PP-96-112
P-ISSN: 2716-8093 E-ISSN: 2716-8212

Technological Tools Integration in the Academic Training of Translators and Interpreters: A Study on the Teachers' Perspectives

L'intégration des outils technologiques dans la formation académique des traducteurs et interprètes : Une étude sur les perspectives des enseignants

Rami BOUOUDEN[1]
Badji Mokhtar Annaba University / ALGERIA
Translation and Language Didactics Laboratory
rami.bououden@univ-annaba.org
Saida KOHIL[2]
Badji Mokhtar Annaba University / ALGERIA
Translation and Language Didactics Laboratory
kohsaida@yahoo.fr
Yasmine DAOUD[3]
Algiers 2 University / ALGERIA
yasmine.daoud@univ-alger2.dz

Received: 29/04/2024, **Accepted:** 11/10/2024, **Published:** 10/12/2024

Abstract

Incorporating technology in academic translation and interpreting training programs has become crucial, especially in a job market that requires mastering various tools. This paper looks into the reality and importance of technological tools in training translators and interpreters at the Institute of Translation, Algiers 2 University, from the teachers' perspective. It was conducted through a mixed-methods approach, using a questionnaire to collect qualitative and quantitative data from 38 teachers. The findings revealed that participants had a favorable attitude toward technological tools with varying degrees of utilization during training. While most showed general technological competency, the lack of specialized training and limited access to essential equipment in the institute surfaced as critical hurdles. To resolve these inconsistencies, translation institutes in Algeria must provide the required equipment and extensive technology training for teachers and work on aligning training with the novelties of the job market.

Keywords: Translation - Interpreting - Technology - Academic Training – Technological Tools

Résumé
L'intégration de la technologie dans la formation universitaire en traduction et en interprétariat est devenue cruciale. Cet article examine la réalité et l'importance des outils technologiques dans la formation des traducteurs et des interprètes à l'université d'Alger 2, Institut de traduction, selon la perspective des enseignants. L'étude a été menée selon une approche à méthodes mixtes pour collecter des données qualitatives et quantitatives via un questionnaire auquel ont participé 38 enseignants. Les résultats ont révélé que les participants avaient une attitude favorable vis-à-vis des outils technologiques. Bien que la plupart d'entre eux aient une compétence technologique générale, le manque de formation spécialisée et l'accès limité aux équipements essentiels de l'institut sont apparus comme des obstacles majeurs. Donc, les instituts de traduction en Algérie doivent fournir l'équipement nécessaire et une formation technologique approfondie aux enseignants et travailler à l'alignement de la formation sur les nouveautés du marché du travail.
Mots- clés : Traduction – interprétation – technologie – formation académique – outils technologiques

*** Corresponding author: Rami BOUOUDEN**
Langues & Cultures / © 2024 The Authors. Published by the University of Adrar, Algeria.
This is an open access article under the CC BY license (http://creativecommons.org/licenses/by/4.0/)

Introduction

Translation institutes and departments globally are taking advantage of technological advancements, and some institutions even provide a Master's Degree in the area of Translation Technology. Utilizing technological tools in the translation course has altered the translators' work approach and affected students' capabilities (Odacıoglu and Kokturk, 1086: 2015). Different entities, including various corporations and associations, require individuals seeking translation and interpreting positions to master specific technologies. Likewise, proficiently utilizing translation memory programs has become an essential prerequisite for hiring novice translators in the professional area (Zaretskaya, Pastor, and Seghiri, 37-38: 2017). Consequently, including these tools in the classroom will undoubtedly influence how upcoming translators and interpreters develop crucial skills to meet the demands of the ever-changing hiring scene.

There are several institutes and departments of translation and interpreting in Algeria. Despite failing to follow the current technological trends in this field, these institutions are working to resolve the issue with the available resources to equip their students with translation and technological skills. A technological shift began in Algerian universities after the COVID-19 pandemic, which compelled these institutions to resort to the technological alternative (remote learning) to ensure the continuity of lessons, as was the case worldwide. The impact of COVID-19 and the transition to distance learning have also reshaped translation and interpreting teaching. To achieve the overall objective of this paper, the researchers will attempt to examine the reality of these technologies in the Translation Institute at the University of Algiers 2 by surveying the teachers and obtaining their opinions. This investigation will try to realize the following goals:

- Exploring the status quo, the importance, and the types of technologies utilized by the teachers of the institute.
- Assessing how well the teachers master these technologies and the approaches they follow while implementing them in an educational environment.

1. Related Work

Up to this point, translatology research has predominantly concentrated on how translators employ computer-assisted translation (CAT) aids and internet resources (Saldanha and O'Brien 2014). On top of that, the last three years have also witnessed a tendency towards researching the interaction between Artificial Intelligence (AI) and a plethora of disciplines. The field of translation and interpreting has also benefited from incorporating AI into tools such as MT and CAT tools, pushing translatologists and linguists to explore these tools and conduct research on the subject matter, including the use of AI to teach translation (Wang 2023; Yang 2023), in professional interpreting (Jiang and Lu 2021), and in the translation of sign language (Strobel et al. 2023).

