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Specialty: Translation

Dubbing Videos from Arabic to English of The Faculty Members of Kasdi Merbah University-Ouargla

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Dedication:

I would like to express my sincere gratitude to my supervisor, **Dr. Hemza Zeghar** whose guidance and back-up were the assets upon which this thesis was developed to reach its current status and he who contributed to the accomplishment of this dissertation. I am also grateful to my parents who raised me until this day I hope I fulfilled one of their wishes by reaching this grade in my Academic career. I must also show gratitude to my academic home, the University of Kasdi Merbah, and all the staff member of the Department of English, for providing the outmost conditions for the pursuit of learning.

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To my beloved family, and all of my friends especially: Islam, Mohamed, Azzddine, Mido, Wail, Nacer Eddine, Abdel Naim and Yasser, thanks for making these 5 years special

To my Dear friend Mira: you have showed me the best time and made these last two years the best of my life. I hope our paths cross again. Never wipe that smile off your face.

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General Introduction:

Algerian universities have a long history, with the establishment of the “Université d'Alger” in 1833 as a testament to the nation’s vow of higher education. Ever since, the country has grown to an impressive number of 60 universities, offering a wide range of academic disciplines and programs. These universities are faithful to promoting academic excellence, raising critical thinking, and nurturing the next generation of professionals, scholars, and leaders. The universities have helped to promote accessibility in higher education, ensuring that education is accessible to students from different backgrounds. The University Kasdi Merbah is located in the south eastern region of Algeria, in Ouargla.

Kasdi Merbah University was initially founded in 1987 as a higher school for teachers. In 1997, it was upgraded to the status of a university centre, and by 2001, it became a fully recognized university. The institution comprises 10 faculties and 2 institutes, each overseen by a Dean of Faculty or an Institute Manager, along with their respective administrative and pedagogical staff. The university comprises of three hubs, with the main campus serving as one of them.

The faculties and institutes within Kasdi Merbah cover a wide range of disciplines. These include the Faculties of Economic and Commercial Science, Law and Political Science, Literature and Languages, and Human and Social Sciences. There are hubs dedicated to the Department of Mathematics and Material Science, the Department of Medicine, the Institute of Technology, and the Department of Sports Activities. The last hub encompasses the Departments of Nature and Life Sciences, Modern Technology, Hydrocarbons, and Earth and Universe Science.

Kasdi Merbah Institution has a YouTube channel that was established in 2016 and has garnered over 200 thousand views. The channel has 312 videos with an average upload rate of 2 videos per week as well as 6.37 thousand subscribers. It serves as a platform to provide news and updates about the university's various faculties and events, keeping viewers informed about the happenings at the University of Kasdi Merbah.

The videos on the channel are primarily delivered in Modern Standard Arabic, with some incorporating collocations. They offer informative content in the form of news and reports, providing viewers with insights into the events taking place within the University of Kasdi Merbah.

Statement of the Problem

The increase of TV programs around the world has given a crucial role for translation since its field nowadays is not only concerned with the written works, but also the Audiovisual programs from a written translation to dubbing and subtitling and many other modes of AVT. As much as the Arabic audience prefers to watch program with their own culture, translators

should adapt the original text to meet their satisfaction. In this situation a big debate grows up between the translation of the original text and the adaptation and exactly about their faithfulness to the original text.

Aim of the study

It is to explore the main procedures that are followed by the translators as well as the obstacles that are encountered in the dubbing process.

Research Questions

Main Question

- What are the difficulties faced by translators during the process of dubbing from Arabic into English?

Sub Questions

- What are the technical constraints faced when dubbing a speech from Arabic into English?
- How can Nida's theory of "too few words and too many words" affect the translation?
- Does the untranslatability affect the translation process?

Methodology

This research is descriptive by nature; it falls within the framework of translation studies because it investigates the main obstacles and problems faced by audiovisual translators who dub videos between two incongruent languages like Arabic which is a sematic language and English which is a Germanic language. This research features a qualitative method where it shall analyze the YouTube videos of the UKMO channel in order to identify the main constraints and problematic aspects of the dubbing process.

Structure of the study

This research is divided into two Parts theoretical and practical. The first part contains of two chapters, the first one starts with an over view of Audiovisual translation, its types (Subtitling and dubbing) aswell as concept, features, constrains and parameters of dubbing. While the second chapter will be devoted for the translation in general and its definition, its procedures and aspects related to language as well as focusing to the original speech script.

The second part is practical where we shall commence the dubbing process and comment on it. And gathering all the constraints faced when doing to dubbing process. Finally, a conclusion that summarizes the results of this research as well as it answers the research questions.

Abstract:

Dubbing is the replacement of the original spoken language of a film or TV show in a different language. We explored relevant theories for the sole purpose of providing a more comprehensive understanding of the research topic. Key concepts like Catford's Translation Shifts and the phenomenon of Untranslatability, Jakobson's Translation Typology and Eugene Nida's theories served as the theoretical foundation of this research. This research is descriptive by nature falls within the framework of Descriptive Translation Studies, it is also introspective, it investigates the main obstacles and constraints of dubbing between two incongruent languages, and it aims to propose solutions in order to surmount these obstacles.

Key terms: Audiovisual Translation, Dubbing, translation shifts, constraints, annotation.

Résumé :

Le doublage est le remplacement d'une langue parlée originale d'un film ou d'une émission de télévision par plusieurs langues. On explore des théories pertinentes pour le seul objectif de comprendre le thème de la recherche. Les concepts clés comme les changements de la traduction de Catford et le phénomène de l'untraduisibilité, la typologie de la traduction de Jakobson et les théories de Eugène Nida servies comme la fondation théorique de cette recherche. Cette recherche est décrite par la chute de la nature au cadre des études de la traduction descriptive, elle est aussi introspective, elle étudie les obstacles et les contraintes principaux de doublage entre deux langues incongrues, et elle propose des solutions afin de surmonter ces obstacles.

Termes clés : Traduction audiovisuelle, doublage, changement de traduction, contraintes, annotation.

المخلص:

الدبلجة هي استبدال اللغة المنطوقة في فيلم أو برنامج تلفزيوني بلغة مختلفة. قمنا باستكشاف النظريات ذات الصلة لغرض توفير فهم شامل أكثر لموضوع البحث. تعتبر مفاهيم رئيسية مثل تحويلات الترجمة لـ كاتفورد وظاهرة اللاقابلية الترجمة، ونوعية الترجمة لـ جاكوبسون ونظريات يوجين نايدا أساساً نظرية هذا البحث. يتميز هذا البحث بطابعه الوصفي، ويندرج ضمن إطار دراسات الترجمة الوصفية، كما أنه استبطاني، حيث يستكشف العقبات والقيود الرئيسية للدبلجة بين لغتين غير متناسقتين، وهدفه تقديم حلول للتغلب على هذه العقبات.

الكلمات المفتاحية: الترجمة السمعية والبصرية، الدبلجة، تغييرات الترجمة، صعوبات الدبلجة، تعليق.

Table of abbreviations

AV	Audio Visual
AVT	Audio Visual Translation
AD	Audio Description
SL	Source Language
TL	Target Language
ST	Source Text
TV	Television
TT	Target Text

Chapter I

Audiovisual translation

Types of Audiovisual translation

Dubbing

Chapter 1

1. Audiovisual translation:

Audiovisual translation also known as; (AVT) has a long and intricate history that stretches back to the early 20th century. AVT is a rendering of video content, such as movies, video games, and TV shows the field of AVT has garnered significant attention in recent years, primarily as a result of the increasing demand for multilingual materials in a globalized environment. It investigates various aspects of AVT, including the difficulties and obstacles associated with translating AV information.

The effect of technology on AVT, and the interaction between translation and visual and audio attributes of AV content. AVT is a complex that includes the linguistic, technical and cultural aspects of translation" Jan Pedersen says that "AVT encompasses a variety of linguistic and semiotic techniques, including subtitling, dubbing, voiceover, and audio description, these are employed to bridge the gap between the original audiovisual content and the intended audience. (Pedersen, 2011, p. 21)

They argue that AV translation can play a major role in enhancing international discussion and understanding in an increasingly interconnected society. AVT is a complex and comprehensive field that involves a range of linguistic, technical, and cultural factors. Researchers have investigated different elements of AVT, including the obstacles and restrictions of translating AV content, the impact of technology on AVT, and the function of it in enhancing intercultural understanding and communication. (Jorge Díaz Cintas, Aline Remael , 2007)

1.2 The History of Audiovisual translations:

The history of audiovisual translation dates back to the "1920s". The first form of AVT was called "Inter-titles". They were used in silent films to provide dialogue, commentary and other information. As sound films developed, the need for translations and adaptations became more apparent.

The main methods of AVT are subtitling, dubbing, voiceover and dictation. Subtitles have been used in TV programs and films since the 1920s. A projectionist translated and placed

the first subtitles on the screen during the film, usually manually. As technology has advanced, subtitles have become more exact and automated, this has allowed subtitles to be added directly to films or television shows. The earliest recorded form of audio dubbing occurred in the 1930s. During this time, Hollywood films were subtitled into other languages in order to distribute them in foreign countries. In Europe, the practice of dubbing films increased in popularity during the 1950s as audiences sought to watch movies in their original language. In countries like Italy, Spain and Germany, dubbing is increasingly becoming the primary method of AVT.

In the 1920s, "post dubbing" was introduced to improve the sound quality of recordings in noisy environments. This technique involved replacing the original dialogue with a translated version, thus giving birth to dubbing. They initially used dubbing for commercial reasons to cater to foreign markets, but it quickly became a mainstream form of AVT. The practice of dubbing grew and developed in parallel with technological advancements in film production and distribution. As film-producing countries aimed to dominate foreign markets, there were fears of losing their language, culture, and ideology, leading governments to establish new policies and regulations to preserve them.

More recently, audiovisual translation "AVT" has encompassed a variety of technologies, including dubbing, subtitling, voiceover, and audio description. It is used in various media such as TV programs, movies, video games, and online content.

Dubbing became a means of overcoming linguistic and cultural differences between countries and bringing people together through the shared experience of audiovisual content. Today, dubbing remains a popular form of AVT and is used worldwide in the entertainment industry. Voiceover is a mode of AVT that involves a voice artist speaking over the original soundtrack in the target language. This mode of AVT is often used in documentaries or news reports, where the original soundtrack remains audible. Audio Description, the latest AVT mode, is a storytelling technique that provides visually impaired viewers with additional information about what is happening on the screen. First introduced in the 1980s, audio descriptions have grown in popularity since, especially with growing focus on accessibility and inclusivity in the medium. The utilization of AVT has increased in popularity as the global nature of media and the proliferation of media outlets has made it imperative to reach a larger audience in different languages.

1.3 Types of AVT:

Ever since the emergence of AVT in parallel with the beginning of sound films in 1930 the need for AVT products on which scholars had different types and sorts for, Subtitling, Dubbing, Voiceover, Narration and Audio-description, these are some of the primary sorts of AVT, however there are other ways, such as surtitling, which is applied in live theatre performances, or fan subs, which is done by non-professionals for internet dissemination.

1.3.1 Subtitling

Subtitles are one of the most common forms of AVT. It is commonly used for movies, TV series, documentaries and other AV content that needs to be translated for an international audience. Therefore, elite scholars have different opinions about subtitling, its benefits, challenges, and limitations. These are some examples of what they think about Subtitling:

According to Jorge Díaz-Cintas, Subtitles are a cost-effective way of making audiovisual material accessible to non-native language audiences. (Jorge Díaz Cintas, Aline Remael , 2007) He also recognizes that subtitling can improve audience language proficiency, increase cultural exchange, and enhance enjoyment of AV content.

‘Aline Remael’ believed that subtitles can also be used as a means to preserve and promote minority languages and cultures. She explained that "subtitles can be a tool for raising awareness of European linguistic and cultural diversity". However, she also noted that subtitles can be problematic when dealing with dialects, slang or specific cultural references that are difficult to translate and may be misunderstood by viewers. (Remael, 2002)

‘Jan Pedersen’ Emphasis is placed on technical and practical aspects of subtitling, such as the use of timing and synchronization tools, standardization of subtitling formats, and the importance of quality control. He also emphasized that “subtitling is not just about translating text, but about conveying the meaning, tone, and cultural references of the original text”. (Pedersen, 2011)

Overall, scholars agree that closed captioning is a complex and multifaceted form of AVT that requires language and audiovisual skills as well as cultural sensitivity and creativity. They also recognized the importance of closed captioning in exposing audiovisual material to international audiences and promoting intercultural understanding.

Subtitling is a popular technique in AVT, but it is not without its challenges and problematic aspects. Some of the main issues associated with subtitling are: (Limited space, Timing)

Limited space: Subtitles have limited screen space available and require translators to provide concise and clear translations. However, omitting details can cause losing the nuance and subtlety of the original dialogue, making it more difficult to express complex emotions or ideas effectively.

Timing: Subtitles must be exactly aligned with the conversation; this can be a challenge when the tempo or cadence of the original language differs from the target language. Poor timing can make it difficult for viewers to keep up with the words on the screen while viewing visual content.

1.3.2 Voiceover

Voiceover is a technique commonly used to translate monologues or interviews, and is not usually used in children's shows. It is a cost-effective method of revoicing and is often employed in low-budget productions. Unlike lip-sync dubbing, voiceover prioritizes the source language text, allowing for a more precise translation. The original voice may be completely replaced, but it is more common to retain it as a backdrop to the translated version delivered by an actor, interpreter, or layperson. To add authenticity, the actor may be a native speaker of the source language who speaks with a pronounced accent in the target language.

Translation scholars have varying opinions about voiceover as a technique in AVT, with some seeing it as a viable alternative to other forms of translation, such as Jorge Díaz-Cintas and Aline Remael; have argued that voiceover can be a useful technique in certain situations, particularly in documentary or news programs where the original audio is considered important for authenticity. They argue that voiceover allows for a more faithful translation of the source text and preserves important cultural references and nuances. (Díaz-Cintas and Remael, 2007, p12)

While Frederic Chaume and others, view this as a less ideal choice, arguing that it causes a loss of coherence between the visual and audio elements of the show and detracts from the overall quality of the viewing experience. (Chaume, 2012) Overall, the effectiveness of voiceover is the subject of on-going debate among scholars in the AVT field. There are many challenges of voiceover such as: (Synchronization, Attention)

Synchronization:

Synchronization between the audio and visual elements of a show is critical, and any delay or mismatch can cause a choppy viewing experience. As Frederic Chaume puts it, voiceover “requires the viewer’s attention to shift from image to sound and back, which affects the perception of audiovisual information” (Chaume, 2012).

Attention:

Voiceover is not appropriate for many audiovisual contents, for example, feature films where lip-sync is crucial to the overall effect. Sara Laviosa believes that voiceover is not ideal for feature-length films, as dialogue is the primary focus and lip-sync is essential to the overall effect (Laviosa, 2002)

Overcoming the above challenges and hurdles and ensuring high-quality product voice requires skilled and experienced translators. Voiceover translation is a useful technology in AVT that provides an accurate and cost-effective way to translate AV content for different audiences.

1.3.3 Narration

Voiceover in AVT is a technique in which an off-screen sound provides additional information about visual content. It is commonly used in documentaries and news programs where a narrator provides commentary or explanation on an event or issue depicted on screen. According to translation scholars, storytelling can be a powerful tool for providing context and clarity to listeners. In their book *Audiovisual Translation: Subtitling*, Jorge Díaz Cintas and Aline Remael find that narration has multiple uses in audiovisual translation. It can help communicate cultural references, explain complex concepts, and fill in gaps in visual content. (Jorge Díaz Cintas, Aline Remael , 2007)

The authors suggest that narration can be used in conjunction with other techniques such as subtitling or dubbing to provide a full and detailed translation. In their article *revoicing Documentary: Observations on Narration in Translation*, Lucile Desblache and Carol O'Sullivan argue that narrative can be a powerful tool for conveying the meaning and tone of original content. They suggest that narrative can be used to convey the filmmaker's subjective point of view and to give visual content a coherent narrative structure. There are multiple drawbacks of narration such as:

According to translation scholars, the use of narration in audiovisual translation also poses some problems. Synchronizing the narration with the visual content is rather a challenging task, for the timing has to be precise in order to avoid overlapping with the visual content on screen. This can be particularly difficult when the visual content is fast paced or complex in structure. (Ibid)

The use of narrative risks being seen as a form of censorship or manipulation, because translator or producer can decide to add or change content to suit a particular audience or political agenda. While holistic storytelling can be a useful technique in AVT, its use should be carefully considered and weighed against potential drawbacks.

