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Audiovisual Translation and Media Accessibility Training in the EMT Network

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Abstract

The increase in demand for the localisation of audiovisual media content has led to increased incorporation of audiovisual translation and accessibility modules into university curricula in many regions (Bolaños-García-Escribano et al., 2021). This study aims to map part of the audiovisual translation (AVT) and media accessibility (MA) training landscape in Europe, presenting the findings of the 2020 Audiovisual Translation and Media Accessibility Training Survey conducted among the European Master's in Translation network. It reflects on the results obtained from 55 European Master's programmes focused on the training of future translators and shows that the majority provide AVT and some MA training, mainly within broad AVT modules and, to a much lesser extent, in dedicated compulsory modules. The insights gained from this study are relevant to establishing a benchmark that will make it possible to track any developments in the teaching of AVT and MA in the EMT network and beyond.

Key words: training, university settings, media accessibility, technology, EMT.

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Introduction

Audiovisual translation (AVT) appeared relatively recently in the higher education (HE) training curriculum with some reporting the earliest university training to be offered in this context to be in Lille, in the late 1980s (Gottlieb, 1992). Due to the lack of AVT resources in HE (Secară et al., 2009), initially training was done in-house, by language service providers. The 1990s saw the rapid development of AVT training provision with numerous institutions offering separate courses, Continuing Professional Development, or full master's programmes. This trend continued to grow in the 2000s, recently fuelled by huge demand for the localisation of media content especially from subscription video-on-demand (SVOD) and over-the-top (OTT) players, such as Netflix and Amazon Prime Video. The literature on the historical development of AVT training is rich: most recently Cerezo Merchán (2018) offers an overview of AVT training, as well as a taxonomy of AVT competences, Mazur and Vercauteren (2019) give a summary of the media accessibility (MA) training landscape focussing on audio description and respeaking, and Bolaños-García-Escribano, Díaz-Cintas and Massidda (2021) take stock of current AVT teaching and training practices.

Given the developments outlined above, it is not surprising that AVT has started to gain visibility within established translation groups, such as the European Master's in Translation (EMT) Network. The EMT is a network of European universities providing masters' training in translation – run and supported by the Directorate-General for Translation (DGT) of the European Commission since 2009. The aim of the network is to respond to the demand for qualified, high-skilled professional translators who are experts in multilingual communication and prepared for the up-to-date and continuously developing requirements of the translation market in both public and private sectors. The importance of AVT is reflected in the set-up of the EMT working groups, one of the most recent being the Working Group on Audiovisual Translation and Media Accessibility Training. The data presented and discussed in this paper were collected in a questionnaire developed and deployed by this working group, with the aim of shedding light on AVT and MA training practices within the EMT as a significant European HE translation network.

1. Training in AVT and MA

The reported increase in the demand for services such as subtitling, dubbing and audio description in the industry (ELIS, 2021) fuelled by an unprecedented multilingual complexity in the requirements of streaming services (Hayes, 2021), provides tangible incentives to gather data on how these specialized needs are served in HE. Information about the exact content and structure of translation programmes has traditionally been offered on a case-by-case basis or national level, with case studies presented at various conferences and information available on public-facing websites. More recently, for translation training, a European overview was offered, with the EMT network publishing the results of a questionnaire investigating the training approaches and resources used by its member universities (e.g., Ciobanu, 2018; Rothwell & Svoboda, 2019). However, a similar and up-to-date

overview of AVT and MA Training does not, to our knowledge, exist. The present article sets out to fill this gap.

AVT, as a younger discipline, was, for a significant amount of time, taught only within translation programmes, before several dedicated AVT postgraduate programmes started to appear (Paulínyová & Perez, 2021; Ramos Pinto, 2012), focusing on AVT modes such as interlingual subtitling, dubbing, and voice-over. These dedicated programmes, in turn, featured MA (intralingual subtitling, audio description) as a small part of their training but contributed to enhancing its visibility (Wang et al., 2020). Recently, we are witnessing a move towards researching MA as a more distinct area and the implementation of dedicated undergraduate and postgraduate accessibility modules, and even some dedicated masters' programmes. The change is, however, slow, and MA training in HE remains mainly within AVT didactics (see Bolaños-García-Escribano et al., 2021; Díaz-Cintas & Massidda, 2019; Paulínyová & Perez, 2021). It is also worth mentioning that some now extend the notion of (media) accessibility to include AVT (Greco, 2019). While we subscribe to the view that AVT modes render products accessible, in this paper we focus on AVT and MA in their original sense.

It is worth noting that only one EMT network member 2019–2024 features the term "accessibility" in its programme title, and that some accessibility programmes, for example in Spain and Italy, were only temporarily offered and then withdrawn. One possible explanation could be that accessibility is a broad term and requires interdisciplinary collaboration of a type that is challenging to implement at programme level. For example, training in web accessibility requires IT knowledge and skills, accessibility for the cultural sector demands working with creative teams and implementing concepts of inclusive design, MA demands access to up-to-date media resources and technology, and all of them need input from disability studies. Therefore, a revamping of traditional translation or AVT programmes to include accessibility courses needs to work in parallel with training programmes for trainers and formal collaborations with academic and non-academic partners from various fields. This situation would perhaps benefit from dynamic training, attuned to societal and commercial changes; such training would positively contribute to the discussion regarding discrepancies between university training and industry requirements (Nikolić & Bywood, 2021).

Membership in the EMT network is contingent on adherence to the EMT Competence Framework (2017). Adopted for the period 2018–2024, it represents a model of competences reflecting the existing needs of the European translation market. Its main goal is to: "equip students not only with a deep understanding of the processes involved, but also with the ability to perform and provide a translation service in line with the highest professional and ethical standards" (EMT Expert Group, 2017, p. 4). The EMT Competence Framework therefore defines five areas of competence – language and culture, translation, technology, personal and interpersonal, and translation service provision, all of them understood as "complementary and equally important" (2017, p. 5). For each of the areas, it elucidates a number of essential skills necessary for understanding and delivering translation services. Although the EMT Competence Framework was not designed specifically to meet the needs of the AVT and MA context but rather translation in general, the authors of this study believe that it, in principle, reflects the key aspects of the training requirements of future professionals in the area.