Several Papers discussed the integration of technology in translation and interpreting teaching, but we will highlight those that resemble the current paper in terms of content. Yao (2017) conducted a study on using computer-assisted translation technology in teaching translation and its implementation in Chinese universities at that time. The researcher used a questionnaire to investigate the understanding of these tools and the issues related to their integration into the educational process. The questionnaire was distributed to 48 university teachers specializing in translation from various universities in China. The study revealed that despite the teachers' limited knowledge of CAT tools, most showed a positive attitude toward incorporating them in the training process and are willing to participate in CAT tools training programs. It also showed that a significant number of the participants believe that the lack of qualified teachers capable of teaching

subjects involving these tools hinders the effective utilization of CAT software during training. The researcher underscores the need to raise awareness about the significance of CAT tools for translation students' progress and suggests that training translation teachers and enhancing their practical skills in this domain is paramount.

Wang (2023) discussed the prospects and practical aspects of using AI in the training process of English-Chinese translators. The study involved 29 professors teaching translation at Chinese universities. The paper concluded that the use of AI technologies during academic training provides the opportunity for numerous benefits to students. Most participants believe modern technologies, virtual learning platforms, and smartphone applications effectively enhance translation education and improve students' skills and knowledge.

In his article 'CAT Tools in Modern Translation Industry and Translator Training,' Zeghoudi (2022) addressed concepts related to CAT tools, their use in the professional field, and the necessity of integrating them into university translation curricula. The researcher found that most Arab universities do not rely on these technologies in their curricula. At the same time, Zeghoudi urged attention to this matter by harnessing such tools to benefit trained translators. However, this study did not include a practical part targeting this topic, which could have supported the researcher's theoretical points. It provided an overview of the current state of CAT technologies in Arab universities.

Based on the presented studies, the technological aspect of training translators and interpreters has become, as Bowker and Corpas Pastor (2015) mentioned, a necessity rather than a luxury. However, related studies in Algeria regarding translation and technology must target the practical aspect. Most of them only address theoretical concepts related to technology and education. Combining theory and practice is the optimal solution to tackle such a domain. Therefore, this article will explore technological aspects and how translation and interpreting teachers utilize them in the students' training.

2. Methodology

This research follows a mixed-methods approach to thoroughly scrutinize the status of translator and interpreter training using technological tools from the teachers' standpoint. As Creswell and Plano Clark (2018) mentioned, the mixed methods approach involves collecting, examining, and synthesizing qualitative and quantitative data to effectively address research questions and hypotheses. The researchers selected this strategy because it combines written and numerical data, allowing for a more coherent awareness of the subject matter. The sample includes 38 teachers from the Institute of Translation at the University of Algiers 2.

The researchers designed a questionnaire with closed-ended and open-ended questions. The former is intended for quantitative data collection and consists of single-choice and multiple-choice questions. The latter, on the other hand, is for qualitative data collection. Open-ended questions help extend the scope of the participants' opinions by allowing them to comment or provide suggestions on relevant matters.

It is worth noting that the questionnaire was divided into four sections. The first section includes demographic questions about the participants. The second section, 'Translator and Interpreter Training,' addresses questions about translation in both academic and professional fields. The third section, 'Translation and Technological Tools,' contains questions about the teachers' familiarity with the technological tools used in translation and interpreting in teaching and practice. The final section focuses on 'Utilizing Technological Tools during Academic and

Professional Training.' Its questions concern the use of technological tools during the courses. The questionnaire was distributed on paper and online, which helped collect more responses.

The researchers used a two-pronged technique for quantitative data analysis. Statistical software guarantees that the analyses examine patterns and correlations in the data methodically. Furthermore, data visualization patterns such as pie charts and bar graphs will help convey quantitative findings understandably, ensuring the study findings' Intelligibility. As for the qualitative data, the researchers implemented data condensation (narrowing down to essential content) and thematic analysis (identifying recurring themes) to derive meaningful insights from the participants' comments and information in the questionnaire. Data condensation involves "*selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus*" (Miles, Huberman, and Saldaña, 31: 2019). At the same time, thematic analysis is "*A method for identifying, analyzing and reporting patterns (themes) within data*" (Braun and Clarke 2006, 79).

3. Results

3.1. Demographic Profile

Demographic Variables	No.	Percentage (%)
Gender		
Male	12	**31,6**
Female	26	**68,4**
Age		
From 25 to 34	16	**42,1**
From 35 to 45	6	**15,8**
More than 46	16	**42,1**
Years of Experience		
Less than 5	12	**31,6**
From 5 to 10	6	**15,8**
From 10 to 20	11	**28,9**
More than 20	9	**23,7**

Table 1. Demographic Data

The study included a diverse group of participants in terms of gender. Among the respondents, 68.4% were females, while 31.6% were males (Table 1). This demographic breakdown shows that female participants outnumber males substantially, meaning that most of the institute's teachers are females. Regarding the age distribution of the participants, the results reveal that teachers between the ages of 25 and 34 constitute a substantial proportion, accounting for 42.1% of the sample. Equally noteworthy is the presence of teachers above the age of 46, also comprising 42.1% of the respondents. Teachers between the ages of 35 and 45 constitute the remaining 15.8%.

