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Specialty: Translation

An annotated subtitling of Thomas Frank's

Crash Course Study Skills Series

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Jury

Members of The Jury	Institution	Chairperson
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Members of The Jury	Institution	Examiner
Members of The Jury	Institution	Examiner

DEDICATION

I dedicate this work to my family, especially to my father and mother who were the

reason for who I am today. I dedicate this dissertation to all my teachers, my colleagues,

and my university family. Without forgetting my partner Saad and all my best friends.

K. Yassine

DEDICATION

I dedicate this work to all the close ones, family, friends, especially my parents whom I

wouldn't be here without their hard work. I also dedicate this dissertation to my teachers

and all my friends and colleagues in the university, without forgetting my partner Yassine

and all my best friends.

A. Saad Eddine

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everyone who has supported us starting from our parents finishing with our friends

and neighbors.

ABSTRACT

In this work, we attempt to subtitle two (02) selected episodes from the YouTube playlist "Crash Course" "Study Skills" from the English language into the Arabic one, and we aim to define "the audiovisual translation and its common types" and focusing on "subtitling" as our main subject, its types, a number of difficulties and challenges that translators may face when subtitling. And after subtitling the two (02) episodes, we are going to annotate some samples where we find some difficulties when subtitling.

This work is divided into two chapters: the first chapter will be about the "Theoretical Framework", where we will define the audiovisual translation and its types in general, then moving to subtitling, its types, challenges and difficulties faced by translators according to some theorists.

 In the second chapter, we will annotate on some samples from the two (02) episodes of our playlist "Study Skills";where we find some challenges and difficulties in translating.

Key Words: Audiovisual translation, Subtitling, Annotation.

المستخلص

في هذا العمل, نسعى إلى سترجة حلقتين مختارتين من قائمة التشغيل "مهارات الدراسة" في قناة اليو

"تيوب "كراش كورس", من اللغة الانجليزية إلى العربية و نهدف إلى تعريف " الترجمة السمعية البصرية

و أنواعها

الشائعة, بالتركيز على "السترجة" كموضوعنا الرئيسي, أنواعها, عدد من الصعوبات و التحديات التي قد

يواجهها المترجمون عند عملية السترجة و بعد سترجة الحلقتين, سنقوم بالتعليق على بعض النماذج الت

ي نجد فيها بعض

الصعوبات عند عملية السترجة.

هذا العمل مقسم إلى فصلين :

الفصل الأول : سيكون حول "الفصل النظري", أين سنعرف "الترجمة السمعية البصرية" و أنواعها بصف

ة

عامة ثم ننتقل إلى"السترجة", أنواعها, التحديات و الصعوبات التي تواجه المترجمين حسب بعض النظ

ريين.

الفصل الثاني : سوف نعلق على بعد العينات من حلقتي قائمة التشغيل "مهارات الدراسة" أين نجد بع

ض التحديات و الصعوبات أثناء الترجمة.

الكلمات المفتاحية : الترجمة السمعية البصرية, السترجة, التعليق

List of abbreviations

SL: Source

language   TT:

Target language ST:

Source text

TT: Target text

AVT: Audiovisual translation

Contents :

GENERAL INTRODUCTION

Audiovisual translation (AVT) refers to the transfer from one language to another, and a type of translation that includes both sound and image in order to fully express the content conveyed, it is mostly used with clips, movies, scientific Documentary and any audiovisual media, by talking about the audiovisual translation, it is necessary to mention one of its main types which in subtitling, that is related with the speech said on the screen, and uses to present the dialogue delivered to the audiences.

Statement of the Problem

The process of subtitling requires translators to navigate complex procedures and techniques. However, there is a need to explore and address the specific challenges faced by subtitling translators in order to ensure accurate and effective translations. Additionally, understanding techniques and procedures employee subtitling translation can contribute to improving the overall quality of subtitles and enhancing the viewing experience for diverse audiences.

The primary problem is that subtitling translation entails a range of obstacles that demand careful consideration and strategic solutions.

There is a lack of comprehensive research and case studies that specifically address the challenges faced by subtitling translators and the techniques and procedures employed to overcome them.

Methodology

The main purpose of this study is to investigate challenges in subtitling two (02) episodes from Crash Course YouTube channel. In the first chapter, we provided a set of definitions about audiovisual translation and its types specially subtitling, its types, its challenges, then in the second part, we annotated some samples from the two (02) episodes where we find some challenges that the subtitlers faced.

