

Challenges in Subtitling Medical Documentary Series from English to Arabic: A Case Study *the Pandemic: How to Prevent an Outbreak*

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ABSTRACT

The present paper is designed to shed light on the challenges of English-Arabic subtitling of a medical documentary series, the Pandemic: How to Prevent an Outbreak, broadcasted by Netflix in 2020. A descriptive quantitative paradigm was the method of the study, where the Arabic subtitling of the series was evaluated based on the scale of adequacy. The study also recognises the interdisciplinary knowledge that the translator (subtitler) should be equipped with to deal with the wide range of scientific terms in this series in order to achieve the desired goal. The study reveals several challenges; linguistically, grammatically, and culturally. The study also emphasises that 'subtitlers' should be perceptive to translation strategies in order to cope with these challenges. In conclusion, the findings suggest seminal solutions from different perspectives. One is to develop specialised training programmes by concerned institutions. The other, from technical perspective, suggests that technical terms without equivalents in Arabic should be put and illustrated for the viewer at the beginning in a split screen.

Keywords: AVT; Cultural and grammatical problems; Medical Documentaries; Linguistic; Subtitling

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INTRODUCTION

Despite the growing interest in audiovisual translation (AVT) particularly in fiction films, since the 1990s (Van Hove, 2017/2018; Lozano & Matamala, 2009), medical documentary translation has received less attention. Medical documentaries were not recognised as examples of specialised discourse until the turn of the century, with an emphasis on their popularising aspect (Espasa, 2004; Matamala, 2009a, 2009b, 2010; Hanouille et al., 2015a, 2015b; Ortiz Boix, 2016; Hanouille, 2017; Zhou & Zhang, 2019).

This study offers an exploratory descriptive study of audiovisual translation considered as specialised translation conducted through an English language health-themed documentary with its Arabic subtitles. As the emphasis is placed on specialised challenges, the aim is to cast light on the challenges when subtitling from English into Arabic for this particular series. The study focuses on the translation of medical documentaries as specialised texts after briefly presenting the basic characteristics of interlingual subtitling as well as the main features of documentaries. The methodology used consists of two components that correspond to the stages of the study: first, the model for presenting the morpho-syntactical and formal characteristics of the specialised expressions that are extracted and studied, and second, the model of translation challenges that is used to analyse the translation of specialised vocabulary. Finally, the findings will highlight the specifics of the provided equivalences in order to provide a brief account of how specialised vocabulary is translated.

LITERATURE REVIEW

Etymologically, the term documentary refers to the act of providing "evidence or information" (Winston, 2008, p. 14). "The documentary is nothing more than a creative treatment of actuality," Grierson (in Hardy, 1966, p. 36-37) explained, while McLane (2012) specifies that documentaries are more functional and versatile than fiction. Because of their "hybrid nature" (Espasa, 2004, p. 186), documentaries are difficult to define rigorously, as they are a "fuzzy concept" (Matamala, 2009b, p. 93).

Documentaries, as an informative type of discourse, are addressed to various audiences whose members have varying degrees of specialization through visualization, constituting a democratic form of culture and mass communication means of spreading knowledge and raising awareness among people (Juel, 2006). "Traditional oppositions between academic knowledge, folk traditions, and popular belief" are thus refuted (Kahana, 2008, p. 1–2). As science documentaries popularise various scientific issues, specialisation is always present (Matamala, 2010), with viewers expecting "a readily comprehensible product" (Matamala, 2009b, p. 100). As a result, science documentaries can be thought of as specialised multimodal texts.

Medical documentaries, as an example of specialised discourse, contain a certain number of terms, with specialised vocabulary and phraseology providing the immediate context. Term frequency, variation, and synonymy are the four major characteristics of all this lexical content, which are conceptually related to at least one field of specialty, and which represent an important part of the cognitive content of the film as well as any scientific text (Cabr e, 1998; Koourek, 1991). However, in those less specialised texts, such as medical documentaries, terms and specialised vocabulary can shift from highly specialised to more popularised forms (Koourek,