1.3.4 Audio-description

Not all viewers have access to the necessary technology or equipment to fully participate in audio description. Audio Description (AD) is a technology used in AVT to make visual content accessible to people who are blind or have low vision. The narrator describes the visual elements of the scene, such as; the setting, costumes and facial expressions and movements of the characters, parts of dialogue or sound effects.

Descriptions are timed carefully to avoid overlapping with important audio elements and to ensure the audience can fully understand and appreciate the visual content. Audio descriptions are often used in conjunction with other forms of accessibility features, such as closed captioning or sign language interpretation.

Jorge Díaz Cintas and Aline Remael wrote the book *Audiovisual Translation: Subtitles and AD is a narrative genre that focuses on the visual components of a film or television program, including the narrative, body language, and facial expressions.* (Jorge Díaz Cintas, Aline Remael , 2007, p. 12)

AD is intended to augment dialogue and sound to enhance the experience of viewers who cannot see the visual content. AD constraints are as follows:

Despite the benefits of AD, it also has drawbacks and limitations for blind and low-vision viewers. One significant concern is that audio descriptions can detract from the original audio, which can make it difficult for viewers to fully comprehend the visual and audio content. This is especially true if the audio description is overly loud or mistimed. Another difficulty is that the audio description must provide the viewer with all the necessary information while still being concise and direct. This can be difficult when the original content is complex or subtle. Audio description requires additional resources and may not be feasible for low-budget productions. Also, not all viewers have access to the necessary technology or equipment to fully participate in audio description.

1.3.5 Revoicing

In audiovisual translation, "revoicing" is replacing a video's original audio-track with a new audio-track in a different language while maintaining the original video. This is possible via dubbing, voiceover and narration.

The purpose of revamping is to allow audiences to access audiovisual content in languages other than the original language; this will increase its accessibility and appeal to a larger audience. Retelling is integral to AVT, particularly in regards to the media's globalization and increasing demand for multilingual content. There are several types of revoicing in audiovisual translation, including:

Voiceover: Is a technique used in AVT that is typically applied to translate monologues or interviews, and is not commonly used for content aimed at children. This is viewed as a cost-effective method, making it a suitable preference for low-budget productions. Unlike lip-sync dubbing, voiceover allows for a more accurate translation of the source language text, as it is not restricted by issues such as matching the exact duration of the original audio.

The original voice may be kept in the background, with the translated version being delivered by an actor, interpreter, or nonprofessional speaker. Sometimes, the actor chosen for the voiceover may be a native speaker of the source language who speaks with an accent

in the target language to enhance authenticity. Cites the broadcast of the Academy Awards on Austrian television as an example of effective use of voiceover. (Pisek, 1994, p. 67)

Narration: Luyken (1991: 80) pointed out that narration is essentially a form of extended voiceover in audiovisual translation. The original source language narrator that needs to be revoiced may either be visible onscreen or not. When the narrator is visible, the translation must be timed to be roughly synchronous with the original. When the narrator is not visible, the priority is to match the delivery of information with the provided visual information. (O'Connell, 2003, p. 67)

Free commentary: In contrast to other types of revoicing in audiovisual translation, free commentary is not intended to faithfully reproduce the original spoken text (Luyken, 1991: 82). Rather, the purpose of commentary is to adapt the original program to be more suitable for the target language audience, as the term implies. Typically, a journalist prepares the commentary and may also deliver the script. (O'Connell, 2003, p. 68)

While drafting the text may be time-consuming, recording a free commentary can generally be completed more quickly and inexpensively than other revoicing techniques. According to de Linde and Kay (1999: 2), commentary and narration are most commonly used for children's programs, documentaries, and promotional videos. (de Linde, 1999)

Lip-sync dubbing:

Lip sync, also known as post-sync or dubbing, is an AVT technique in which the original dialogue of a movie or TV show is replaced with a translated version, while the actors' lip movements are synchronized with the new dialogue. The technique requires the participation of experienced voice actors who can accurately match their performance to the original actor's lip movements. Despite lip-syncing being complex and expensive, it is commonly employed in AV productions that involve lip movement, such as movies and television shows. (O'Connell, 2003, p. 68)

1.4 Dubbing

Dubbing has become crucial to the entertainment industry as a whole; this enables producers and distributors to distribute their content across international borders. Dubbed versions of popular movies and TV shows are frequently released in countries around the world, and many streaming platforms offer viewers multiple language options.

Within translation studies literature, subtitling and dubbing are the two most widely recognized forms of screen translation or language versioning. However, there is often a disparity between the technical terms used within the screen translation industry and those used more commonly. As a result, it is necessary to establish a clear understanding of the fundamental terminology associated with screen translation. It is argued that the commonly used subdivision of screen translation or language versioning into dubbing or lip-sync dubbing, and subtitling, is imprecise. Instead, the superordinate term "revoicing" should be used, with (lip-sync) dubbing being just one method of revoicing. (O'Connell, 2003, p. 65)

This terminological approach is supported by (Luyken, 1991, p. 71) who defines revoicing as the replacement of the original voicetrack by another and identifies four different techniques of it: voiceover, narration, free-commentary, and lip-sync dubbing. Revoicing includes a performance element and varies greatly depending on the style and skill of the "revoicer," the allotted time and attention to the task, and the quality of technical equipment available. (Luyken, 1991)

The economic considerations and resources invested in revoicing also significantly impact its quality. While lip-sync dubbing is the most widely used method in screen translation, the three other techniques should not be overlooked. Voiceover, narration, and free commentary can be used separately or within a single production. However, lip-sync dubbing poses the greatest challenge due to its technical and linguistic difficulties. Synchrony, achieved in both dubbing and subtitling, is the key to successful screen translation on multiple levels. (O'Connell, 2003)

1.4.1 Types of Dubbing

There are different types of dubbing each with its characteristics; Whitman-Linsen (1992: 57) distinguishes between three types of dubbing:

Pre-synchronization: in dubbing refers to the process of recording the dubbed dialogue before the original video has been filmed. In this process, the voice actors record their dialogue to match a pre-existing script or a preliminary version of the video, without any visual cues or lip movements to follow. However, pre-synchronization is sometimes used in animation dubbing, where the lip movements of the animated characters can be easily synchronized with the dubbed dialogue. This method controls over the timing and rhythm of the dialogue, and can provide a more seamless and natural-sounding of dubbed video. (Whitman-Linsen, 1992, p. 57)

Pre-synchronization: is also a method of dubbing but it is less common compared to post-synchronization, but it is still an effective method for producing HQ dubbed versions of animated films, TV programs, and other video content. Pre-synchronization is also used in lip-sync dubbing, where the goal is to synchronize all the translated dialogue with the lip movements of the actors on screen. (ibidem)

Direct synchronization: is to record the dubbed dialogue at the same time as filming the original video. In this process, the voice actors watch the original video and record their dialogue while watching the actors on screen, in real-time. Overall, direct synchronization can be an effective and efficient method of dubbing, particularly for productions that require quick turnarounds and seamless integration of the dubbed dialogue with the original video. (ibidem)

Post-synchronization: Is a type of dubbing that refers to recording the dubbed dialogue after the original video has been filmed. In this process, the voice actors watch the original video and record their dialogue to match the lip movements of the actors on screen as closely as possible. Voice actors used this process in lip-sync dubbing, in order to synchronize the dialogue with the lip movements of the actors on screen.

Post-synchronization allows for greater control over the quality and accuracy of the dubbed dialogue, as it allows the voice actors to match their performance to the visual nods on screen. Post-synchronization in dubbing requires a group of specialized and skilled voice actors to make sure that the dialogue matches the lip movements and timing of the original video as closely as possible to perfection. (Ibidm)

1.4.2 Mechanics of Dubbing

Lukyen (1991: 7379) listed the main procedures involved in the dubbing process as the following:

Step1: Registration

It is mainly concerned with Administrative purposes such as logging and listing of key data related to the assignment.

Step2: Verification of master and dialogue list

In the dubbing process, the verification of the master and dialogue list is a crucial step. This involves ensuring that the video master and the script that contains the dialogue list match and are free of errors. The dialogue list contains the original dialogue in the source language, time codes indicating when each line is spoken, and a translation of the dialogue in the target language. During the assessment process, the dubbing crew verifies that the dialogue list accurately reflects the content and meaning of the original dialogue, as well as the time code is synced with the video.

Additionally, they ensure that any technical information regarding the recording process, such as sound effects or musical cues, is incorporated into the script. After the review process is complete and any necessary alterations have been made, the sync team moves on to the next step in the process, which typically involves creating a timed, literal copy. (Luyken, 1991, p. 79)

Step3: Production of a time-coded working copy

In dubbing, the production of a time-coded copy refers to the creation of a video or film copy of the original AV material that is used as a reference during the dubbing process. This copy is usually provided to the dubbing studio by the distributor or production company and contains a time-code that corresponds to each frame of the AV material.

The time-code is used to synchronize the dubbed audio with the video or film, ensuring that the lip movements and other AV elements are properly matched with the dubbed dialogue. The production of a time-coded copy is a crucial step in the dubbing

process, as it provides the basis for the synchronization of the dubbed audio with the video or film.

Step4: Spotting

Spotting is a term used during dubbing to refer to marking time code in scripts or dialogue lists. This ensures that translated dialogue is accurately timed to match the actor's lip movements in the original language. The recognition process involves identifying the start and end of each line of dialogue, as well as any pauses or silences in between. This information is then used to create a time-coded script, or dialogue list, that provides detailed instructions for voice actors to synchronize their voiceovers with the original video content. The positioning process is considered a critical step in dubbing, as it helps ensure that the final product is visually and audibly coherent, and that translated dialogue integrates seamlessly with the original video content.

Step5: Rough translation

In dubbing, an original translation is the translator's or screenwriter's preliminary translation of the original dialogue. It serves as a working script for voice actors and directors during recording. Original translations are usually done before the actual translation. The dubbing process begins and is revised and refined in the following stages of the process. Rough translations should reflect the meaning, tone, and style of the original dialogue as accurately as possible, while also respecting the lip movements of the characters on screen. This is important because the final dubbed version must lipsync with the visual content, so the translation should match the length and rhythm of the original speech as closely as possible.

The rough translation is typically reviewed and revised by a language expert or a language consultant to ensure that it is accurate and appropriate for the target audience. Once the rough translation is finalized, it serves as the basis for the recording of the dubbed dialogue by the actors.

step6: Adaptation

In dubbing, the process of adapting an original script or dialogue into a different language or culture while preserving the original's intent is called adaptation. This procedure involves linguistic and cultural alteration, and various factors must be considered, including slang, idioms, expressions and cultural references, which may not have a corresponding translation in the target language. When it comes to translating, customization is essential, as it not only guarantees that the dialogue is accurately translated, but also culturally appropriate and comprehensible to the intended audience. Failure to adapt dialogue can lead to poor dubbing, as viewers may not understand the characters or the plot due to cultural or language differences. Once the adaptation of the script is complete and the ST has been translated into the TL, the dubbing team then proceeds to the next step; hiring a voice actor to perform the translated dialogue in the TL. (Luyken, 1991)

Step7: Casting

In dubbing, casting is the selection of a voice actor to play a character in the TL. The casting process involves finding actors whose voices closely match the original actor's lip movement and voice quality, and casting directors typically listen to potential actors' voice demos and select the best fit for each role.

The casting process is challenging in the voice acting part, as for voice actors must match their tone and intonation to the original voice, and to synchronize their performance to what is happening on screen. Directors need to find actors who not only like the voice of the original singer, but also play with proper timing and emotional nuance. Sometimes, casting may involve finding celebrity voice actors to bring star power to the dubbed version. However, the choice of a celebrity voice actor may not always be welcomed by audiences if their voice does not match the character or the original actor. (Luyken, 1991, p. 75)

Step8: Recording

Dubbing is the process of recording simultaneous dialogue with the video. Once the translated script is finalized and the actors selected, the recording session begins. The actor's record their lines while watching the video, adjust their lip movements, and interpret the emotions of the characters.

Recordings were conducted in a soundproof room to ensure high-quality recordings. The sound engineer and director monitor the recording process and provide feedback to the actors. After recording, the sound engineer edits and mixes the dialogue with the original sound effects and music to create a good final dubbed version. (ibidem)

Step9: Preliminary Mix and Edit

Premixing and editing is the dubbing process of mixing newly recorded dialogue with original audio and sound effects to create a premix. The mix was then edited to ensure that the new dialogue was in sync with the artwork, and the overall sound quality was consistent throughout the production. The premixing is a critical step in the dubbing process. It makes sure that the end-product is of a high quality, which is ready for distribution.

Step10: Final mix

Final mixing is the dubbing process of combining all recorded and edited elements (including dialogue, sound effects, music and any other necessary tracks) into a coherent and balanced final soundtrack. The final mix process is performed by an audio engineer or mixer, who uses specialized software and equipment to create a clear, immersive audio experience for the audience. The final sound mixing is important in the dubbing process. It has a great impact on the overall sound quality in the end-product.

Step11: Approval

In the context of dubbing, approval refers to the final step in the process by which a completed dubbed product is reviewed and approved by the client or relevant authority before it is released or broadcast. This step is important as it ensures that the synchronous product meets the quality standards and specifications required by the client or relevant agency. The approval process may include a quality review of technical aspects such as volume, dubbing and overall quality of the dubbed product, as well as a linguistic review for accuracy and proper cultural fit. Any necessary changes or corrections are made at this stage before the final product is delivered.

1.4.3 Constraints of dubbing

Every AVT mode has multiple limitations binding them, whereas dubbing has many constraints such as: (Visual Synchrony, Audio Synchrony, and Content Synchrony) but all of these constraints fall under the “Temporal “constraints:

Temporal

Dubbing is challenging because different languages can take different amounts of time to convey meaning. The translator must adapt the script within the time limitations of the original, while preserving both the meaning and style of the dialogue. The voice actors also match the timing and intonation of the original actors, while ensuring that the dialogue flows naturally. This process can be challenging, especially for source texts, where the language and the target language have different rhythm and intonation patterns. Temporal constraints of dubbing require a cautious coordination between translators, voice actors, and the production team in order to make sure that the end product is a smooth and natural translation of the original audio.

1.5 Dubbing in the Arab world

The introduction of dubbing in the Arab world has been slow despite having a large market and a high illiteracy rate, which would seemingly favor dubbing over subtitling. While the proliferation of Pan Arab stations has not significantly increased interest in dubbing, except for children's cartoons.

One of the early pioneers of dubbing into Arabic was Al Ittihhad al Fanni, an independent production house based in Beirut. Their initial experiment involved a voiceover adaptation of a BBC radio episode of Jane Eyre, which achieved modest success. Nicolas ‘Abou Samah’, through his company Filmali, became the pioneer of video dubbing into Arabic, starting with the children's cartoon Sindbad in 1974, followed by Zena WA Nakhoul and other cartoons. The Lebanese civil war led Filmali to relocate its operations to Cyprus, where they dubbed Mexican soap operas into Standard Arabic for broadcast on the privately run Lebanese Broadcast Corporation (LBC). The success of the dubbed Mexican series, such

as *Anta Aw La Ahad* ("You or No One"), led to the translation of 11 Mexican and Brazilian soaps into Standard Arabic over eight years.

Although the practice has decreased in recent years, it remains in use. In 1999, *Police Academy* became the first dubbed long feature film shown on Beirut's Murr TV (MTV). However, the dubbing in Educated Spoken Arabic (ESA) was poorly received, leading to the discontinuation of the film series. The success of the Mexican soap operas and the failure of *Police Academy* to attract a wide audience in Arabic were attributed to cultural factors. The plots and dialogues of the Mexican soaps were seen as culturally acceptable and relatable to Arab audiences, while Hollywood storylines and actors were perceived as contrived and disconnected from Arab reality.