Research questions

1. What are the difficulties and the challenges that translators may face during the process of subtitling?
2. What procedures followed to overcome these challenges and difficulties?

Aim of the Study

This study aims to examine the challenges of subtitling English into Arabic. It highlights the constraints facing the subtitler

It starts by investigating the common types of audio-visual translation. This study argues that elements of theoretical knowledge of translation can be beneficial in understanding the root problems of subtitling.

We will examine the challenges that the audio-visual translators face in their attempts to subtitle English language into Arabic.

Literature review

Audiovisual translation and especially subtitling is a subject of many studies in recent years due to the widespread of movies, TV shows, and the increasing number of videos on internet platforms that tackle various subjects which need to be translated and subtitled to target more audience, specifically the audience which do not understand the original language of these videos.

Bilal Khalid Khalaf (2016) in his article titled "An Introduction to Subtitling: Challenges and Strategies" started by defining what is subtitling translation and its types then, he attempted to identify the main challenges for the translators

during the subtitling process and the solutions presented by theorists to overcome them.

CHAPTER 1

"Theoretical Framework"

1 INTRODUCTION

 In the first chapter we aim to define the audiovisual translation with a bunch of its common types, then we are going to define one of the audiovisual translation types which is "Subtitling", its types, when the challenges that the subtitlers may face when subtitling.

2 Audiovisual translation

According to Peter Argondizzo (2008), audiovisual translation (AVT) is the translation of any piece of media that contains both visual and auditory components. It's a broad definition that encompasses a comparably broad set of techniques. Translators have developed a vast area of methods over the years in response to different technologies and media types in order to bring complex messages from one language to another in multi-modal environments.

3 Types of audiovisual translation
:

3.1 Voice over:

Voice-over is considered to be the 'ugly duckling' of audiovisual translation (Orero 2006) after (Woźniak, 2012), when it comes to both the number of research-based publications and the researchers' opinions Voice-over as a term originally borrowed from Film Studies is defined in an abundance of ways (see Franco et al. 2010 for a detailed analysis), so it is necessary to specify what we mean by voice-over for the purpose of this paper. It might seem that since so much text has been reduced in the VO of " In excelsis Deo" and since the translation is not read out in full synchrony with the original both action synchrony (a

requirement that translation must correspond to the action shown on screen) and kinetic synchrony (a requirement that translation must match body movements) would be severely compromised (see Orero 2006 quoted in Franco et al. 2010). However, no such cases have been identified in the case at hand.

3.2 Dubbing

"Dubbing is essentially a re-recording process and has three important applications. The first is the re-recording of a completed feature from one form to another, as from film to disk, for release purposes. The second is the re-recording of the dialog, for the purpose of mixing in with it, sound effects or incidental music which, for technical or economic reasons, could not have been put in during the original recording. The third application is the synchronizing of foreign voices to a picture which was originally recorded in English. This last is a "doubling" rather than a dubbing process".

Lewin (1931:38)

3.3 Subtitling

Henrik Gottlieb (1992, p. 165) defines subtitling as a written, additive, immediate, synchronous, and

Poly-media translation. Actually, subtitling belongs to "subordinate translation" and has restrictions of time and

Space, which directly affect the final result. Subtitles translation does not only consist of translating the textual

Context, but also support viewers in the image and the audio, with determined time and space.

4 Subtitling translation

Subtitling translation can be defined as 'the rendering in a different language of verbal messages in filmic media, in the shape of one or more lines of written text presented on the screen in sync with the original written message.''

(Gottlieb, 2001 as cited by Munday, 2009, p.148).

5 types of Subtitling:

They have been divided into three (03) main types according to their linguistic point of view:

5.1 Intralingual subtitling:

It is a technique in which a re-speaker listens to the original sound of a live program or event and re-speaks it, including punctuation marks and some specific features for the deaf and hard of hearing audience.
(Romero - fresco, 2011:1).

5.2 Interlingual Subtitling:

It is a technique which is used to translate the meaning of foreign TV programs and films into the audience's native language (Romero - fresco, 2011)

5.3 Bilingual Subtitling:

Bilingual subtitles display two languages simultaneously, often used for content where multiple languages are spoken or when a translation is necessary for certain parts of the dialogue.