1991). Because specialised translation is dependent on communication circumstances, the accurate transfer of cognitive content through specialised vocabulary, which undoubtedly requires domain knowledge, may prove difficult, as term systems and knowledge systems frequently differ by language and culture (Gerzymisch-Arbogast, 2008; Koourek, 1991). This search for term equivalences, which is a cognitive task in and of itself, has a significant impact on translation as a broader cognitive process that necessitates step-by-step choices and decisions, such as "making inferences, solving complex problems, and restructuring information" (Faber & Urea Gómez-Moreno, 2012, p. 78). It should be noted that because AVT translators must deal with a wide range of topics, it is difficult for them to have domain knowledge in all fields (Gambier, 2012) or, as Matamala (2009b) indicates, very few AV translators have any domain knowledge. This explains numerous challenges that AV translators face when translating documentaries: identifying terms, understanding terms, finding equivalents, dealing with denominative variation, deciding between *in vivo* (spontaneously while communicating) and *in vitro* (in lexicography) terminology, overcoming the absence of an equivalent, dealing with ambiguity, and dealing with obscure equivalents for lay audiences (Matamala, 2010).

Meanwhile, subtitles are used to help viewers understand the verbal information in a film, and this is especially true for interlingual subtitles (Koolstra et al., 2002). More specifically, interlingual subtitling is a type of translation in a polysemiotic medium: something originally expressed orally in the source language is presented on the screen as one or more lines of written text (Gottlieb, 1994). Audiences are expected to derive meaning from the interplay of image and sound, as well as verbal and nonverbal elements found in films. All of these constituents contribute to the message's "translation" (Espasa, 2004, p. 190). However, the role of subtitling remains critical because it transfers the lexical and syntactic features of most of the verbal information, representing an important part of the film's cognitive content. Therefore, Munday (2001) asserts that in research about subtitling, it would be helpful to be at the core of the translation interdisciplinary to accommodate linguistic and cultural paradigms. In this vein, as a direct result of dealing with two divergent languages and cultures (English and Arabic). Besides, as the documentary under study is of medical domain; this study tries to project translation, subtitling, as an interdisciplinary field of research i.e. the translator should be capable in divergent field of knowledge (e.g technical, medical, political, geographical, religious etc.) to avoid using ambiguous terms that may cause distraction for the viewers. Graham (2006) mentioned that the implication of translation knowledge includes the need to base continuing on the best available knowledge where the effectiveness of learning about theories to be able to comprehend and make change practically lies on using the strategies of transfer (Graham et al. 2006).

Many of the restrictions on the layout, time, and punctuation marks and text editing are applied. Nonetheless, both limitations aim to meet common criteria that would fulfil the needs of both the audience and the audiovisual target population (Sun 2015) which means acquiring two languages does not mean being qualified to do the job of an erudite subtitler. The process of translation includes analysis, transfer, reconstruction, and testing (Robinson 2012). Consequently, this study represents a serious attempt to explore the existing issues in subtitling a documentary TV series and provide assets for documentary movie industry to raise their share in the market.

METHODOLOGY

The main purpose of the present study is to investigate challenges in subtitling medical documentary from English to Arabic. The data consists of a six-episode series: *the Pandemic: How to Prevent an outbreak* broadcasted by Netflix. The reasons behind selecting this series is due to the situation in which the world passed because of the Corona pandemic. Also, this series and how the people from different languages and cultures were in the same situation so conveying the idea in different languages was very decisive. The series contains a lot of scientific, medical, and documentary expressions that made the subtitling process more challenging. A random sample was selected from the translation of the medical documentary series.

To achieve the aforementioned aims, the researcher follows the method of analysis and diagnosis. That is, the population of this study consists of 33 M.A translation students at the Department of Translation at Al Yarmouk University (Irbid –Jordan). The reason behind choosing this number went back to the author’s targeted master students who have both main points (theories and practise) which means they study translation as academic major and have more than five years’ experience in translation. The data were chosen that the subtitler formed a challenge while in the translating process, so he was not capable in conveying the meaning. The researcher used two instruments including a Translation Test and a Comparison List. The data were analysed by referring to the students’ translations in the test depending on the scale of translation. The scale consists of three degrees namely (1) adequate translation, (2) semi – adequate translation and (3) inadequate translation. The students were taking AVT course required for obtaining a master’s degree in Translation and Interpretation. The chosen students have the experience from five to twenty-five years in text-translation specifically AVT. The students watched the selected clips that the translation extracted for them, and then they were asked to evaluate the translation in Arabic. The data were analyzed using SPSS software. After that the results and discussion will be addressed. Finally, the researcher will classify the problems into categories.