Participants' professional experience further enhances the diversity of the sample. 31.6% of teachers have less than five years of experience, while 15.8% have between 5 and 10 years of experience. Teachers with 10 to 20 years of experience comprise 28.9% of the sample, and those with more than 20 years of experience constitute 23.7%. These numbers indicate that the respondents have different experience levels, which further enriches the research outcomes (Table 1).

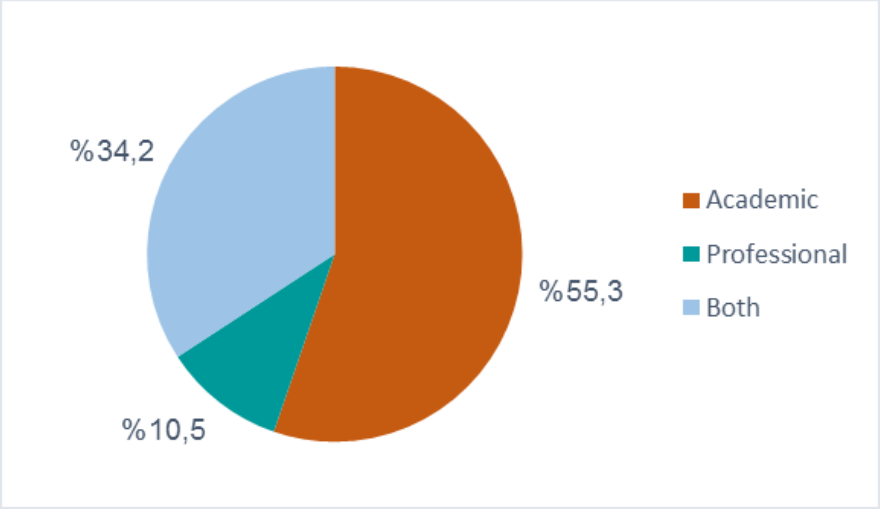


Figure 1. Type of Employment and Area of Specialty

The study's participants have different occupations within the same realm. Most teachers (55.3%) are primarily involved in academic work, while 10.5% are engaged exclusively in professional roles. Notably, a significant proportion of participants (34.2%) are actively involved in academic and professional endeavors (Figure 1). Moreover, a considerable portion of respondents (52.6%) specializes in translation, highlighting its prominence within the institute. While interpreting is less represented (2.6%), a substantial proportion of teachers (44.7%) have expertise in both translation and interpreting.

3.2. Translator and Interpreter Training

This questionnaire section included questions about academic and professional training, the methods used, and the required competencies. When asked, "*Do you believe that training methods in translation and interpreting are the same?*" the majority of the participants (93%) expressed the belief that there is a difference between translation and interpreting in terms of training. This conventional standpoint reflects that the two areas require different training techniques and approaches. On the other hand, 8% of the participants believe that training methods in both domains are the same. This belief may imply that, despite the nature of the two areas, some techniques and training procedures can still be applicable for translation and interpreting.

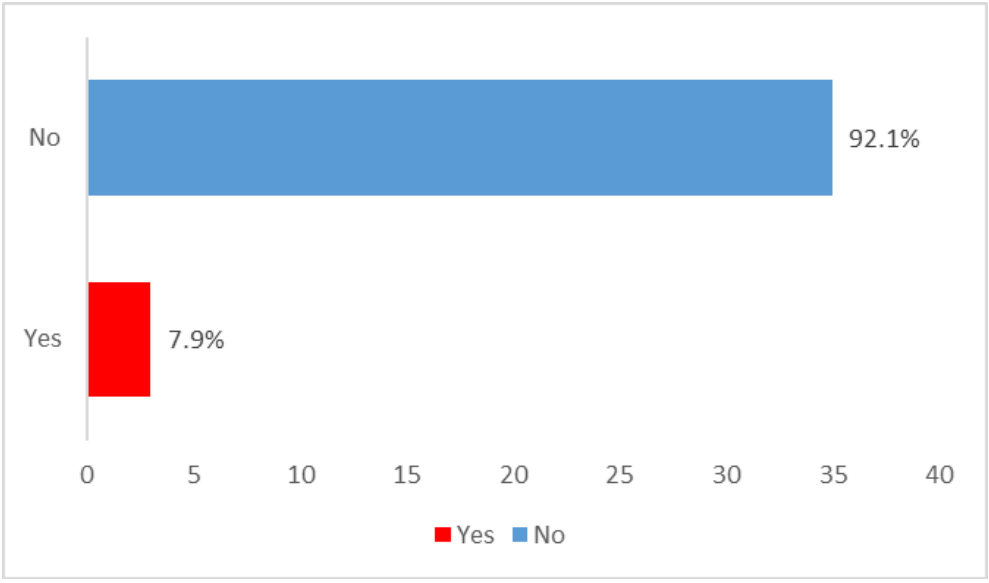


Figure 2. The difference between academic and professional training

When asked if there is a difference between academic and professional translators and interpreters, 92.1% agreed that the training process is different in both areas. A smaller 7.9% proportion said there is no noticeable difference (Figure 2). The majority's answer suggests that academic training mainly concerns theory and improving students' basic skills, while professional training focuses on practical application and industry requirements. The participants who answered with 'yes' justified their answer by saying that academic training is predominantly theoretical. In contrast, professional training is practical and equips the translator or interpreter with the needed experiences and skills. In addition, others say that the former comprises general training, while the latter is more specialized and focused. One respondent justified this by saying, "*University education often focuses on teaching the fundamentals of translation practices and stresses the methodological and theoretical aspects without providing practical skills and flexibility in translation.*" Another respondent added, "*The professional field provides opportunities for application and exposes you to face-to-face translation challenges.*" Meanwhile, other teachers stated that the two types of training complement each other:

> "Academic training is subject to distinctive criteria that differ from professional training because the main objective of academic training is to provide students with the necessary knowledge and basic translation and linguistic skills. On the other side, professional training aims to sharpen the skills of a translator who has received academic training to face the challenges of the job market, deal with pressure, provide service to clients, and respect deadlines."

Several respondents said that there is a wide gap between what students learn and what they encounter in the Algerian job market and that the limited duration of academic training and working on texts that do not resemble those found in the profession will not allow them to experience what they will encounter in the job market. Some respondents who answered 'No' said there is no difference between the two training areas since student translators will become professional translators. One of the respondents provided a different justification, saying that all translators and interpreters undergo the same type of training and that there is no training in the professional field.

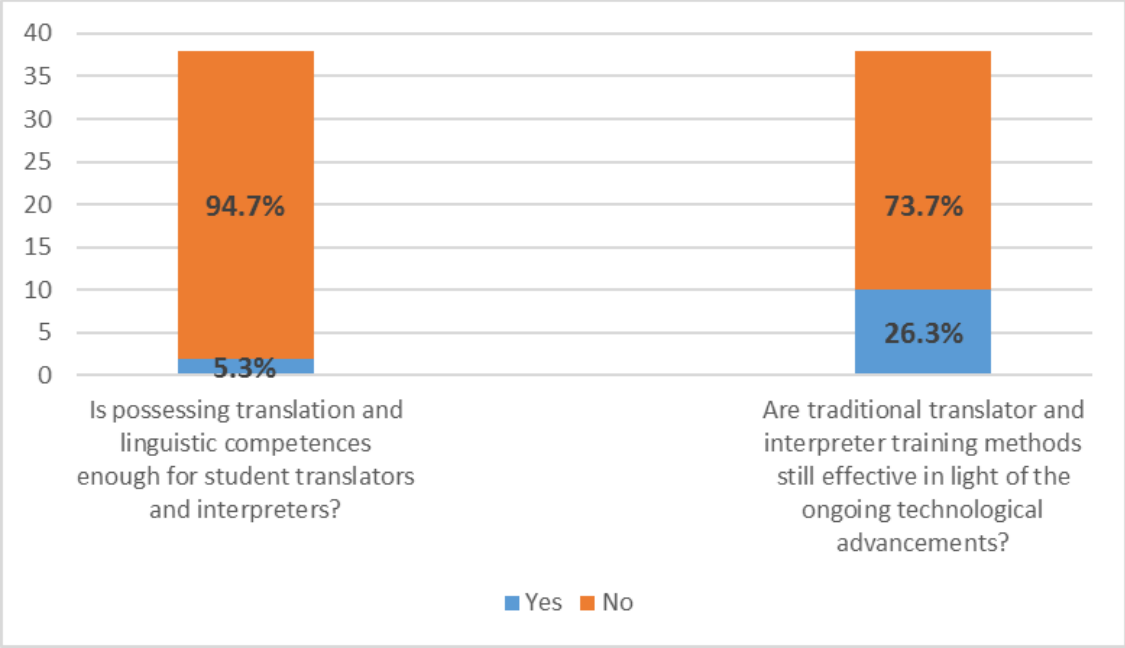


Figure 3. Training Methods and Competencies

When asked about the adequacy of linguistic and translation competencies, most respondents (94.7%) disagreed, indicating that these two alone are insufficient. Subsequently, participants were asked to propose additional essential competencies. Concerning translation, many teachers highlighted general knowledge, documentary research, and encyclopedic proficiency. Moreover, many participants mentioned technological competence, stressing the need to use computer-assisted translation tools, electronic resources, and search engines. As for interpreting, the teachers mentioned skills including memory and concentration, swiftness in summarizing and delivering, composure, public speaking abilities, and command of technologies in the interpreter's booth (see Figure 5).

Nevertheless, a small group of the respondents (5.3%) said possessing translation and linguistic skills was enough. This viewpoint emphasizes the critical importance of language ability and translation techniques in translation and interpreting. The first standpoint corresponds with the ever-changing requirements of the industry.

Concerning the other question related to traditional training methods (Figure 5), 73.7% of the respondents believe that traditional translation and interpreting training approaches might not still be as practical as they were amid these increasing technological improvements. This standpoint indicates that implementing technological tools to boost the training experience. A sizable minority (26.3%), on the other hand, believes that conventional methods are still thriving. This viewpoint reflects a conviction in the long-term significance of fundamental training practices, even in the context of technology.

