

## Audiovisual Translation Teaching at Yemehi University Translation Programs

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### المخلص

تهدف هذه الدراسة إلى استقصاء الوضع الراهن لتدريس الترجمة السمعية البصرية في ثمانية برامج ترجمة في الجامعات اليمنية، من خلال تحديد مدى توفر الترجمة السمعية البصرية كمكون من مكونات برامج الترجمة في الجامعات اليمنية، ومن خلال معرفة إلى أي مدى يتم تدريب الطلبة عليها، وتركز الدراسة أيضاً على معرفة تصورات طلاب الترجمة ومدرسيهم حول فوائد تدريس الترجمة السمعية والبصرية والتحديات التي تواجهها، والحلول الممكنة لمواجهة هذه التحديات، وقد استخدم الباحثان استمارة تحليل محتوى بالإضافة إلى استبانة مغلقة لجمع البيانات المطلوبة، كما استخدم الباحثان نهجاً مختلطاً كمي – نوعي، ووصفي - تحليلي، لجمع بيانات الدراسة وتحليلها، وقد شارك في الدراسة تسعة وثلاثون مدرساً من مدرسي الترجمة، ومائة وثلاثون طالباً من طلبة المستوى الرابع في البرامج المستهدفة. وتظهر النتائج تبايناً واضحاً بين برامج الترجمة الجامعية فيما يتعلق بتدريس الترجمة السمعية والبصرية ومدى توفرها، وأهميتها، كما تظهر النتائج أن كلاً من طلبة الترجمة ومدرسيهم يرون ضرورة أن تكون الترجمة السمعية والبصرية مكوناً مهماً من مكونات أي برنامج ترجمة جامعي، لأن ذلك يعمل على تعزيز مهارات الطلاب اللغوية والتكنولوجية وتعزيز قدراتهم في الترجمة. وبالإضافة إلى ذلك، تشير النتائج أن تدريس الترجمة السمعية البصرية في الجامعات اليمنية يواجه بعض التحديات، ومن أهمها البيئة الغير مناسبة لتدريب الطلبة على الترجمة السمعية البصرية بالإضافة إلى سوق العمل الغير مشجع على ذلك، وتقترح الدراسة بعض الحلول الممكنة، كما يراها المشاركون للتغلب على بعض هذه التحديات، مثل تحسين بيئة الدراسة المرتبطة بالترجمة السمعية البصرية، وتزويد الجامعات اليمنية بمدرسين مؤهلين تأهيلاً جيداً للترجمة السمعية البصرية أو تأهيل من فيها من المدرسين، والعمل على تشجيع سوق العمل على إدراج الترجمة السمعية البصرية كجزء أساسي فيه.



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### Abstract

This study aims to investigate the status quo of teaching audiovisual translation at eight Yemeni university translation programs by determining the availability of audiovisual translation as a component of translation programs in Yemeni universities, and the extent to which audiovisual translation training is provided. The study also focuses on identifying the perceptions of translation students and their translation instructors on the benefits of teaching this type of translation, the challenges it faces, and the possible solutions to address these challenges. The researchers used a checklist and a close-ended questionnaire to collect the required data. The researchers also used a mixed quantitative/qualitative, and descriptive/analytical approach to collect and analyze the data. 39 translation instructors and 130 level four students participated in the study. The results show clear variation among targeted university translation programs concerning the teaching of audiovisual translation in terms of its availability, extent, and importance. They also show that the students and instructors see audiovisual translation as a significant component of any translation program since it can enhance students' linguistic and technological skills and translation abilities. In addition, the results indicate that teaching audiovisual translation in university translation programs in Yemen faces some challenges of which poor study environment and the job market are the most serious. The study suggests some possible solutions, as seen by the participants, to overcome some of these challenges, such as improving the related study environment, providing university translation programs with well-qualified audiovisual translation instructors or qualifying the present ones, and encouraging the translation job market to include this type of translation as an important part of it.

## **Introduction**

Translation is one of the most important channels of cross-cultural communication among individuals and nations. Print or written translation via paper and books was the most predominant type in the past. However, nowadays, as indicated by Gamal (2014) “digital technology has changed the rules of the game almost entirely. In its traditional sense, translation is no longer accessed through paper and books but via screens and online. This is the world of audiovisual translation” (p. 1).

Audiovisual Translation (AVT), as indicated by O’Sullivan and Cornu (2019), is the term applied to the interlingual or intralingual transfer of different audiovisual (AV) products such as films, news programs, documentaries, TV series, etc. There are two main modes used for this kind of translation: 1) subtitling, in which a written translation is added to the AV products without distorting the original soundtrack as pointed out by researchers such as Guillot (2019), Neves (2019), and Romero-Fresco (2019), and 2) re-voicing (dubbing or voice-over), in which the original soundtrack is totally or partially replaced by a spoken one as indicated by researchers such Matamala (2019) and Diaz Cintas and Orero (2010).

Looking at the AVT scene in the Arab World, one can notice that it is constantly, but slowly, changing. The beginning of this change, as indicated by Gamal (2007), started decades ago. For this reason, AV communication pioneers, such as Gamal (2009), suggest that academia in the Arab World should pay more attention to AVT and university training programs (UTPs) must make this translation mode part of their study plans. For this reason, several universities in the region have started to include AVT in their translation programs. Yet, to the best of the researchers’ knowledge, no rigorous studies have been conducted to investigate the status quo of AVT in UTPs in the Arab World. To take Yemen as an example, there are several translation programs in public and private universities in the country. However, very little is known about AVT and its teaching in such programs. For this reason, the current study investigated the status quo of teaching AVT at translation programs at eight Yemeni universities. In particular, the current study tried to answer the following four questions:

1. Are AVT courses available as a component of UTPs and to what extent are they offered?
2. What are the views of translation students and instructors on the benefits of AVT teaching?
3. What are the main challenges that constitute obstacles to AVT teaching?
4. What are the possible solutions for the challenges of AVT teaching from the point of view of the translation students and instructors?

## **Review of Literature**

### **The Emergence of Dubbing and Subtitling**

AVT is an important development in the history of Translation Studies (Diaz Cintas, 2008a; Diaz Cintas & Orero, 2003; Gamal 2007; O’Sullivan & Cornu, 2019; Valdeón, 2022; and Zanotti, 2022). It has shortened, to a great degree, the distances of transferring and transmitting

norms, values, and cultures among individuals, and nations, in all forms of social media and shortened the time of transference as well. In its historical movement, AVT passed through several stages where translation at the pre-sound stage remains, according to O’Sullivan and Cornu, “one of the biggest gaps in audiovisual translation research” (2019, p. 15). At this stage, the translation of intertitles, title cards, texts, or film explainers took the form of written texts on cardboard between the images of the silent film. It was a form of intralingual, interlingual, and inter-semiotic film translation.

