Eric Berne

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32. Anthony Robbins

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Neribota galia: naujas mokslas apie asmenines pergales.

33. Daniel J. Siegel, Tina Payne Bryson

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Auklėjimas be dramų: kaip visapusiškai lavinti vaiko protą ir numaldyti kylančias audras?

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34. Neil Shah

10-step stress solution.

10 žingsnių įveikti stresą.

35. Susan M. Brookhart

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36. Og Mandino

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Sėkmės universitetas.

37. Violet Oaklander

Hidden treasure: a map to the child's inner self.

Paslėpti lobiai: vaiko vidinio pasaulio žemėlapis.

38. Dale Carnegie

How to win friends and influence people in the digital age?

Kaip įsigyti draugų ir daryti įtaką žmonėms skaitmeniniame amžiuje?

39. Denise Boyd, Helen Bee

Growing child.

Augantis vaikas: vadovėlis.

40. Michael Laitman

From chaos to harmony.

Iš chaoso į harmoniją.

41. Abraham H. Maslow

Towards psychology of being.

Būties psichologija.

42. Martha Heineman Pieper, William J. Pieper

Smart love.

Išmintinga meilė.

43. Steve Biddulph

Secret of happy children.

Laimingų vaikų paslaptis.

44. Dale Carnegie & Associates Inc.

How to have rewarding relationship, win trust and influence people?

Kaip užmegzti vertingus santykius, pelnyti pasitikėjimą ir daryti įtaką žmonėms?

45. Joseph Murphy

Power of your subconscious mind.

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46. Adele Faber ir Elaine Mazlish

How to talk so kids will listen & listen so kids will talk?

Kaip kalbėti su vaikais, kad jie klausytų ir kaip klausyti, kad vaikai kalbėtų?

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47. Nassir Ghaemi

First-rate madness.

Nuo beprotystės iki lyderystės : sąsajų tarp lyderystės ir beprotybės atskleidimas.

48. David D. Burns

Feeling good.

Geros nuotaikos vadovas: nauja emocijų terapija.

49. Adelė Faber & Elaine Mazlish

Siblings without rivalry.

Mano vaikai nesipyksta: kaip padėti vaikams gyventi taikiai, kad ramiai gyventumėt ir jūs?

50. Jillian Lauren

Some girls.

Mano gyvenimas hareme: kaip aš dirbau sultono vakarėliuose.

51. Dale Carnegie & Associates, Inc.

Overcoming worry and stress.

Kaip išvengti nerimo ir streso: įžvalgos, sprendimai, pavyzdžiai.

52. Paul Pearsall

Last self-help book you'll ever need.

Psichologai irgi klysta: užgniaužk savo pyktį, galvok negatyviai, kaltink save ir kitus, sutramdyk savo vidinį vaiką.

53. Richard Wiseman

As if principle.

Savitaigos principas: radikalūs mąstymo pokyčiai.

54. James Borg

Mind pool.

Minties galia: pakeiskite mąstymą, pakeisite gyvenimą.

55. Dale Carnegie

5 essential people skills.

5 dalykai, kuriuos būtina mokėti žmonėms: kaip pateikti save, klausytis kitų ir spręsti konfliktus?

56. Sean Covey

7 habits of highly effective people.

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Parenting an only child.

Vienturtis: vieno vaiko auginimo džiaugsmai ir sunkumai.

58. Debbie Ford

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Kelias į nepaprastą gyvenimą: teisingi klausimai, kuriuos turime sau užduoti kiekvieną dieną.

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Maximize your potential through the power of your subconscious mind to develop self-confidence and self-esteem.

Kaip pasitelkus pasąmonės galias sustiprinti pasitikėjimą savimi ir savigarbą?

60. Norman Vincent Peale

Guide to confident living.

Patikimas gyvenimas: pakeisk savo mąstymą ir tu pakeisi gyvenimą.