3.3. Translation, Interpreting and Technological Tools

Table (2) shows participants' answers to the question, "*What do you think the term 'technological tools' refers to in the context of translation and interpreting education?*" They were presented with this multiple-choice question to know their understanding of the phrase 'Technological Tools' and its meaning within the translation and interpreting training framework.

Technological Equipment	21.1%
Computer Software	22.4%
Smartphone Applications	9.2%
Translation/Interpreting Laboratory	7.9%
Distance Learning platforms	10.5%
Everything Listed	28.9%

Table 2. Technological tools according to the questionnaire participants

The expression was most frequently connected with computer software (22.4%) and technological equipment (21.1%), reflecting their apparent importance. Smartphone apps (9.2%), translation/interpreting laboratories (7.9%), and distance learning platforms (10.5%) were also given some recognition, but to a lesser extent. Additionally, a sizable majority (28.9%) understood the term comprehensively, including all options presented (see Table 2).

Similarly, the participants provided examples of the technologies they use in the context in question (see Table 3).

Technology	Examples
Technological equipment	Computers, Smartphones, Audio Recorder, Projector, Headphones
Internet	Websites (UN WEB TV, United Nations Web site), Encyclopedias, Istazeed, Online Dictionaries and GlossariesWordReference.com, Almaany.com
CAT tools	SDL Trados, MemoQ, Déjà Vu, Lingo
Terminology management tools	MultiTerm
Distance learning platforms	Zoom, Microsoft Teams, SANAKO, Google Classroom, Google Meet, Moodle
Audio-Visual Translation (AVT)	Aegisub
Machine Translation	Google Translate, SYSTRAN
Smartphone Apps	Dictionaries and glossaries
Online concordances	Linguee, Reverso Context
Translation/Interpreting Laboratory	Simultaneous interpreting laboratory

Translation management Tools	Memsource
Proofreading tools	/
Recording Software	Free Cam

Table 3. Technological tools used by the teachers

Most participants reported using technological equipment. Most of this equipment was personal laptops or smartphones, whereas the institute only provided projectors, audio recorders, and headphones. These devices enrich the training experience, motivate students to engage in the course, and elevate their comprehension of cognitive, linguistic, and contextual aspects. On the other hand, the internet proved to be an invaluable tool. Teachers mentioned using websites during training, including UN WEB TV, the United Nations Web site, Encyclopedias, learning platforms such as Istazeed, and online dictionaries. Teachers used some of these internet resources to train student interpreters and to obtain speeches; others dedicated them to documentary or contextual research during translation sessions. In addition, participants reported several translation environment tools. Some of them said that they use them in both training and practice. They consisted of CAT tools, terminology management tools, MT, Concordances, and Translation management Tools (examples provided in Table 3).

Furthermore, incorporating distance-learning platforms such as Zoom, Microsoft Teams, SANAKO, Google Classroom, Google Meet, and Moodle helped teachers and students cope with the repercussions of the COVID-19 pandemic. This form of teaching facilitated knowledge and language exchange. It paved the way for new ways of training and, most importantly, familiarizing students with the latest additions to the job market, remote interpreting. Some of the participants also mentioned their use of AVT software (Aegisub), smartphone apps (mostly dictionaries), and screen recording software (Freecam). They also mentioned that the institute has a simultaneous interpreting laboratory, which is crucial for simultaneous interpreting activities. However, the lack of a laboratory dedicated to translation and CAT tools sessions makes it difficult to provide students with an adequate technological learning environment since most sessions that deal with this subject matter are presented either through the incorporation of students' laptops or via connecting the teachers' laptop to a projection device.

An overwhelming majority of the participants (94.7%) believe having technological tools and equipment in the institute is necessary, emphasizing the key role of these tools in ameliorating the translation and interpreting training process. However, 5.3% of the participants do not believe in the necessity of these tools. Although this is the opinion of a minority, it might be ascribed to the fact that the existing tools do not come in handy for some teachers, which might also raise concerns about integrating such tools. However, it could be a good starting point to comprehend and tackle this reservation and provide solutions for this technological issue.