The introduction of synchronized speech in film production created new problems for the film industry related to meeting and maintaining worldwide film distribution. This led to the development of two methods of AVT as indicated by O’Sullivan and Cornu (2019) and Sponholz (2003). The first method was to add and superimpose written texts as title cards onto the film itself, or to display such title cards on an adjacent screen. The second method was to replace the original dialogues with translated ones to meet the needs of foreign language audiences. Technological developments ushered in the advancement of AVT and developed it to the stage we witness today (see O’Sullivan & Cornu, 2019 for more details).

Subtitling and dubbing started in the late 1920s and early 1930s in America and some European countries and then moved south to Latin America and east to China and Japan (O’Sullivan & Cornu, 2019). Even though these two important forms of AVT share similar historical development processes, they differ in nature, ideology, and cost. The former seems easier and less expensive, and it maintains, to a certain extent, the authenticity of the original product. The latter is not as easy as the former. It costs more and is subject to more censorship, yet it allows the audience to have an enjoyable experience without the struggle to read texts (Ivarsson, 2002<sup>4</sup> Tveit, 2009). Due to such reasons, certain countries favor and develop one form of AVT more than the other.

Certain countries with major film industries concerned about cost issues, nationalistic ideologies, political policies, or literacy problems favor dubbing rather than subtitling. On the other hand, countries that are concerned more about cost and have less concern about ideology or multilingualism opt for subtitling. For example, some European countries such as Germany, Italy, and France, as mentioned by O’Sullivan and Cornu (2019) and Tveit (2009), favor dubbing for countries with smaller film infrastructures. Dubbing also became the preferred choice in some Spanish-speaking countries in Latin America for literacy and national bilingualism concerns (Freire 2015). Other countries such as the Netherlands, Belgium, Switzerland, Portugal, and Greece prefer subtitling. Both modes of translation are used in the Arab world where censorship is a common practice for various reasons as indicated by Izwaini (2015). Some countries in the Arab World (Albarakati, 2024) and Turkey (Sahin, 2018) exercise more censorship over subtitling and dubbing for various religious, political, and cultural reasons. Subtitlers and dubbers are required to observe the rules set forth by government institutions.

Dubbing and subtitling have developed into various modes as confirmed by Lertola (2019). These modes are further delineated by Alonso-Peres and Sanchez, (2018) into two main modes, namely, subtitling and re-voicing. Subtitling includes intertitling, standard subtitling, surtitling, subtitling for the deaf and hard of hearing, respoken-based subtitling, 3d subtitling, and fandubbing. On the other hand, revoicing has other modes such as dubbing, voice-over, free

commentary, narration, audio description, simultaneous and consecutive interpreting, and others (e.g., karaoke, audio-subtitling, and fandubbing).

### **Audiovisual Translation in the Arab World**

University translation programs, in the Arab World, offer two main modes of AVT (i.e., subtitling and dubbing) in which, according to Thawabteh (2011), subtitling is the preferred mode. However, in the past few years, dubbing has become popular as well. Maluf (2003) points out that there is no exact date for the start of dubbing in the Arab World. However, the first dubbed work, in the Arab World, was the children's cartoon "Sinbad" in 1974 followed by "Zena Wa Nahoul" in 1975, and later by a slew of other cartoons for children. Then, by 1991, a surge of dubbed Mexican works started invading the region. After that period, dubbed Turkish works prevailed. Buccianti (2010) states that MBC channels started broadcasting Turkish series dubbed in the Syrian dialect in 2007 with series such as 'Iklil al Ward', and the like. In the last 10 years or so, Arab audiences have been watching more popular Turkish historical series such as "The Resurrection of Ertuğrul", which is about the establishment of the Ottoman Islamic Caliphate, and "The Capital of Abdul Hamid" which talks about the last caliph in the Ottoman Caliphate, Sultan Abdul Hamid II, in addition to many other subtitled or dubbed products.

This increasing interest in AVT requires UTPs to consider this orientation in their programs (Gamal, 2014). Hence, courses on AVT, in general, and on dubbing and subtitling, in particular, should be integrated into UTPs not only because they qualify translation students to be future AV translators, but also because of their multifold benefits to translation students during their study. These courses help students to develop their linguistic competencies (Al-Dabbagh, 2017; Neves, 2004), strengthen their technical skills (Capitani, 2016), and enhance their cultural awareness. Moreover, the job market requires UTPs to qualify their candidates in AVT to meet job market requirements.

In a study conducted by Sponholz (2003), she investigated whether training translation students in subtitling in Europe meets the demands of the subtitling market. The study found that the subtitling market sector, translation instructors, and translation students agreed on the usefulness and importance of subtitling as one form of AVT in translation program courses. Sponholz's study concluded that university training in subtitling in Europe seems to meet the demands of the professional subtitling market to a great extent. Regionally speaking, Al-Dabbagh (2017) explored students' attitudes regarding the benefits of teaching subtitling to translation students at Jordanian universities. The study showed that the participants had a positive attitude towards integrating the teaching of subtitling in UTPs. Thus, there is a consensus that AVT is important and should be part of any translation program.

Researchers such as Al-Dabbagh (2017), Diaz Cintas and Orero (2003), and Janecová (2012) among others, claim that AVT, despite its significance, is not given due attention in most educational institutions. However, this situation has been changing as Diaz Cintas (2008a) indicates. These recent changes in AVT teaching reveal that "teaching audiovisual translation has become an increasingly attractive area of research and practice in the academic environment across the globe" (Janecová, 2012, p. 17). In the Arab context, Al-Dabbagh (2017) shows that, in Jordan, the focus is on written translation rather than other translation modes. Gamal (2020) pointed out that "audiovisual translation remains a vogue in Arab academia unable to take its

rightful position as a catalyst for change and reform in Arab society” (p. 74). Unfortunately, in Yemen, to the best of the researchers’ knowledge, there is a lack of studies, seminars, or conferences on AVT.