Latin American soaps required minimal editing to be acceptable to Arab audiences, whereas the cultural leap required for Hollywood films was deemed too significant. Arab audiences were accustomed to hearing Hollywood actors speak English and preferred subtitles. More recently, the Arab satellite television network MBC introduced a dubbed version of the U.S. cartoon *The Simpsons*, called *Al Shamshoon*, in time for Ramadan 2005. MBC committed to dubbing all 17 seasons of the program if the first one proved successful. However, according to an article in *The Wall Street Journal*, the dubbing received limited laughter.

One of the main reasons cited was the difficulty in translating the program's iconoclastic character and language. The Arabized version of Homer Simpson, named Omar Shamshoon, differed significantly in terms of behavior and cultural references, which led to disappointment among Arab fans of the original English speaking character. (Maluf, 2005)

Conclusion

In conclusion, this chapter presented audiovisual translation and its beginning in the early 20th century, it also addressed how with the advancement of technology, AVT developed new modes such as, subtitling, and narration, with each having its uses and constraints. It also defined dubbing as a mode of AVT that represented the replacement of the original dialogue in a video with a translated one.

Finally, AVT tackled on its process, forms and its significance in the Arab world while also, shedding light on its problematic aspects and restrictions.

Chapter II

Translation

Shifts in Translation

Untranslatability

Nida's Theory

Translation Typology of Jakobson

Chapter II

2 Definition of Translation:

Translation is known as transferring written text or spoken words between two languages while preserving the meaning. It encompasses the transfer of thoughts and ideas from one language to another while taking grammatical rules, cultural nuances, idioms, and expressions from both the source and destination languages into account. A human translator can manually translate, or computer software can automatically do it. It mainly depends on the content being translated. The essential aim of translating is to deliver the meaning and the intent of the original text in a clear and accurate way to the target language.

Some scholars took a different approach to translation for example, in his book "A Linguistic Theory of translation ", "Catford" attempted to describe translation from a linguistic aspect; he suggested Translation is an operation performed on languages: a process of substituting a text in one language for a text in another. Clearly, then, any theory of translation must draw upon a theory of language a general linguistic theory He, then, defined Translation as « the replacement of textual material in one language (SL) by an equivalent textual material (TL) » where he has expressed that there are two key words here, « textual material » & « equivalent». (J.C.Catford, 1965)

The use of the term 'textual material' is to acknowledge that translation can involve more than just written or spoken language, and may include both visual or cultural elements. Translation is not limited to transferring words from two languages, but it involves rendering meaning, culture, and context.

Translation is not just a matter of looking for a "one to one correspondence" between words in different languages, but is rather finding a suitable equivalent or substitute that conveys the same meaning as SL. this shows the importance of "Equivalence" in translation, the translator must make strategic decisions in order to find the most appropriate and effective translation for the targeted audience. (J.C.Catford, 1965). According to him, the concept of equivalence in translation can be applied in two main areas:

Textual correspondence: Catford emphasizes the importance of formal correspondence, preserving the surface structure of the source language in the target language.

It emphasizes on keeping both the grammatical and syntactic structure of the original text. Formal equivalence is used in technical or scientific translations where precision and accuracy are important. (J.C.Catford, 1965)

Dynamic equivalence: Catford also introduced the concept of dynamic equivalence, emphasizing the equivalence of meaning and communicative function between the source text and the target text. Dynamic equivalence focuses on conveying the intended message and effect of the ST in a way that is natural and effective in the TL and culture. It enables for greater flexibility and adaptation, taking into account linguistic, cultural, and pragmatic differences between the two languages. (J.C.Catford, 1965)

2.1 Translation Shifts

Translation shifts, according to Catford, are departures from formal correspondence during the translation process. They can be level shifts, involving changes between linguistic levels (example:., grammar to lexis), or category shifts, which include structure shifts (grammatical changes in structure), class shifts (translation of an item to a different grammatical class), unit shifts (changes in rank), and intra-system shifts (selection of non-corresponding terms in the TL system).

However, Catford's linguistic theory of translation received criticism, particularly from Snell Hornby, who argued that Catford's definition of textual equivalence was circular and that his reliance on bilingual informants was inadequate. Snell Hornby emphasized that translation involves more than just linguistics, as it also encompasses textual, cultural, and situational aspects that need to be considered. In her view, translation cannot be reduced solely to a linguistic exercise, as different cultures and situations may not always match perfectly between languages.

He also divided translation shifts into two main types:

2.1.1 Level Shift

Level shifts in translation refer to changes in the way information is presented at different levels within a text when it is translated from one language to another. (J.C.Catford, 1965)

Level shift can occur at various linguistic levels such as; grammar level

Example:

اهلا وسهلا

you are welcome

The level of *grammar* in the (ST) is shifted into a *lexical level in the arabic expression اهلا وسهلا*

2.1.2 Category shift

Catford define that: « Category shifts are departures from formal correspondence in translation ». The category shift is divided into four types: structure shift, class shift, unit shift and intra system shift:

2.1.3 Structure Shifts

The most common category shifts in translation is structural shift. it takes place at phonological and graphological translation as well as in total translation. (Catford, 1965: 76)
A structure means the arrangement of elements such as; Subject, Verb, object, adverb, preposition etc.

Example:

شرب احمد الماء

Ahmed drank the water

In the example above we notice that the structure is different between Arabic (SL) and English (TL), the sentences in Arabic usually begins with *verb* instead of subject in English language [Eng : Ahmed (subject) , drank (verb) , the (definite article) , water (object)].

2.1.4 Unit shift

Unit shift in translation is the change in the size or structure of a linguistic unit during the process of translating a text from one language (SL) to another (TL). It involves changing the

organization, segmentation, or grouping of linguistic elements to ensure that the translated text is coherent, natural sounding, and culturally appropriate in the target language.

Example:

The Source Language: 'قرأت الكتاب'.

The Target Language: 'I read the book'.

In this example, the Arabic sentence is a verb phrase with the verb "قرأت" (read) at its core. However, in the English translation, the verb phrase is transformed into a simple subjectverb structure with the pronoun "I" and the verb "read". The rankshift occurs to match the grammatical structure of the target language.

2.1.5 Class shift

It refers to the changes in the grammatical taxonomy or part of speech of a linguistic unit when translating from one language to another. It's about changing the class or category of a word a phrase to convey the same meaning or function in the target language although the specific part of speech may be different.

Example:

From Noun to Verb:

Source Language: 'المشي' [Noun]

Target language; 'to walk' [Verb]

In the example above, the noun 'المشي' in the source language (Arabic) is translated into the verb "to walk" in the target language (English). The class shift occurs to reflect the difference in grammatical categories between the two languages.

From Verb to Noun:

Source Language: "يتكلم" [Verb]

Target Language: "speech" [Noun]

The verb "يتكلم" in the source language (Arabic) is translated into the noun "speech" in the target language (English). The class shift transforms the verb into a noun to convey the same meaning in the target language.

From Adjective to Adverb:

Source Language: "سريع" [Adjective]

Target Language: "quickly" [Adverb]

The adjective "سريع" in the source language (Arabic) is translated into the adverb "quickly" in the target language (English). The class shift adjusts the word class to match the grammatical rules of the target language.

From Noun to Adjective:

Source Language: "البحر" [Noun]

Target Language: "marine" [Adjective]

The noun "البحر" in the source language (Arabic) is translated into the adjective "marine" in the target language (English). The class shift modifies the word class to fit the target language's grammatical structure.

All of the examples mentioned above illustrate how class shifts are employed in translation to adapt words or phrases from one grammatical category to another while preserving their intended meaning. Translators utilize class shifts to ensure that the translated text aligns with the target language's syntactic rules and conventions.

2.1.6 Intra-System Shifts

Is a shift that occurs inside the (TL) in translation, and it is also known as intralingual shift, which refers to changes that appear within the same language system during text translation. It involves making changes to linguistic elements, structures, or expressions in the source language itself to accurately reflect the meaning in the target language. As Catford stated in

his book:” Intra-system shift is the shift occurs internally, within a system: that is, for those cases where the source language (SL) and the target language (TL) possess systems which approximately correspond formally as to their constitution, but it does not occurs when translation involves the selection of a non-corresponding term in the TL system” (Catford, 1965: 80). Moreover, in each language, the system is one of two terms, they are singular and plural and these terms are also regarded as formally corresponding.

Translators use the intra-system shifts to ensure that the translated text “accurately” reflects the intended meaning in the target language, taking into account linguistic differences and cultural context within the same language pair. (J.C. Catford, 1965)

2.2 Importance of translation shifts

Translating from two distant languages it is difficult to produce a 100% accurate translation without using translation shift. Shifts are important because they provide insights into the differences between languages and highlight the challenges translators face when transferring both the hidden and broad meaning from one language to another. J.C Catford viewed translation shifts as inevitable and inherent in the process of translation. According to him, the reasons why translation shifts are considered important are as follows:

2.2.1 Understanding the language structures:

Translation shifts help us understand the structural differences by analyzing the shifts that occur during translation between two languages. By understanding the language structures, translators can identify how linguistic elements such as grammar, syntax, and vocabulary differ between the SL and the TL.

2.2.2 Identifying the linguistic and cultural gaps:

Translation shifts can reveal linguistic and cultural differences between languages. They demonstrate areas where certain linguistic or cultural elements which they don't have a direct equivalent in the target language, and highlights the challenges translators face when trying to convey the same meaning in a different linguistic and cultural context.

2.2.3 Exploring the translation strategies:

When exploring translation strategies, translation shifts offer insights into the strategies employed by translators to overcome linguistic and cultural differences. Translators may employ various techniques, such as modulation, adaptation, or substitution, to compensate for untranslatable elements and to ensure the target text effectively communicates the intended meaning.

2.2.4 Enhancing the intercultural communication:

Enhancing the intercultural communication, through translation shifts, is to gain a deeper understanding of different cultures and their unique ways of expressing concepts. Translators plays a crucial role in facilitating intercultural items by bridging linguistic and cultural gaps, making texts accessible to a wider audience.

By studying translation shifts, translators must keep into consideration that translation shifts are not one to one correspondences between words, phrases, regardless, adjustments always made to ensure the translated text is linguistically accurate and culturally appropriate in the target language. That is to say it is impossible to achieve a complete translation from two incongruent languages such as Arabic English without using translation shifts. (J.C.Catford, 1965)

2.3 Untranslatability

During the actual translation process, it is very difficult to transfer all the meaning of the text from the source language to the target language. Often only one or two of the meanings can be effectively translated, and sometimes even one of the meanings cannot be translated accurately. Therefore, despite the use of various translation methods such as literal translation, transliteration, and oral interpretation, there are still situations where meaning is lost or changed, “Untranslatability occurs when there is no lexical or syntactical substitute in the TL for an SL item”. (Bassnett, 2002, P.39) This phenomenon is called untranslatability.

Untranslatability is the inability of a text or specific elements of a text to be fully and accurately translated while preserving the exact meaning, nuance, cultural references, or stylistic features of the original text. This occurs when there is no direct equivalent or suitable substitute in the target language that can convey the same depth of meaning or impact as the source language. Factors such as linguistic differences, cultural differences, conceptual differences, and contextual factors can lead to untranslatability and make it difficult for a translator to faithfully represent the original message in another language. There are often elements that cannot be translated or require adjustment. This results in some loss of meaning or change of meaning during translation. Despite using different translation methods, translators may encounter limitations in capturing the full essence of the source text, resulting in untranslatability. Based on “Catford’s ”definition of Untranslatability: “When Translation fails or untranslatability occurs, when it is impossible to build functionally relevant features of the situation into the contextual meaning of the TL text. That’s where the difficulty is “*Linguistic, and Cultural*”, (Catford, 1965, pp. 5253).

There are two main types of Untranslatability according to Catford: *Linguistic & Cultural* Untranslatability

2.3.1 Linguistic Untranslatability

Linguistic is everything related to languages i.e. grammar, stylistic, lexis and phonology. Which is difficult and absolute due to the differences between languages, especially, if they are not from the same family (Arabic-English), there are many linguistic problems when translating from Arabic into English such as:

2.3.2 Cultural untranslatability

Cultural untranslatability happens “when a functionally relevant for the SL text, is *absent from the* culture of which the TL is a part”. *This leads to cultural untranslatability* .Cultural untranslatability occurs when the target culture cannot afford the situation in the source one .For example, nations that lives in the south pole they don't need a horse or a camel in their environment while those nations who lives in the desert they do need camel which means they don't have the same needs. Moreover the cultural gap is always present, cultural untranslatability is linked to the specificities of a culture, society, and communicative tasks. (J.C.Catford, 1965)

The absolute untranslatability does exist. It is where we cannot find an equivalent in the target language even if using solutions such as techniques and procedures, shifts ...etc. We cannot recover what's lost when transferring from one language into another there will always be a 1% lost in the translation and it is inevitable because language and culture are interlinked to each other once taken out they lose their flavour and they become artless work.

2.4 Nida's concept of "Too Few Words Versus Too Many Words in Translation"

Translating from two different languages is a rather difficult process for professional and nonprofessional translators, even when translating from two different language and keeping in mind that the translator have decent knowledge about their culture, beliefs, and their traditions, it is still hard to transfer and convey the same meaning and message from the source language into the target language without failing. One of the "Universals" of translation is the following idea:

2.4.1 Too Many Words:

When translating from two distant languages, usually the translated work is longer and thicker than the original, it shows that the wording is more than the original text .That is because of the Universal tendency among translators to amplify and intensify the idea.

Translators usually fails to avoid clarifying when translating from two language that are far apart which results in fillers words that leads to a stilted translation, for example:

When translating from English into German, the target text will always be longer than the original i.e. the nature of German language has longer words and letters unlike English, and the way they transfer words in a longer version than any other language. This results in too many words.

2.4.2 Too Few Words:

Professional and nonprofessional translators find it challenging to get a fewer words in translation than the original script (ST). However, that does not mean that it is impossible to achieve it, there are several ways to get a fewer version that transfers the same load as the original text and keeps its essence in the target language, they are as the follows:

First: attempting to get a better understanding of the source text items which results in a less ambiguous context for the translator

Second: is to look for *the Closest Natural Equivalence* that shares the same characteristics as the original item.

Third: after finding the equivalence of the source item, translators should select the most accurate equivalent for a version that has fewer words than the original text.

2.5 Translation Typology of Jakobson

Roman Jakobson's investigation into equivalence brought fresh momentum to the theoretical examination of translation by introducing the concept of 'equivalence in difference.' Drawing on his semiotic approach to language and his assertion that 'there is no signatum without signum' (1959:232), Jakobson identifies three types of translation: intralingual (within one language, such as rewording or paraphrase), interlingual (between two languages), and intersemiotic (between sign systems). (Jakobson, 1959, p. 232)

Regarding interlingual translation, Jakobson argues that translators utilize synonyms to convey the message of the source text (ST). Consequently, full equivalence between code units is absent in interlingual translations. According to his theory, "translation involves two equivalent messages in two different codes". Jakobson further maintains that although languages may vary grammatically, this disparity does not preclude the possibility of translation; in other words, the translator may encounter the challenge of finding an exact equivalent. To address such deficiencies, Jakobson suggests employing loanwords, loan-translations, neologisms, semantic shifts, and circumlocutions, leaving the translator to determine the most appropriate approach for rendering it in the target text (TT).

There appears to be a certain resemblance between Vinay and Darbelnet's theory of translation procedures and Jakobson's theory of translation. Both theories emphasize that when a purely linguistic approach proves inadequate for translation, the translator can resort to alternative procedures such as loan-translations and neologisms. They recognize the limitations of a purely linguistic theory and contend that translation is always possible due to the several methods available to the translator.

Both Vinay and Darbelnet, along with Jakobson, view the translator as the decision-maker in executing the translation task. They conceive translation as a process that can be accomplished between languages, irrespective of cultural or grammatical disparities between the source text and target text (Jakobson, 1959)

2.5.1 Interlingual Translation:

Is the process of translating from one language to another, by transferring the same load as closely as possible while maintaining its essence and intent.