6 Challenges of Subtitling:

(Cited from BILAL KHALID KHALAF research)

6.1 Technical challenges

According to Leppihalme (1994) and Cintas and Remael (2010, p.19-21), this is the prominent type of challenges in subtitling process which causes some restrictions on the work of the translator unlike translating written texts. They classified them into:

6.1.1 The space:

Translators are restricted with limited number of characters through subtitling process

Which are about 37 characters per-line with maximum two lines for one image. This number of characters may slightly differ from one language to another (Cintas & Remael, 2014, p.84)

6.1.2 Time:

Timing or cueing, this consists of determining the in and out times of subtitles, i.e. the exact

moment when a subtitle should appear on screen and when it should disappear, according

to

series of spatial and temporal parameters."(Cintas & Remael, 2014, p.88)

6.1.2 Spotting:

 The subtitle on the screen has to be carefully matched with the dialogue. However,

subtitling may not include the dialogue of the characters or narrators only, but it may include

other

meaningful signs, letters or any other written words (Cintas and Remael, 2010).

6.1.3 Position on screen:

Pictures on the screen must be 720 pixels wide by 576 pixels high, with the subtitle

positioned

10% from each frame edge to be in the middle and at the bottom of the screen.

(Cintas & Remael, 2014)

6.2 Cultural Challenges:

Cultural bound elements present an extra challenge for the subtitler. The differences

between cultural norms of different countries rise up through using language and translating

from one language to another, especially during subtitling because it deals with audiovisual

materials (Toury, 1995, p.38). All of this can be represented through the adopted style of the

subtitler like using domestication, foreignization, functionalism, etc. for example names of

famous places, characters, etc. which the audience is familiar or not familiar with; Humor

presents the most popular form of cultural challenges for subtitlers because sometimes

laugher is more important than the meaning in certain TV series like American series 'Friends'. Humor can be classified into international jokes which can be translated literally and it is easy to understand. The local or national jokes and their sub community jokes represent the main cultural challenge for the translators. **(Cintas and Remael, 2010, p.33)**

6.3 Linguistic Challenges.

Cintas and Remael (2010, p.190-96) shed the light on the linguistic challenges which face the subtitlers and state that the linguistic choice in subtitling is not random, in other words, characters in audiovisual programs or films convey certain effects through their grammar, syntax, lexicon, annotation, etc. which carries connotative meaning in addition to the denotative one.

There are many linguistic constrains which related to subtitling. Cintas and Remael (2010, p.200-24) classify them into;

A. Accents and pronunciation which require special experience or skill for the subtitler to deal with

them. (Ibid. p.220)

- Dialects which are related to certain geographical areas like, Mancunain dialect.

- Idiolect which is a personal manner of speaking for some people.

- Sociolects which is related to a certain economic status like, south Manchester.

B. Other types of linguistic challenges are the grammatical mistakes in dialogue which have to be

corrected in the subtitles.

(Cintas and Remael, 2010, p.223)

CONCLUSION :

That chapter showed us the different challenges that subtitlers faced when subtitling according to some theorists who gave us a background about the suffer of those subtitlers according to some circumstances.

Chapter 2
"Annotation"

1 INTRODUCTION

This chapter represents the practical part where we are going to annotate some sample from the two (02) episodes of "Crash Course "Study skills" playlist to show the difficulties and challenges that may face the subtitlers.

2 Introducing corpus

Crash Course is an educational YouTube channel of 53 seasons and more than 1500 episodes, started by John Green and Hank Green (collectively the Green brothers) who became known on YouTube through their "Vlog brothers" channel with a view to making high-quality educational videos available to everyone for free. It is also one of the best ways to educate yourself, your classmates, and your family. From courses like Astronomy to US History, Anatomy and Physiology, it has got you covered with an awesome variety of AP high school curriculum topics. With various witty hosts at your service, you will not even notice you are getting smarter.

The "Study Skills" series is a 10-episodes playlist that aims to teach you almost everything about study skills based on introductory college -level material and scientific studies, this course takes you through the

tools and skills you need to get better at studying and finishing assignments in school and beyond. By the end of this course, you will be able to:

-        Understand the advantages and disadvantages of different note-taking methods.

-        Recognize factors that inhibit productivity and solutions to get past them.

-        Feel better prepared to study for and take your next exam or finish your next assignment.

-        Analyze the connections between study and memory, exercise, and studying.