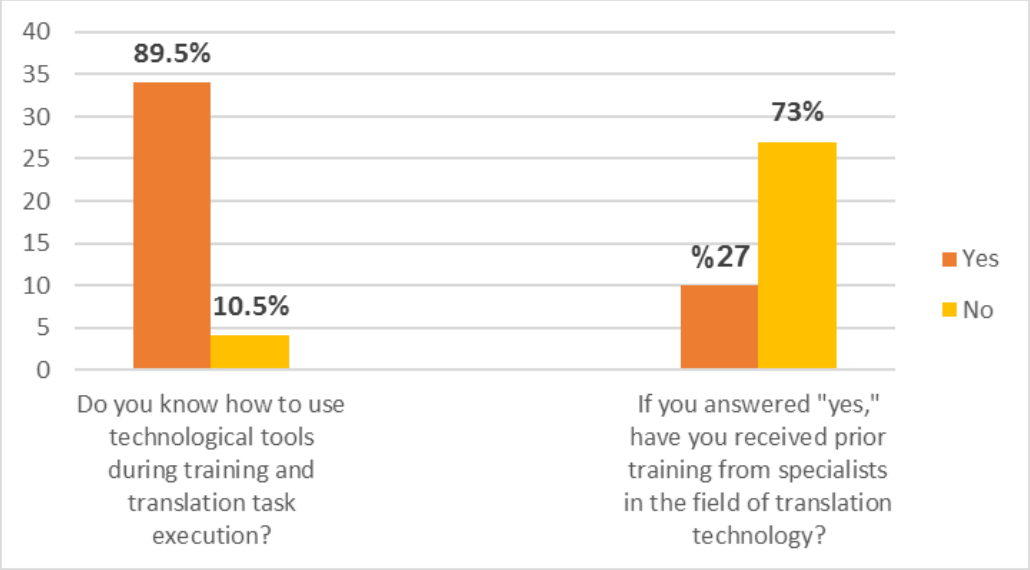


Figure 4. Participants' technological mastery and training

Most participants (89.5%) claim proficiency in using technological tools. This assertion shows that most translators and interpreters nowadays embrace technology and take advantage of its features to reach new horizons of versatility in training their students or taking on their practical duties. In contrast, 10.5% of the respondents said they were unfamiliar with using these tools (Figure 4). This small portion of the participants consists of teachers who do not have a favorable standpoint toward these technologies or still have not adopted or exploited them entirely. After that, the respondents who answered 'yes' were asked whether they had received prior training from specialists in the field of translation technology or not. A considerable 73% revealed that they had yet to obtain prior training from specialists in translation technology, while 27% only reported that they had indeed received translation technology training (Figure 4). The preponderance of participants who have not undergone translation technologies training shows that most acquired these skills via autodidacticism or practical experience in the job market. Although this provides an abundance of capacities, undergoing a course in translation technologies might add to the teachers' abilities in a myriad of other tools that they did not encounter during their previous experiences, or vice versa. This variety of learning and acquisition approaches highlights the diverse nature of obtaining technological expertise in translation and interpreting.

As for distance teaching tools, most teachers indicated that they have participated in training sessions provided by the institute during quarantine. Teachers with a background in Information and communications technology (ICT) delivered online courses on the use of distance learning platforms, including Google Meet, Google Classroom, and Zoom, while providing recorded versions for those who could not attend, as mentioned by the respondents.

3.4. Utilizing technological tools in the academic training of translators and interpreters

The necessary technological tools and equipment help create interactive and practical training environments. The first question of this section targeted the availability of the necessary technological tools in the institute at hand. Notably, 39.5% of the respondents approve that the tools are available. On the one hand, this response indeed refers to the choice of participants who teach simultaneous interpreting due to the availability of a dedicated

laboratory. On the other hand, as for those specialized in translation, the institute does not have a laboratory dedicated to CAT tools sessions or translation practices in general. Thus, teachers, as mentioned in Table 2, may refer to the institute providing some equipment such as projectors and audio recorders. In contrast, a more significant number (47.4%) said the tools are unavailable, while 13.2% said the tools are available but not utilized.

The fact that the tools are not available, as mentioned previously, may refer mainly to the lack of CAT tools and other paid translation software that the institute should provide, along with the absence of a digital learning space or a computer lab. Additionally, claiming that these tools are available but are not utilized or underutilized may reflect some gaps in the curriculum (lack of technology-focused modules), the inadequacy of these tools, or related hardware failure.

Those who confirmed the availability of the technological tools provided upsides of utilizing them. Some Teachers said that technological tools allow students to adapt to the professional environment, encourage them to learn translation, and facilitate the training process. Others said the technology "*contributes to the continuous improvement in students' digital literacy*" and "*the simultaneous interpreting laboratory helps to develop students' translation capabilities.*" Some also praised the projector and its role in providing audio and visual examples during the lessons, although they noted that the devices sometimes malfunction. On the other hand, one participant said they did not notice any positive aspects, and another replied, "*It is not necessary to have technological means, and all it takes is to use texts taken out from newspapers and do the translation or interpreting practices.*"

As for the downsides of the absence of these tools, the participants mentioned wasting too much time, spending more effort, hindering the learning process, and preventing the teachers from creating a professional-like atmosphere and the students from discovering the latest technologies in their field. One participant provided an in-depth response by saying "*Without technological tools during the training phase, the translator will be unprepared for the professional job market that relies heavily on these tools that facilitate translation/interpreting tasks*." Examples from the institute include the absence of computer-equipped classrooms, the lack of CAT tools and MT software, and the teachers' necessity to gain specialized training in the field of translation technologies.

Apart from saving time and effort, the majority (95%) of the respondents agreed that incorporating these technologies in the training process is the ideal way to give students an idea of the modern-day challenges of the professional sector.