### **Audiovisual Translation Teaching**

Nowadays, AVT teaching is considered important due to the fast changes in the technological scene and the demands of the job market at a global level. Gambier (2013) stated that “in the last 20 years . . . [AVT] has come into its own as a recognized form of translation and also as an academic field of research” (p. 45). Two important factors are considered significant in the success and enhancement of AVT teaching in universities. These are technology and well-qualified instructors. The relationship between technology and AVT teaching is strong and very close. If the technical devices (i.e., computer programs and other AV facilities) are available in the teaching environment, the teaching situation will be plausible, real, and practical.

But suppose such critical and essential devices are not available. In that case, the teaching situation will be implausible, unreal, and impractical since it lacks the necessary ingredients for effective AVT teaching and training practices (Capitani, 2016). Some of these devices and computer programs, no doubt, could be expensive for some universities, particularly in Yemen; consequently, some universities may not be able to afford them. This financial problem is exacerbated, since AVT facilities, if available, require constant updating and continuous maintenance, which adds to the overall cost of such facilities. Even though the financial problem, as pointed out by Diaz Cintas (2008b), has become an old trend over time in some parts of the world, the researchers of the current study see it differently in Yemen taking into consideration the current political unrest in the country.

The lack of qualified instructors who can work with modern technical devices and computer programs is another complication standing in the path of AVT teaching. Providing UTPs with well-qualified AVT instructors who can efficiently train students is essential before integrating AVT as a recognizable part of any translation program. Diaz Cintas (2008a) acknowledges that “AVT is an area in which there seems to have been a chronic lack of expertise amongst trainers to teach it” (p. 5).

In a study conducted on game localization training, a type of AVT, Odacioğlu, et al. (2016) analyze the position of game localization training within academic translation teaching by analyzing the curriculum content of two translation programs, one at the undergraduate level and the other at the postgraduate level, at two universities. The study reveals the absence of courses related to game localization. The study recommends that it is important to raise the translation instructors’ and translation students’ awareness of the importance of this form of AVT training. The study also confirms that it is worth considering game localization in translation programs just like other types of translation such as medical, legal, economic, and literary translation, mostly due to its potential in the translation market.

There seems to be a growing dissatisfaction among UTP candidates regarding the performance of translation programs. El Haj Ahmed (2019) evaluates the status of translation teaching at Gaza universities by examining the teaching courses, textbooks, instructors, and

teaching methods at five universities in Gaza. The study confirms this conclusion, recommends - as an urgent solution - a remedial plan to enhance the current positive sides, and encourages a change in the status of translation teaching in Palestine. The findings show an insistent and persistent need to develop and integrate technology-based courses in the UTPs' study plans. Mohammed (2020) investigated the efficiency of translation programs at two Yemeni universities in Taiz in preparing and qualifying skilled translators. The study shows that translation students were not satisfied with the translation programs at their universities since those programs failed to train them to be skillful translators. The researcher recommended that UTPs should be periodically revised, and new courses should be added to qualify their candidates and meet job market requirements. At the heart of this is the investigation of the status quo of AVT teaching which, in itself, has become an important part of any translation program.

### Research Methods

This study employed a descriptive-analytical mixed-method research approach in which the researchers integrated these paradigms to achieve a comprehensive understanding of AVT teaching in the targeted UTPs and give the reader a clear picture of the topic. The qualitative-descriptive approach was used to carefully examine and analyze course descriptions related to AVT teaching and compare the analysis to actual practices. At the same time, the quantitative-analytical approach was used to give the reader as accurate a picture as possible of the perceptions of translation students and their instructors regarding the importance of AVT, the challenges facing it, and the possible solutions to meet the challenges using statistical values and figures.

The target population comprised level four translation students (N=235) and translation instructors (N= 39) at eight UTPs in one public and seven private universities in Sana'a during the academic year 2021/2022 as shown in Table 1. After excluding absent students, students who participated in the pilot study, and students who submitted incomplete questionnaires, the final samples of the study were composed of 130 students and 39 instructors. The students were both males and females whose ages ranged between 22 to 24 years. Table 1 presents the sample distribution at the eight UTPs. The capital letters (A, B, C, D, E, F, J, H) were used to refer to the universities to maintain their anonymity.

**Table 1**

*The Distribution of the Sample at UTPs*

<b>UTP.</b>	<b>Public/ Private</b>	<b>No. of Selected Students</b>	<b>No. of Piloted Students</b>	<b>No. of Absent Students</b>	<b>No. of Incomplete Copies</b>	<b>No. of Participating Students</b>	<b>No. of Instructors</b>
A	Pub.	70	10	3	7	50	11
B	Priv.	36	5	11	3	17	4
C	Priv.	23	0	7	2	14	5
D	Priv.	6	0	2	0	4	3
E	Priv.	22	0	1	3	18	4
F	Priv.	18	0	7	3	8	3
J	Priv.	30	0	11	8	11	3

H Priv.	30	0	15	7	8	6
<b>Total</b>	<b>235</b>	<b>15</b>	<b>57</b>	<b>33</b>	<b>130</b>	<b>39</b>

The instructors were also male and female PhD holders with the academic rank of either assistant professor, associate professor, or full professor. Table 2 shows their fields of specialization and years of teaching experience.

**Table 2**

*Instructors' Specialization and Teaching Experience*

No.	Specialization	No.	%	No.	Years of Teaching Experience		
					No.	%	
1.	Translation	17	43.6	1.	1 – 5	8	20.5
2.	Linguistics	10	25.6	2.	6 -10	12	30.8
4.	Eng. Language	7	18	3.	10 -15	8	20.5
3.	Eng. Literature	5	12.8	4.	15 – plus	11	28.2
<b>Total</b>		<b>39</b>	<b>100</b>	<b>Total</b>		<b>39</b>	<b>100</b>

### Data Collecting Tools

To collect the required data, the researchers developed two tools written in English: a checklist and a 5-point Likert Scale close-ended questionnaire. The researchers created a checklist to investigate the availability of AVT courses as a component of UTPs and the extent to which AVT is offered in the targeted UTPs. The checklist consisted of seven items. Items 1-6 investigated the availability of AVT, subtitling, and dubbing whether as separate courses or as parts of any other translation courses, the percentages of subtitling and dubbing represented in the course description, and the extent to which they were practiced. Item number seven was used to collect data related to the UPT's study plan course components.

The first draft of the checklist was given to six experts in translation and applied linguistics for review. A final draft was created based on the reviewers' comments. To check reliability, the checklist was filled out twice within three weeks by one instructor teaching AVT at a private university, and the answers were the same both times. This proved that the checklist was reliable. The checklist was then given to one translation instructor at each UTP to fill out, and the researchers used it to examine and analyze each UTP's lesson plans, translation course descriptions, and actual practice.