Example:

English: "I love to travel and explore new cultures."

Arabic (Interlingual Translation): "أحب السفر واستكشاف ثقافات جديدة."

2.5.2 Intralingual Translation:

Intralingual translation is a process of translating within the language itself, it is sort of rewording or paraphrasing within the language

Example:

Source text:

مما ينبثق عليه يعني أعمال جد هامة على المستوى الوطني وكذلك ذات قيمة مضافة إلى التعليم العالي والبحث العلمي في الجزائر وتمخضت عنها منشورات عالمية قوية جدا يعني خرجت في مجالات معترف بها على المستوى الدولي والتي تعالج مشاكل محلية مثل المياه والنخيل والأمراض.

Reformulation

وقد تم تحقيق نتائج هامة وذات قيمة مضافة في قطاع التعليم العالي على المستوى الوطني ونشر بحوث في مجلات دولية عالية الجودة تعالج مشكلات تتعلق بالنخيل والمياه والأمراض.

Translation:

Important results have been achieved in the higher education sector which culminated in the publishing of papers in reputed international journals with high impact factor.

2.5.3 Intersemiotic Translation:

It is the process of translating or transferring meaning from one sign system to another. It is also the transformation of a text or message from one mode of expression into another (auditory, visual forms).

Example:

Adaptation of a novel into a film: When a novel is translated into a film, the storyline, characters, and themes are transferred from the written text to the visual and auditory medium of cinema. Whereas the screenwriters make decisions on how the transfer those storylines characters into visual forms.

Chapter III

Annotations & Analysis

Corpus

Annotation

Technical Constraints

3 Annotations & Analysis:

3.1 Introduction:

In this chapter we are going to talk about the practical part of our study. In this part we are dealing with 3 videos that we found interesting to our study, these videos are informative and exploratory where, either a dean of faculty or a director of institute, doing a speech about the University of Kasdi Merbah-Ouargla. We selected these videos upon our aim of the study which is to present the main issues and obstacles faced by dubbers when translating between two distant languages (Arabic English), as well as to suggest possible solutions. We will start the dubbing process of the KMUO YouTube videos and annotating.

In Each video we encountered many problems and obstacles such as the quality of content, sound clarity, and we faced colloquial terms, religious items which we opted for many ways to avoid such terms, in order to make the videos more understandable and less ambiguous to the target audience. This chapter includes the theoretical framework (summary of chapter one and two) and the annotation, and analysis where we talk about the techniques that we used in order to get the finalised translation as well as the final transcription of the video.

In the corpus tab we are going to analyse the types of videos we dealing with as well their features, functions...etc., We are going to mention how we collected the data before going to the dubbing process, and the interesting samples we found during the transcription process. In the methodology we are going to tackle the methods and techniques we used from analysing the videos to the final translation. Then we move to the Annotation part where we start working on everything related to the videos such as problems, religious terms, colloquial items and repetition in words as well as redundancy.

In the annotation process we are going to identify the most cases that needs attention and using translation shifts according to (Catford) and (Nida's) theory of "too few words and too many words in translation" especially on dubbing process as we mentioned on chapter 2, therefore, we are going to transcribe the whole videos word for word and we will pay attention to everything that occurs within transcription process.

After finishing the transcription and translation process we are going to classify the annotated items as follows: (Annotating linguistic issues, annotating lexical and phraseological choices, Annotating sociocultural and pragmatic issues) and technical constraints of dubbing.

3.2 Corpus:

3.2.1 Text type: The videos that we chose are from the YouTube channel of KMUO. These videos are informative and explicative in which either The Rector of University, a *Dean* of faculty or institute *director* delivering a speech on open day's ceremony of KMUO.

3.2.2 Text features: These features in the videos can vary depending on video but most features that been shared on the videos selected are as follows:

Collocations: the usage of collocations is many in the videos that we selected, in the dubbing process we are going to remove collocations and neutralizing the scripts for the general audiences in MSA

Named entities: the videos that we selected are about speeches made in the university of Kasdi Merbah Ouargla, many entites were mentioned such as; faculties, institution, departments.

3.2.3 Data collection: In the data collection we are going to look for the most representative videos to our study, first analysing the videos, and extracting the texts from the videos than proofreading the text extracted, we are going to check interesting cases that serves our study

3.2.4 Samples: In the following processes we are going to collect the most interesting phrases, terms, and items that we are going to discuss in details in the Annotation.

3.2.5 Methodology: we are going to use the procedures and methods of translation mentioned in chapter II such as; (intralingual translation, interlingual translation, shifts of translation, equivalence)

In the practical part of the study, the dubbing process shall take place, it consists of many steps that include; viewing the videos, transcribing them, translating the transcription using the Intralingual translation, roughly translating the transcription, dubbing it roughly, adjusting the translated script into a finalized version, as well as recording the translated scripts into the

videos. Once the dubbing process is complete, the annotation process begins; it will tackle the most significant cases related to the linguistic issues, phonological choices and cultural obstacles found in the dubbing process.

Annotation of the first video:

First sample: 00:00:10

Source Language: "بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ"

Target Language: "Hello, everyone"

The ST item is an Islamic phrase that serves as an introductory sentence in the target language, it is said before the commencing on any task, it is derived from the opening of every chapter in the "Holy Quran" except for «سورة التوبة», and the phrase signifies reliance on "Allah" in the religion of Islam.

As a direct equivalent for it we found the sentence "In the name of Allah, the most gracious, the most merciful" but we saw no use for it in the TL culture, so we decided to opt for "Hello, good morning" because we believed it transfers the same meaning in the target language

Other possible translations:

The first possible translation: "In the name of Allah, the most gracious, the most merciful"; in this translation it means and serves the same exact meaning on given case above, but we

intended to avoid this translation because we want to achieve a neutral translation without inserting any religious terms

The second possible translation: “Hello”; the phrase "بسم الله الرحمن الرحيم" in the source text context refers as an introductory phrase so we opted for hello, as a neutral term that serves as an introductory sentence to avoid religious terms.

The third possible translation: “May the correspondence finds you in good health and high spirits” refers nearly close to the equivalent source text give above, but it serves as an introductory sentence to our source text which neutralizes any religious items /terms in the target language.

02nd sample: 00:00:13

Source Language: "الأستاذ محمد مجيدي "

Target Language: “My name is Mohamed Madjidi”

The ST phrase consist of two units “الأستاذ” and “محمد مجيدي” Unit shift combines them into one single unit “My name is Mohamed Madjidi” due to the difference in sentence structure between the ST and TT.

There are several translations/equivalents to the source language item "الأستاذ":

The source language term "الأستاذ": typically denotes a title of respect used to address someone who holds a teaching position. In this context it may refer to a person who is addressed as “Mr.” or “Professor”.

The translated phrase “my name is Mohamed Madjidi” provides a personal introduction where the individual is stating their name, but in some cultures, it is common to include one’s title or profession when introducing oneself but it is not the case in the English language, it is more ordinary to simply state the name, that is why the translation omitted the specific title “Mr.” or “Professor”.

Other possible translations:

The first possible translation is the first thing that comes to the mind of any bilingual when translating the word "الأستاذ" from Arabic into English or vice versa “Teacher”; a teacher is a

person who instructs and guides students in learning, but that's not the case in the translation above.

the second possible translation is "Tutor"; a tutor is almost the same as a teacher which they share the same profession which is teaching and guiding but both they don't server our case.

The third possible translation is "Instructor"; an instructor is an educator who gives instructions and information to students and other candidates, but it doesn't reflect our case.

03rd sample: 00:00:15

Source Language: "مدير معهد"

Target Language: "The director"

In this phrase "مدير معهد" the word "مدير"; when translated to "Director" whose profession is to be in charge of managing and overseeing an institution, school, or an organization. We opted for "Director" in this case because we felt it to convey the meaning precisely but that's not enough because the Target language culture refers to the person who is in charge of an institution as the "Director".

Other possible translations:

the first possible translation: "Manager"; this translation item has a portion of meaning as a "Director". A manager is the person who is in charge of overseeing and coordinating a group of people or staff team during their tasks as well as managing a department or institution. Hence, it is not suitable to be placed instead of director because director fits right in the target language.

The second possible translation: "Headmaster", which in most cases refers to a person who is in charge of an educational facility like; a school or a learning centre, this translation if used in a broader context, may seem as a direct equivalent for it conveys the same meaning but in a more general way.

The third possible translation: “Administrator”; who is the individual that’s legally vested with the right of administration of an Estate, this is the least one of the possibilities that conveys the same meaning as the source language word.

04th sample: 00:00:16

Source Language: " معهد علوم و تقنيات النشاطات البدنية و الرياضية "

Target Language: “Institute Science and Technology of Sport and Physical Activity”

The direct equivalence in the translation above is accurate; it successfully transfers the meaning of an institute that is concerned with the education and science behind sports and physical activities, without sacrificing the essence of the intended meaning.

This translation was the most suitable among some alternatives such as:

The first possible equivalent/ alternative:

Institute of Sports and Physical Activities Sciences, this potential alternative gave emphasis on sports and physical activities which does not relate to the ST’s intended meaning.

The second Potential translation: “Institute of Physical Activities and Sports Sciences”; the emphasis here was on physical activities and sports, thus highlighting the subject matter of the institute. Therefore, this translation may seem it’s suitable but it’s not like in Arabic where word order when mentioning multiple domains doesn’t matter but in English it does.

the Third Potential translation: “Sports and Physical Education Sciences Institute”; the focus here was on the sport and physical education alongside “Sciences Institute” which convey a main idea that is different than that of the SL.

05th sample: 00:00:24

Source Language: "أرحب و أهني"

Target Language: "I would like to congratulate"

In this translation we opted for "I would like to congratulate" instead of "I greet and welcome" because the focus of the sentence according to the context is to celebrate the students who graduated high school, a unit/rank shift is apparent here, the two verbs in ST phrase "أرحب و أهني" are merged into one verb phrase "I would like to congratulate" so we opted for including "I would like to congratulate" to convey the polite intention of the director.

Other possible translations:

The first possible translation: "I welcome, and congratulate "; this translation may seem accurate and fits right on the context but the aim is to find a more suitable and coherent phrase or word to replace and avoid the literal translation.

The second possible translation: "I congratulate"; this is rather a simple way of transferring the exact meaning in the target language but the focus shifted into "congratulation" solely unlike our suggested translation which has some sort of welcoming in target language.

the third possible translation: "I welcome "; in this translation the focus is on "welcoming" more than "congratulating" which will lead us into a loss and unfaithfulness while transferring the load from the source language into the target language.

06th sample: 00:00:27

Source Language: " الطالبات و الطلبة "

Target Language: "The students

In this translation: "الطالبات و الطلبة " consists of two words first " الطلبة " which refers to male students in other hand the word "الطالبات" refers to female students, i.e. Arabic distinguishes

between genders (specify). Whereas English neutralizes the gender specification and it does not exist in the target language, so we opted for “students” which is the best and suitable equivalent in TL. The shift in the word order is "common" when translating from Arabic to English. Whereas, English uses a single term to refer to both male and female individuals in plural contexts.

Other possible translations:

the first possible translation: “male and female students” this structure seems correct and it reflects the exact meaning. However, the English refers to one (singular), or more than one (plural) in a form of one word to refer to both genders .When we mentioned male and female students that’s literal translation and the format of “male and female students” doesn’t exist in English.

The second possible translation: “Male and Female learners” here in this translation used a broader meaning of learner instead of students which “students” already refers and replaces “male and female” by adding “learners” is only to specify the gender distinction, but it doesn’t help in our case .

The third possible translation: “boys and girls (students)” in this case the translation emphasizes the gender of the students by using masculine plural (boys) and feminine plural (girls).

07th sample: 00:00:30

Source Language: "امتحان شهادة البكالوريا"

Target Language: “High school diploma”

In the above mentioned translation we opted for the general term “high school diploma” which is the best equivalent for the ST item (شهادة البكالوريا) because the term "البكالوريا" is culture related item, in the TL culture, they don’t call for high school examination as “baccalaureate” which the origin of this relates to the “French Educational System”. The reason why some countries still use this term/ program is because they were colonized countries such as: Algeria, Tunisia, Morocco. And other countries like (France, Romania) ,

we opted for this general term “High school diploma” intentionally to get rid of all the unnecessary specification because the term baccalaureate is different from one culture to another some names them as “BAC” and others opt for different education system.

Other possible translations:

The first possible translation: “bachelor”; bachelor in the context of higher education (University).bachelor is used by the American Educational program in there higher education institute. Therefore, many countries opt for bachelor degree in their university program. However the source language term stands for high school degree (diploma) and not university degree.

The second possible translation: “Leaving Certificate” this term has almost the same meaning as high school diploma which both shares the meaning of ending school degree (certificate, diploma). This term is used by the Irish referring to their educational program related to high school.

The third possible translation: “A-levels”; there are countries in the world such as the “United Kingdom” which they call their ending school examination of A-levels which has the same role as the term “baccalaureate” in French and its colonized countries .

08th sample: 00:00:35

Source Language: "فنتمنى لهم التوفيق في مسارهم الدراسي و الجامعي"

Target Language: “We sincerely wish them success throughout their academic journey”

In this translation above the word " فنتمنى "; is a single word that conveys the meaning of “we wish”. While translating, a level shift occurs as the single-word expression is expanded into “We sincerely wish”. We chose to add the adverb “sincerely” to emphasize the genuine nature of the wish. Unlike Arabic, English language requires more words to convey the same meaning in Arabic.

Other possible translations:

The first possible translation: “We aspire “; this phrase has a near equivalence to the source language item but what it actually means is the strong desire to achieve something or reach a particular goal. But in the source language context refers to a sort of general meaning of expressing a desire.

The second possible translation: “We pray for”; this phrase is a religious item that conveys a strong desire to achieve something through praying and by the will of “God”. It actually fits in within the source language culture .Because Arabic is an Islamic language, and Arabs are known of using religious items/terms in their daily life.

The third possible translation: “we hope”; this phrase has the functionality of expressing a desire or particular outcome or situation. This translation is possible to be placed as an equivalent of the word "فنتمنى", because it gives the same output as the source language word.

09th sample: 00:00:40

Source language: “ان شاء الله”

The Arabic language is filled and rich with religious terms and Muslims use many of them terms in their speech. The ST phrase “ان شاء الله” signifies the act of wishing something to happen. It has multiple equivalences in English which are; (God’s will, if Allah may, if God’s may).therefor we opted for omitting the phrase in order to maintain the balance of not using a single phrase that is religious to keep the target text readability easy and simple.

10th sample: 00:00:42

Source Language "هو معهد"

Arabic has a grammatical feature of gender, where nouns, pronouns, and adjectives are marked for *Masculine* or *Feminine*. Unlike English which calls each and every specific gender or number as plural for example: cars, planes, students, institutionsetc. However Arabic pronouns are as follows: أنتَ = you (masculine singular), هو = he/it (masculine singular), أنتم = you (masculine plural), أنتنَّ = you (feminine plural).As you can see the difference between Arabic and English on the examples above Arabic specifies whereas English generalize with either the pronoun “you” or “it”.

11th sample: 00:00:46

Source Language: "و كذلك يضم المعهد مخبر علوم وتقنيات النشاطات البدنية"

Target Language: "the institute encompasses a laboratory named the Laboratory of Physical Education"

In this translation we opted for the closest equivalent in the TL which conveys the same meaning. The word "معهد" is a noun that refers to "Institution" dedicated to a specific field of study or research. In this translation we opted for a direct translation because there is an equivalent that fits the source language item which conveys the same meaning.

Other possible translations:

The first possible translation: the word "Establishment" has nearly as equivalent as the "معهد" but the direct equivalent of it is "منشأة". Establishment and institution both relate to the creation or existence of an organized entity.

The second possible translation: "facility"; is a noun that refers to a place or building designed and equipped for a specific purpose. The source language item doesn't share the same meaning even when they are synonyms but they don't share the same meaning in the given context.