DISCUSSION AND RESULTS

Based on the findings of the analysis, the lack of translation knowledge is considered challenging in subtitling documentaries. Therefore, if the subtitler does not have enough knowledge in the field which he or she is translating, that would cause a challenge in delivering the meaning. This issue was a negotiable point in translation academia as Sun (2015) stated that translators would be better to have sufficient knowledge in the subject they are translating such as Laws and Politics, Finance and Economy, Mass Media, science and Environment in each regard in order to be capable in translation (ibid). In our study, aside from the precise medical terms, there are some general usage of terms. However, they are still related to the surroundings and the context of the series in particular. It is clear that the translator did not successfully render the ST (English) into TT (Arabic) as we can see in the sentence “They open to Prayer” which is translated literally into Arabic language “منفتحون على الصلاة” *monfatehon ala alsalat*, whereas by previewing screen context the meaning should be explained as “يؤدون الصلاة” they performed prayer *yoaddon alsalat*. Additionally, the subtitler did not correctly deliver the

meaning in Arabic in some parts of the subtitle which might cause a loss in perception for the target audience, for instance, the sentence “We can avoid bringing this disease to Goma” means that the Virus has not entered Goma yet. However, the translated text means that the virus is already in Goma and the workers must stop spreading it “يمكننا تجنب انتشار المرض في غوما” *yomkonna tajnnob intishar almarad fe Goma*.

As far as subtitling from Arabic to English is concerned, Bahumaid (2006) stated major subtitling problems which include literal translation; insensitivity to context; ungrammatical; unnatural or inaccurate translations; treatment of foul language and unnecessary formality. Some sentences have been rendered formally causing to use Arabic language in an unnatural way, opting for literal translation “is perhaps the ‘worst’ procedure because it ignores the context in which is used” (Bahumaid, 2006: 145-6), that translator transferred the message of ST into TT literally; this issue could create unnatural TT such as in the first sentence in Table 2, the translator rendered the source text “I have to study or I’m gonna failed” into “علي الدراسة والا سأسقط” *alia eldrasato w ella sa askot* the verb “fail” is obviously translated in a literal way as “سقط” *sakata* which is odd in this context, whereas in Arabic language, the adequate verb used with exams is “رُسب” *rasaba*. Moreover, the translation of the seventh sentence in the table could create a distraction for the audience “من ثم على العربية ذات الاربع عجالات الموصولة بشاحنة براد” *mn thomma ala al arabah that alarbaa ajalaat al mosoola be shahent Brad* while the natural meaning in Arabic “مقطورة” *Maktoora* was translated into trailer.

Moving towards the other problematic aspects faced the subtitler revealed in the text, the present study classified these aspects into three categories:

LINGUISTIC PROBLEMS

Undoubtedly, this sort of problems is considered the major challenge for subtitlers in addition to technical constraints. The impact of such problems in the subtitling process is enormous such as idiom and collocation, syntax, lexical items and so forth. However, this study will discuss the linguistic problems in subtitling medical documentary series “the Pandemic: How to Prevent an Outbreak” as follows:

IDIOMS

Idioms have special features, thus they compose a problem to translators and subtitlers (Thawabteh, 2011) due to the meaning of which cannot be predicted from knowledge of a single word (Khalaf, 2016). The subtitler seemingly tries to analyse the idiomatic expression “We need more hands and decks” and guess the meaning when render it into “نحتاج لمزيد من الأطباء والممرضين” *nhtaj ela almazeed mn alatbaa w al momarden* but the adequate meaning for this idiom is “نحتاج الى تظافر جميع الجهود” *nhtaj ela tazafar al johood* which means we need to stand together from doctors, nurses, accountants and even workers.

COLLOCATIONS

Collocations lead to "a language phenomenon whereby a lexical object appears to keep other words in company. It is a lexical relationship of occurrence which binds words with varying degrees of intensity together "(Bahumaid 2006: 133).The difficulty in translating such kind of

linguistic items lies in collocability across languages (Thawabteh, 2011). The SL collocation has been rendered into “تفشي كبير” *taffashi kabeer* giving rise to unnatural Arabic, whereas there is the equivalent Arabic collocation in TL “تفش حاد” *taffeshi had* because each language appears to have its own collocation patterns. This example asserted that knowledge of translation is very important to create the same impact to the target audience and the source audience.