The researchers also developed and designed a close-ended questionnaire. Only the items related to the benefits of AVT teaching were adapted from Al-Dabbagh (2017). The questionnaire was intended to explore the perceptions of level four students and translation instructors of the benefits of AVT teaching, the main challenges facing AVT teaching, and the possible solutions for such challenges. The questionnaire was divided into two parts (A and B). Part A included the participants' demographic information in addition to two items targeting whether the participants knew or did not know about dubbing and subtitling. Part B included three main sections with a total number of 53 items.

The first draft of the questionnaire was given to the same six experts in translation and applied linguistics who reviewed the checklist to review its content and face validity. The



validation process provided the researchers with valuable comments and advice. Accordingly, a second draft with 47 items in part B was created and used for piloting on 15 students. SPSS was used to calculate the value of Cronbach's Alpha which was (.75). This value showed that the questionnaire was reliable. Also, the questionnaire was given to an AVT instructor to check its adequacy and clarity. Based on the experts' comments and the results of the pilot study, a final draft containing 40 items in part B was created. The 40 items were divided into three sections. The first section (10 items) addressed the benefits of AVT teaching. The second section (16 items) addressed the challenges related to teaching AVT and was divided into four sets: the first set (three items) addressing challenges related to the status of AVT at Yemeni UTPs; the second set (four items) addressing the challenges related to the study place and technical facilities; the third set (three items) addressing the challenges related to instructors and research; and the fourth set (six items) addressing the challenges related to the translation market.

Due to the lack of adequate expertise and the need for representative information, only the first and the second sets of this section were used to collect data from the students, but all four sets were used to collect data from the instructors. The third and last section (14 items) was about the possible solutions to address the challenges facing the teaching of AVT. The questionnaire was manually distributed in paper form to students during classes and to their instructors while they were in their offices.

### Data Analysis

In this section, the researchers intend to provide a detailed account of the answers and findings related to the study questions. The researchers manually tabulated the data collected using the checklist. However, they used SPSS software version 21 to analyze the data collected using the questionnaire

### Results Related to the Availability of AVT Courses at UTPs

The first research question was about the availability of AVT courses as a component of UTPs and the extent to which they were offered. Data related to this question was collected using the checklist and manually tabulated for descriptive and statistical analysis.

**Table 3**

*The Availability of AVT Courses Compared to Other UTPs Courses*

No.	UTPs	Total No. of Courses	Translation Courses		AVT Courses		Other Courses		Total %
			No.	%	No.	%	No.	%	
1	A	52	23	44.2	1	2	28	53.8	100.0
2	B	49	14	28.6	0	0	35	71.4	100.0
3	C	50	13	26	0	0	37	74	100.0
4	D	48	15	31.3	1	2	32	66.7	100.0
5	E	47	15	31.9	1	2.1	31	66	100.0
6	F	51	13	25.5	0	0	38	74.5	100.0
7	J	50	13	26	0	0	37	74	100.0
8	H	50	14	28	1	2	35	70	100.0

Table 3 shows the percentage of AVT courses compared to those of translation and other courses at the eight UTPs. The percentages recorded for AVT courses across the eight programs are low in comparison to translation and other courses. The highest percentage of AVT courses as shown in Table 3 is only 2.1% found in UTP E, while the lowest is 0% found in four UTPs (B, C, F, and J). The analysis also showed that AVT was a separate course at four UTPs (A, D, E, and H), while the other four programs did not have AVT, as an independent course. Further analysis of the study plans of the targeted UTPs was conducted to find out if subtitling and dubbing existed as separate courses in the study plans. Table 4 shows the results of this analysis.

**Table 4**

*The Availability of Subtitling and Dubbing as Separate Courses*

No.	UTP	Subtitling	Dubbing
1	A	Not Available	Not Available
2	B	Not Available	Not Available
3	C	Not Available	Not Available
4	D	Not Available	Not Available
5	E	Not Available	Not Available
6	F	Not Available	Not Available
7	J	Not Available	Not Available
8	H	Not Available	Not Available
<b>Total</b>		<b>8</b>	<b>8</b>

Table 4 shows that there is a total absence of subtitling and dubbing as independent courses at the eight UTPs. Therefore, there was a need to investigate if both modes of translation were included as parts of other translation courses in the study plans and in actual practice and to determine the percentages of each mode of translation in both cases compared to other components in each course. The results of the analysis are shown in Table 5.

**Table 5**

*The Percentage of Subtitling and Dubbing Training in the Course Description and Actual Practice*

No.	UTP	AVT-Related Course	% in Course Description		% in Actual Practice	
			Subtitling	Dubbing	Subtitling	Dubbing
1	A	Audiovisual Translation	50%	10%	50% plus	10 -20%
2	B	Electronic Tools for Translation	10%	5%	10 -20%	10 -20%
3	C	No AVT-Related Course	0%	0%	0%	0%
4	D	Audiovisual Translation	50%	5%	50% plus	10 -20%
5	E	Audiovisual Translation	70%	30%	50% plus	20-30%
6	F	Electronic Tools for Translation	5%	5%	10% minus	Less than 10%

<b>7</b>	<b>J</b>	No AVT-Related Course	0%	0%	0%	0%
<b>8</b>	<b>H</b>	Audiovisual Translation	70%	10%	50% plus	10 -20%

When examining the statistical values displayed in Table 5, it is clear that subtitling training constitutes between 50% and 70% in the course descriptions and more than 50% in actual practice in the four UTPs that have a separate course for AVT. However, subtitling constitutes only 5-10% of the course description and 10-20% or less of actual practice in the two UTPs that have AVT-related topics within another course called “Electronic Tools for Translation”. The results displayed in Table 5 show that subtitling is not taught in two UTPs, namely C and J. Furthermore, the percentage of dubbing training is low in the course descriptions and in actual practice compared to the percentage of subtitling training. Dubbing training is 0% in two UTPs (C and J) in the course description and in actual practice. In the course descriptions, dubbing accounted for 5% in UTPs B, D, and F, 10% in UTPs A and H, and 30% in UTP E. But in actual practice, it accounted for less than 10% in UTP F, 10-20% in UTPs A, B, D, and H, and 20-30% in UTP E.

### Results Related to the Benefits of AVT Teaching

The second research question was about the perceptions of the students and instructors regarding the benefits of teaching AVT. To answer this question, the researchers used the data collected using the close-ended questionnaire. The results are presented and discussed separately for each category of participants.