There are 11 episodes in the series including the "preview video" which is the shortest one (1:40) and the longest one is (10:52) in average of (08:60) per each video, it is intended for all scholars especially students who may want to improve their skills to achieve higher and better grades. The channel was officially launched in May 20, 2006. With more than <u>14 million</u> subscribers until now, and has exceeded over a "<u>billion</u>" views. It was also produced by the efforts of all the channel's crew headed by lead presenter Thomas Frank, they draw on a clever way of making episodes with a combination of graphics, definition, animation, cognitive pauses and educational passages that would definitely excite the viewer and more importantly,

delivering the information smoothly to the audience.

3 Reasons for choosing the corpus

Corpus 01:

After watching that playlist, I have seen that what is important to deliver to the Arab Audiences and what is needed to deal with information is "Note Taking", because students and even teachers deal with a lot of data that needed to be paraphrased, that helps them to gather the important points of what they are dealing with, like a lecture or an educational video or any data sources.

The "Note Taking" video is talking about different systems of Note Taking and how to take them using those systems, and also mentioning the tools used for that, what are: "Paper", "Computer" and "Arm" and which one of these three is the best tool to collect information as much as possible according to the speed and the quality of information.

Corpus 02:

After watching every episode of the series I decided to choose the last video entitled "Exercise & Learning" although it did not have a large number of views (242K) however, it contains an enormous amount of information and exciting facts which will raise the level of collective consciousness in the Arabic communities, because when we think

about the benefits of exercise, we usually think of better sleep, more energy, maintaining a healthy weight, stronger muscles or a healthier heart.

These are all true. But we rarely consider the immediate effects that physical activity can have on the most important organ in our bodies "the brain".

I personally think that exercising is one of the most transformative things you can do to develop cognitive abilities, such as learning, thinking, memory, focus and reasoning. all of which can help you become smarter and live longer.

The whole episode is focused on the importance of "Exercise" and physical activity in general and how can they both boost your brain health and help you think, learn, problem-solve and enjoy an emotional balance. It can improve memory and reduce anxiety or depression, and the fact that scientists have found that exercising promotes neurogenesis, or the birth of new brain cells, this is essential to improve cognitive function.

4 Samples:

CORPUSONE

ST ONE: (*Taking Notes*)

1: Anyway

2: whether or not it's helpful to blend them up and drink

them like a milkshake

3: Find a good note-taking app like: Evernote or OneNote or Dropbox

Paper

4: Facebook

5: your built-in mental processing limit

6: That'll help you stay focused, though you still might have to work

to ignore that guy in front of you who's taking a Buzzfeed quiz to

figure out his Hogwarts house

7: There are two aspects of the information being presented"

8: Since complex information is communicated through language

9: There are three routes you can go when selecting those tools

10: Bullet Lists

11: Your working memory

TT ONE (*Taking Notes*)

1 على كل حال

2 هل هي مفيدة لاستخدامها لاحقا أم لا

3 فجِد تطبيقا جيدا لتدوين ملاحظات مثل :"إيفرناوت" أو " وان ناوت" أو " دروب بوكس

" بايبر

4 فيسبوك

5 جد المعالجة الذهنية الخاصة بك

6، يساعدك ذلك لتبقى مركزا كما يلزمك العمل على تجاهل ذلك الشخص الذي تاه في
اختيار أي أسلوب ينتهجه.

7 هنالك وجهان للمعلومات التي تُطرح

8 بما أن المعلومات المعقدة يتم توصيلها عن طريق اللغة

9 وجد ثلاثة سبل تنتهجها عند اختيار هاته الأدوات

10 قوائم النقاط

11 ذاكرتك النشطة

CORPUSTWO

ST TWO (Exercise)

1 Which means that you need to do what your body is built to do if you want to keep it all working

2 This was once thought to be impossible

3 We've covered a lot of ground over the past 10 episodes

4 Over the course of the past nine episodes, we've covered the topics that you'd expect to fall under the umbrella of this show's "study skills" subtitle

5 serotonin, norepinephrine, and dopamine

6 Bone density

7 Executive functions

8 The secret sauce

9 Study skills

10 Today we're going to step slightly out of that umbrella's shadow

11 If you aren't doing them, then those parts of your body simply

become resource hogs

12 What we need to do now is answer the million-dollar question.

13 you think it'd be a pretty sweet productivity hack

14 Thanks, "Thought Bubble", I guess?

15 Regardless of your skill level or physical limitations

16 They're probably going to give you a pretty weird look

TT TWO (Exercise)