12th sample: 00:00:45

Source Language: "فتي النشأة"

In this translation we had to omit the source language phrase because it has no impact, the only thing that meant is as follows (recently opened). The differences between the two languages is broad and clear and "linguistic untranslatability" is occurred here because the Arabic language is rich with such expressions. There is a near equivalent translation which is translated literally into "adolescence growth"; but it doesn't transmit the same meaning.

13th sample: 00:00:55

Source Language: "و يضم قسم واحد الذي هو قسم نشاطات التربية البدنية والرياضية"

Target Language: "consists of one department known as the Department of Physical Education"

The word (قسم) is a noun that translates to "Department" in English. It refers to an organization that specializes in a particular area or function; it is also responsible on specific tasks, duties, operations within a large entity.

Other possible translations:

The first possible translation: "Section" in this translation a section is usually called for small rooms or enclosed areas in a hospital or police department for example : Section, Radiology section, Surgery Section....etc. It is close to the original source text in terms of meaning but department means a whole building but a Section is a section inside an institute or department

The second possible translation: "unit"; is one of the equivalences of the source language item "قسم" which refers to a self-contained division or section within a larger institution, it represents a specialized group responsible for a specific tasks and functions. Hence, in our case this possible translation is near equivalent but it doesn't work as a substitute to "Department".

The third possible translation: the word "Wing"; wing (noun) is a part of an Architecture or building, the utterance wing refers to a distinct section or extension of a building that protrudes from the main structure. In the mentioned translation this term (wing) is the least accurate one of the three that has an equivalent to the ST item.

14th sample: 00:01:01

Source Language: "حيث فاق عدد المتخرجين في طور الليسانس 700"

Target language: "Undergraduate academic degree"

In Algeria, "الليسانس" is used to refer to an "undergraduate academic degree" that is earned after completing a specific program of study; it lasts for three to four years. This degree is equivalent to a bachelor's degree in the English-speaking education system. It signifies the completion of undergraduate studies in a specific field or discipline. We chose this term because it is a general term for bachelor's degree which is accurate to use in our case. Usually when translating from English into Arabic the equivalent will be expanded but now it's the opposite in source language the word "الليسانس" (one word) whereas in English the term is expanded into: "Undergraduate academic degree"

15th sample: 00:01:14

Source Language: "مخبر علوم وتقنيات النشاطات البدنية و الرياضية"

Target Language: "the institute encompasses a laboratory named the Laboratory of Physical Education"

The source text item refers to laboratory on the target language because "مخبر" in Arabic refers to a lab where researchers conduct scientific or academic research, which we used a direct equivalence in the target language that serves, shares the same meaning.

Other possible translations:

The first possible translation: "research facility" is an establishment that is mainly responsible for conducting researches and studies throughout their years, this is one of the possible equivalence to the source item, but "laboratory" is more accurate than "research facility" that's why we opted it.

The second possible translation: "Testing facility"; unlike research facility, testing facility is a site at which researches are conducted by a group of scientists or researchers which is less accurate than the suggested translation.

the third possible translation: “Experimental station”; an experimental station is slightly different from testing facility and a laboratory ,it provides a controlled setting where researchers manipulate variables ,observe a phenomena, and gather data to test hypotheses to answer research questions

16th sample: 00:01:25

Source Language: "فرق التكوين"

Target Language: “Training teams”

Training teams is group of people that is specialized in training individuals like; medicine students, mechanics, electricians ...etc. we opted for the term “Training teams” because it is the closest natural equivalent and accurate to the source language item.

Other possible translations:

The first possible translation: in this possible translation we found out in the target language a near equivalent which is “Training staff”; training staff refers to a group of individuals within an organization who are specifically responsible for planning, organizing, implementing, and evaluating training and development initiatives.

The second possible translation: “Education teams”; Education teams refer to collaborative groups of educators, administrators, specialists, and support staff who work together to achieve educational goals, provide comprehensive support to students, and improve the overall quality of education.

The third possible translation: “Training squads”; Training squads are teams of individuals who undergo systematic and focused training together to achieve common objectives. These

squads are often formed in the context of sports, military, law enforcement, emergency services, and other specialized disciplines where teamwork, skill development, and physical conditioning are crucial.

17th sample: 00:01:33

Source Language: "مصنف الأستاذية"

Target Language: "Full-professors"

In this translation we translated and looked for the most accurate equivalent to "مصنف الأستاذية" which is "Full professors ",we avoid in this case explicative translation such as (reached the rank of Full professor).

Other possible translations:

The first possible translation: "professors"; in this case can be an equivalent to the source language item, but most teachers on the university are also called professors but not every professor is a Full professors ,to distinguish between their ranks

The second possible translation: "reached the rank of full-professor"; this phrase transfers the meaning as the source language item but it is better to a bid by saying full professors without mentioning that they are high rankers.

the third possible translation: "Teachers"; is least accurate translation according to the source text context ,which is in higher education .Where the term professors is used for university and teachers for lower levels such as "secondary school".

18th sample: 00:01:48

Source Language: "شهد هذا المعهد تخرج دفعات سابقة"

Target Language: "this institute has witnessed the graduation of previous batches"

In this translation the term "دفعات" in Arabic is translated into English as "Batches". In this translation batches stands for a group of items or individuals that are processed or produced. Batches are usually used in: (manufacturing, data processing)

Other possible translations:

The First possible translation: "Divisions"; the term divisions is used to refer to a group of people or organization. Divisions can exist within various domains such as: (companies, military units, academic institutions) .In academic institution division may refer to specialized departments or faculties within a University or collage.

The Second possible translation: "Class"; which serves as "دفعة" in the target language but its direct meaning is classroom, to avoid mix up we decided to not use "class" and we used "batches".

19th sample: 00:02:23

Source Language: " كان معدل القبول "

Target Language: "the admission requirement will be an average"

In this translation the source language item "بمعدل" is turned into "average" because it is the closest natural equivalence ,both of the items share the same concept which is (Calculated score),based on marks and evaluation . In Arabic, "بمعدل" is a prepositional phrase, usually placed before a numerical value, to indicate the rate, ratio, or average of something. It acts as an adverbial phrase modifying the following numerical expressions. On the other hand, "average" in English is a noun or adjective denoting a central or typical value obtained by dividing the sum of a set of numbers by the total number of values. It represents a typical or representative value in a given set.

Other possible translations:

The first possible translation: “GPA” It is a numerical representation of a student's academic performance and is commonly used in educational institutions to assess and compare students' overall performance. GPA is calculated by assigning a specific grade point value to each letter grade a student earns in their course or subject. The scoring scale varies from system to system, but usually ranges from 0 to 4 or 5. Each letter grade is assigned a corresponding grade value for example: (A=4, B=3, C=2, D=1, F= 0), these values are used to determine the GPA. The grade point average is not used in the Algerian educational system that’s why we opted for “average” score.

The second possible translation: “The final Grade Average”; means the calculated average of the final grades earned by a student in their courses or subjects during a given academic period (such as a semester or year). It represents a student's overall performance in completing coursework and assessments for a given term. To calculate the final grade point average, add individual final grades for each course or subject and divide the sum by the total number of courses or subjects. This calculation provides an average score that reflects the student's overall performance on the final assessment.

The third possible translation: "Academic Average" means the calculated average of a student's academic achievement in different courses, subjects or assessments. It represents the average overall mark or grade achieved by a student in academic activities. (AA) is a measure of a student's overall academic ability and achievement. It considers their achievements in each subject area and provides a comprehensive overview of their skills and knowledge in each subject area. Academic average is not the same in Algerian educational system.

20th sample: 00:02:33

Source Language: “فهذه بشرى نزيها للطلبة”

Target Language: “This serves as a delightful announcement”

The translation "بشرى نزيها"; to "serves as a delightful" involves the translation shift of expressive or aesthetic impact. This shift focuses on conveying the emotional or aesthetic

quality of the original phrase in the target language. The semantic shift occurred when the translation captured the meaning of "بشرى نزعها" to "serves as a delightful"; the focus is on expressing the idea of serving or providing something delightful or pleasing.

Other possible translations:

The first possible translation: "brings joyful news" is an English phrase used to describe the act of delivering or conveying a positive, happy message. It means that someone or something is responsible for delivering or sharing messages that bring joy and happiness to others. The phrase emphasizes the positive nature of the shared information and emphasizes its impact on the recipient. The translation of the target language item maintains the sense of delivering good tidings.

The second possible translation: "offers a delightful"; in this translation offers a delightful refers to the aspect of providing something delightful or enjoyable ,which is close to the natural meaning of the phrase "بشرى نزعها", which they share the same characteristics of maintaining a good tidings .

The third possible translation: "brings a delightful"; as we mentioned above in both possible translation they all have similarities in which are delivering positive content and maintaining glad tidings.

21st sample: 00:02:40

Source Language: "الأفاق المستقبلية للمعهد"

Target Language: "Future prospects"

In The translation "الأفاق المستقبلية"; we opted for a more general and equivalent term "Future prospects" to convey the future possibilities and potential outcomes, in this translation we opted for substitution. Substitution involves replacing a specific term or phrase from the source language into a term or phrase in the target language.

Other possible translations:

The first possible translation: "Promising perspectives"; refers to a positive and hopeful outlook or perspective. It indicates the existence of encouraging and favorable opportunities

or potential outcomes in a particular situation or context. The term "promising" connotes a high probability of success, growth, or positive development. A "perspective" refers to a way of perceiving or understanding something, indicating the hope or potential for a positive outcome of a perception or understanding of a situation. In general, "promising outlook" conveys optimism, indicating that there are favorable and promising opportunities to consider. In this translation it actually has a close meaning to the source text item but "potential horizons" serves the right answer and equivalent.

The second possible translation: "potential prospects"; in this possible translation, it means a potential opportunity, opportunity or outcome that exists in the future. It includes the chance or probability of success, advancement or positive development in the future. The word "future" refers to a time that has not yet come, while "prospect" refers to the possibility or probability of something happening. "Future prospects" express positive expectations for the future and generally imply an assessment of future growth potential, success or a favorable environment. The term is often used to discuss potential opportunities or opportunities that a person, organization or project may have in the future. But this item doesn't transfer the same meaning as the ST item.

The third possible translation: "Forward-looking horizons"; denotes a point of view or approach that looks into the future and anticipates upcoming possibilities or opportunities. The expression combines the concept of being future-oriented, a proactive and future-oriented way of thinking, with the concept of a horizon that symbolizes one's vision or range of possibilities. By using "forward-looking", the emphasis is on being forward-looking, farsighted, and forward-looking when anticipating future developments. It shows a propensity to plan, innovate and adapt to future changes. "Vision" signifies the extent or range that can be perceived or imagined, and implies that one's perspective extends beyond the present to include future prospects.

22nd sample: 00:03:05

Source Language: "لأن كل التخصصات المنبثقة عن هذا الميدان"

Target Language: "all the fields derived from this domain"

The term "المنبثقة" is translated from Arabic to English as "derived". This translation captures the essence of something that arises or arises from a particular source or foundation. It indicates that a derived entity is the result or fruit of a previous element or concept. The word "derived" emphasizes the concept of derivation or extraction and indicates that the entity in question is derived from something else. This means that a derived entity inherits certain attributes, characteristics or qualities from its origin or source. This term emphasizes the connection and relationship between the original entity and the derived entity. The choice of "derived" as a translation maintains the core meaning and connotation of the original term, while using an appropriate English term that captures the essence of the Arabic word.

Other possible translation:

The first possible translation: "Arising" is a verb form of the word "arises" and means "appear" or "show". It refers to the act of appearing, showing, or becoming visible. It alludes to the process by which something is formed or emerges. In general, "arising" describes the action by which something begins to happen, develop, or manifest. It can be used to represent a situation, problem, opportunity, or other occurrence of an event or phenomenon. The word usually connotes a feeling of growth, progress, or change. In this translation it is the least accurate among the other two according to the source text item.

The second possible translation: The term "emerging" refers to the process or act of coming out, appearing, or becoming visible. It describes something that gradually develops, grows, or evolves to a more visible or noticeable state. "Emerging" is often used to describe new or emerging trends, technologies, ideas, or phenomena that are gaining attention or becoming prominent in a particular field or context. In a broader sense, "emerging" can also mean the act of arising, rising from oblivion, or becoming known or recognized. It means a sense of

progress, progress or maturation. Something that arises, develops, evolves or establishes itself. In technology, for example, you may hear about "emerging technologies" which refer to new and evolving technologies that show the potential to make a significant impact in the future. In a career, someone can be described as an "emerging talent" if they gain recognition and make their mark in their field.

The third possible translation: “progressing “; refers to the act or process of moving forward, progress or continuous improvement. It means a positive change or development over time, often towards a desired goal or outcome. When something develops, it undergoes growth, progress or evolution. In the context of the previous annotation, if "المنبتقة" is translated as "Progressing," it would suggest that the subject is not only emerging or deriving from a source but also making on-going progress or forward movement. It conveys the idea of continuous development, improvement, or maturation.

Annotation of the Second Video:

First Sample: 00:00:23

Source Language: “دورة جوان”

This ST phrase “دورة جوان” refers to “June session” which is the baccalaureate examination in Algeria, where it is used to specify the exam period. The ST item was omitted in TL because there is no direct equivalent in the TT culture.

2nd Sample: 00:00:47

Source Language: “5800 طالب جديد هذا قبل مرحلة التحويلات”

Target Language: ‘well above 5800 new students before the transfer period’

The term “مرحلة التحويلات” in the ST denotes the period that comes after the initial registration in the university and it is a period in which the students confirm their choice of college or even university. The class shift used here allowed for a natural translation while preserving the intended meaning of the ST

Other possible alternatives:

“The transfers”, this translation could pose as suitable alternative, it transmits the idea of transfers taking place in a specific period. However, using it as a standalone translation may not convey the full meaning of مرحلة التحويلات without providing additional context.

3rd sample: 00:00:29

Source Language: “فأهلا وسهلا بكم وأتمنى لكم مشوارا دراسيا جامعييا”

Target Language: “with best wishes for a successful and prosperous academic journey”

The translation successfully captures the meaning of the ST, which refers to the educational path and experience of a student in higher education like a university or a research facility. While the ST phrase consist of three words, the class shift in the TT uses only two words to transfer the meaning effectively in English.

Other possible alternatives:

The first possible translation: “Educational journey” This translation conveys the idea and meaning of an educational path but not in higher education, which is what the ST is indicating.

The second possible translation: “University education path” This is a possible alternative that emphasizes on the academic aspect of the journey and highlighting the path followed by a student in a university setting

The third possible translation: “Higher education journey” This alternative focuses on the journey or path the student follows, specifically beyond secondary education also known as high school.

4th sample: 00:1:22

Source Language: “مهيئة من اساتذة ومن قاعات ومن برامج ومن إيواء”

Target Language “such as teachers, classrooms, programs and residential facilities”

The ST item refers to a context of “مرافق إيواء” which are the physical facilities dedicated to accommodate individuals or groups, these facilities such as dormitories, hotels, hostels, guesthouses...etc., often include; rooms, building and other designated spaces to offer accommodation to people or groups. This translation of “إيواء” to the noun phrase “residential facilities” includes a class shift, which transfers the intended meaning of the ST item in an accurate way in the TT.

Other possible alternatives:

The first possible translation: “Accommodation facilities”

The second possible translation: “Residential amenities”

The third possible translation: “Housing amenities”

These translations keep the literal meaning of the ST to some extent but in different contexts, thus being less effective when compared to the chosen translation.

5th sample: 00:00:56

”طبعاً“

« طبعاً » is an adverb used in the Arabic language to express affirmation or agreement to whether a statement or a question. In this case, we opted for substituting ”طبعاً“ because affirmation was not necessary in the given passage.

6th sample: 00:01:51

”سيلتحقون بالسنة الاولى“

“Newly enrolled”

In the ST the term “سيلتحقون” refers to the action of registering for studying in an academic educational program which occurs at the beginning of the academic year, the speaker in this context is addressing those interested in joining the university.

Other Possible alternatives:

The first possible translation: “The new comers”

The second possible translation: “Freshly enrolled”

the third possible translation: “Recently joined”

We went for the translation “newly enrolled” because we saw it conveys the ST meaning of “those who are recently joining or being admitted to an academic institution.