#### *The Students’ Perceptions of the Benefits of AVT Teaching*

It was necessary to investigate, in the first place, if the students knew about subtitling and dubbing as two important modes of AVT. Therefore, some items in the questionnaire were intended to investigate this issue. Table 6 displays the statistics related to the students’ knowledge of subtitling and dubbing.

**Table 6**

*Students’ Knowledge of Subtitling and Dubbing*

Knowledge of subtitling and dubbing	Subtitling		Dubbing	
	No.	%	No.	%
Yes	123	94.6	96	73.8
No	7	5.4	34	26.2
<b>Total</b>	<b>130</b>	<b>100</b>	<b>130</b>	<b>100</b>

Only seven students (5.4%) out of 130 did not know about subtitling, while most students (94.6%) indicated that they knew about subtitling. On the other hand, 34 students (26.2%) did not know about dubbing whereas 96 students (73.8%) knew about it. Table 7 shows the students’ perceptions of the benefits of AVT teaching. The statistical values in Table 7 show that the average mean score of the students’ perceptions is 4.18. This value indicates that most of the students agreed on the benefits of AVT teaching. AVT’s improvement of listening skills ranked highest (M=4.57) while AVT’s enhancement of ideological awareness ranked lowest

(M=3.81). Nevertheless, the statistical values in Table 7 show that the students at the eight UTPs either strongly agreed or agreed that AVT teaching is beneficial to them from various dimensions: linguistics, translation, culture, and technology.

**Table 7**  
*Students' Perceptions of the Benefits of AVT Teaching*

Rank	The Intended Benefit	Mean	SD	Verbal Value
1.	AVT improves listening skills	4.57	.68	Strongly Agree
2.	AVT improves students' translation skills	4.39	.73	Strongly Agree
3.	AVT gives students an idea about AVT-related genres (films, television series, news programs and documentaries etc.)	4.31	.71	Strongly Agree
4.	AVT helps translation students develop technology awareness and practice	4.22	.87	Strongly Agree
5.	AVT improves vocabulary acquisition	4.17	.97	Agree
6.	AVT improves language skills	4.16	.91	Agree
7.	AVT helps translation students keep up with what is most recent through constant contact with mass media	4.11	.82	Agree
8.	AVT enhances cultural awareness (through different foreign cultures seen in different AV products)	4.03	.79	Agree
9.	AVT improves students' translation criticism (through comparing different translations etc.)	4.00	.66	Agree
10.	AVT enhances ideological awareness (different translations can be found because of different beliefs)	3.81	.82	Agree
<b>Average</b>		<b>4.18</b>	<b>.80</b>	<b>Agree</b>

***The Instructors' Perceptions of the Benefits of AVT Teaching***

The items related to whether or not the instructors knew about subtitling and dubbing were statistically analyzed. Table 8 displays the statistics related to this issue. It shows that 37 instructors (94.9%) out of 39 knew about subtitling, whereas two instructors (5.1%) did not. On the other hand, 35 instructors (89.7%) out of 39 knew about dubbing, whereas four instructors (10.3%) did not.

**Table 8**  
*Instructors' Knowledge of Subtitling and Dubbing*

Knowledge of subtitling and dubbing	Subtitling		Dubbing	
	No.	%	No.	%
Yes	37	94.9	35	89.7
No	2	5.1	4	10.3

<b>Total</b>	<b>39</b>	<b>100</b>	<b>39</b>	<b>100</b>
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The collected data related to the instructors' perceptions of the benefits of AVT teaching was statistically analyzed, and the results are shown in Table 9. The mean values are used to report the findings.

**Table 9**

*Instructors' Perceptions of the Benefits of AVT Teaching*

<b>Rank</b>	<b>The Intended Benefit</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Value</b>
1.	AVT improves listening skills	4.51	.64	Strongly Agree
2.	AVT gives students an idea about AVT-related genres (films, television series, news programs and documentaries, etc.)	4.51	.68	Strongly Agree
3.	AVT improves vocabulary acquisition	4.46	.51	Strongly Agree
4.	AVT improves students' translation skills	4.38	.63	Strongly Agree
5.	AVT helps translation students develop technology awareness and practice	4.38	.63	Strongly Agree
6.	AVT improves language skills	4.38	.75	Strongly Agree
7.	AVT enhances cultural awareness (through different foreign cultures seen in different AV products)	4.31	.73	Strongly Agree
8.	AVT improves students' translation criticism (through comparing different translations etc.)	4.23	.74	Strongly Agree
9.	AVT helps translation students keep up with what is most recent through constant contact with mass media	4.03	.78	Agree
10.	AVT enhances ideological awareness (different translations can be found because of different beliefs)	3.92	.93	Agree
<b>Average</b>		<b>4.31</b>	<b>.70</b>	<b>Strongly Agree</b>

The average mean score of the instructors' perceptions is 4.31 indicating that most of the instructors had a strong agreement concerning the benefits of teaching AVT to translation students. AVT's improvement of students' listening skills ranked highest (M=4.51), while AVT's enhancement of ideological awareness ranked lowest (M=3.92). It is interesting to note that the instructors at the eight UTPs showed a higher degree of agreement (M=4.31) on the benefits of AVT teaching compared to the students' degree of agreement (M=4.18) as shown in Table 7. However, both categories of participants either strongly agreed or agreed that AVT teaching is beneficial to translation students in various dimensions: linguistics, translation, culture, and technology.

## The Challenges of AVT Teaching

The third research question was related to the main challenges facing teaching AVT in UTPs in Yemen. The answer was achieved by analyzing both the students' and instructors' responses regarding the challenges related to the training venue and technical facilities as well as the status of AVT in Yemeni universities. In addition, the instructors' responses related to the translation market, instructors, and research were also analyzed. The results are presented separately below for each category of participants.

### *The Students' Perceptions of the Challenges Facing AVT Teaching*

The relevant items were analyzed, and the results are shown in Tables 10-13 below. Table 10 presents the students' overall perceptions of the main challenges facing AVT teaching in Yemeni UTPs. The average mean score of the challenges is 3.75. Challenges related to the study place and technical facilities achieved a mean score of 3.96, whereas challenges related to the status of AVT at Yemeni UTPs scored a mean value of 3.54. These values indicate that most students believed that challenges related to these two areas might constitute real obstacles to AVT teaching. Further analysis was carried out for each set of challenges.

