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لجنة القراءة

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الفهرس

Audiovisual translation education programs
Similarities and differences

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برامج تكوين الترجمة السمعية البصرية

التشابه والاختلاف

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Abstract:

This article aims to highlight the similarities and differences between the audio-visual translation education programs at Universidad Autonoma de Barcelona (UAB), Hamad Bin Khalifa University (HBKU), University of Roehampton London (RUL) and University College London (UCL), by comparing existing data and information about these programs.

Among the most important points that were focused on during this comparison are the qualifications that allow enrolling in the training along with the standards of the available language materials, the hourly size, the duration of the training and the professional opportunities available after the completion of the training.

Keywords: translation didactics; Audiovisual translation; subtitling; dubbing; voiceover.

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ملخص:

يعنى هذا المقال بتسليط الضوء على أوجه التشابه والاختلاف بين برامج تعليم الترجمة السمعية البصرية في كل من جامعة برشلونة اوتونوما (UAB)   وجامعة حمد بن خليفة (HBKU) وجامعة روهامبتون لندن (RUL) وجامعة كلية لندن (UCL)، من خلال مقارنة المعطيات والمعلومات الموجودة عن هذه البرامج.

ومن أهم النقاط التي تم التركيز عليها خلال هذه المقارنة هي المؤهلات التي تسمح بالالتحاق بالتكوين إلى جانب معايير المواد اللغوية المتاحة والحجم الساعي ومدة التكوين و الفرص المهنية المتاحة بعد الانتهاء من التكوين.

كلمات مفتاحية: تعليمية الترجمة، الترجمة السمعية البصرية، السترجة، الدبلجة، التعليق الصوتي.

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1. **Introduction**:

The continuous development witnessed by communication technology coupled with the rapid spread of globalization imposed on the field of translation created a type in line with this development represented in audiovisual translation, where the need for this type of translation has become in a continuous increase to promote the economies of countries and the expansion and dissemination of ideologies in geographical areas with different cultural backgrounds, this fertile field in which many different studies and research have been conducted that dealt with different aspects of this field, but the educational aspect of audiovisual translation has not been sufficiently exploited compared to the types of translation and interpretation. The formation in this field has become necessary to keep pace with globalization, as these studies did not fully address the educational aspect of audiovisual translation, starting the interest of researchers in the teaching of audiovisual translation at the end of the 1990s in a series of studies and publications on audiovisual translation, and the educational aspect was only partially addressed in those studies (Sierra Leone, 2009), including the article entitled "Translating for the Media" for Cambier, 1998, which deals with the educational aspect in parts of the article, and in the book entitled "Topics in Translation Audiovisual" for Pierre Orreo in 2004 (Orero, 2004), which deals with the educational aspect as well, in 2008 a book tagged with "The Didactics of Audiovisual Translation" for Diaz Jorge (Cintas, 2008) deals with audiovisual translation comprehensively, the book contains a set of studies carried out by a group of researchers and professionals in the field of audiovisual translation on various types of education, the book is considered the first area of publications to deal with the educational aspect comprehensively. Compared to other types of translation, the educational aspect of these types was addressed significantly compared to the educational aspect of audiovisual translation, and from the studies that I read and inspired me to carry out this study is an article entitled **"Formation Des Traducteurs Dans Le Contexte Algérien : De L 'interlinguistique à Travers L 'intralinguistique à La Traduction"** by Mohammad Reza Bakhalfa, 2021, p 357-366. This study is concerned with conducting an inventory of the teaching of translation by emphasizing the multilingual dimension that distinguishes society. The second study that inspired me is an article entitled "**Transfert Stylist Des Registres Langagiers Dans La**

Title : **Audiovisual translation education programs**
Similarities and differences

Traduction Audiovisuelleers Le França Desça Deux Filmséiens femmes Caire" Etes Fems Du Bus 678 "by Samir Fikrina (2021), which deals with the audio translation strategies adopted by the audio translation that requires this type of audio translation, and what this type of audio translation requires, and even if necessary, the transmission of information in the light of speech, and even intensification.

This article compares the programs followed in some of the leading international universities in the formation of audiovisual translators, in order to extract the similarities and differences between these programs in the following ways: the necessary qualifications to join the composition and content of the formation, the duration of the formation, the hourly size and future professions, based on the necessary information that I have inventoried and extracted during the study that I conducted in 2021 when preparing my PhD thesis entitled " **Audiovisual Translation Education Programs in Some International Universities: An Exploratory Study"** (Al-Ghodban, 2021) We will extract points of similarity and difference by comparing these aspects with each other . The results of these comparisons will be presented through graphs and tables attached to explain the elements of similarity and difference in each aspect, in order to help identify the basic elements that must be available in the audiovisual translation configuration program.