This is, however, not to ignore the importance of AVT/MA specific skills, which should have a central position in the preparation of future translators. In this respect, Gambier (2013, p. 55) states that general translation skills (i.e., linguistic, translating, info-mining, personal) should be supplemented by other specific skills related to the particular processes and characteristics of AVT, for example, the ability to match the verbal to the visual; condense the text and respect the rhythm of the actor's speech and shot changes; produce text that is attuned to the reading rhythm of the audience. These can be linked to particular skills within translation competence as defined in the current EMT Competence Framework: the ability to assess the strategies and resources needed for appropriate reformulation in line with communicative needs; and to summarise, rephrase, restructure, adapt as well as to check, review and/or revise own work according to standard or work-specific quality objectives (EMT Expert Group, 2017, p. 8). Gambier also mentions the ability to adapt to and familiarise oneself with new tools (2013, p. 55): this can be linked to the skills and abilities defined under the framework's technology competence (2017, p. 9), as well as the ability to comply with deadlines, commitments, interpersonal cooperation, and team organisation that is also reflected in the translation service provision competence (2017, p. 11). The focus on tools, technology, and professional aspects that lies at the heart of the EMT Competence Framework is also the focus of the later AVT competence framework introduced by Cerezo Merchán (2018). Understanding translation not only as interlingual but also intralingual and intersemiotic transfer (Jakobson, 1959), we thus believe the five key areas can be applied to the research focus of this paper as well, respecting the specifics of "translation" as linguistic, cultural, and meaning transfer using acquired personal, intra- and interpersonal as well as technological skills in order to successfully implement and perform tasks in the present-day professional context.

Following the examples of a number of studies that have researched translator training (what is taught, who teaches it and how) within the EMT network and beyond (e.g., Ciobanu, 2018; Plaza-Lara, 2021; Rothwell & Svoboda, 2019; Saridaki, 2020; Valero-Garcés & Cedillo Corrochano, 2018; Valero-Garcés & Gambier, 2014), this article reports on the responses to a questionnaire distributed among the EMT programmes with the aim of mapping the current landscape of AVT and MA training at those universities.

Before moving on to the discussion of the questionnaire results in section 4, in the next section we describe the methods and how the data was analysed. In section 5, we summarise the findings and suggest future avenues for research.

2. Methods

This study aims to describe and reflect on the landscape of AVT and MA training among EMT universities, with the aim of gaining a picture of whether, how, to what extent, and in which AVT and MA areas such training is provided.

The EMT network represents a quality label for master's university programmes in translation that aims to improve the quality of translator training and, by extension, to better integrate young translators into the labour market. This network offers a unique opportunity to study a large number of programmes that are aligned in terms of educational priorities according to the EMT Competence Framework. By empirically investigating the training offered, this study gives us new information on the current teaching of AVT and MA in the EMT network. These insights are of interest for the design of future AVT and MA programmes, as well as laying the foundation for future studies by creating a benchmark that allows the monitoring of developments and trends in AVT and MA teaching in the EMT network and beyond.

Given this motivation, we opted for an online questionnaire[1] which allowed us to reach a rather "diverse and scattered sample of respondents" (Mellinger & Hanson, 2020, p. 174) in an efficient and quick manner. The well-known and documented limitations of this type of data collection, including social desirability (Callegaro, 2008, p. 825), were taken into account during instrument design and data analysis.

2.1. Questionnaire Design, Data Collection, and Method of Data Analysis

The questionnaire was designed collaboratively using Google Forms by researchers/trainers belonging to the Audiovisual Translation and Media Accessibility Training Working Group of the EMT network, and included several rounds of feedback with two main goals: (1) design unambiguous and clear questions that (2) allow for the description of a potentially diversified range of training in AVT and MA. In addition, the questionnaire design closely followed the 2017 EMT Survey on Translation Tools and Technologies (Rothwell & Svoboda, 2019). Following the design phase, the questionnaire was pilot tested by members of the Working Group, at that time consisting of 31 members from 13 countries, and the feedback was implemented in the final version.

This final version of the questionnaire consisted of questions designed to collect information on the presence and design of AVT and MA training, and specific programme details. It included 25 questions split into three sections, containing closed and open questions, and Likert-type scale questions. This study reports on all the elicited data with the exception of the last section – aimed at identifying the interest of programmes in participating in potential network activities. A copy of the full questionnaire is available at https://doi.org/10.6084/m9.figshare.21295566.

When reporting the data from the open questions, the terms used reflect the respondents' own answers. Where these terms differ from the terms used in the closed questions, quotation marks are used to differentiate them. In the case of multiple-choice questions, the options provided were the result of extensive research as well as a consultation process with experienced trainers within the

[1] In line with Saldanha and O'Brien (2013), the term "survey" is used to refer to the study design and "questionnaire" to the instrument of data collection.

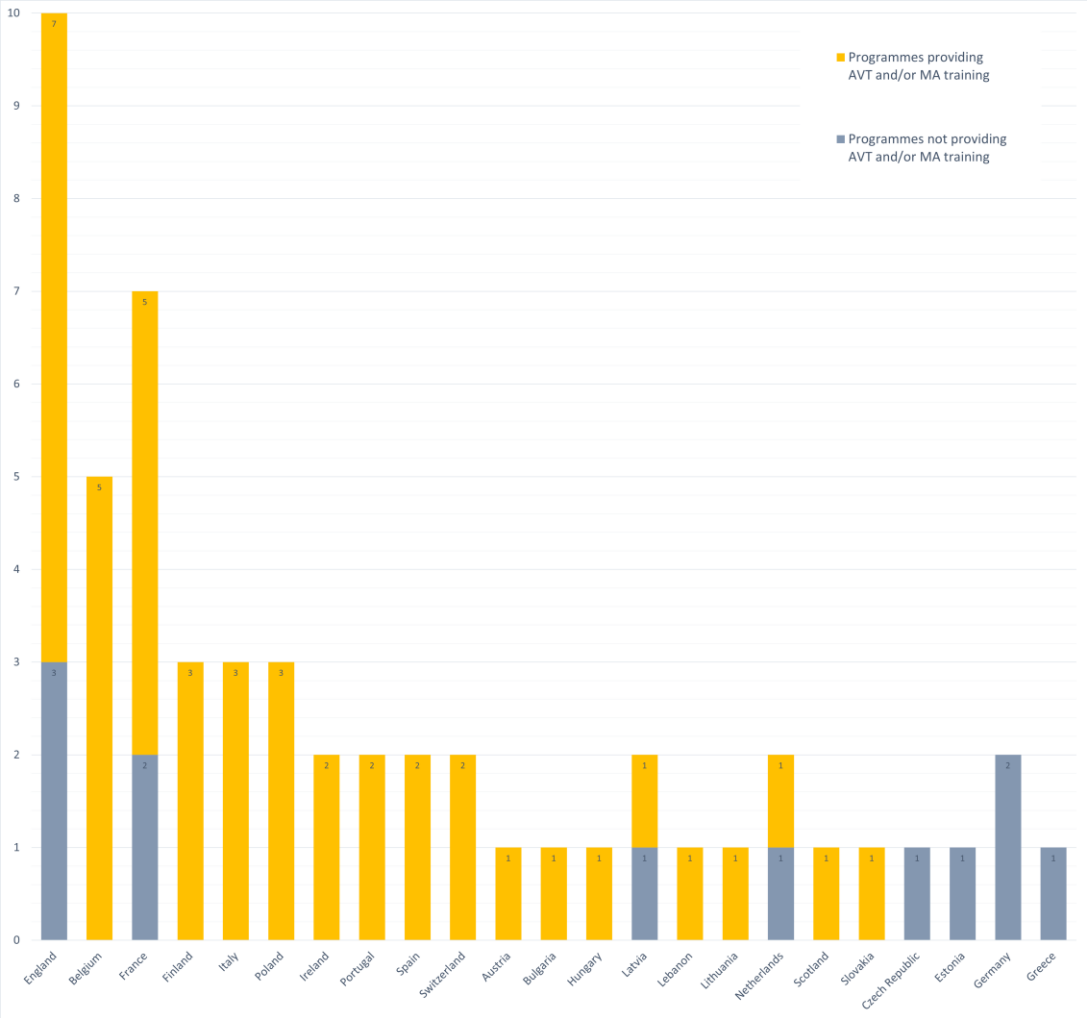
EMT network. Respondents were also given a response option "other" in line with recommended good practice for survey design (Owens, 2008, p. 248). It's also important to note that response percentages may exceed or not add up to 100% due to rounding.