**Table 10**

*Students' Overall Perceptions of the Main Challenges Facing AVT Teaching*

No.	Challenges related to ...	Mean	SD	Verbal Value
1.	The study place and technical facilities	3.96	1	Agree
2.	The Status of AVT at Yemeni UTPs	3.54	1.1	Agree
<b>Average</b>		<b>3.75</b>	<b>1.05</b>	<b>Agree</b>

### *Challenges Related to the Study Place and Technical Facilities*

After discussing the overall perceptions of students regarding the two sets of challenges as shown in Table 10, further analysis of each set of challenges was carried out separately. Table 11 shows the challenges related to the study place and technical facilities. The average mean value is 3.96 which indicates that a good number of the students agreed that challenges related to the study place and technical facilities constituted a real threat to AVT teaching at UTPs in Yemen. The lack of appropriately equipped AVT laboratories ranked highest with a mean score of 4.14 while the number of students in class ranked lowest with a mean score of 3.78.

**Table 11**

*Students' Perceptions of the Challenges Related to the Study Place and Technical Facilities*

Rank	Item	Mean	SD	Verbal Value
1.	University translation programs lack appropriately equipped AVT laboratories	4.14	.99	Agree
2.	University translation programs lack proper AVT equipment	4.00	1	Agree

3.	University translation programs lack AVT software	3.91	1	Agree
4.	Classes contain a large number of students	3.78	1.2	Agree
<b>Average</b>		<b>3.96</b>	<b>1</b>	<b>Agree</b>

### *Challenges Related to the Status of AVT at Yemeni UTPs*

Three items in the questionnaire, as shown in Table 12, were used to collect data related to the status of AVT in Yemeni UTPs and how students viewed this form of translation. The collected data were analyzed, and the results are displayed in Table 12 which shows that the average mean score of this set of challenges is 3.54 indicating that a good number of students agree that AVT is facing serious challenges that might affect AVT teaching in Yemeni UTPs. The newness of AVT has a mean score of 3.92, while not considering AVT as a means of cultural awareness in Yemeni UTPs has a mean score of 3.32.

**Table 12**

### *Students' Perceptions of the Challenges Related to the Status of AVT at Yemeni UTPs*

Rank	Item	Mean	SD	Verbal Value
1.	AVT is a new kind of translation	3.92	.96	Agree
2.	AVT is not considered a form of translation at Yemeni university	3.38	1.2	Not sure
3.	AVT is not considered a means of cultural awareness in the Yemeni university translation programs	3.32	1.2	Not sure
<b>Average</b>		<b>3.54</b>	<b>1.1</b>	<b>Agree</b>

### *Translation Instructors' Perceptions of the Challenges of AVT*

The items related to challenges facing AVT teaching in the eight UTPs as seen by the instructors were analyzed, and the results are shown in Tables 13-17 below. Table 13 presents the instructors' overall perceptions of the challenges facing AVT teaching. It shows that the average mean score of the instructors' overall perceptions is 3.79. Challenges related to the study place and technical facilities and those related to the translation market achieved mean scores of 4.19 and 4.02, respectively. The former ranked highest among the other categories of challenges and the latter was ranked second. Challenges related to instructors and research and those related to the status of AVT in Yemeni UTPs obtained mean scores of 3.53 and 3.42, respectively. This indicates all four sets of challenges mentioned above constitute obstacles to AVT teaching.

**Table 13**

### *Instructors' Overall Perceptions of the Main Challenges For AVT Teaching*

No.	Challenges related to ...	Mean	SD	Verbal Value
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1.	The Study Place and Technical Facilities	4.19	.91	Agree
2.	Translation Market	4.02	.84	Agree
3.	Instructors and Research	3.53	.98	Agree
4.	The status of AVT at Yemeni UTPs	3.42	1.1	Agree
<b>Average</b>		<b>3.79</b>	<b>.96</b>	<b>Agree</b>

#### *Challenges Related to the Study Place and Technical Facilities*

After presenting the instructors' overall perceptions of the four sets of challenges, the researchers conducted further analysis to investigate the challenges of each set separately. The first set included four items related to the study place and technical facilities. The results of the first sets are shown in Table 14 which shows that the lack of adequately equipped AVT laboratories ranked highest (M=4.44) while the number of students in class ranked lowest (M=3.74). The average mean score as shown in Table 14 is 4.19 indicating that almost most of the instructors strongly agreed that challenges related to the study place and technical facilities constitute a serious obstacle to AVT teaching in UTPs in Yemen.

**Table 14**

#### *Instructors' Perceptions of the Challenges Related to the Study Place and Technical Facilities*

Rank	Item	Mean	SD	Verbal Value
1.	University translation programs lack appropriately equipped AVT laboratories	4.44	.82	Strongly Agree
2.	University translation programs lack proper AVT equipment	4.31	.77	Strongly Agree
3.	University translation programs lack AVT software	4.26	.85	Strongly Agree
4.	Classes contain a large number of students	3.74	1.2	Agree
<b>Average</b>		<b>4.19</b>	<b>.91</b>	<b>Agree</b>

#### *Challenges Related to the Translation Market*

The instructors' perspectives on the challenges related to the translation market were identified by analyzing the six relevant items. Table 15 shows the results revealing that the challenges related to the translation market achieved an average mean score of 4.02. Among these challenges is the lack of dubbing practices in Yemen which ranked highest with a mean score of 4.18. On the other hand, the challenge related to the absence of a subtitling market in Yemen ranked lowest with a mean score of 3.87.

**Table 15**

#### *Instructors' Perceptions of the Challenges Related to Translation Market*

Rank	Item	Mean	SD	Verbal Value
1.	There is a lack of dubbing practice in Yemen	4.18	.72	Agree



2.	There is a lack of subtitling practice in Yemen	4.13	.77	Agree
3.	There are no dubbing studios in Yemen	4.05	.89	Agree
4.	There are no subtitling companies in Yemen	3.97	.90	Agree
5.	Dubbing is not a market demand in Yemen	3.90	.91	Agree
6.	Subtitling is not always a market demand in Yemen	3.87	.83	Agree
<b>Average</b>		<b>4.02</b>	<b>.84</b>	<b>Agree</b>

### *Challenges Related to Instructors and Research*

To investigate the instructors' perceptions of the challenges related to research in AVT and instructors' familiarity with the technicalities of subtitling and dubbing, the researchers used data collected through the relevant questionnaire items. The results, displayed in Table 16, show that the average mean score of this set of challenges is 3.53. The lack of research in AVT in the Arab World has a higher mean score of 3.95 and challenges related to instructors (items 2 and 3) have an average mean value of 3.32. These values indicate that a good number of the participants agreed, to an extent, that AVT faced challenges in relation to instructors and the lack of research in AVT.