7th sample: 00:02:52

Source Language: "ستة تخصصات جديدة"

Target Language: “Six new majors”

The phrase in ar "ستة تخصصات جديدة" is accurately transferred into “six new majors”

The first possible translation: “Six new specializations”

The second possible translation: “Six new fields of specialization”

The third possible translation: “Six new areas of study”

The choice of alternative may depend on the specific context and the intended meaning of the phrase. However these alternatives convey the idea of introducing or offering six new areas of study or specializations

Annotation of the Third video:

First sample:

Source Language: "السلام عليكم"

Target Language: "Good Morning"

"السلام عليكم" is an Arabic phrase that is used when greetings, and it is translated literally to "Peace be upon you" but the TL doesn't have a direct word for word equivalent for it, therefore we opted for "Good Morning" for it serves the same purpose as ST phrase which is to salute and great .

2nd sample: 00:01:07

Source Language: "جذع مشترك"

Target Language: "Core curriculum"

In an academic context, the ST item "جذع مشترك" means or refers typically to common curriculum that is shared between students with an academic foundation to enable them to discover numerous

disciplines prior to them deciding on their specific major, the translation introduced the term "Streams" due to the cultural differences between languages the class shift used in this case reflects the challenge of finding an exact equivalent in the TL while taking into account the differences in linguistics and culture between the ST→TT

3rd sample: 00:01:28

Source Language: “بكالوريات علمية”

Target Language: ”Science based high school diploma”

The “بكالوريات” refers to the “diploma” obtained upon completing high school and the term “علمية” specifies that, these diplomas are specialized in scientific subjects, therefore the translation ”Science based high school diploma” incorporates unit shift, which successfully conveyed the intended meaning from ST to TT.

4th sample: 00:01:40

Source Language: “العرض و الطلب”

Target Language: "Supply and demand"

The term "supply and demand" is an economic term concept that defines the relationship between availability(supply) and desire (demand) for a specific product or service in the market, it is a principle that aids to determine the price and quantity of goods and merchandise, the more the display, the less the demand, and vice versa. This concept was implemented in the text to refer and convey the idea of the ST which is “the number of available spots is depending on the spots provided by the Ministry”

5th sample: 00:01:20

Source Language: “MI”

Target Language: “Computer Sciences and Mathematics”

The ST item is a culture specific term that means “math et informatique” which is used in the French universities and in Algeria as well, we then removed the abbreviation and used the term “computer sciences and mathematics” because it seems like the closest equivalent in the TT

6th sample: 00:02:00

Source Language: “SM”= “Science de la matière”

Target Language: “Science of Matter”

The ST here stands for “Science de la matière”, which is a French term in origin, and is used in the Algerian academic system, but it is not the case in the English language culture, so the translation removed the abbreviation “SM” and replaced it with its TT equivalent “Science of matter”.

7th sample: 00:01:40

Source Language: “المعدل المطلوب”

Target Language: “The required average”

The context here was about the required average obtained or achieved in the high school diploma, so the translation was “all of the students with science-based diplomas” because it seems to be the best equivalent among the alternatives such as; “Students with high school diplomas emphasizing Science subjects” or “students with high school diplomas in science related disciplines”.

8th sample: 00:02:39

Source Language: “كلية التكنولوجيا و الإعلام الآلي”

Target language: “Computer Sciences”

The term signifies the faculty of New Information Technologies and Communication; the structure shift rearranged the word order and word choice in quest for preserving the original meaning

9th sample: 00:03:46

Source language: “دكتوراه”

Target language: “PhD”

The ST term *دكتوراه* refers to the highest academic degree that can be obtained in various fields of study. It typically signifies a level of expertise and mastery in a specific area. As an equivalent, the term “PhD” which is abbreviated for “Doctor of philosophy” the translation maintains the same level of academic recognition and conveys it the target language.

10th sample: 00:00:41

Source Language: “ثلاثة أقسام؛ قسم الفيزياء وقسم الكيمياء وقسم الرياضيات”

In the example above, the coordinating conjunction "و" is repeated multiple times within the sentence, it is a natural occurrence in the Arabic language unlike the English language, where it would seem redundant and unnatural, that is why in the English language translation the multiple use of و is replaced with commas, which serves the same purpose in the TL.

11th sample: 00:00:52

Source Language: "تخصصين"

Target Language: “two majors”

The ST item "تخصصين" represents a case of dual number which is a grammatical taxonomy in the Arabic language that is different from singular and plural, certain changes are made to the Noun or pronoun endings to describe pairs. In the English language the cardinal number “two” to indicate the quantity of objects or entities...etc. The translation “two majors” is the best option in this situation

3.3 Technical constraints of dubbing:

Translators face multiple constraints when doing the dubbing process as mentioned in the first chapter, while doing the dubbing process we found new ones such as:

The lack of experience in both sound engineering and editing software

Limited knowledge of the dubbing process

As for now we are new to the translation field so it is hard for us to grasp the real essence of dubbers, which means beginner translators lack the knowledge to perform well in the dubbing process.

The unavailability of the raw video data (before editing)

Lack of high-end dubbing equipment

The lack of accuracy in synchronization

Echoless room (sound proof room)

External voices occurring in the background (interruption):

When doing the dubbing process, it is a must to minimize as maximum as possible the environment sound to achieve a better result,

Lack of editing skills

Intonation synchrony

Performance of low end pc resulting in corrupting the videos while rendering

Timing and Pacing

Voice Actor Performance

Sound Mixing

These constraints that we faced during the dubbing process, there are other constraints that are not worth mentioning, by paying attention to these technical constraints, the translators will produce an

3.4 Conclusion:

Translation is rather a hard process for both beginner and advanced translators, translation is evolving from one era to another, and it's not fixed in one pattern, each year translation scholars opt for changing and editing upon what other scholars/theorists accomplished in the past in the field of translation studies. Therefore, in this chapter we tackled with dubbing the videos and annotating on the most representative items to our study. We also mentioned the obstacles and the technical constraints faced in the dubbing process, such as in the video production, and locating which cases that need attention & annotation.

4 General Conclusion:

In this research we defined audio visual translation as the translation of the audiovisual content like films and TV shows, and its complex history. Furthermore, we addressed dubbing and its constraints, this research attempts to identify the difficulties and constraints that we faced during the dubbing process such as: synchrony and time constraints, in the other hands we faced multiple technical constraints for example: (lack of high-end equipment, voice actor performance, and limited knowledge about editing). These are some of the constraints that we faced. However by using Jakobson's Translation Typology it facilitated our work by translating within the language and Eugene Nida's theory which played a crucial role in the practical part by following his concept of too few words which resulted in a concise dubbed version of the videos that we selected. Translating from Arabic into English is rather impossible without the use of translation techniques such as Catford's translation shifts which helped us surmount the obstacles that we faced when translating from Arabic to English. Such as: in Arabic, sentences start with verbs whereas in English, they start with subject [Arabic → (V.S.O), English → (S.V.O)]. All of the theories mentioned in the Theoretical Framework helped us a lot in getting a well-organized and accurate translation in the dubbing process, which, in results in anyone that wants to access the information about the "Open-Days" event in the KMUO, it will be available in the Department of English i.e. Both the videos and the scripts will be available for anyone who wants to translate our works in a different language (French, Spanish, German ...etc.) it will be easy to translate our videos because they are already nullified from fillers, redundancies and any unnecessary ideas.

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https://www.youtube.com/watch?v=0Vg2iQTFCM8&ab_channel=UniversityOfKasdiMerbahOuarglaAlgeria

6 Appendixes:

Transcription first video:

Initial Transcription of the first video:

بسم الله الرحمن الرحيم الأستاذ محمد مجيدي مدير معهد علوم و تقنيات النشاطات البدنية و الرياضية بجامعة قاصدي مرياح ورقلة، أولا ارحب و اهني الطالبات الطلبة الذين تفوقوا فإمتحان شهادة البكلوريا موسم 2020-2021 فنتمنى لهم التوفيق في مسارهم الدراسي و الجامعي ان شاء الله، معهد علوم و تقنيات النشاطات البدنية و الرياضية هو معهد فتي النشأة حيث انشئ سنة 2013.

المعهد يضم قسم واحد قسم نشاطات التربية البدنية و الرياضية و الذي بدوره يضم تخصص واحد فالليسانس الذي هو تخصص تربية و علم الحركة و تخصص فالماستر و الذي هو تخصص نشاط بدني رياضي مدرسي كذلك يضم المعهد مخبر تحت تسمية مخبر علوم و تقنيات النشاطات البدنية و الرياضية وبدوره هذا المخبر يتكون من مجموعة من فرق التكوين التي تضم اساتذة المعهد الذين يبلغ عددهم 28 استاذ اقليم ذوي مصف الأستاذية بما فيه حوالي 9 أساتذة رتبة استاذ تعليم عالي

هذا المعهد يشهد تخرج دفعات سابقة منذ النشأة حيث يفوق عدد المتخرجين لليسانس 700 طالب و في الماستر ما يفوق 600 طالب منذ نشأة المعهد، ربما للإلتحاق بهذا الميدان هذا الموسم او التسجيل القادم للموسم 2021-2022 ربما يكون مميز لأن السنوات او السنتين السابقتين كان المعدل 11 اما في هاذ الموسم ان شاء الله راح يكون الإلتحاق بمعدل 10.50 فما فوق ، فهذه بشرى نزرقتها للطلبة الناجحين فهذا الموسم ان شاء الله

. بالنسبة للمعهد و آفاق المستقبلية للمعهد ربما كاين فيه مخطط انو يتم فتح تخصص آخر و اقسام أخرى مثلا قسم التدريب الرياضي و هو ماتحتاجه فعلا المنطقة و كذا تخصص الإدارة و التسيير لأنو كل التخصصات اللي المنبثقة عن هذا الميدان سواء كانت النشاط البدني الرياضي التربوي أو التدريب الرياضي او الإدارة و التسيير هذه المجالات كلها كاين هناك عدة آفاق او راح تفتح كثير من و خاصة في مجال التوظيف لأنو قطاعات كثيرة تطلب التخصص مثلا قطاع الأمن قطاع الحماية المدنية قطاع التربية كل هاذي القطاعات تطلب في تخصصات التربية البدنية و الرياضية في جميع تخصصاتها، إذا ان شاء الله كاين فيه آفاق آفاق كبيرة كبيرة للطلبة الذين سيلتحقون بالميدان و في الأخير نقول بالتوفيق إن شاء الله بالتوفيق إن شاء الله للطلبة و السلام عليكم و رحمة الله تعالى وبركاته

Finalized transcription of the first video:

اسمي محمد مجيدي و انا مدير معهد علوم و تقنيات النشاطات البدنية و الرياضية بجامعة قاصدي مرباح ورقلة، أولا ارحب و اهني الطلبة الذين تفوقوا فإمتحان شهادة البكالوريا لموسم 2020-2021 فنتمنى لهم التوفيق في مسارهم الجامعي انشئ المعهد سنة 2013 و يضم قسم واحد الذي هو قسم نشاطات التربية البدنية والرياضية والذي بدوره يضم تخصص واحد في طور الليسانس الذي هو تخصص التربية و علم الحركة و تخصص اخر في الماستر و الذي هو تخصص النشاط البدني الرياضي المدرسي و كذلك يضم المعهد مخبر علوم وتقنيات النشاطات البدنية و الرياضية المتكون من مجموعة من فرق التكوين التي تضم اساتذة المعهد البالغ عددهم 28 أستاذا اقليمهم من ذوي مصف الأستاذية و من بينهم 9 أساتذة برتبة أستاذ التعليم العالي

شهد هذا المعهد تخرج دفعات سابقة منذ نشأته حيث فاق عدد المتخرجين في طور الليسانس 700 طالب و في طور الماستر ما يفوق عن 600 طالب. للإلتحاق بهذا الميدان لهذا الموسم او موسم التسجيل القادم لموسم 2021-2022 ربما سيكون مميّز لأن السنوات السابقة, كان معدل القبول 11 اما هذا الموسم سيكون بمعدل 10,50 فما فوق , فهذه بشرة نزعها للطلبة الناجحين في هذا الموسم.

بالنسبة للمعهد و آفاقه المستقبلية هناك خطط لأن يتم فتح تخصص و أقسام أخرى مثل قسم التدريب الرياضي و هو فعلا ماتحتاجة المنطقة و كذلك تخصص في الإدارة و التسيير لأن كل التخصصات المنبثقة عن هذا الميدان سواء كانت النشاط البدني أو الرياضي أو التربوي أو التدريب الرياضي أو الإدارة و التسيير.

لهذه المجالات عدة آفاق خاصة في مجال التوظيف لأن قطاعات كثيرة تطلب التخصّص مثلا قطاع الأمن و قطاع الحماية المدنية و قطاع التربية كل هذه القطاعات تطلب في جميع تخصصات التربية البدنية و الرياضية ، إذا هناك آفاق كبيرة للطلبة الذين سيلتحقون بالميدان و في الأخير نقول لهم بالتوفيق في مشوارهم الدراسي

The translated version:

Hello everyone. I trust that you are enjoying a pleasant day. My name is Mohammed Majidi, and I am the Director of the Institute of Sports and Physical Activity at the University of Kasdi Merbah-Ouargla.

First, I would like to congratulate all the students who have excelled in their 2020-2021 high school diplomas. We sincerely wish them success throughout their academic journey. This Institute is relatively a new establishment which was founded in 2013.

The establishment consists of one department known as the Department of Physical Education and Sports Activities. Within this department, there are two primary majors: the undergraduate program, which focuses on Physical Education and Movement Science, and the Master's program, specializing in School Physical Education.

Furthermore, the institute encompasses a laboratory named the Laboratory of Physical Education and Sports Science. This laboratory includes several training teams, which are a total of 28 full-professor whom possess distinguished academic qualifications, including approximately 9 full-professor holding the rank of Higher Education Professors. Since its establishment, this institute has witnessed the graduation of previous batches, with the number of undergraduate graduates surpassing 700 students and over 600 students in the master's program.

It is worth noting that the upcoming season, or the registration period for the 2021-2022 academic years, holds the potential for remarkable opportunities for those aspiring to join this field.

Notably, the required average score for the past two years has been 11. However, in the forthcoming season, the admission requirement will be an average of 10.50 or higher. This serves as a delightful announcement to the successful students for the upcoming season.

Regarding the institute and its future prospects; there is a plan to potentially open new majors and departments. For instance, there may be a department dedicated to Sports Training, which is highly demanded in the region.

Additionally, a specialty in Administration and Management could be introduced, this is because all the fields derived from this domain, whether it is Physical Education, Sports

Education, Sports Training, or Administration and Management, are all available. There are several future prospects that are expected to be explored. Moreover, there will be numerous employment opportunities, particularly in sectors such as security, civil protection, and education.

These sectors often seek professionals with expertise in various aspects of Physical Education and Sports Science. Hence, there are significant prospects for students who will pursue this field. At last, I wish the students success and extend my greetings to all. May peace and blessings be upon you.