2.2. Respondents

Open between December 2020 and January 2021, the questionnaire was distributed to the representatives of 91 study programmes in 81 universities and institutes then in the EMT network via email and the dedicated MS Teams space of the EMT network. In total, we received 59 responses, of which 55 were considered valid (4 repeated responses were excluded). More than 60% of the EMT programmes answered our call to participate in this research.

Figure 1

Frequency of AVT and MA Programmes Per Country (Absolute Frequency)



Source: Authors' own work.

3. Results and Discussion

3.1. AVT and MA Modes

Table 1

AVT and MA Modes (Absolute and Relative Frequency)

	Part of a more general translation module	Part of a broader AVT module	Dedicated module	Total number of programmes
Interlingual subtitling	12% (5)	56% (24)	42% (18)	95% (41)
Dubbing	5% (2)	51% (22)	23% (10)	74% (32)
Voice over	2% (1)	49% (21)	19% (8)	67% (29)
Intralingual subtitling	7% (3)	49% (21)	16% (7)	63% (27)
Audio description	2% (1)	42% (18)	12% (5)	56% (24)
Video game localization	16% (7)	23% (10)	21% (9)	56% (24)
Live intralingual subtitling	2% (1)	26% (11)	9% (4)	37% (16)
Web accessibility	14% (6)	16% (7)	7% (3)	33% (14)
Live interlingual subtitling	2% (1)	23% (10)	2% (1)	28% (12)
Audio subtitling	5% (2)	14% (6)	5% (2)	23% (10)
Sign language interpreting	5% (2)	5% (2)	7% (3)	16% (7)

Source: Authors' own work.

To better understand which AVT and MA modes are taught among the EMT programmes, we asked the respondents, using a closed question, to indicate the AVT and MA modes covered by their programmes and whether these are taught in dedicated modules, as part of broader AVT modules or as part of more general translation modules (Table 1 above). Note that respondents could select

more than one option (for instance, that interlingual subtitling is taught as part of a more general translation module, part of a broader AVT module and/or in a dedicated module) and therefore the last column of Table 1 does not represent the total number of answers, but the total number of programmes that teach the corresponding AVT or MA mode.

As shown in Table 1 (above), a clear majority of programmes teach interlingual subtitling (95%; 41), dubbing (74%; 32), voiceover (67%; 29) or intralingual subtitling (63%; 29). These modes are followed by audio description (56%; 24) and video game localisation (56%; 24). As the second column shows, these topics are mainly taught as part of a broader AVT module, and the number of modules dedicated to these modes is clearly less significant. This tells us that even though the number of modes taught within AVT and MA is certainly wide, programmes, in their majority, do not dedicate specific modules to particular training, but integrate these topics into broader AVT modules.

It is also interesting to look at the topics less frequently taught. Among these are live subtitling (intralingual and interlingual), Web accessibility, audio subtitling and sign language interpreting. As expected, when it comes to AVT and MA training, clear priority is given to more widely known AVT and MA modes and these are mainly taught as part of broader modules.

3.2. Practical and Theoretical Training

Respondents were also asked to rate a series of content-related aspects covered in their programme on a 6-point Likert scale from “not at all” to “to a very great extent” (Figure 2, below).

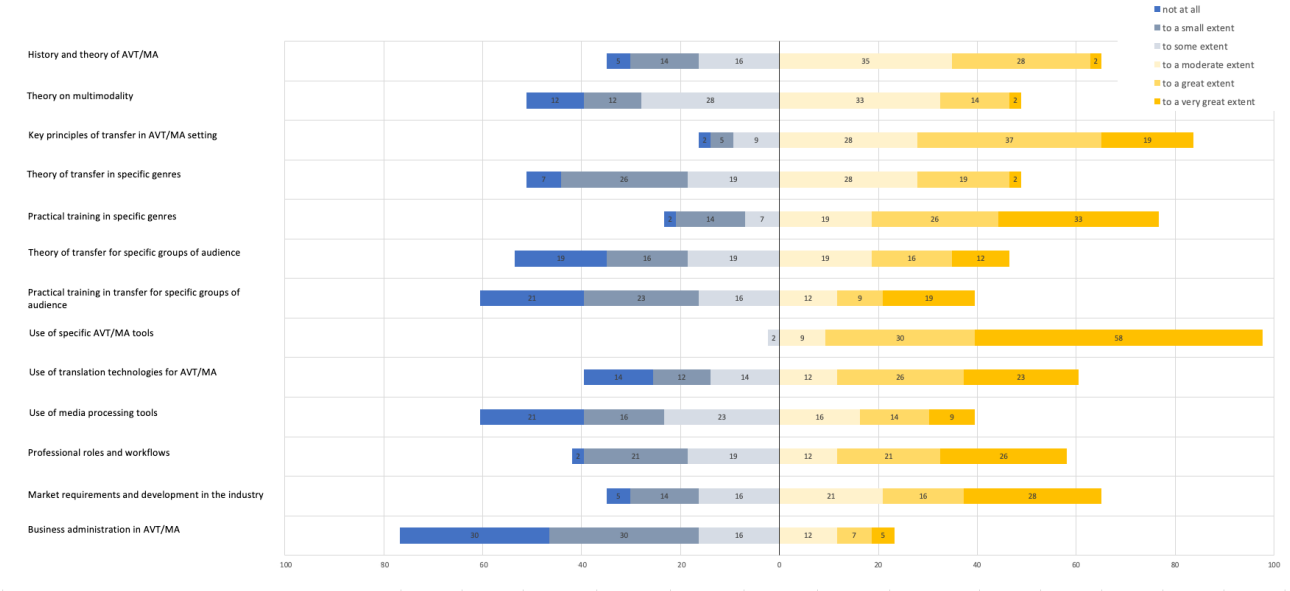
As expected, most of the respondent EMT programmes provide practical training focused on specific technology, specific genres, and market requirements and developments in the industry, as well as transfer principles “to a moderate extent”, “to a great extent” or “to a very great extent”:

- 98% (42) of programmes teach the use of specific AVT/MA tools;
- 84% (36) teach key principles of language transfer in AVT/MA settings;
- 77% (33) offer practical training in specific genres; and
- 65% (28) teach market requirements and developments in the industry.