**Table 16**

*Instructors' Perceptions of the Challenges Related to Instructors and Research in AVT*

<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Value</b>
1.	There is a lack of research on AVT in the Arab World in general and in Yemen in particular	3.95	.94	Agree
2.	The instructors who teach translation are not familiar with the technicalities of subtitling and dubbing	3.51	1	Agree
3.	The teaching staff at university translation programs are not interested in AVT	3.13	1	Not sure
<b>Average</b>		<b>3.53</b>	<b>.98</b>	<b>Agree</b>

### *Challenges Related to the Status of AVT in Yemeni UTPs*

The data from three relevant items in the questionnaire was used to identify the instructors' perceptions of the challenges related to the status of AVT in Yemeni UTPs. The results are displayed in Table 17 which shows that the average mean score of this set of challenges is 3.42. This value indicates that a slightly good number of the instructors agreed that this set of challenges was among the ones facing AVT teaching in Yemeni UTPs. Looking closely at the values displayed in Table 17, it can be noticed that the newness of AVT has a higher ranking with a mean score of 3.92, while the instructors' perception of AVT as a means of cultural awareness in Yemeni UTPs has a lower mean score of 3.13.

**Table 17**

*Instructors' Perceptions of the Challenges Related to the Status of AVT at Yemeni UTPs*

<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Value</b>
1.	AVT is a new kind of translation	3.92	.96	Agree
2.	AVT is not considered a form of translation at Yemeni university translation programs	3.21	1.3	Not sure
3.	AVT is not considered a means of cultural awareness at Yemeni university translation programs	3.13	.89	Not sure
<b>Average</b>		<b>3.42</b>	<b>1.1</b>	<b>Agree</b>

## Results Related to the Solutions for the Challenges

The fourth research question was about the possible solutions for the challenges facing teaching AVT as seen by the students and instructors. To answer this question, the researchers analyzed the responses of the students and their instructors to the third section of the questionnaire.

### *Students' Perceptions of the Solutions*

Regarding the students' perceptions of the solutions, the researchers statistically analyzed the collected data and displayed them based on their rankings from highest to lowest. The results are displayed in Table 18 which shows that the average mean score for the prospective solutions from the students' perspectives is 4.39. The mean score for items 1 and 2 is the highest among all other items in this section ( $M= 4.61$ ). The lowest mean score value is 4.22 for item 14. The statistical values displayed in Table 18 indicate that most students strongly agreed on the type of possible solutions to overcome the challenges of AVT teaching in Yemeni UTPs.

**Table 18**

### *Students' Perceptions of the Solutions*

Rank	Items	Students		
		Mean	SD	Verbal Value
1.	University translation programs should highlight the importance of AVT as a form of translation	4.61	.62	Strongly Agree
2.	University translation programs must have well-equipped AVT laboratories	4.61	.64	Strongly Agree
3.	University translation programs should be provided with qualified AVT instructors	4.43	.70	Strongly Agree
4.	University translation programs should hold constant AVT training for translation students	4.42	.70	Strongly Agree
5.	Large numbers of students should be divided into small groups in AVT teaching classes	4.42	.76	Strongly Agree
6.	University translation programs should buy AVT software	4.41	.81	Strongly Agree
7.	University translation programs should encourage research in the AVT field	4.40	.77	Strongly Agree
8.	University translation programs should encourage individual and group learning among students concerning (subtitling/dubbing) applications	4.38	.83	Strongly Agree
9.	University translation programs should highlight the importance of AVT as a means of cultural awareness	4.37	.75	Strongly Agree
10.	University translation programs should hold constant AVT training for instructors	4.32	.76	Strongly Agree
11.	Institutions in Yemen should be encouraged to post AVT-related jobs	4.32	.93	Strongly Agree

12.	University translation programs should enhance using mobile (subtitling/dubbing) applications among students	4.31	.90	Strongly Agree
13.	The private sector should be encouraged to establish subtitling companies and dubbing studios	4.25	.83	Strongly Agree
14.	Interaction between mass media communities and university translation programs should be encouraged	4.22	.88	Strongly Agree
<b>Average</b>		<b>4.39</b>	<b>.78</b>	<b>Strongly Agree</b>

### *The Translation Instructors' Perceptions of the Solutions*

To investigate the translation instructors' perceptions of the solutions, the researchers used the data collected through the relevant items of the questionnaire. The collected data were analyzed, and the results are displayed in Table 19, which shows that the average mean score of the solutions as seen by the instructors is 4.56. The need for well-equipped AVT laboratories has a higher mean score (M= 4.77), whereas encouraging the private sector to establish subtitling companies and dubbing studios has a mean score of 4.33. The statistical values displayed in Table 19 indicate that many instructors strongly agreed on the type of possible solutions to overcome the challenges facing AVT teaching at Yemeni UTPs.

**Table 19**

#### *Instructors' Perceptions of the Solutions*

<b>Rank</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Value</b>
1.	University translation programs must have well-equipped AVT laboratories	4.77	.43	Strongly Agree
2.	University translation programs should be provided with qualified AVT instructors	4.72	.46	Strongly Agree
3.	Large numbers of students should be divided into small groups in AVT teaching classes	4.69	.47	Strongly Agree
4.	University translation programs should hold constant AVT training for instructors	4.64	.49	Strongly Agree
5.	University translation programs should buy AVT software	4.62	.54	Strongly Agree
6.	University translation programs should encourage research in the AVT field	4.59	.50	Strongly Agree
7.	University translation programs should hold constant AVT training for translation students	4.59	.64	Strongly Agree
8.	University translation programs should encourage individual and group learning	4.56	.60	Strongly Agree

	among students concerning (subtitling - dubbing) applications			
9.	University translation programs should enhance using mobile (subtitling - dubbing) applications among students	4.56	.64	Strongly Agree
10.	University translation programs should highlight the importance of AVT as a form of translation	4.51	.51	Strongly Agree
11.	Interaction between mass media communities and university translation programs should be encouraged	4.46	.60	Strongly Agree
12.	University translation programs should highlight the importance of AVT as a means of cultural awareness	4.44	.64	Strongly Agree
13.	Institutions in Yemen should be encouraged to post AVT-related jobs	4.41	.60	Strongly Agree
14.	The private sector should be encouraged to establish subtitling companies and dubbing studios	4.33	.66	Strongly Agree
<b>Average</b>		<b>4.56</b>	<b>.56</b>	<b>Strongly Agree</b>

### Comparing Translation Students' and Instructors' Perceptions

It is worth comparing the students' perceptions of the benefits of AVT teaching, the challenges facing AVT teaching, and the solutions to overcome the challenges with the instructors' perceptions concerning those areas. The overall results are displayed in Table 20, which shows that both groups seem to show a relatively similar level of agreement in these three areas. The displayed average mean scores are 4.11 for the students' responses and 4.22 for the instructors' responses. The displayed statistical values also show slight differences between the levels of agreement of both groups.