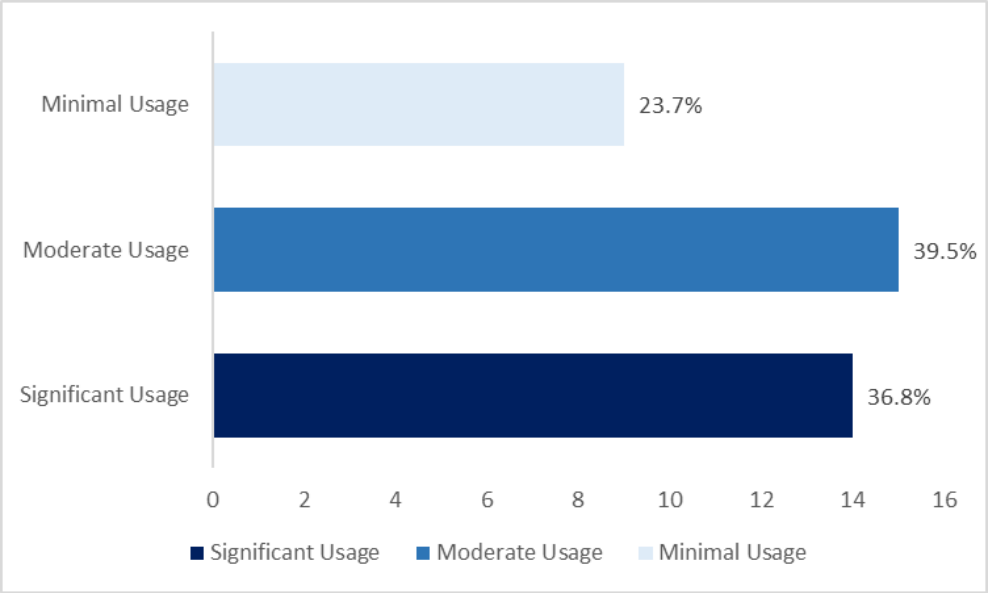


Figure 5. Participants' technology usage percentages

Concerning how often the participants use technological tools during training, 23.7% reported minimal usage. This reaction shows that some teachers still prefer traditional pedagogical approaches. Low technological exposure in the classroom hinders students' skills development. 39.5% of the participants claimed moderate usage. Unlike the previous proportion of the participants, the moderate usage rate reflects a tendency towards a hybrid teaching approach, incorporating both conventional and technological means. In addition, another considerable proportion, 36.8% of the respondents, use these tools significantly, meaning they mainly rely on a technology-oriented way of teaching, thus exposing students to more tools that can lead to specific skills development (Figure 5).

The respondents then provided some examples of the ways they utilize these tools during the training process. Some teachers mentioned the use of audio-visual content (PowerPoint presentations, PDFs, videos) for a more immersive learning experience or by "*scheduling additional sessions remotely and asking students to prepare individual glossaries/dictionaries of new words they have learned through translating texts using technological tools, and to record themselves (smartphone apps) while interpreting simultaneously.*" A teacher indicated that they use some personal computers to replace the translation laboratories while stressing that the process does not deliver the same experience. Others say that they encourage students to make bilingual concordancers and highlight complicated expressions using some online tools.

Despite this positive attitude towards technology, some respondents mentioned, "*utilizing newspapers and magazines is more efficient than those technologies.*" At the same time, a teacher said, "*I do not use any methods because these tools are not always available, and I do not know exactly how to use them.*" Thus, some respondents are either averse to using these tools or lack the required technological knowledge.

Generally, the majority of the respondents exhibited a favorable attitude. However, a question about whether total reliance on these tools harms students' productivity divided the teachers into two groups. The first group (57.9%) indicated that total reliance on these tools would not negatively affect the students. In comparison, the second group (42.1%) objected, implying it would affect them negatively. These two contradicting points of view make a good research problem for future discussion.

Finally, when the teachers were asked to suggest ways that they find helpful to make better use of the available technologies, they mentioned the following:

- *"Teachers should not rely only on translation environment tools; they should also stimulate students' linguistic and cognitive capabilities for a maximum benefit."*
- *"Encouraging students to use translation memories to go back and their previous translations to overcome potential ambiguities."*
- *"Avoiding total reliance on MT and motivating them to use contextual search tools."*
- *"Recording students' simultaneous interpreting attempts and replaying them to tackle any occurring lapses or errors."*
- *"Familiarizing students with remote interpreting by having more interpreting sessions on suitable training online platforms."*
- *"Teaching students how to post-edit machine-translated texts with the assistance of online dictionaries and terminology databases."*

These concise suggestions include a well-balanced strategy incorporating technological gadgets, language and translation competencies, and new trends in the professional market, granting students the needed expertise to face the challenges of this ever-changing field.

4. Discussion

Seeking to increase students' chances of hireability is closely related to training them in translation technology, now a chief element of university translation courses worldwide (Kenny, 499: 2019). There is a difference between the academic and professional training of translators and interpreters in Algeria. The former is theory-oriented with a practical side that does not impose professional-like challenges. The latter is mainly practice-oriented and has a more complicated character. Kenny adds that translation technology training is not limited to academic institutions and encompasses a series of other professional institutions, such as translation departments in different entities such as companies or associations, language service providers, and even technology providers. The traditional approach that Algerian universities might not always prove efficient as most companies, agencies, or large institutions with translation departments stipulate tech-savviness, specifically knowledge related to translation/interpreting technologies, before hiring. This fact is attributed to time constraints, the fast-paced nature of the industry, and these entities' expectations for a high-quality product.