There is thus a focus on practical training, which is in line with EMT’s commitment to “professional standards and market demands” (European Commission, n.d.).

Figure 2

The Extent to Which Practical and Theoretical Training in AVT and MA is Taught (Relative Frequency)



Source: Authors' own work.

The aspects that are least covered are business administration, practical training in transfer for specific audience groups, the use of media processing tools, and the theory of transfer for specific audience groups ("to some extent", "to a small extent" or "not at all"):

- 77% (33) of programmes teach business administration in AVT/MA;
- 60% (26) teach practical training in transfer for specific audiences (e.g., people with sensory impairment, children, etc.);
- 60% (26) teach the use of media processing tools (e.g., for conversion, sound editing, etc.);
- 53% (23) teach theory of transfer for specific groups of audience (e.g., people with sensory impairment, children, etc.).

These aspects do not seem to be the focus of most programmes that provide training in AVT and MA. Given the research interest in accessibility – as an example, out of the 60 articles published in JAT since its inaugural issue in 2018, 27 are on MA-related aspects[2] – we expect to see an increase in programmes that teach practical training in transfer for specific audience groups and the theory of transfer for specific audience groups in the future.

[2] This search was conducted in December of 2021 and includes the 7 issues published by JAT at that time.

3.3. Compulsory and Optional Modules

In line with the 2017 EMT Survey (Rothwell & Svoboda, 2019), we asked, using four different open questions, how many compulsory and optional modules our respondents offer on AVT and MA, and their names.

Most programmes (that is 60.47%; 26) offer compulsory modules on AVT. Among these, 53 compulsory modules on AVT are offered; programmes offer between 1 and 7 modules (an average of 2 per programme).

Table 2

Most Common Compulsory Modules on AVT (out of 53 Modules)

Compulsory courses on AVT	Total
(Introduction to) AVT	17% (9)
Subtitling (interlingual)	13% (7)
(Multi)Media communication and/or translation	11% (6)
Dubbing	8% (4)
Localization	6% (3)
Voice over	6% (3)
Subtitling technology	6% (3)

Source: Authors' own work.

As shown in Table 2 (above), the most common compulsory module is unsurprisingly an "introduction to AVT" (17%; 9). The remaining top courses are on "interlingual subtitling", "multimedia communication", "dubbing", "localisation", "voiceover" and "subtitling technology". It is noteworthy that among the 55 respondent programmes, a low number of compulsory modules on "localisation" and "technology" were reported (3 each), possibly because the respondent programmes might not have considered localisation and technology to be AVT.

Table 3

Most Common Compulsory Modules on MA (out of 11 Modules)

Compulsory courses on MA	Total
Audio description	27% (3)
Intralingual subtitling (including, in some programmes, respeaking)	18% (2)
Sign language interpreting	9% (1)
Introduction to live subtitling	9% (1)
Media Accessibility	9% (1)

Source: Authors' own work.

Regarding the compulsory modules on MA, the focus of our next open question, of the 43 programmes providing training in AVT and MA, 16% (7) programmes have compulsory modules on MA. In other words, 84% (36) do not provide compulsory modules on MA. Among these 7 programmes, 11 compulsory modules on MA are offered. The average number of modules offered is 2, with programmes offering between 1 and 3 modules.

The most common compulsory modules, as shown in Table 3 (above), are "audio description" (27%; 3) and intralingual subtitling (18%; 2). With only one module each, "sign language interpreting", "live subtitling" and "media accessibility" are also offered. Although a lower number of programmes and modules on MA is to be expected, these numbers, in addition to the fact that no programme offers MA without also offering AVT, reinforce the conclusion that among the respondent programmes the training of MA is not a priority at the moment.

Moving on to optional modules, an impressive number of 88 optional modules on AVT are offered. The offer ranges from 1 to 21 modules per programme, with an average of 3.

It can be seen from the data in Table 4 that the most common optional module is an "introductory course on AVT" (15%; 13), followed by "interlingual subtitling" and "audiovisual adaptation" (10%; 9 each). Three modules (3%) are offered on "Film Studies" and "Introduction to AVT studies".

Table 4

Most Common Optional Modules on AVT (out of 88 Modules)

Optional modules on AVT	Total
(Introduction to) AVT	15% (13)
Interlingual subtitling	10% (9)
Audiovisual adaptation (in some programmes, language specific)	10% (9)
Film studies	3% (3)
(Introduction to) AVT Studies	3% (3)

Source: Authors' own work.

Table 5

Most Common Optional Modules on MA (out of 17 Modules)

Optional modules on MA	Total
(Intralingual) subtitling	18% (3)
Accessibility (general theoretical and practical course)	12% (2)

Source: Authors' own work.

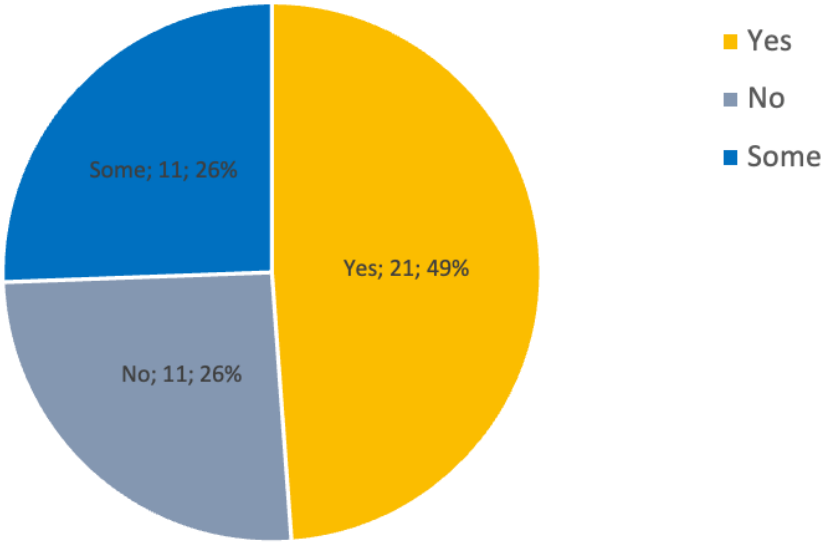
Concerning optional modules on MA, 24% (10) programmes provide a total of 17 optional modules on MA. The offer ranges from 1 to 3 modules per programme. The most common are "intralingual subtitling" (18%; 3) and a "general theoretical and practical course on accessibility" (12%, 2).