2. **Essential qualifications for joining the training**

The necessary conditions for enrolling in most programs revolve around two main axes. The first is the specialization of the bachelor's degree obtained. It must be stuck with the field of audiovisual translation. For example, the University of Barcelona (UAB) has identified six (6) specializations from which graduates can join their master 's training, namely translation, interpretation, jurisprudence, East Asian studies, humanities and media studies. The second axis is the advanced language level in English in all programs with the University of Doha, which demands an advanced level in Arabic as well as in addition to the University of Barcelona, which requires an advanced level in Spanish and Catalan. The following table shows the imposition of related disciplines with audiovisual translation and advanced level of English language:

Table 1 :Conditions and Qualifications for Enrolment

The University	Audiovisual translation related disciplines	Advanced English
UAB	Yes	Yes, in addition to Spanish or Catalan
UCL	Yes	Yes
URL	Yes	Yes
HBKU	Yes	Yes, in addition to Arabic

We find that all universities require those welling to join the training to have certificates related to audiovisual translation. All universities also require applicants to have an advanced level in English with the universities of Barcelona and Doha, which impose an advanced level in Arabic, Spanish or Catalan.

3. training content

The content of the programs is embodied in the materials provided in each program when inventorying the data of each program separately and there are some materials that all programs share, and sometimes with different names and combinations, the number of mandatory materials in the programs ranges between four (4) and eleven (11), distributed to the programs as follows:
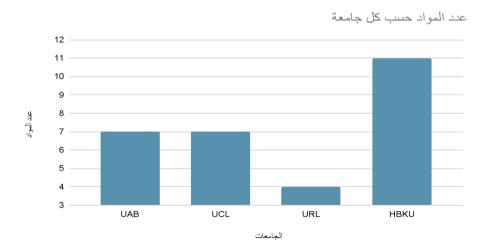
Figure 1: Number of formation materials

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As shown in the diagram, the number of mandatory or basic subjects is equal in the number of subjects between both UAB and UCL by seven basic subjects (7) in each program, while we find that both the University of URL and HBKU did not equal with any other university in the number of mandatory subjects, as the first was singled out by four subjects and the second by eleven subjects, the basic and optional subjects were not specified. After taking stock of the programs' data, I found that the materials common to all programs revolve around:

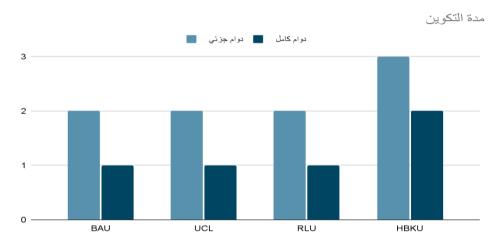1. subtitling
2. Dubbing
3. Subtitling Deaf and Hard of Hearing
4. Audio description of people with disabilities prevents them from accessing visual elements
5. Voiceover
6. Audiovisual Translation Theories

These titles have formed similarities between the majority of programs with regard to content. On the other hand, we see that UAB 's program is unique to the existence of a material centered on localization of video games, where it is an area that is secretly growing in recent years. As for HBKU's program, most of the materials have taken on a theoretical character, as the presence of materials from the above list was limited to only two subjects, namely dubbing and sturgeon. On the other hand, we find that RLU includes a group of materials in the training that are somewhat limited to materials of an applied nature. The program's materials are centred on the teaching of staging, dubbing and voice commentary without a noticeable presence of materials known as audiovisual translation in the list of mandatory materials, which is limited to four (4) subjects. The remarkable similarity between programs crystallizes in both BAU and LUCL programs in terms of the number of mandatory materials embodied in seven (7) articles that are mandatory covering both theoretical and applied aspects of audiovisual translation, where various aspects of audiovisual translation are addressed in those materials.

4. Duration of training

The duration of the training assigned to the training programs is one (1) full-time year. The training can be received in two (2) part-time years. This period is

shared by all programs preparing the HBKU program. The training is taught in two (2) full-time years and also in the third (3) part-time year. The following diagram shows the extent of difference and similarity with regard to the duration allocated to each training:

Figure 2: Duration

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5. **Hourly volume**

The division of the composition varies from one university to another according to the legislation and laws of each country in which the university is located. For example, we find that the University of BAU in Spain offers the program with the size of a courier limited to sixty hourly units (60) equivalent to six hours (6) for the hourly unit. On the other hand, we find that the legislation and laws in Britain require universities such as UCL and RLU to allocate up to one hundred and eighty hourly units (180) for master programs in general, and the hourly unit is equivalent to ten hours. The following table shows the division of the units of each program over the mandatory training period, optional materials, and the period of preparation and editing of the master's note:

Table 2: Hourly volume

Universities	Mandatory Materials	Elective courses	Training period	Decertation of the Master paper	Total Hourly Units

UAB	45 Units (270 Hour)	/	/	(15 Units) (90 Hour)	60 units. (360 H
UCL	90 Units (900 Hour)	30 Units (300 Hour)	/	60 units. (600Hour)	180 units (1800 Hour)
RUL	120 units (1200 Hour)	/	/	60 units. (600Hour)	180 units (1800 Hour)

From Table 2, we note that some universities did not include a training period, due to the integration of the training period into the classes allocated to applied subjects such as sturgeon, dubbing and others.

6. **Professional Opportunities**

The basis of the difference between programs with regard to the professional opportunities provided by each program is based on the variety of materials provided. For example, in the HBKU program, we find the entirety of the materials centered on the research and theoretical aspects of audiovisual translation and some materials that deal with the applied aspects of audiovisual translation such as staircase and dubbing. Therefore, we find professional opportunities for graduates of the training are based on the educational professions and the Academics of Audiovisual Translation. In the opposite hand, we find both UAB and UCL programs that provide a set of materials that include the theoretical aspect of audiovisual translation, but the entire range of opportunities is centered on the applied practice of the field such as staging, dubbing, localization of video games, audio description, audio commentary, and others. Therefore, we find the professions of graduates of these programs are based on basic professions as audiovisual translators in various branches of the field. The following table identifies the professional opportunities provided by each program:

Table 3: Professional Opportunities

This table shows the professional opportunities provided by each program. We note that each program provides the recipient of the training as a free or non-free audiovisual translator and shows the other professional opportunities in each

The Uni–versity	professions
UAB	A translator who specializes in: dubbing, subtitling, subtitling for deaf and hard hearing or localization. A freelance translator.
UCL	Expert in audiovisual translation technology. Audiovisual translation project manager. Specializing in PhD phase. A freelance translator.
RUL	Specialized in cinematic translation. Specializing in PhD phase. Translator at audiovisual production companies.
HBKU	Translator at translation companies. Specializing in PhD phase. A freelance translator.

program. The example of UAB program on the one hand enables the graduate to work as a specialized translator in one of the types of audiovisual translation, which was addressed through the training materials. On the other hand, we find HBKU provides the graduates with specific professional opportunities in the research aspect by graduating in the PhD phase, which indicates that the content of the training from the materials in the HBKU program is generally based on the research and theoretical aspect of audiovisual translation education, unlike the UAB program, which focused the professional opportunities it provides on work as a translator specialized in multiple fields of audiovisual translation, as the content of the training focuses through the existing materials on training in those multiple fields.

The following table shows the similarities and differences between the four programs combined of the six aspects through which these programs were dealt with:

Table 4 : General comparison

The University	Terms of enrolment	Language Composition	Formation materials (Basic)	training Duration	5. Hourly volume	6. Professional Opportunities
UAB	**Specializations related to the field**. **Mastering English language**.	**English**, **Spanish and Catalan**	**Seven core subjects**	**Full–time 1 year Part–time 2 years**	**60 units** (**360 hours**)	Translator specialized in one type of audiovisual translation A freelance translator.
UCL	**Specializations related to the field**. **Mastering English language**.	**Fourteen languages**.	**Seven core subjects**	**Full–time 1 year Part–time 2 years**	**180 units** (**1800hours**)	Expert in audiovisual translation technology. Audiovisual translating project manager or specializa–

The University	Terms of enrolment	Language Composition	Formation materials (Basic)	training Duration	5. Hourly volume	6. Professional Opportunities
						tion in the phase of PhD or A freelance translator.
RUL	**Specializations related to the field. Mastering English language.**	**Fifteen Languages**	**Four basic materials**	**Full–time 1 year Part–time 2 years**	**180 units (1800hours)**	**Specialized in cinematic translation. Specialization in the PhD stage or translator at audio–visual production companies.**
HBKU	**Specializa-**	**English**	**Eleven**	**Full-**	**42 units**	**Translator**

The University	Terms of enrolment	Language Composition	Formation materials (Basic)	training Duration	5. Hourly volume	6. Professional Opportunities
	tions related to the field. Mastering English language.	**& Arabic**	**core subjects.**	**time 2 years Parttime 3 years**	**(630 hours)**	**with translation companies or specialization in the phase of PhD or A freelance translator.**