GRAMMATICAL PROBLEMS

In subtitling, translation problems could occur at grammatical, stylistic, lexical, or phonological levels by creating a grammatical gap in TL. The grammatical problems encountered by the translator in subtitling this medical series, in some points as the translator, rendered into TL in the same style of SL. For example, the subtitler tends to use the same style for both languages, without taking into consideration the flexibility of Arabic language in forming more than one style in writing. Despite omitting the pronoun “نحن” *nahno* in back translation, the sentence is clear in TL without any hindrance in understanding by the target audience but rather it is more natural for Arabic language using verbal sentences other than using nominal sentences (Farghal and Shunnaq, 1999). Insofar of Translatability of Pronoun, the subtitler rendered the possessive pronoun “their” which refers to plural on both utterances (see table below) into singular Arabic pronoun “ه” *h*. This adequacy of subtitling the pronoun could lead to misunderstanding through watching the series. The translation below gives some suggested translation like: His Darkest Days, Some Consider Us His Enemy.

And the last issue in this section that the subtitler faced that translation of preposition as can be observed in the sentence (21) while the preposition “for” rendered imperfect Arabic preposition “من أجل” *mn ajel* that might make the TT unnatural, The SL preposition in the utterance can be subtitled depending on the context “بسبب” *besabab*.

CULTURAL PROBLEMS

Taking cultural aspects into account while subtitling can be very challenging and sometimes impossible because of the massive gap between source culture and target culture (Debbas & Haider, 2020). Language, at the same time, is considered the most important tool for culture (Yan and Huang, 2014). The cultural approach to translation has the fingerprint in translation studies, particularly, “the manipulation theory” (Hermans, 1985). As for languages with little cultural affinity such as Arabic and English, the difficulties and problems increase considerably. Rendering the religious terms as (God / Jesus).

In translating “God” and “Jesus” into the same meaning in SL “القدير” *alkadeer*, the subtitler might not take into consideration the target culture, thus, it could make a hindrance to target audience to understand it where the second one is known as an expression of exclamation. It is safe to assume that some of the cultural elements might not be accepted in other cultural, which puts translators in a difficult situation where they have to either substitute or omit the “alien” element with a local one that conforms to the target culture's “norm” (Lefever, 1992).

First, the online questionnaire was distributed to 33 students to evaluate the Arabic translated version of subtitling for the chosen series based on the adequacy measures. Then, the responses were collected and analysed by using SPSS. The descriptive analysis for the variables of this study is hence presented in Table 1. The descriptive statistics include the minimum value, maximum value, mean, and standard deviation for each sentence, where the sentence seems to be inadequate if the mean value range between 1-1.66 and seems to be semi-adequate if the mean

value ranges between 1.67- 2.32, finally the sentence seems to be adequate if the mean value ranges from 2.33-3.

Table 1

Descriptive statistics in accordance with the chosen sentences

Sentence	Mean	Std.Dev	Min	Max	Degree of Approval
The sentence "They open to prayer" translated into "منفتحون على الصلاة" * note: in this scene they start to prayer.	1.18	0.39	1	2	Inadequate
The phrase "some points" translated into بعض الأوقات	1.42	0.66	1	3	Inadequate
The question "What are the quarantine measures " translated into " ما هي اجراءات الحجر الصحي "	1.64	0.78	1	3	Inadequate
The sentence "We brought the disease into the community" translated into " نحن من ادخلنا المرض في هذا " المجتمع	1.48	0.76	1	3	Inadequate
The sentence "I'd like to know where it comes from" translated into "اريد معرفة سببه"	1.48	0.67	1	3	Inadequate
The sentence "We can avoid bringing this disease to Goma" translated into " يمكننا تجنب انتشار المرض في غوما "	1.45	0.79	1	3	Inadequate
The sentence "For people who come from contaminated places" translated into " ممن اتو من مناطق ملوثة بالفيروس "	1.58	0.87	1	3	Inadequate
The sentence "Ado, grab the pot and remove the lit" translated into " ادو افتح الوعاء وارفع الطعام "	1.27	0.45	1	2	Inadequate
The sentence "Regardless, this is a good learning experience for my students translated into " بغض النظر " هذه تجربة قرانية مفيدة لطلابي "	1.27	0.63	1	3	Inadequate
The sentence "I have to study or I'm gonna failed " translated into " يجب علي ان ادرس والا سأسقط "	1.24	0.66	1	3	Inadequate
The sentence "Cause you were able to balance your time " translated into " قضاء الوقت لآك تمكنت من ميزان "	1.09	0.29	1	2	Inadequate
The sentence "Throat swab " translated into " مسحة " الزور	1.30	0.64	1	3	Inadequate
The sentence "We know Centivax works in pigs " translated into " نحن نعلم ان سنتيفاكس يعمل على الخنازير "	1.12	0.42	1	3	Inadequate
The sentence "We may have to cut some programs and activities that we do " translated into " قد نضطر الى " الى قطع بعض البرامج والنشاطات التي نقوم بها	1.48	0.76	1	3	Inadequate
The sentence "We may have to cut some programs and activities that we do " translated into " قد نضطر الى " الى قطع بعض البرامج والنشاطات التي نقوم بها	1.30	0.64	1	3	Inadequate
The sentence "I can do that, I can do my calling " translated into " يمكنني فعل ذلك يمكنني اتمام دعواي "	1.36	0.65	1	3	Inadequate
The sentence "And then the wheeler on the one that hooked up to Brad's truck " translated into " من ثم " على العربة ذات الاربع عجلات الموصولة بشاحنة براد	1.48	0.76	1	3	Inadequate
The sentence "We need more hands and decks" translated into " نحتاج لمزيد من الأطباء والممرضين "	1.58	0.87	1	3	Inadequate
The phrase "Strong Outbreak" translated into " تفشي " كبير	1.79	0.89	1	3	Semi-Adequate
The sentence "We don't recommend quarantine for Ebola" translated into " نحن لا ننصح بالحجر " اييولا	1.42	0.75	1	3	Inadequate
The phrase "Their darkest days" translated into " في " احلك ايامه	1.33	0.74	1	3	Inadequate