3.4. Source and Target Languages

We were also interested in understanding whether the courses on AVT and MA were language specific. Just under half of the respondents answering this question indicated that their courses are language-specific (49%; 21 answered "yes"). As shown in Figure 3 (below), an equal number of programmes answered that their AVT and MA courses are not language specific or that some of the courses are (26%; 11, respectively).

Figure 3

Language Specificity of AVT and MA Courses (Absolute and Relative Frequencies)



Source: Authors' own work.

Those programmes that answered "Some" were also asked to name which of the AVT/MA courses are language specific. Among these 11 programmes, the most common language specific courses are: interlingual and intralingual subtitling (55%; 6), translation of audiovisual texts (55%; 6), and voiceover (18%; 2).

Using two separate multiple-choice questions, we also asked which source and target languages were covered by the AVT/MA courses. Figure 4 (below) combines the results obtained from these two questions.

In total, the 43 programmes with courses on AVT and MA offer 23 source languages (SL) and 20 target languages (TL) in their AVT training. Most of these programmes offer more than two SLs (74%; 32 programmes) and almost half of the programmes offer more than two TLs (47%; 20 programmes). It is therefore possible to suggest that the SLs and TLs offered by these programmes are not necessarily limited to the official languages of the territories where these programmes operate. This is a positive sign of multi/plurilingual training in AVT and MA.

As we would expect, English stands out in this Figure. The overwhelming majority of programmes (95%; 41) offer English as one of the SLs. In other words, only two programmes do not offer English as a SL. Correspondingly, only a small number of programmes (9%; 4) offer only one SL, and that language is English.

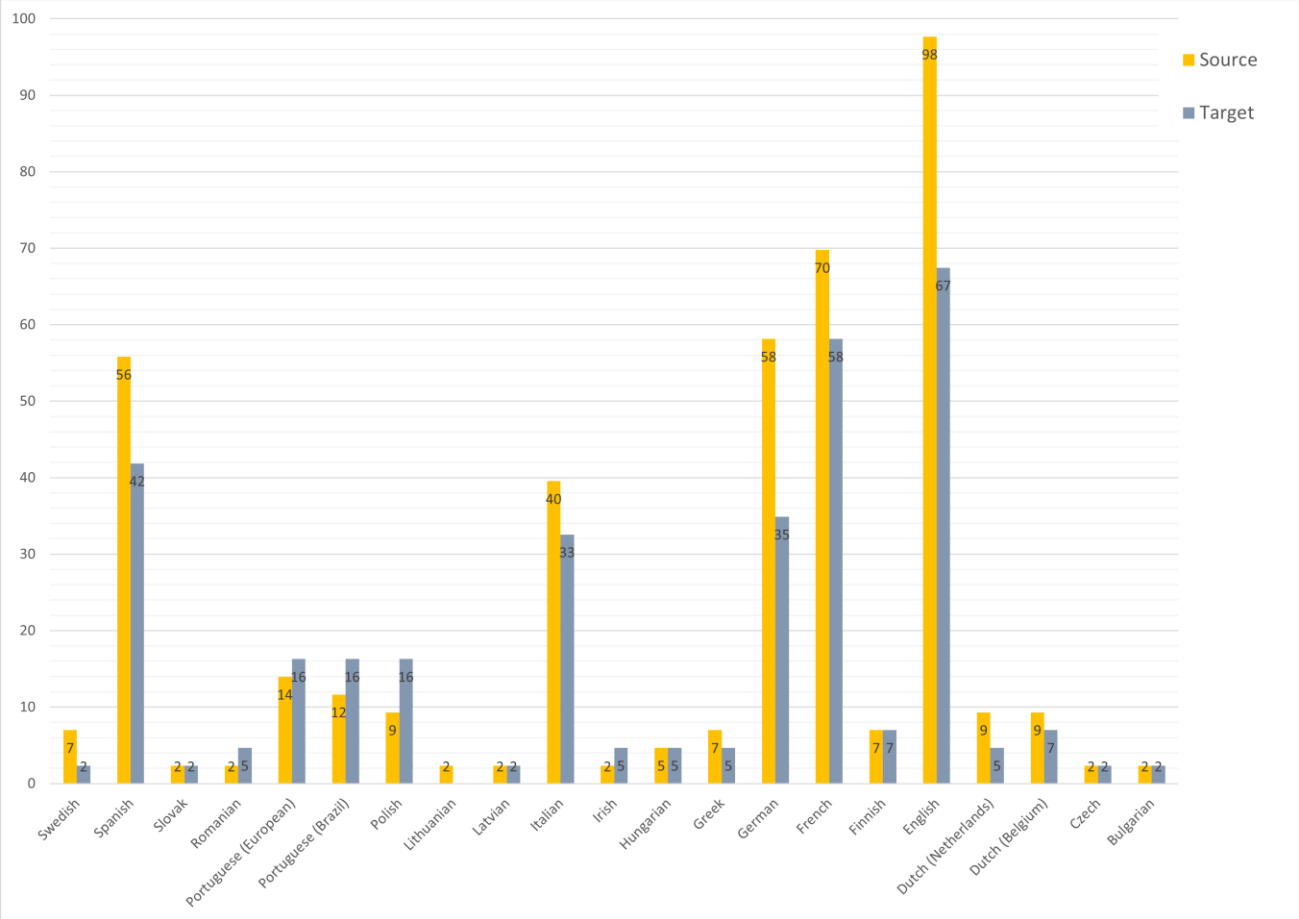
Concerning the position of English as a TL, the percentage of programmes that offer English as a TL is not as striking as the case of English as a SL: 67% (29) programmes offer English as a TL in contrast to

95% (41) that offer English as one of the SLs. In addition, 11 programmes only offer one TL, and that language is not necessarily English, but varies according to the official language of the country where the programme operates.

From Figure 4 we can also see that training in AVT and MA is offered in central languages such as French (70% as source, 58% as target), German (58% as source; 35% as target); Spanish (56% as source; 42% as target), and Italian (40% as source; 33% as target) in meaningful percentages.

Figure 4

Source and Target Languages of AVT and MA Courses (Relative Frequency)



Source: Authors' own work.

Overall, these data suggest that, in the majority of the respondent programmes, translators are being trained to translate from English and into English. This is especially notable given the rise of non-English-language content and the resulting increase in demand for the rendering of audiovisual content into English, particularly in subtitling and dubbing (Choi et al., 2023; Díaz-Cintas & Hayes, 2023; Hayes, 2021).