1 ما يعني أنه يتعين عليك التوافق مع معايير و متطلبات جسمك إن أردت الحفاظ على حال

ة صحية

سليمة

2 كان يُعدُ هذا مُستحيلا

3 شَمَلَت تغطيتُنا عدة مواضيع خلال العشر حلقات الماضية

4 خلال التِسع حلقات الماضية تناولنا المواضيع التي من البَدِيهي أن تتمحوَر حول العُنوان

الفرعي لهذه السلسلة "تِقنيات البحث"

5 الدوبامين النُّوريبِنِفرين السيروتُنين

6كثافة العظام

7 الوظائف التنفيذية

8 الخلطة السحرية

9 تقنيات البحث

10 سنخرج اليوم قليلا   ً عن ما ألفتموه للحديث عن التمارين

11 إن لم تستعملهم كما يجب, فأجزاء جسدك تلك ستصير بلا فائدة

12 ما عَلينا القِيام بهِ الآن هوالإجابةً عن السُؤال الأهم

13 تخالُ أنه بِوسعك إختراق قوانين الإنتاج و الفعالية

14 لا علينا

15 تختلف حسب كل شخص

16 سيستغربون ذلك حتما

5 ANNOTATIONS

Corpus 1 (Study Skills)

SAMPLE ONE

Anyway

على كل حال

Annotation:

The target text uses the three-word phrase على كل حال as an equivalent

to "anyway", bearing in mind that the meaning is totally kept

SAMPLE TWO

whether or not it's helpful to blend them up and drink them like a

milkshake

هل هي مفيدة لاستخدامها لاحقا أم لا

Annotation:

The translation here is generalized, where it is opted to express the

process of blending and drinking milkshake by the word "يستخدم" which is

the concept of "using"

SAMPLE THREE

Find a good note-taking app like Evernote or OneNote or Dropbox

Paper

فجِد تطبيقا جيدا لتدوين ملاحظات مثل :"إيفرناوت" أو " وان ناوت" أو " دروب بوكس

" بايبر

Annotation:

The colon is used in giving the examples, respecting the common

Arabic language norms. Also, the applications names were

transliterated, because names of foreign applications and softwares

are written transliterated most of the time.

SAMPLE FOUR

Facebook

فايسبوك

Annotation:

The applications name "Facebook" were transliterated, because names of foreign applications and softwares are written transliterated most of the time.

SAMPLE FIVE

Your built-in mental processing limit

حد المعالجة الذهنية الخاصة بك

Annotation:

The word "built-in" was not translated into Arabic for the target text is assumingly understandable and sufficient.

SAMPLE SIX

That'll help you stay focused, though you still might have to work to ignore that guy in front of you who's taking a Buzzfeed quiz to figure

out his Hogwarts house

كما يلزمك العمل على تجاهل ذلك الشخص الذي تاه في اختيار ،سيساعدك ذلك لتبقى مركزا
.أي أسلوب ينتهجه

Annotation:

The concept of Harry Potter movies was deleted and transferred

generally, since regular Arab readers may not comprehend that, so it

would be be better to reformulate it into a close meaning that is

comprehended in the Arabic text.

SAMPLE SEVEN

"There are two aspects of the information being presented"

هنالك وجهان للمعلومات التي تطرح

Annotation:

The active form is used in this translation for Arabic language uses

active form only. As for the word وجهان(meaning two faces), is the

appropriate equivalent to the word "two aspects", even though its

normal English equivalent is "two faces".

SAMPLE EIGHT

Since complex information is communicated through language

بما أن المعلومات المعقدة يتم توصيلها عن طريق اللغة

Annotation:

The active form is used in this translation as well, for Arabic

language uses active form only.

The phrase "عن طريق" is used instead of "خلال" - the direct equivalent of

"through"- because it conveys the appropriate meaning.

SAMPLE NINE

There are three routes you can go when selecting those tools.

يوجد ثلاثة سبل تنتهجها عند اختيار هاته الأدوات

Annotation:

The target text here begins with verb unlike the source text, beginning

the sentence with a verb is an aspect of the intelligence of Arabic.

SAMPLE TEN

Bullet Lists

قوائم النقاط

Annotation:

This translation is opted after searching on certain sources online.

SAMPLE ELEVEN

Your working memory

ذاكرتك النشطة

Annotation:

The Arabic text needed only two words equivalent to the English text;

Arabic put the possessive pronoun stick to the "possessed" noun.