The sentence "Some consider us (their) enemy" translated into "يعتبرنا البعض اعداء (د)"	1.24	0.66	1	3	Inadequate
The word "God" translated into "القدير"	1.48	0.80	1	3	Inadequate
The word "Jesus" translated into "القدير"	1.18	0.53	1	3	Inadequate

*Sample size (n) = 33 respondents, based on the availability of data.

Table 2

Answers of master students of the provided questionnaire

#	Sentence	Answer	Frequency	Percent
1	The sentence " They open to prayer" translated into "منفتحون على الصلاة" * note: in this scene they start to prayer.	inadequate	27	81.8
		semi-adequate	6	18.2
		adequate	0	0
2	The phrase "some points" translated into بعض الأوقات	inadequate	22	66.7
		semi-adequate	8	24.2
		adequate	3	9.1
3	The question " What are the quarantine measures " translated into " ما هي اجراءات الحجر الصحي "	inadequate	18	54.5
		semi-adequate	9	27.3
		adequate	6	18.2
4	The sentence "We brought the disease into the community" translated into "نحن من ادخلنا المرض في هذا المجتمع"	inadequate	22	66.7
		semi-adequate	6	18.2
		adequate	5	15.2
5	The sentence "I'd like to know where it comes from" translated into "اريد معرفة سببه"	inadequate	20	60.6
		semi-adequate	10	30.3
		adequate	3	9.1
6	The sentence "We can avoid bringing this disease to Goma" translated into " يمكننا تجنب انتشار المرض في غوما "	inadequate	24	72.7
		semi-adequate	3	9.1
		adequate	6	18.2
7	The sentence "For people who come from contaminated places" translated into " ممن اتو من مناطق ملوثة بالفيروس "	inadequate	22	66.7
		semi-adequate	3	9.1
		adequate	8	24.2
8	The sentence "Ado, grab the pot and remove the lit" translated into "ادو افتح الوعاء وارفع الطعام "	inadequate	24	72.7
		semi-adequate	9	27.3
		adequate	0	0
9	The sentence "Regardless, this is a good learning experience for my students translated into " بغض النظر هذه تجربة قرانية مفيدة " الطلابي "	inadequate	27	81.8
		semi-adequate	3	9.1
		adequate	3	9.1
10	The sentence "I have to study or I'm gonna failed " translated into " يجب علي ان ادرس والا سأسقط "	inadequate	29	87.9
		semi-adequate	0	0.0
		adequate	4	12.1
11	The sentence "Cause you were able to balance your time " translated into " قضاء الوقت لآتك تمكنت من ميزان "	inadequate	30	90.9
		semi-adequate	3	9.1
		adequate	0	0
12	The sentence "Throat swab " translated into "مسحة الزور "	inadequate	26	78.8
		semi-adequate	4	12.1