The table shows well the similarities between the four programs, while saying that all programs are offered in the master stage. We also find that the programs share the same conditions in order to join a training fundamentally and the professional opportunities to work as a freelance translator. Otherwise, we find similarities shared by the four programs. We find the possibility of graduation in the PhD phase except at UAB University, where the program provides this option and summarizes the professional opportunities provided by the training for the graduate in purely professional opportunities represented in the practice of translation Audiovisual in general and specialization in the practice of one of the types of audiovisual translation that is included in the composition materials in particular, and also we find the duration of the formation of one year full time and two years part time shared by all programs except HBKU Which provides the formation in two full time and three years part time, there are similarities between only two programs with regard to the composition materials, where UAB and UCL share the number of basic materials of seven materials, while we find HBKU and RUL are completely different from them in the number of basic materials, as the first includes eleven materials Basic and second in four

core subjects.   As for the hourly volume, we find that both of RUL and UCL share the same hourly volume, because the two universities are located in the United Kingdom due to the legislation and regulatory laws in the Kingdom. As for the rest of the programs, each program follows the regulatory laws in the countries in which the universities are located.

Similarities among the four programmes can be seen in the following figure:

1. Terms of enrolment Similarity Ratio 4/4
2. Language composition Similarity ratio 0/4
3. Formation Materials Similarity Ratio 2/4
4. Formation Duration Similarity Ratio 3/4
5. Hour Volume Similarity Ratio 2/4
6. Professional opportunities Similarity ratio 0/4

The previous list represents how similar the four programs are from the previous six areas.

The differences between the four programs are found in the various previous standards, except for the criterion of the conditions of enrolment, which is represented in sharing the details of the four programs. The differences between the four programs are highlighted in the language structure that is available in the composition, as each program is unique in providing different options. This difference is due to the laws in the countries where universities are located and the capabilities that are available in these universities. For example, UAB University provides a limited language structure in English, Spanish and Catalan, which is a result of either Spanish laws or university capabilities, while we find that in both RUL and UCL the language options are multiple and varied and on the other hand We find HBKU has defined the language structure in English and Arabic, and the difference is also in the composition materials, where the difference in each of the variety of basic materials is based on different levels, including the number of materials and the content of some materials, where we find that both UAB and UCL share the number of basic materials, but there is a difference in the content of some existing materials, such as the localization of video games that are available in the UAB program only among the four programs, with regard to the number of basic materials, we found the only equality between UAB and UCL, but the programs remained significantly different from this aspect as shown in Table 4,with regard to the duration of time, the difference prominently in the HBKU program by a period of time It is represented by two full-time and three

part-time years, while the time period of the other third year was limited to one year and one full-time and two part-time years. This is due to the specific laws in the State of Qatar in which the university is located, which also determines the hourly size of the programs. The hourly size of the four programs varies and is similar according to the countries in which these universities are located, such as RUL and UCL, which are in the British Kingdom and share the same hourly size. This is due to the British laws that determine the hourly size of the master programs. We also mention that the hourly size of the formation in UAB program is divided into materials in a way that clarifies the importance of each subject (Al-Ghodban, 2021). Finally, with regard to professional opportunities, we find that each of the programs shares some opportunities, such as a free audiovisual translator, but the thing that distinguishes UAB program does not include the possibility of specialization in the PhD program, which gives us the picture of this composition being professional in a percentage that exceeds professional composition.

7. Conclusion:

Comparisons between the four programs were made at two levels. The first level was compared between the four programs in detail at the expense of the six criteria that were followed in extracting data and information from the programs through a previous study that I conducted (Al-Ghodban, 2021). The second level was compared in general and the percentage of similarities between them was produced to highlight the differences in their causes such as the hourly size, the duration of training and the content of training. The similarities between the four teaching programs were as follows:

- The training is available in the master phase.
- The conditions for joining the training are that there must be sufficient knowledge about translation, its basics and language proficiency.
- A basic material package that underpins the content of the formation, namely, sturgeon, dubbing, stoning, hearing impaired, voiceover, and audiovisual translation theories.
- The teaching process is based on practice and continues using appropriate equipment and floors.
- The language of instruction is English
- Duration of the formation except Qatar university.

- Number of core subjects between UCL and UAB.
- - Some professional opportunities that the graduate can enter thanks to training.

This is about similarities, and the differences are represented in the following elements:

- The hourly volume of the four programs is the result of the secret laws in each country.
- The linguistic structure available in this configuration, which is determined by two elements: the laws in force in each country, and the possibilities available in each university.
- The difference between the basic materials in the configuration programs and the difference in the content of some other materials.
- Some programs provide professional opportunities of an academic rather than a professional nature.

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