**Table 20**

*Comparing Translation Students' and Instructors' Perceptions*

Rank	Section	Translation Students			Translation Instructors		
		Mean	SD	Verbal Value	Mean	SD	Verbal Value
1	The benefits of AVT teaching	4.18	.80	Agree	4.31	.70	Strongly Agree
2	The challenges facing AVT teaching	3.75	1.05	Agree	3.79	.96	Agree
3	Solutions to overcome the challenges	4.39	.78	Strongly Agree	4.56	.56	Strongly Agree
<b>Average</b>		<b>4.11</b>	<b>.88</b>	<b>Agree</b>	<b>4.22</b>	<b>.74</b>	<b>Strongly Agree</b>

## Discussion

Although some Yemeni UTPs do, to some extent, take AVT into account in their study plans and actual practice, in the best-case scenario, it is typically in the form of one course for all modes of AVT. Moreover, some programs seem to pay the least attention to AVT. Two out of the eight targeted programs did not have any courses dedicated to AVT and did not include subtitling or dubbing as part of any other translation course. This neglect of an important type of translation does not match the general awareness that exists among translation students and instructors of the importance and benefits of teaching AVT or the assumed expectations of the translation job market. Translation students and instructors agreed that AVT teaching enhances the students' translation, linguistic, cultural, and technological skills. However, none of the targeted UTPs had subtitling or dubbing as a separate course. This shows that AVT and its various modes are not given the attention and space they deserve in Yemeni UTPs compared to written translation courses. These results are consistent with Diaz Cintas and Orero (2003) who indicate that AVT is not given its due place in most educational institutions despite its importance in people's daily lives. Even though AVT is given some attention at some UTPs, there is still a need to give it more space, attention, and interest.

Since the ratio of subtitling and dubbing in theory (i.e., course descriptions and study plans) and practice is insignificant compared to the ratio of other translation courses. No or very little space and attention are devoted to such important modes of translation in Yemeni UTPs. This creates a significant gap between Yemeni UTPs and similar programs in the region or other parts of the world. UTPs in Yemen and some Arab countries such as Jordan (see Al-Dabbagh, 2017) do not have separate courses for subtitling and dubbing. By contrast, these modes of translation are allocated 25% or more, as mentioned by Sponholz (2003), in translation programs in some European countries. Therefore, there is a need for integrating AVT (i.e., subtitling and dubbing) as separate courses and not as parts of other courses to qualify students and meet the potential demands of the global job market.

Furthermore, the findings showed that the participants believed that AVT-related courses are beneficial to translation students. Such courses can contribute to the development and enhancement of the student's linguistic, translation, cultural, and technological skills. Therefore, AVT modes such as subtitling and dubbing should be included as core components of any UTPs. These findings are consistent with Al-Dabbagh (2017) who shows that teaching subtitling enhances students' linguistic and translation skills. The same findings are also consistent with several previous studies such as Canepari (2018), Capitani (2016), Martínez Sierra (2014), McLoughlin (2009), Neves (2004), and Visky (2015) that assert the important role of AVT in enhancing undergraduate students' linguistic, translation, and technological skills.

The results showed that AVT teaching in Yemeni universities faces various challenges, such as poor study places as well as the lack of technical facilities, instructors specialized in AVT, and an AVT market. Such findings are consistent with Gamal (2020) and Capitani (2016) who highlight several factors affecting the design and delivery of AVT. The inadequate digital infrastructure nationwide and the lack of interest in AVT among the teaching staff are among the serious challenges. The findings of the current study also revealed that most instructors who teach in UTPs are not translation specialists. This is consistent with Al-Hamad (2014) and

Ganjalikhanizadeh and Fatehi Rad (2022) who indicate that translation specialists in UTPs are only a few and, thus, universities have to hire language instructors to teach translation. This constitutes a major problem in such programs. AVT teaching, in itself, requires both linguistic skills and translation, technical, and technological skills. Diaz Cintas and Orero (2003) state that the lack of interest in AVT and the lack of expertise are among the challenges of teaching AVT in universities. Therefore, there is an urgent need for trainers who are not only specialized in translation but also familiar with AVT techniques.

The lack of research in the field of AVT in the Yemeni context as well as in the Arab World adds to the challenges facing AVT teaching. This is consistent with Al-Dabbagh (2017) who refers to the lack of research and the scant number of publications in the field of AVT in the Arab World. In addition, the lack of an AVT-encouraging market may contribute to the status of AVT in UTPs. Higher demands in the job market necessitate higher importance directed to such modes of translation and the inclusion of such modes of translation in UTPs' study plans. The findings showed that improving the AVT's study place, providing UTPs with well-qualified instructors in AVT, encouraging research in the field of AVT, and encouraging the market to include AVT were among the most important solutions to the challenges of teaching AVT in UTPs in Yemeni universities. These findings support those of Ganjalikhanizadeh and Fatehi Rad (2022) who claim that issues and challenges facing the translation field should be addressed and dealt with to provide students with the proper training in AVT.

### **Conclusion**

In conclusion, the current study sheds light on the status quo of teaching AVT in some Yemeni universities. Although translation students and their instructors perceived it as important and useful, the two important forms of AVT (subtitling and dubbing) were completely ignored in most targeted UTPs, while others taught them within other courses in a small percentage that was not sufficient or comprehensive. Moreover, the findings showed that AVT faced various challenges in Yemeni universities such as the lack of adequate facilities, instructors qualified in AVT, and an AVT job market. The study offers some possible solutions to address the challenges and obstacles.

The study also enhances the understanding of UTP administrations and translation professionals of the importance of teaching AVT in UTPs. The study findings help to raise awareness among university program designers, UTP administrations, translation instructors, and syllabus designers of the importance of teaching AVT in UTPs, and of working with the community, the job market, and the private sector to create an adequate environment for teaching AVT to provide society with qualified translation professionals. This may encourage UTP administrations to pay more attention to AVT, particularly, subtitling and dubbing; include them in study plans; and work on overcoming the challenges and obstacles facing AVT teaching.

### **Bios**

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