Transcription of the second video:

إذا بعد بسم الله الرحمن الرحيم والصلاه والسلام على رسوله الكريم, في بداية هذه السنة الجامعية 2022 2023 اود اولاً ان اهنئ كل الحاصلين على شهادة البكالوريا في دورة جوان 2022 وخاصة الطلبة الموجهين لجامعة قاصدي مرباح ورقلة فأهلاً وسهلاً بكم واتمنى لكم مشواراً دراسياً جامعياً موفقاً ان شاء الله

خلال السنوات التي ستقضونها في احضان جامعة قاصدي مرباح ورقلة, اذا هذه السنة جامعة ورقلة استقبلت ما يفوق عن 5800 طالب جديد هذا قبل مرحلة التحويلات وهذا العدد يعتبر عدد هائل مقارنة بالسنوات الفارطة وبهذا سيرتفع عدد الطلبة المسجلين في جامعة قاصدي مرباح ورقلة الى اكثر من 33 ألف طالب بما فيهم طلبة الدكتوراه طبعاً, اذا كل الظروف المادية الاجتماعية البيداغوجية مهينة من اساتذة من قاعات من برامج من ابواء

اذا على الطلبة الالتحاق بمقاعد الدراسة كما قررت وزارة التعليم العالي و البحث العلمي بالنسبة لسنوات المتقدمة اي السنة الثانية ليسانس والثالثة ليسانس و السنة الثانية ماستر يوم 10 سبتمبر يعني يوم السبت 10 سبتمبر ان شاء الله اؤكد على هذا التاريخ اما بالنسبة للطلبة الجدد الذين سيلتحقون بالسنة الاولى جامعي فموعد الدخول يوم السبت 17 سبتمبر فأهلاً وسهلاً بكم في جامعة قاصدي مرباح ورقلة

والجديد في هذه السنة فقد تحصلنا على ست تخصصات جديدة في ميدان علوم الطبيعة و الحياة وفي ميدان المحروقات والطاقات المتجددة وعلوم الارض والكون وكذلك في معهد التكنولوجيا اي جذع مشترك تكنولوجيا اي ماستر, اذا عدد التخصصات بجامعة ورقلة سيرتفع الى ما يفوق 184 تخصص ما بين الماستر من دون حساب تخصصات الدكتوراه طبعاً, إذا أكرر تهانئ لكل الناجحين و الملتحقين بجامعة ورقلة و أقول لهم ان شاء الله سنة موفقة , وفقكم الله و السلام عليكم و رحمة الله تعالى وبركاته

Finalized transcription of the second video:

السلام عليكم , في بداية هذه السنة الجامعية 2022 2023 أود أولاً أن أهني كل الحاصلين على شهادة البكالوريا 2022 وخاصة الطلبة الموجهين لجامعة قاصدي مرباح ورقلة فأهلاً وسهلاً بكم وأتمنى لكم مشواراً دراسياً جامعياً موفقاً خلال السنوات التي ستقضونها في أحضان جامعة قاصدي مرباح ورقلة

استقبلت هذه السنة جامعة ورقلة ما يفوق عن 5800 طالب جديد هذا قبل مرحلة التحويلات وهذا العدد يعتبر عدد هائل مقارنة بالسنوات الفارطة وبهذا سيرتفع عدد الطلبة المسجلين في جامعة قاصدي مرباح ورقلة الى اكثر من 33 ألف طالب بما فيهم طلبة الدكتوراه ، إذا كل الظروف المادية الإجتماعية و البيداغوجية مهيئة من أساتذة و من قاعات و من برامج ومن إيواء

إذا على الطلبة الإلتحاق بمقاعد الدراسة كما قررت وزارة التعليم العالي و البحث العلمي بالنسبة لسنوات المتقدمة مثل السنة الثانية ليسانس والثالثة ليسانس و السنة الثانية ماستر يوم 10 سبتمبر. أما بالنسبة للطلبة الجدد الذين سيالتحقون بالسنة الأولى جامعي فموعد الدخول يوم السبت 17 سبتمبر فأهلاً وسهلاً بكم في جامعة قاصدي مرباح ورقلة

والجديد في هذه السنة فقد تحصلنا على ستة تخصصات جديدة في ميدان علوم الطبيعة و الحياة وفي ميدان المحروقات والطاقات المتجددة وعلوم الأرض والكون وكذلك في معهد التكنولوجيا أي جذع مشترك تكنولوجيا ، إذا عدد التخصصات بجامعة ورقلة سيرتفع إلى ما يفوق 184 تخصص ما بين الماستر دون حساب تخصصات الدكتوراه ، إذا أكرر تهانئ لكل الناجحين و الملتحقين بجامعة ورقلة و أقول لهم سنة موفقة ، و السلام عليكم .

Translation

Hello everyone I find you in the best of circumstances. With the beginning of the 2022 academic year, I would like to congratulate all 2022 high school graduates, especially those oriented to the University of Kasdi Merbah- Ouargla

. I welcome you with best wishes for a successful and prosperous academic journey throughout your years spent in the University of Ouargla.

This year the University of Ouargla has received well above 5800 new students before the transfer period, which is considered a large number compared to the previous years, and with this; the overall number of students including PhD candidates will increase to 33,000.

So all the conditions; material, social and pedagogical, are provided such as teachers, classrooms, programs and residential facilities. Therefore, the students must adhere to the programs set by the Ministry of Higher Education and Scientific Research for the higher academic years namely 2nd and 3rd year of undergraduate studies and the 2nd year Masters studies which commences on the 10th of September. As for the newly enrolled undergraduate students the entrance date is set to be on Saturday, September 17th. So welcome to the University of Kasdi Merbah-Ouargla.

As for what is new, this year brings forth an exciting development as we have introduced six new majors within the fields of Nature and Life Sciences,

Hydrocarbons and Renewable Energies, Earth and Universe Sciences, as well as Sub-branches of the master's degree in the institute of Technology .The number of majors in the University of Kasdi

Merbah -Ouargla is expected to exceed 184 majors, including master's degrees and excluding the PhD's.

I once again extend my sincere congratulation to all the graduate students, whom are newly enrolled at the University, and may their upcoming academic years be fruitful and prosperous, farewell, and may you have a pleasant day.

Transcription of the third video:

بسم الله الرحمن الرحيم ، السلام عليكم ، أولا ارحب بالطلبة و أقول لهم ألف مبروك على اجتياز شهادة البكالوريا ، طبعا نحن هنا كلية الرياضيات و علوم المادة هذه الكلية لها ثلاث أقسام؛ قسم الفيزياء و قسم الكيمياء و قسم الرياضيات و في كل قسم طبعا موجود تخصصات عديدة ممكن تتراوح بين تخصصين الي غاية ست تخصصات بالنسبة لليسانس و الماستر و الدكتوراه كذلك، طبعا الدخول عندنا ، 2 جذع مشترك الجذع المشترك الأول هو جذع المشترك علوم المادة و اللي فيه تخصصين؛ فيزياء كيمياء و جذع مشترك الثاني و الرياضيات و الإعلام الآلي MI طبعا هاذو التخصصين يدخلهم كل التخصصات.

و كل البكالوريات العلمية طبعا بمعدلات مختلفة حسب كل عام لأنو كل عام تكون هناك معدلات جديدة حسب العرض و حسب الطلب، الأماكن بالنسبة لينا حنا ماعدناش إشكالية في الأماكن نقدر نستقبل اكبر عدد ممكن من الطلبة عندنا امكانية استقبال الطلبة موجودة، العام اللي فات استقبلنا حوالي 146 طالب، كان معدل الدخول بالنسبة فال SM علوم المادة 10 بشرط ان يكون له معدل 10 في الفيزياء و بالنسبة لل MI 10,15 بالنسبة للعلوم و بالنسبة للرياضيات 10 بشرط ان يكون معدل يفوق ال 11 على 20 في مادة الرياضيات.

، هذا هو يعني بالنسبة للتخصصات ، بالنسبة ل MI هو ما كان بعض الإختيارات بعد السنة الأولى الطالب إختار الإعلام الآلي أو الرياضيات ، الرياضيات طبعا تخصص موجود عندنا هنا في الكلية الإعلام الآلي ينتقل إلى كلية الإعلام الآلي موجودة، تكنولوجيايات و إعلام آلي و بالنسبة لل SM هناك تخصصين بعد السنة الأولى بعد الجذع المشترك اللي هو تخصص فيزياء و تخصص كيمياء السنة الثانية طبعا بعد ال... في ليسانس بعد السنة الثانية هناك تخصصات في الفيزياء ، هناك تخصصات في الكيمياء ، كذلك بالنسبة حتى في الرياضيات هناك تخصصات فالرياضيات مثلا في الفيزياء عندنا 4 تخصصات في الكيمياء عندنا تخصصين فالرياضيات تخصص واحد او مبعدها هناك ماستر كذلك هنا تخصصات او بما يكفي للطلبة ماعدناش إشكالية في استقبال الطلبة.

بالنسبة للتخصصات كما في الكيمياء عندنا 6 تخصصات، في الفيزياء عندنا 5 تخصصات و في الرياضيات عندنا 4 تخصصات "دونك" ماعدناش إشكالية في استقبال الطلبة، بالنسبة للتخصصات و الطالب حر في اختيار التخصصات تاعو ، طبعا او عادة نأخذ برغبة الطالب اكثر من اي شيء آخر ، بالنسبة للدكتوراه كذلك عندنا كل مسار و هناك ليسانس ماستر دكتوراه، فالفيزياء و فالرياضيات او فالكيمياء ، كل التخصصات عندها تخصصات مايقابلها في الماستر و كذلك في الدكتوراه ، و الدكتوراه طبعا هناك مسابقة كل سنة في الدخول الجامعي تقام على حسب المقاعد طبعا عدد المقاعد يكون محدود بالنسبة للدكتوراه.

مش كيمياء الماستر او بالنسبة لي الليسانس و نختار الأحسن من الطلبة ، هذا بالنسبة طبعا الكلية تاعنا تدرج في تخصص علوم المادة هذا التخصص هو تخصص أساسي ، التخصصات أساسية و لا نسموها بالعلوم الأساسية ليست علوم تطبيقية يعني عكس العلوم التطبيقية و اللي هيا ال ST العلوم الأساسية تنطبق عليها كل الأساسيات بالنسبة للعلوم التطبيقية تعتبر القاعدة تاع العلوم و لا قاعدة التكنولوجيا كلها يعني اي تطور مثلا نعطي مثال من تطور مثلا الالكترونيات مثل ال micro processor إلى غير ذلك، اللي يطورهم هو الفيزياء المختص في علوم المادة و المواد يعني في تخصص مواد ، هذا هو اللي يطور التكنولوجيا تبقى هناك تطبيقات ، هناك تطبيقات على حساب التطبيقات تدخل فيها تخصصات الإليكترونيك لكن

الأساس طبعا هو ما أصحاب الفيزياء ولا الكيمياء ولا الرياضيات دائما يكونوا فالتخصصات ، هو ما اللي يعطو الأفاق و يعطو التطور للعلوم الأساسية كلها يعني ، في الأخير نتمنى للطلبة انهم ياخذو بعين الإعتبار التخصص اللي راغبين فيه و التخصص ألي يخدم الأفاق ناعهم في المستقبل .

الطالب لازم يتريث مليح او ي يسأل مليح على التخصصات او يشوف الإمكانيات نتاعو كذلك لأنو كل تخصص له إمكانيات ، يحتاج الي إمكانيات معينة مثلا في تخصص الرياضيات نحتاجو الرياضيات في الفيزياء يحتاج الرياضيات و الفيزياء في الكيمياء يحتاج الكيمياء و الفيزياء اذا الطالب اللي يكون لاباس عليه او يعرف روجو بلي يقدر على هذا التخصص هذو كل التخصصات لوخرة حتى تخصص العلوم الاجتماعية تخصص العلوم الإقتصادية إلى غير ذلك.

الطالب يسأل جيدا او يشوف مليح او نقول لكم بالنسبة لكليتنا مرحبا بكم طبعا حنا اللي يهمننا هو التطور ناع الجامعة و التطور بالنسبة للوطن و الطالب هو الأساس في هذا المبدأ ، طبعا حنا نكب كليتنا على تكوين الطالب تكوين جيد و تكوين و كل مرة نحاول نسدو الثغرات التي وجدت او مصلحتنا هي مصلحة الطالب او نقول للطلبة اللي اختار كليتنا مرحبا بكم و سهلا و السلام عليكم.

Finalized transcription of the third video:

السلام عليكم ، أولا ارحب بالطلبة و اهنهم على النجاح في شهادة البكالوريا لكلية الرياضيات و علوم المادة ثلاث أقسام؛ قسم الفيزياء و قسم الكيمياء و قسم الرياضيات، و لكل تخصصاته التي تتراوح من تخصصين الى غاية ست تخصصات لطور الليسانس و الماستر و الدكتوراه ، للتسجيل في الكلية ، لدينا جذعان مشتركين ، الأول يختص في علوم المادة و الذي يحتوي على تخصصين؛ فيزياء و كيمياء أما الثاني فيختص بالرياضيات و الإعلام الآلي "MI" ، يمكن لكل الطلبة ذوي البكالوريات العلمية التسجيل في الكلية بمعدلات مختلفة حسب العرض و الطلب.

أما بالنسبة للأماكن فيمكننا إستقبال الطلبة دون أي إشكال ، استقبلنا حوالي 146 طالب في العام الماضي، معدل الدخول بالنسبة لتخصص علوم المادة SM 10 بشرط ان معدل 10 في مادة الفيزياء أما بالنسبة لتخصص الرياضيات و الإعلام الآلي MI فالمعدل المطلوب هو 10,15 لشعبة العلوم و معدل 10 لشعبة الرياضيات بشرط ان يكون معدل مادة الرياضيات يفوق ال11 على 20 ، كان هذا كل مايتعلق بالتسجيل في التخصصات ، بالنسبة لتخصص الرياضيات و الإعلام الآلي MI فبعد إجتياز السنة الأولى، يحق للطلاب إختيار الإعلام الآلي أو الرياضيات ، إن إختيار الرياضيات فذلك تخصص موجود هنا في الكلية، أما إن إختيار الإعلام الآلي فسينتقل إلى كلية التكنولوجيات و الإعلام الآلي .

بالنسبة لطلبة علوم المادة SM، فلديهم تخصصين بعد السنة الأولى و هما تخصص فيزياء و تخصص كيمياء أما بعد السنة الثانية هناك تخصصات في الفيزياء و هناك تخصصات في الكيمياء ، حتى في مجال الرياضيات ، فمثلا في الفيزياء لدينا 4 تخصصات ، في الكيمياء عندنا تخصصين ، فالرياضيات تخصص واحد ، كذلك لدينا تخصصات ماستر بما يكفي للطلبة ، إذا ليست لدينا أية إشكالية في استقبال الطلبة.

أما بالنسبة لما يتعلق بالتخصصات، في الكيمياء لدينا 6 تخصصات و في الفيزياء لدينا 5 تخصصات و في الرياضيات 4 تخصصات فليست لدينا مشاكل في استقبال الطلبة، من حيث التخصصات و الطالب حر في إختيار تخصصاته ، عادة ما تقبل رغبة الطالب أكثر من اي شيء آخر ، لدينا شهادة ليسانس ماستر دكتوراه لكل مسار ، فالفيزياء و فالرياضيات او

فالكيمياء ، كل التخصصات لديها مايقابلها من تخصصات في الماستر و كذلك في الدكتوراه , تقام مسابقة دكتوراه كل سنة مع الدخول الجامعي , تقام على حسب المقاعد المتوفرة و الذي يكون محدودا بالنسبة للدكتوراه على غرار الماستر او الليسانس و نختار الأحسن من الطلبة ، تدرج الكلية ضمن تخصص علوم المادة هذا التخصص هو تخصص أساسي ، التخصصات الأساسية او ما تسمى بالعلوم الأساسية ليست بعلوم تطبيقية بل هي عكس العلوم التطبيقية ST , العلوم الاساسية و التي تنتطبق عليها كل الأساسيات وتعتبر قاعدة العلوم و التكنولوجيا كلها بمعنى اي تطور مثلا على سبيل المثال من تطور الالكترونيات كالمعالج المصغر micro processor ، الذي تطورها هي فيزياء علوم المادة أي الفيزياء المتخصصة في المواد.

هناك تطبيقات تدخل فيها تخصصات الإليكترونيات, لكن فالأساس أصحاب الفيزياء أو الكيمياء أو الرياضيات هم الذين يطورون في التخصصات ، هم الذين يصنعوا الآفاق و التطور للعلوم الأساسية كلها ، في الأخير نتمنى للطلبة ان ياخذو بعين الإعتبار التخصص الذين هم راغبين فيه و التخصص الذي يخدم آفاقهم في المستقبل.