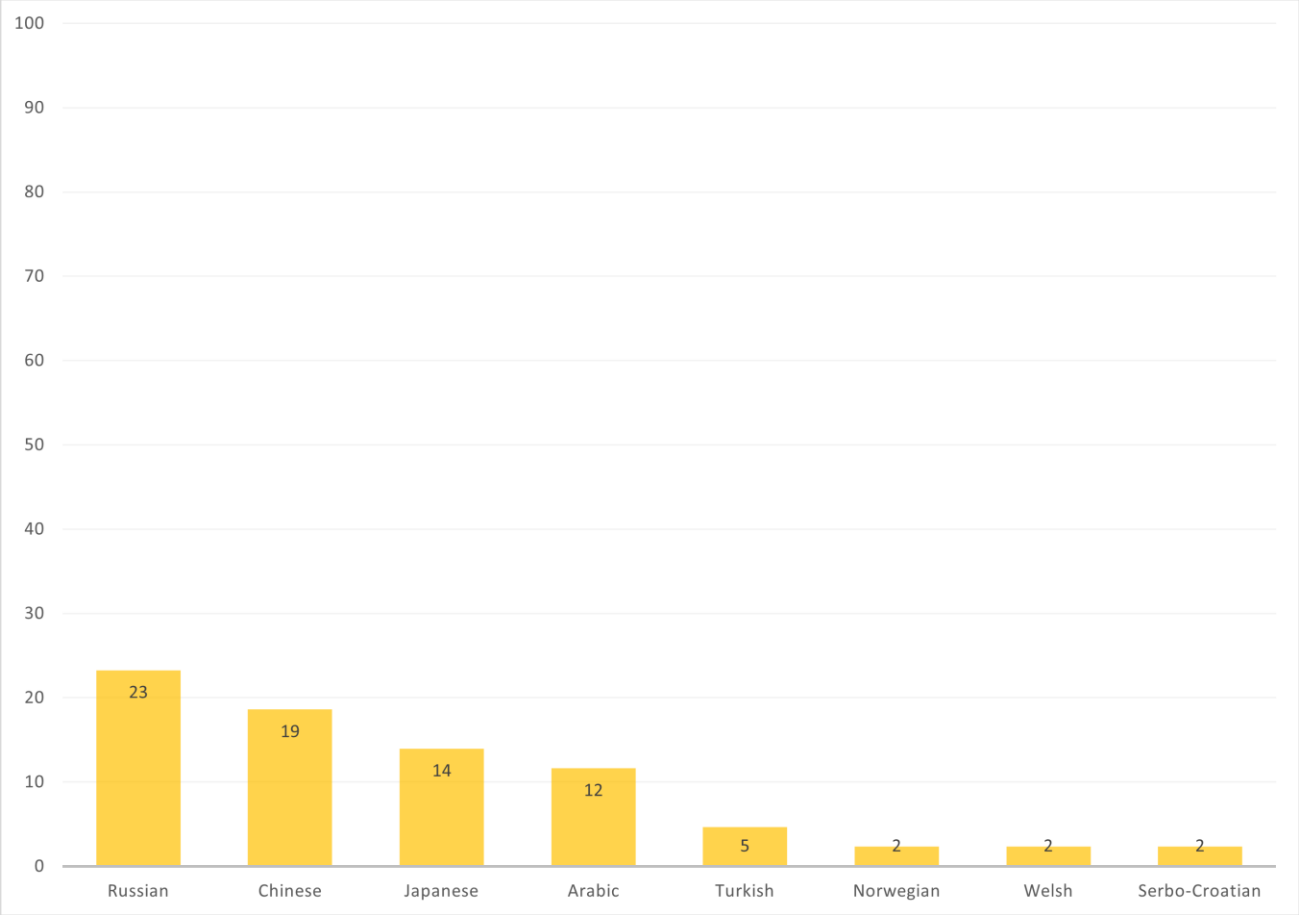
In addition, this also tells us that English holds a position as a hyper-central language (Heilbron, 2010) in the training of AVT and MA within the EMT universities. Since 95% of the programmes offer English

as a SL, and 9% of the programmes offer only English as a SL, translation practices between central languages (e.g., Spanish – French) and peripheral languages (e.g., Serbo-Croatian – Portuguese) do not seem to occur.

It is important to ask in future studies if these translation directions do indeed occur (or not) in the training of AVT and MA, and if they do whether there is a mediating pivot language, which language that might be, how translation via a pivot language is being taught in these contexts, and if pivot templates play a role (see, for instance, Torres Simón et al., 2021).

Figure 5

Other Source and Target Languages of AVT and MA Courses (Relative Frequency)



Source: Authors' own work.

The respondents that selected "Other" for the previous questions about the SLs and TLs were also asked to specify the additional languages taught. The 16 programmes that answered this question indicated 8 additional languages in which they train translators on AVT and MA courses. As shown in Figure 5 (above), these are Russian (23%; 10), Chinese (19%; 8), Japanese (14%; 6), Arabic (12%; 5), Turkish (5%; 2), Norwegian (2%; 1), Welsh (2%; 1), and Serbo-Croatian (2%; 1). Unfortunately, they did not specify whether these languages were SLs and TLs.

3.5. Tools and Technologies

Bolaños-García-Escribano, Díaz-Cintas and Massidda (2021) have stressed the need for more information on AVT teaching practices, especially regarding the role of technology. As highlighted in the previous section, dedicated AVT, MA, and translation technologies are covered "to a great extent" or "to a very great extent" in most programmes participating in our questionnaire. To learn more, we offered the respondents the option to list specific tools they were using in their teaching, as well as to select tools from an existing list compiled following a consultation process within the EMT network.

Most tools used, as expected and listed in Table 6 (below), are subtitling tools. These range from free and open-source tools such as Aegisub and Subtitle Edit, to commercial tools such as WinCAPS, OOONA, and SPOT, and are offered either in a traditional desktop installation or are cloud-based. The most frequently used free tool is Subtitle Workshop (40%; 17), and EZTitles (21%; 9) is the most frequently used commercial tool. Translation environment tools supporting subtitle file processing are also very visible, with Studio Subtitling app (35%; 15) appearing second in terms of overall frequency and the memoQ Subtitle Preview also listed by one programme.

In addition to knowing how many programmes used a particular tool, we were also interested in the access method, and discovered that institutions offer access to their tools in their labs, on the students' personal computers, or a combination of these (Table 6 "Used in our programme" reflects this variety). It is very likely that the situation changed dramatically during the pandemic, with institutions finding it necessary to seek either cloud-based solutions or licenses for students' home computers.