Corpus 2 (Exercise)

SAMPLE ONE

Which means that you need to do what your body is built to do if you
want to keep it all working.

ما يعني أنه يتعين عليك التوافق مع معايير و متطلبات جسمك إن أردت الحفاظ على حالة
صحية سليمة

Annotation:

In English a sentence may be composed of one or more clauses, that may, in turn,
be composed of one or more phrases and there is always at least one main
clause whereas other clauses are subordinate to a main one as it is expressed
above but that is not the case in many other languages, like the Arabic language
which differs enormously from the English in many different aspects specifically
the structural side because the default sentence structure in Arabic is VSO. But,

you have the option to mix up this order. If you want to emphasize a particular part of the sentence, you can start it with the subject or object too, that is the main reason why I changed things up using one of translation widely used techniques 'Modulation' which is a change in the point of view that allow us to express the same phenomenon. In other words, using a phrase that is different in source and target language to convey the same idea, which helps to clarify and simplify the meaning.

SAMPLE TWO

This was once thought to be impossible.

كان يُعدُ هذا مُستحيلا ً

Annotation:

•The sentence in the source text is put in the passive voice and after translating the transcript I opted to transform it into the active voice because the Arabic language tends more to use the active voice than the passive which is the format of the English language taking into consideration that Arabic speakers are used to the active voice syntax, in general In active voice, the subject of a sentence takes action, usually by performing an action or making a statement. In this format, the subject comes first, followed by the verb and any additional information. On the other hand, in the passive voice the subject of a sentence receives action instead of performing it. And as it is known while translating from one language into another we need to use translation procedures to convey the full and exact meaning, depending once again on 'Modulation' which is basically about changing the form of the text by

introducing a semantic or perspective change.

<div align="center">SAMPLE THREE</div>

We've covered a lot of ground over the past 10 episodes.

<div align="right">شَمَلَت تغطيتُنا عدة مواضيع خلال العشر حلقات الماضية</div>

Annotation:

Potentially, 'Modulation' is the key in such type of sentences, where the source phrase is written and expressed in the present perfect tense while the target one is put in the past simple, this occurs due to the different composition of each language, because there are only three tenses in Arabic: the past tense, the present tense and the future tense. The future tense in Classical Arabic is formed by adding either the prefix سَ - or the separate word سَوْفَ onto the beginning of the present tense verb, e.g. سَيَكْتُبُ or سوف يَكْتُبُ

In some contexts, the tenses represent aspectual distinctions rather than tense distinctions. The usage of Arabic tenses is as follows:

The past tense often (but not always) specifically has the meaning of a past perfective, i.e. it expresses the concept of 'he did' as opposed to 'he was doing'. The latter can be expressed using the combination of the past tense of the verb كانَ 'to be' with the present tense or active participle, e.g. كانَ يَكْتُبُ or 'he was writing'. There are some special verbs known as "compound verbs" that can express many grammatical aspects such as Inchoative, Durative etc., for example بَدَأ يَلْفِتُ النَظرَ means "It started to attract attention" which بَدَأ conveys the meaning of "to start doing something (in the past)"

The two tenses can be used to express relative tense (or in an alternative view,

grammatical aspect) when following other verbs in a serial verb construction. In such a construction, the present tense indicates time simultaneous with the main verb, while the past tense indicates time prior to the main verb. (Or alternatively, the present tense indicates the imperfective aspect while the past tense indicates the perfective aspect.)

SAMPLE FOUR

Over the course of the past nine episodes, we've covered the topics that you'd expect to fall under the umbrella of this show's "study skills" subtitle.

خلال التِسع حلقات الماضية تناولنا المواضيع التي من البَدِيهي أن تتمحوَر حول العُنوان الفرعي "لهذه السلسلة "تِقنيات البحث

Annotation:

This example shows that we are not always supposed to literally convey the meaning from the source language to the target language. Therefore I opted the 'Equivalence' procedure which is a strategy to describe the same situation by using completely different stylistic or structural methods for producing equivalent text. In other words, it is a translation technique which uses a completely different expression to transmit the same meaning.

SAMPLE FIVE

Serotonin, Norepinephrine, and Dopamine.

الدوبامين، النُوريبِنِفرين ،السيروتنين

Annotation:

In this type of terms, especially those related to scientific research are hard to find

their exact equivalent in Arabic due to the fact that most of studies and researches in several fields, in particular 'science' are common in other languages like English, German… etc.