على الطالب أن يترىث و أن يسأل جيدا عن التخصصات او يراقبوا إمكانياته كذلك لأن كل تخصص يحتاج الي إمكانيات معينة مثلا , تخصص الرياضيات يحتاج الرياضيات في الفيزياء يحتاج للرياضيات و الفيزياء و في الكيمياء يحتاج للكيمياء و الفيزياء اذا على الطالب ان يكون متمكنا في هذ التخصص , هذا كل يشمل كل التخصصات الأخرى حتى تخصص العلوم الاجتماعية تخصص العلوم الإقتصادية إلى غير ذلك، على الطالب يسأل ويستفسر , و نرحب بكم في كليتنا. ما يهمنا هو تطور الجامعة و تطور الوطن و الطالب هو الأساس في هذا الهدف ، نحرص كليتنا على تكوين الطالب تكويننا جيدا و كل مرة نحاول سد الثغرات ان وجدت و مصلحتنا تصب في مصلحة الطالب ونهني الطلبة الذين اختاروا كليتنا و السلام عليكم.

The translation of the third video:

Good morning, first I welcome and congratulate all the students who got their high school diploma. The faculty of Mathematics and Sciences has three departments; Department of Physics, Department of Chemistry, and the Department of Mathematics. Each department has its own specialties ranging from 2 to 6 specialties for undergraduate programs, Masters and PhDs.

To enrol at our faculty we provide 2 core curriculums, the first one is the curriculum of Material Sciences and it has 2 specialities; Physics and Chemistry. As for the second, it specializes in Mathematics and Computer Sciences.

All of the students with science-based high school diplomas may enrol in the faculty, with varying averages depending on the supply and demand, as for the availability, we can receive

as many as possible. Last year we received about 146 students. The required average for the Sciences of Matter subject is set to 10. with the condition of scoring 10 in the subject of physics, and for the Stream of Mathematics and Computer Sciences, it is set to 10.50 for the high school graduates in the field of Sciences, as for the high school graduates in the field of Mathematics an average of 11 is required in the subject of Mathematics. That was everything about what is required in order to enrol in our specialities.

After completing the first year in the stream of Mathematics and Computer Sciences, the students may decide between studying Computer Sciences, or Mathematics, if they chose Mathematics, they shall continue to study at the faculty, but if they went with Computer Sciences, they shall be transferred to the faculty of Technologies and Computer Sciences.

And as for those studying in the stream of Matter Sciences , after completing their first year , they get to choose whether to study Physics or Chemistry ,upon completing the 2nd year, there are majors in Physics , Chemistry, as well as in Mathematics . We offer 4 majors in Physics, 2 in Chemistry and one in Mathematics. There are enough Master's degree majors for our students, in Chemistry we offer 6 majors, in physics we offer 5 and in Mathematics 4 majors.

Thus, we do not have any problem in receiving students when it comes to majors; the students are free in their choices which are often accepted by the department. As for the PhDs, we provide a PhD for every major, all of the majors at the faculty have Master and PhD degrees, PhD contests are held at the beginning of each academic year depending on the number of seats which is limited unlike the Masters or the undergraduate studies, the top students are then selected as PhD candidates. The faculty belongs to the major of Science of matter which is a primary major, unlike Applied Sciences, Primary majors, are those on which all science principles are applied, and are considered to be the root of sciences and technologies.

Physics of Matter is responsible of developing Electronics such as Micro-processors. There are many fields of Applied Sciences which are developed by majors of Electronics, but primarily, majors responsible for developing primary major, are Physics, Chemistry and Mathematics. Lastly we wish the students to take into consideration the major they are interested in and what serves their prospects in the future.

The student should inquire about their desired majors, and compare their potentials to the major's needs, because each major requires certain attributes, for example, the major of Mathematics require knowledge about Mathematics, and the major of physics require knowledge in Mathematics and Physics, as for the major of Chemistry, it requires Chemistry and physics.

In addition, the same applies on all other majors like Social Science or economics, and so on; the student here must ask around and inquire carefully. We welcome you to our faculty and say that what matters to us is the advancement of the university and the country, and the student here is important to achieve this goal. In our faculty we are committed to the student training and formation, as well as to overcome obstacles if found, and our interest is in the best interest of the student. We welcome all the students who selected our faculty, and may you have a pleasant day.

مقدمة:

تعتبر جامعة قاصدي مرباح ورقلة من أهم جامعات الجنوب الجزائري، تأسست سنة 1987 بمثابة مدرسة عليا للأساتذة ثم رقيت إلى مركز جامعي سنة 1997، ثم أصبحت جامعة كاملة سنة 2001

تضم الجامعة عشر كليات ومعهدين، يشرف على كل وحدة عميد كلية او مدير معهد رفقة طاقمهم الإداري والبيداغوجي، وتشمل الكليات والمعاهد لدى الجامعة العديد من التخصصات و التي تنقسم إلى ثلاثة أقطاب للجامعة

تملك جامعة قاصدي مرباح ورقلة قناة على منصة اليوتيوب تحت إشراف خلية الإعلام و الإتصال حيث تغطي أغلب الأحداث و مختلف الفعاليات التي تحدث داخل اسوار الجامعة على شكل فيديوهات علمية اخبارية و وصفية

إشكالية البحث:

يتمحور بحثنا هذا حول إظهار أهم الإستراتيجيات التي يتبناها المترجمون عند العمل على المحتوى السمعي البصري و إقتراح حلول لها

السؤال الرئيسي:

ماهي العراقيل التي يواجهها المدبلجون عند التعامل مع المحتوى السمعي البصري؟

الأسئلة الفرعية:

ما هي العوائق التقنية التي تواجه المدبلجون عند الدبلجة من اللغة العربية الى اللغة الإنجليزية؟

كيف تأثر نظرية نايطا على عملية الدبلجة؟

هل لمفهوم عدم قابلية الترجمة اي تأثير على عملية الترجمة؟

أهداف الدراسة:

يهدف هذا البحث الى الكشف عن الصعوبات التي تنتج عند الدبلجة من اللغة العربية إلى الإنجليزية

مخطط البحث:

ينقسم هذا البحث إلى شقين:

الأول سيتخصص بالجانب النظري للبحث

تعريف الترجمة الخاصة بالسمعي و البصري بشكل عام و الدبلجة بشكل خاص

أما الفصل الثاني فسيختص بالترجمة بأنواعها و بأبرز التقنيات التي ستساهم في عملية الدبلجة.

الفصل الأول:

قدمنا في هذا الفصل الترجمة الخاصة بالمحتوى السمعي و البصري و قد تطرقنا إلى نقاط مهمة منها:

ماهي الترجمة الخاصة بالمحتوى السمعي و البصري:

هي ترجمة تتعلق بكل انواع المحتوى السمعي و البصري و لديها عدة أنواع منها:

السترجة:

تعني ترجمة الحوار الأصلي المنطوق في الفيلم السينمائي، وتظهر على الشاشة أسفل الصورة لمدة محدودة، تتطلب فهما جيدا لكلا اللغتين مع القدرة على نقل المعنى بينهما .

التعليق الصوتي:

يتضمن إضافة تعليق صوتي إلى مقطع فيديو أو محتوى مسموع. يستخدم التعليق الصوتي لتوضيح المعلومات وإضفاء الحيوية والتواصل مع الجمهور. يتطلب التعليق الصوتي مهارات التواصل والتأقن الصوتي والتحكم في التوقيت والقدرة على إيصال المعلومات بوضوح وإثارة الاهتمام للمستمعين..

السردي:

تم تصميم السرد في الترجمة للحفاظ على تدفق القصة والتعبير عن المشاعر والتوتر الذي كان موجودًا في اللغة الأصلية. السرد هو ترجمة تستخدم أساليب وتقنيات مختلفة في اللغة الهدف لجعل الجمهور المستهدف يتمتع بتجربة قراءة أو مشاهدة مماثلة. يتطلب السرد في الترجمة فهماً قوياً للثقافة والأسلوب والمفردات وتقنيات سرد القصص في اللغتين المعنيتين.

الدبلجة:

الدبلجة هي استبدال اللغة المنطوقة الأصلية في فيلم أو برنامج تلفزيوني بلغة مختلفة أخرى و لها عدة أنواع

دبلجة ما قبل التزامن:

الدبلجة المتزامنة مسبقًا هي تقنية في مجال الترجمة حيث يتم تسجيل الترجمة بشكل منفصل عن الفيلم الأصلي أو المحتوى الأصلي. لذلك ، لا يتزامن الأداء الصوتي مع حركة الشفاه أو التوقيت الدقيق للأحداث في الفيلم

أثناء الدبلجة المتزامنة مسبقًا، يسجل الممثلون الصوتيون نصوصًا للحوار والترجمة استنادًا إلى التوقيت والتعبيرات التي تحدث في فيلم أو مسلسل. يتم تسجيله بحرية بشكل منفصل عن الصورة المرئية. يتم بعد ذلك دمج الترجمات المسجلة مع الفيلم الأصلي أو المحتوى أثناء مرحلة ما بعد الإنتاج

يستخدم هذا النوع من الدبلجة في الغالب في ألعاب الفيديو والرسوم المتحركة ، حيث لا يكون التزامن الدقيق بين حركة الشفاه والصوت أمرًا بالغ الأهمية. يسمح استخدام الدبلجة المتزامنة مسبقًا للممثلين الصوتيين والمترجمين بالتركيز على تقديم تعليقات صوتية جيدة وإيصال صوتي متنسق للشخصيات والأحداث دون التقيد بالوقت المرئي.

دبلجة ما بعد التزامن:

هي عملية ترجمة الحوار والنص بعد إنتاج فيلم أو سلسلة في الأصل. في هذه الحالة ، يتم تسجيل النص المترجم وأداء الصوت المترجم بعد تصوير الفيلم أو المسلسل باللغة المصدر.

التزامن المباشر:

إنها تقنية دبلجة تترجم أصوات الحوار والأداء في الوقت الفعلي أثناء عرض العمل الفني. تحظى المزامنة المباشرة بشعبية في بعض البلدان وللأحداث الحية مثل الندوات والمؤتمرات.

مراحل الدبلجة:

للدبلجة مراحل عديدة و هي :

- التسجيل

- التحقق من الحوار
- إنتاج نسخة مرقمة
- تسجيل العلامات الزمنية
- ترجمة تقريبية
- تعديل الترجمة
- إختيار ممثلي الصوت
- تسجيل الأصوات
- التعديلات الأولية
- التعديلات النهائية
- التحقق والموافقة

صعوبات الدبلجة

وهي كثيرة مثل

تزامن الشفاه: تعد تطابق حركة الشفاه والنص المدبوغ صعبة، خاصة عندما يكون هناك اختلاف في اللغة والثقافة بين اللغة الأصلية واللغة المستهدفة.

التعبير والثقافة: تحتاج الدبلجة إلى تقديم التعبيرات والتعبيرات المناسبة للثقافة المستهدفة ، الأمر الذي يتطلب فهماً عميقاً للثقافة والعادات والتقاليد.

تقنية الصوت: يجب أن يتم تسجيل ومزامنة الأصوات بجودة عالية واحترافية لتحقيق تجربة مشاهدة مرضية.

الفصل الثاني:

يعالج هذا الفصل الترجمة عامة بأنواعها وتقنياتها و خاصة الترجمة بالنسبة لكانفور د

مفهوم الترجمة لدى كاتفورد:

هي تحويل النص من اللغة الأصل إلى اللغة الهدف مع اجراء تغييرات لغوية مثل التشكيل و النحو و المفردات

نظرية نقل الأشكال:

:يشير المصطلح الى التغييرات اللغوية التي تطرأ على الترجمة منها

تغير في المستوى

تحويل المستوى

التحويل الطبقي

التحول الهيكلية

تحويل الفنة

التحويل الداخلي للنظام

مفهوم اللاقابلية للترجمة:

هو مفهوم يشير الى الصعوبة والتحدي الذي يواجهه المترجم في ترجمه بعض العناصر او المفاهيم من اللغة المصدر الى اللغة المستهدفة بشكل دقيق.

التصنيف في الترجمة:

مقترح من طرف جاكوبسون و يرمز لعملية تحليل النص وتقسيمه إلى وحدات معنوية أصغر قابلة للترجمة يتم التصنيف النص وفقا للمفردات والجمل وحتى العناصر الأدبية أو الأسلوبية المختلفة

نظرية نايدا " كثرة الكلمات ":

هي مفهوم يتعلق بضرورة التقليل من الكلمات في النص الهدف لتحقيق الوضوح و المكافئة

نظرية قلة الكلمات في الترجمة:

هي نظرية تهدف إلى استخدام كلمات أقل في الترجمة بغية تحقيق تكافئ معين مع النص الأصلي و تجنب التعقيد الغير مبرر

الفصل الثالث

المنهجية و العينة:

لقد قمنا باختيار ثلاثة فيديوهات من قناة اليوتيوب ضمن فعاليات "الأبواب المفتوحة" للجامعة، للفيدوهات طابع إعلامي، تشمل خطابات لكل من؛ مدير الجامعة و عميد كلية و مدير معهد. تتراوح مدة الفيديوهات ما بين؛ دقيقتين حتى سبع دقائق. و لقد إعتدنا على المنهج الإستقرائي من اجل تحليل الفيديوهات و إستقصاء الصعوبات التي واجهناها خلال قيامنا بالدبلجة

مثال عن الصعوبات التي وجدت:

"العدد الزوجي: في النص الهدف تجد المخاطب يقول" لدينا تخصصات تتراوح ما بين تخصصين إلى ستة تخصصات

حاله العدد الزوجي هنا هي حالة خاصة باللغة العربية وهي فئة من الأعداد النحوية التي تدل على الكمية، بالتحديد العدد اثنين وبالمقابل فإن العدد المزدوج يختلف عن العدد المفرد الذي يدل على الواحد والجمع الذي يدل على أكثر من اثنين أما في اللغة الإنجليزية فلا يوجد هناك عدد زوجي لذا على المترجم أن يستخدم العديد من الاستراتيجيات والتغيرات لكي يجد مكافئا للعدد الزوجي في اللغة الهدف

مثال عن الصعوبات الثقافية:

"بسم الله الرحمن الرحيم"

بسم الله الرحمن الرحيم تعد من الصعوبات لدى اللغة التي واجهناها عند دبلجة الفيديوهات لأن كل الفيديوهات كانت تحتوي في بدايتها على هذه الجملة التي تستخدم في اللغة العربية عند بدايه كل سورة من القران الكريم إلا (سورة التوبة). وتستخدم عند الشروع في أي عمل. وهذه دلالة إسلامية تدل على التوكل على الله في اللغة العربية، ولكي نتخلص من أي مشاكل تتعلق بالديانات بين اللغات، قررنا أن نستبدل الجملة بعبارة ترحيبية تؤدي نفس المعنى

مثال عن الصعوبات التقنية: لاحظنا في النص الأصلي أنه يوجد استخدام متكرر لكلمة "طبعاً" والتي بدورها تدل على التأكيد ولكن استخدامها المتكرر أسفر عن ركافة في النص لذا استخدمنا نظرية "الترجمة ضمن اللغة" و أزلنا كل العبارات المتكررة والتي لا تخدم المعنى و بدورها ساهمت في انتاج نصّ أصليّ خال من الركافة وسوء التعبير

نتائج البحث:

من خلال ما توصلنا اليه وجدنا أن أكثر الإستراتيجيات المستخدمة في الدبلجة، خاصة من اللغة العربية إلى اللغة الانجليزية هي استراتيجيه التحول تحولات في الترجمة الخاصة بكاتفورد ونظرية "قلّة الكلمات" في الترجمة لنايدا، أيضا مفهوم "اللاقابلية للترجمة" كان ضمن النظريات المقترحة للدبلجة

خلاصة البحث:

تضمن هذا البحث المشاكل والعراقيل التي يواجهها المديبلجون خاصة عند التعامل مع لغتين مختلفتين لغتان مختلفتان مثل الإنجليزية والعربية أيضا كان كانت هناك استخدامات عديدة لنظريات الترجمة اذا وجدنا انا المستحيل ترجمه ما بين لغتين مختلفتين من كل النواحي دون استخدام اي من عنصر من عناصر نظريه التغييرات التحولات حيث ان دائما عند الترجمة من لغة الى اخرى لا يترجم النص الأصلي كاملا بل دائما ما يكون هناك جزء مفقود في عملية الترجمة، لان ليست كل اللغات متشابهة