This impressive display of tools is good news and a proof of a possible reversal of a trend that was reported previously: "academia finds it difficult to keep up with the pace of change in technology, since investing in new technology requires financing and university curricula can be difficult to amend" (Nikolić & Bywood, 2021, p. 57). Access to tools seems to have improved, supported by a good number of academic partnerships set up by CAT tool developers with universities. However, such partnerships with AVT tool developers are either negotiated with individual universities, or don't exist. This leads to discrepancies within the network in the availability of commercial AVT tools on a free basis for teaching purposes. As commercial AVT tools are continuing, in their majority, to charge academic programmes license fees, or negotiate on a case-by-case basis, we see academic programmes turning to traditional CAT tools, now translation environment tools (TEnT), where AVT tasks can also be performed. These tools have already established academic partnership programmes, offering not only the tools for free, but also various training documents or certification opportunities. As these also have the advantage of integrating other functionalities such as terminology management, translation memory, or machine translation, they are more attractive for AVT and MA training. What is clear is that the nature of TEnT applications in AVT and MA training is no longer underexplored as previously reported (Díaz-Cintas & Massidda, 2019), but is more and more visible and dynamic.

Table 6

Subtitling Tools Used (Relative and Absolute Frequencies) – Freeware in Yellow

	Installed in lab	Installed on students' computers	Used in our program
Subtitle Workshop	21% (9)	21% (9)	40% (17)
SDL Trados (Studio Subtitling app)	16% (7)	19% (8)	35% (15)
EZTitles	14% (6)	12% (5)	21% (9)
WinCAPS	16% (7)	5% (2)	19% (8)
OOONA	7% (3)	9% (4)	12% (5)
SPOT	9% (4)	5% (2)	12% (5)
Swift	9% (4)	2% (1)	12% (5)
Subtitle Edit	12% (5)	12% (5)	9% (4)
FAB Subtitler	9% (4)	2% (1)	7% (3)
DivXLand Media Subtitler	2% (1)	2% (1)	7% (3)
Aegisub Advanced Subtitle Editor	23% (10)	21% (9)	5% (2)
Amara	2% (1)	9% (4)	5% (2)
VisualSubSync	5% (2)	5% (2)	2% (1)
Ayato	2% (1)	2% (1)	2% (1)
MemoQ subtitle preview	2% (1)	2% (1)	2% (1)
Titlebee	0	2% (1)	2% (1)
Subtitle Horse	0	0	2% (1)
SubtitleNEXT	0	0	2% (1)

Source: Authors' own work.

Only a few institutions report using non-subtitling specific tools to support AVT and MA training. These are used for training in dubbing (Table 7), audio description (Table 8), with speech technology by far the most common 26% (11) (Table 9). This is not surprising, given the recent rapid development of speech technology for an increasing number of languages, as well as its integration in intralingual and interlingual subtitling and translation workflows.

Table 7

Tools Used for Revoicing, Including Dubbing (Relative and Absolute Frequencies)

	Installed in lab	Installed on students' computers	Used in our program
Noblurway Mosaic	7% (3)	2% (1)	7% (3)
Audacity	2% (1)	2% (1)	5% (2)
Cappella	2% (1)	2% (1)	5% (2)
Microsoft PowerPoint (video	2% (1)	2% (1)	2% (1)
Televic Sonus	2% (1)	2% (1)	2% (1)

Source: Authors' own work.

Table 8

Tools Used for Audio Description (Relative and Absolute Frequency) – Freeware in Yellow

	Installed in lab	Installed on students' computers	Used in our program
YouDescribe	0	2% (1)	5% (2)
Reaper	0	0	2% (1)
Frazier Videotovoice	0	0	2% (1)

Source: Authors' own work.

Table 9

Other Tools Used (Relative and Absolute Frequencies)

	Installed in lab	Installed on students' computers	Used in our program
Dragon Naturally Speaking	21% (9)	5% (2)	26% (11)

Source: Authors' own work.

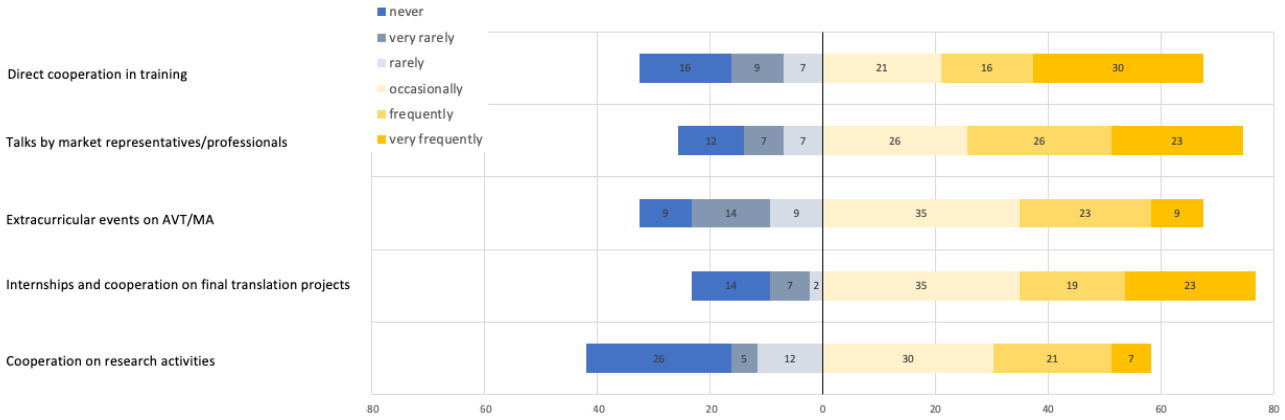
Variety of technology is not specific to the academic context and it is worth noting that the AVT industry is turning its attention to technological diversity to investigate issues such as content rating and quality evaluation (Nikolić & Bywood, 2021). In translation studies, we also notice a movement to embrace the augmented translator model. In this model the translator is driving the use of technology to enhance her human capabilities. The technology a translator uses can be varied and range from terminology management tools and translation environments to data mining, speech recognition, and machine translation software. The European Audiovisual Translators Association in its Machine Translation Manifesto (AVTE, 2021) demands that an augmented translator model be used in the AVT industry. Kenny (2020) goes one step further to suggest that acquiring technological skills within translation training goes beyond an instrumental acquisition, and influences generic life competences, given that the type of methods used to build translation technology, such as machine learning, pervade broader areas of our life, such as the economy. In this interpretation, the tools used by the EMT surveyed programmes could be seen as potentially lacking in variety, and therefore we expect future questionnaires to report increased diversity in the tools integrated in HE AVT and MA training.

4. Cooperation With Market and Profession

Present-day translation training explicitly aims to prepare trainees for successful performance in the market and acknowledges a consequent need to build bridges between academia and industry (Dybiec-Gajer, 2014; Gouadec, 2007; Hurtado Albir, 2017; Krause, 2017; Nikolić & Bywood, 2021; Pym, 2011). Specifically, in AVT training, Bolaños-García-Escribano, Díaz-Cintas and Massidda (2021) point out the importance of creating links and partnerships focused on particular training activities and training opportunities not only for students but also trainers, who can be perceived as "multipliers". The main objective of the EMT Competence Framework is "to consolidate and enhance the employability of graduates of Master's degrees in translation throughout Europe" (EMT Expert Group, 2017, p. 4), in which providing trainees with real-world experience and preparing them for current market requirements plays an essential role. As we can see in Figure 5, most programmes cooperate with industry to some extent in the form of both curricular and extracurricular activities (see Figure 5).