To fill this gap I found that I am obliged to use the technique of "borrowing" which means that the words of the source language are transferred directly to the target language. It is used in order to introduce the flavour of the source language culture into a translation; it is also the simplest procedure.

SAMPLE SIX

Bone density. كثافة العظام

Executive functions. الوظائف التنفيذية

Annotation:

These two examples are clearer and easier to be transferred into Arabic using the procedure of "Calque" which is a type of borrowing where the SL word or expression is transferred literally, which means to copy or model. i.e. 'The TL equivalent thus produced is modeled after word or expression' it is also known as "loan translation".

SAMPLE SEVEN

The secret sauce. الخلطة السحرية

Study skills. تقنيات البحث

Today we're going to step slightly out of that umbrella's shadow.

سنخرج اليوم قليلا ً عن ما ألفتموه للحديث عن التمارين

Annotation:

All of these 3 sentences were translated smoothly into Arabic using the technique of "modulation" as we now know that it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.

SAMPLE EIGHT

If you aren't doing them, then those parts of your body simply become resource hogs.

إن لم تستعملهم كما يجب, فأجزاء جسدك تلك ستصير بلا فائدة

Annotation:

Translation is undoubtedly not just the replacement of words and expressions from one language into another but rather a communication of the meaning of a source language text by means of an equivalent target-language text and this term 'resource hogs' which is an American slang that actually means a process which consumes a large amount of system resources compared to its importance or function.

SAMPLE NINE

What we need to do now is answer the million-dollar question.

ما عَلينا القِيام بهِ الآن هوالإجابة عن السُؤال الأهم

Annotation:

This term is commonly used around the world, especially in Western societies, it refers to a question that is very important or difficult to answer and was quoted

from the TV game show Who Wants to Be a Millionaire?, because in the last

question the contestants attempt to win a top prize of $1,000,000

SAMPLE TEN

you think it'd be a pretty sweet productivity hack.

تخالُ أنه بوسعك إختراق قوانين الإنتاج و الفعالية

Annotation:

"Productivity hacks" refers to simple, easy-to-apply tricks to improve productivity.

These so-called "hacks" along with regimented systems designed to improve

output or structured approaches to to-do lists have a strong psychological pull.

For many who struggle with productivity, the idea of taking the necessary steps to

become more effective at work, home, or school can feel daunting. Searching for

the perfect "hack," system, or to-do list trick, by contrast, can make the process

seem more enjoyable, less frightening, and ultimately more achievable. And

though few productivity hacks will truly be the magic bullet they're painted as, they

often can help someone become significantly more focused, productive, and

efficient.

The three of these sentences were transferred into Arabic using "modulation"

procedure which is the most flexible as it relates to cultural differences.

SAMPLE ELEVEN

Thanks, "Thought Bubble", I guess?

لا علينا

Regardless of your skill level or physical limitations.

<div dir="rtl">

تختلف حسب كل شخص

</div>

They're probably going to give you a pretty weird look.

<div dir="rtl">

سيستغربون ذلك حتما

</div>

Annotation:

In all these 3 cases it is better not to translate them literally because those samples are outside the context of the core topic as they are additional and unnecessary, however they contribute to the connectedness and consistency of the meaning and make the text interesting and exciting to the curiosity of the reader or listener.

6 The Translation Procedures:

These are the procedures that translators used to overcome the translation

difficulties according to "Peter Newmark":

6.1 Literal Translation:

According to Newmark (1988), literal translation is a translation procedure in which "the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context" (p.46).

6.2 Transference:

According to Newmark (1988), transference is "the process of

transferring a SL word to a TL text" (p. 8). This procedure is used when there is no TL equivalent.

6.3 Naturalization

Newmark (1988) defined naturalization as the adaptation of a SL term to the

pronunciation and to the word-forms of the TL. For instance, the word "philosophy" is translated into Arabic as "فلسفة".

6.4 Cultural Equivalent

Newmark (1988) stated that the cultural equivalent procedure is a near translation of a SL cultural term into a TL cultural term. For instance, "Best regards" is translated into its cultural equivalent in Arabic as "وبركاته الله ورحمة عليكم والسلام" (Tanjour, 2011, p. 52). The use of the culture equivalent procedure is limited since it is not accurate.