		adequate	3	9.1
		adequate		
13	The sentence "We know Centivax works in pigs " translated into "نحن نعلم ان سنتيفاكس يعمل على الخنازير "	inadequate	30	90.9
		semi-adequate	2	6.1
		adequate	1	3.0
		adequate		
14	The sentence "We may have to cut some programs and activities that we do " translated into "قد نضطر الى الى قطع بعض البرامج والنشاطات التي نقوم بها"	inadequate	22	66.7
		semi-adequate	6	18.2
		adequate	5	15.2
		adequate		
15	The sentence "We may have to cut some programs and activities that we do " translated into "قد نضطر الى الى قطع بعض البرامج والنشاطات التي نقوم بها"	inadequate	26	78.8
		semi-adequate	4	12.1
		adequate	3	9.1
		adequate		
16	The sentence "I can do that, I can do my calling " translated into "يمكنني فعل ذلك يمكنني اتمام دعواي "	inadequate	24	72.7
		semi-adequate	6	18.2
		adequate	3	9.1
		adequate		
17	The sentence "And then the wheeler on the one that hooked up to Brad's truck " translated into "من ثم على العربية ذات الاربعة عجلات الموصولة بشاحنة براد"	inadequate	22	66.7
		semi-adequate	6	18.2
		adequate	5	15.2
		adequate		
18	The sentence "We need more hands and decks" translated into "نحتاج لمزيد من الأطباء والمرضين "	inadequate	22	66.7
		semi-adequate	3	9.1
		adequate	8	24.2
		adequate		
19	The phrase "Strong Outbreak" translated into "تفشي كبير "	inadequate	17	51.5
		semi-adequate	6	18.2
		adequate	10	30.3
		adequate		
20	The sentence "We don't recommend quarantine for Ebola" translated into "الصحي من اجل اييولا نحن لا ننصح بالحجر "	inadequate	24	72.7
		semi-adequate	4	12.1
		adequate	5	15.2
		adequate		
21	The phrase "Their darkest days" translated into "في احلك في ايامه"	inadequate	27	81.8
		semi-adequate	1	3.0
		adequate	5	15.2
		adequate		
22	The sentence "Some consider us (their) enemy" translated into "يعتبرنا البعض اعداء(ه)"	inadequate	29	87.9
		semi-adequate	0	0.0
		adequate	4	12.1
		adequate		
23	The word "God" translated into "القدير"	inadequate	23	69.7
		semi-adequate	4	12.1
		adequate	6	18.2
		adequate		
24	The word "Jesus" translated into "القدير"	inadequate	29	87.9
		semi-adequate	2	6.1
		adequate	2	6.1
		adequate		

CONCLUSION

This study shows the challenges encountered in subtitling a specific reference to the American medical documentary series “the Pandemic: How to Prevent an Outbreak”. Two major challenges have been shown on translating documentaries from English into Arabic. It is two big

circles which contain the problematic aspects: first intricacy is the subtitler who lacks the knowledge of translation, and the other is, the text which has linguistic, grammatical, and cultural problems that should be taken into consideration.

The foregoing analysis has shown that subtitling problems can be not only linguistic, grammatical, and cultural but also it can be from the insufficient knowledge from the subtitler him/herself. The lack of translation knowledge is an essential constraint. It is vital noting that translation knowledge is the most important tool a subtitler should have, where the primary job is to convey the message between two different languages and cultures in addition to the task of subtitler is fraught with peculiar perils thus the subtitler should be aware of how to deal with the intersection among translation fields and other fields.

This study aims to improve the efficiency of Arabic subtitles in English documentaries, and it emphasizes the importance of using a cultural approach to translation. One of the most important aspects of translating foreign language broadcasts is subtitling. As a result, the quality of the subtitles is a critical issue that must be explored, evaluated, and improved in order to improve comprehension of the message conveyed by the translated text. Subtitlers should keep a careful watch on the target culture to avoid exposing the target audience to unsuitable information and get familiar with. Subtitling companies, translation training centers, and university translation departments should all work together to build an assessment system that can be used for English to Arabic subtitling. They should provide examples of successful subtitling work and make them available online so that translators all over the world can apply translation strategies to overcome any cultural or linguistic challenges with the original material and present it in a clear and reasonable way to the target audience. For technical terms that do not have equivalence in Arabic, subtitlers are advised to gather and illustrate them for viewers before starting the show.

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