Figure 5

Cooperation With AVT/MA Market Representatives and Professionals (Relative Frequency)



Source: Authors' own work.

One of the most common strategies is talks by professionals and market representatives, offered to trainees very frequently (23%), frequently (26%), or occasionally (26%) by a combined 75% of programmes. The remaining 26% offer talks by market representatives and professionals rarely (7%), very rarely (7%), or they are completely absent (12%). Programmes in the network also cooperate on training with industry directly when module seminars or lectures are delivered by professionals and market representatives. In the case of 67%, this strategy is applied very frequently (30%), frequently (16%), or occasionally (21%). Only 32% of the programmes claimed such cooperation to be rare (7%), very rare (9%), or absent (16%).

In terms of offering a learning experience via curricular internships and collaboration on final translation projects, cooperation with industry was claimed to be very frequent (23%), frequent (19%), or occasional (35%) by 77% of respondents in total. The remaining 23% cooperate on this aspect with industry rarely (2%), very rarely (7%), or never (14%).

We were also interested in additional forms of cooperation. In terms of extracurricular training activities, 67% of respondents cooperate with industry very frequently (9%), frequently (23%), or occasionally (35%). Rare (9%), very rare (14%), or no cooperation (9%) on extracurricular activities was reported by 32% of respondents. Cooperation on research was noted as very frequent (7%), frequent (21%), or occasional (30%) by 58% of programmes, whilst 43% of programmes claimed to cooperate on research with the industry only rarely (12%), very rarely (5%), or never (26%).

5. Conclusions and Future Avenues

This study set out to gain a better understanding of the panorama of AVT and MA training among EMT universities and describe whether, how, to what extent, and in which areas such training is offered. This study has been the first attempt, as far as we are aware, to thoroughly examine the

current state of affairs in the teaching of AVT and MA in the EMT network. This data is relevant not only to establish a benchmark that will enable the tracking of any developments, growth, or trends in the teaching of AVT and MA in the EMT network and beyond, but also to provide useful information for those designing AVT and MA programmes and modules.

The findings indicate that a clear majority of the 55 respondent programmes provide AVT and MA training. Interlingual subtitling, dubbing, voiceover, intralingual subtitling, audio description, and video game localisation are the most common AVT and MA modes taught on these programmes. Despite the wide variety of modes, most are taught as part of a broader AVT module and not in a dedicated module. Overall, this suggests that the training provided in AVT and MA might be introductory in most cases, as opposed to providing in-depth training on a single AVT or MA mode or aspect in a dedicated module. However, this can only be confirmed in future studies that adopt other survey methodologies, for instance, interviews or focus groups.

The results have also shown that when it comes to practical and theoretical training, the majority of the EMT respondent programmes train translators on specific AVT and MA technology, specific genres, transfer principles, and on the industry's market requirements and developments. This focus is in line with the EMT network's commitment to training future language professionals in the competences necessary to work in and for the translation industry.

The findings also indicate a lower commitment to MA training. All programmes that offer MA also offer AVT. There is thus no MA training without AVT training. In addition, the results point to a significantly lower number of programmes and modules on MA. For instance, among the 55 EMT respondent programmes, only two offer a compulsory module on intralingual subtitling and one on sign language interpreting. The results also show that even though some programmes teach practical training and theory of transfer for specific audience groups (such as people with sensory impairments, children, etc.), they do so to a lesser extent. We suggest that it is important to continue to monitor training in MA to understand if the research interest we observe through the number of publications and conferences on this topic is also reflected in an increase in training.

Concerning the SLs and TLs covered in the AVT and MA courses, just under half of the programmes (49%) offer language-specific courses. In total, programmes offer training in 23 SLs and 20 TLs. English plays a clearly dominant role in the training of future language professionals: almost all programmes (95%) provide AVT and MA training in English as one of the SLs, and more than half of the programmes (67%) as one of the TLs. Central and semi-central languages such as French, German, and Spanish are also strongly represented as SLs and TLs. These findings suggest that in a large number of cases future language professionals are being trained to translate from English and into English. This is positive given the documented rise of non-English-language content in streaming services and the resulting need for trained professionals to translate into English. This hegemony of training from and into English also raises additional questions that the elicited data in our survey study cannot answer, but which are important for future research. These questions are related to

training in central and peripheral translation practices, including issues around pivot languages, and how translation via a pivot language is being taught in these contexts.

The findings of this research also provide insights into the role of technology in AVT and MA teaching practices. The majority (98%) of the participating programmes reported training translators on the use of specific AVT/MA tools from a moderate to a great extent. Subtitling tools represent the vast majority of the reported tools, and these include both open-source and commercial tools. Interestingly, translation environment tools supporting subtitle file processing are also reported. This is good news and is an indication that, at least among these programmes, effort is being made not only to train translators on how to use specific AVT/MA tools, but also to keep pace with technological innovation relevant to the language industry in general. It is important to continue monitoring the technological skills within AVT and MA training. In terms of future research into the role of technology in AVT and MA training, it would be useful to focus on machine translation. In light of the ongoing discussions on and experiments with machine translation use in AVT, as well as opposition voiced by some professional associations (AVTE, 2021), how translators are trained in this area is certainly of relevance for the translation industry.

The quantitative data obtained on the actual practices used to create and foster links between academia and industry in training across the EMT network provide an initial picture of the current state of affairs. Given the variety of regions as well as the different positions that AVT and MA training might hold in different universities and training institutes, the findings concerning the strategies for fostering cooperation in training can be viewed positively. Most programmes (77%) confirmed very frequent to occasional cooperation with industry in providing learning experiences via internships and collaboration on translation projects. A similar proportion of programmes (75%) provide invited talks by professionals and market representatives which confirms this strategy as one of the most common ways of bringing industry into the classroom. The results also indicate direct cooperation in training, with professional and/or market representatives included in the training process in module seminars and lectures – a strategy applied very frequently to occasionally by 67% of programmes. The findings offer an insight into whether, how, and to what extent the surveyed programmes cooperate with industry with the aim of providing real-scenario experience and training reflecting market needs.

Regarding the study design, two main limitations need to be acknowledged. The number of participating programmes and the countries where they are based are not necessarily representative of the EMT network as a whole. In addition, it is logical to assume that (in most cases) the programmes that choose to participate in our study are programmes interested in the topic of AVT and MA training. Therefore, the findings may represent a more favourable picture of AVT and MA training than reality. Notwithstanding these limitations, we believe that the results of this questionnaire offer valuable insights into current AVT and MA training practices within the EMT network and can serve as a starting point for future studies of this kind.

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