6.5 Functional Equivalent

 According to Newmark (1988), the functional equivalent procedure "requires the use of a culture-free word, sometimes with a new specific term" (p. 83). For example, the word "dress" is translated into its functional equivalent in Arabic "ثوب" (Tanjour, 2011, p.134).

6.6 Descriptive Equivalent

According to Newark (1988), "Descriptive equivalent" means explaining the ST expression in several words to the TL. Unlike functional equivalent, descriptive equivalent focuses on describing the cultural expression. Descriptive equivalent and functional equivalent are necessary elements in translation. For example, the word "طشت" is translated into its descriptive equivalent in English "aluminum basin".

6.7 Synonymy

The term "synonymy" is used by Newmark (1988) to refer to an approximate TL equivalent of a SL word when there is no precise equivalent in the TL. According to Newmark (1988), this procedure is applied when there is no clear equivalent and when the word is insignificant in the text. For example, the Arabic phrase "زاهية فساتين" is translated into English as "beautiful dresses".

6.8 Through Translation (Loan Translation)

According to Newmark (1988), through translation or loan translation is "the literal translation of common collocations, names of organizations, the components of compounds" (p. 84). For example, the compound "secondary school" is translated into Arabic as " الثانوية المدرسة" (2015, p. 26).

6.9 Shifts or Transpositions

According to Newmark (1988), translation shifts are grammatical changes from the SL into the TL. He classifies them into four types. The first type is the change of grammar due to the grammatical differences between the ST and the TT. For instance, the English singular noun "information" is translated into plural in Arabic as "معلومات." The second type of shift is to change the grammatical structure of the SL because of the lack of the SL grammatical construction in the TL. The third type of shift is used when the literal translation of ST is grammatically possible, but its sound is awkward in the TL. The fourth type of shift is the replacement of a ST grammatical structure to a lexical structure in the TL.

6.10 Modulation

According to Newmark (1988), modulation refers to a change of a message of the ST in the TL text because of different viewpoints in the SL and TL. For example, the English noun in the sentence "she lived with her step mother" is translated into a noun equivalent in meaning "عاشت مع زوجة ابيها" (p.26).

6.11 Recognized Translation

According to Newmark (1988), recognized translation is the use of an

authorized translation of an institutional word. For instance, the

phrase "national bank" is translated into Arabic as "البنك الأهلي".

6.12 Translation Label:

According to Newmark (1988), translation label is "a provisional

translation,

usually of a new institutional term" (p.90). For example, the term "Dar-

ul-Islam" is rendered into Arabic as "دار الاسلام" (Dweik and Khaleel,

2017, p. 168).

6.13 Compensation

Newmark (1988) states that compensation occurs "when loss of

meaning, soundeffect, metaphor or pragmatic effect in one part of a

sentence is compensated in another part, or in a contiguous sentence"

(p. 90). For instance, the formal Arabic sentence "سعدنا بلقائكم" is

translated into English as "We are happy to meet you, sir" (2015, p. 26).

In this instance, the word "sir" is added to convey the formality of the

Arabic sentence.

6.14 Reduction and Expansion

Reduction and expansion are practiced intuitively in a number of cases.

Expansion means using more words in the TT to re-express the

meaning of a SL word due to the lack of a precise equivalent in the TL.

On the other hand, reduction means omitting unimportant elements of

the ST.

6.15 Paraphrase

According to Newmark (1988), paraphrase is used to illustrate the

meaning of a part of a text: particularly when there are significant

implications. For example, the idiom "All this was water on the Mater's

mill" is rendered into Arabic as "الأم لخطط مفيدا كله هذا كان" (Tanjour,

2011, p.141).

6.16 Couplets

Newmark (1988) states that the couplets translation procedure occurs

when a

Translator uses two different procedures to solve a single problem.

For instance, the word 17 Notes.

According to Newmark (1988), writing notes procedure means,

"supplying

additional information in a translation" (p. 91). A translator may be

required to apply this procedure in order to add cultural, linguistic, or

technical information to the text. Notes can be added via three

methods: within the text, at the bottom of a page, or at the end of a chapter or book.

7 Conclusions:

After analyzing and annotating those samples, we presented a number of difficulties and challenges that the translators faced in the process of subtitling then we showed some procedures that used to overcome those difficulties and challenges.

8 General Conclusions:

This study was related with having a clear view on "Subtitling" of the two (02) episodes of "Study Skills" playlist, an overview about audiovisual translation (Literature review) and its common types, then diving into subtitling process starting with a definition of this process and its types,

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