It has become clear that students' language, translation, and cognitive skills are no longer sufficient to face the job market's challenges and keep up with the continuous developments in the translation and interpreting sector. They must learn to utilize most of the technological tools dedicated to their field to excel in the industry and obtain a promising career. However, the problem is linked to providing them with theoretical and practical technological knowledge and whether the trainer has received specialized training in these technologies. Although most of the participants claim that they know how to use these technologies, the majority did not receive prior training in this area, which leads to the following question: Can a teacher who lacks the necessary specialized training in the technologies mentioned above deliver an optimal and satisfying training experience for his students? In a relevant study conducted by Yao (2017), 77.27% of the participants think the lack of qualified teachers is the major hindrance to integrating CAT tools in the training process. Thus, the challenge lies in encountering individuals capable of instructing students in using these technologies, and the issue is similar to the reality of most Algerian translation institutes and departments.

The outbreak of the COVID-19 pandemic was a turning point in the overall course of university education and training in the area of translating and interpreting in Algeria. Many universities worldwide have relied on the distance learning approach before that era (before 2020). However, Algerian universities have not adopted that style of education until there was no alternative amid the crisis. Training in translation and interpreting at that time saw many obstacles, such as limited practical knowledge about distance learning from teachers and students and the practical nature of translation and interpreting modules. Nonetheless, it was the only effective alternative that led to continuing the courses. Djeha (2023) conducted a study about the perspectives of Algerian university teachers about Remote teaching during COVID-19. The teachers have displayed a positive attitude towards remote teaching technologies while reporting using conventional remote teaching tools in the Algerian academia, such as Google Meet, Google Classroom, Facebook, collective emails, and even Coursera. However, the reliance on usual remote conferencing platforms in practical simultaneous interpreting sessions prevents the potential of having adequate training experiences. Teachers can use dedicated remote interpreting training platforms in training students, including InTrain, Interprefy, KUDO, and Interactio, which institutes should help provide.

Furthermore, Teachers of the translation institute of Algiers 2 University, as any university teachers during the pandemic era, have undergone distance-learning tools training by specialists. Wu and Wei (2021) investigated the transition into online teaching in the context of Australian translator educators. The researchers explored the gaps and the benefits of this change, providing vital insights on how to tackle the topic of training translation teachers for online scenarios.

Most teachers at the institute believe that the technological side of the training is of utmost importance. They contend that translation/interpreting laboratories, technological equipment, distance learning platforms, computer-assisted translation software, electronic glossaries and dictionaries, and the like improve the teaching process. Along these lines, in the study conducted by Wang (2023), the majority of the surveyed teachers believe that digital innovations such as e-learning platforms, MT, smartphone applications, and online communication services must be pivotal for a practical training experience.

Among the issues that most Algerian translation educational institutions suffer from is the lack of equipment required for having an adequate technological learning environment (Translation and interpreting laboratories and other tools). However, this excludes the Translation Institute at the University of Algiers 2 (which has an interpreting laboratory) and the High Arab Institute of Translation (which has an interpreting laboratory and an underutilized translation laboratory). It is worth pointing out that, in most of these institutions, CAT and AVT practical courses are presented via a projector connected to the teacher’s laptop, while students follow and apply using their laptops, which are not always there or have some technical issues. Therefore, responsible parties must provide and integrate the discussed technologies into the training process. Besides, teachers also should be allowed to have specialized training in the technologies above, which should help them provide their students with the desired technological knowledge.

Despite these technologies’ apparent advantages during training, pushing students to rely entirely on them and minimizing the importance of other essential skills leads to laziness and a lack of creativity and critical sense. Therefore, following a hybrid approach that combines basic translation competencies with the needed technological skills is crucial. Students may

miss new learning opportunities by relying solely on automated translation, while their translations might contain errors and inaccuracies. These drawbacks hamper the development of their language and translation and reduce their chances of producing high-quality translations.

Conclusion

The authors sought to explore the use of these tools in training translators and interpreters at the Institute of Translation, University of Algiers 2, from the teachers' standpoint. The study mainly investigated the status quo of these tools in the said institute, their importance during training, and how often and how well the teachers utilize them. The Outcomes of the questionnaire indicate that incorporating technological tools in the academic training of translators and interpreters is pivotal, and focusing only on translation, language, and cognitive competencies is not enough. It also revealed that training should be conducted following the nature of the job market, considering that traditional methods are not enough, thus the need to align them with technological tools for a more compelling experience. Despite showing a positive attitude towards these tools and recognizing their effectiveness in overcoming difficulties encountered during training, most participants reported that most tools are unavailable or underutilized in the institute. The institute has a simultaneous interpreting laboratory, which sometimes experiences some equipment malfunctions but lacks a computer hall dedicated to translation and CAT tools. The teachers also showed varying degrees of technology utilization during training. Most indicated they knew how to use technological tools, but most did not receive specialized training besides distance learning training. Thus, the scarcity of technological tools at the institute or underutilizing the available ones will affect the quality of students' training. Likewise, if teachers do not possess the necessary technological knowledge or receive specialized training, the student's training experience will undoubtedly be affected.

Despite the limited sample participants, this study can be considered a starting point for tackling the status quo of the related technologies in other translation institutes and departments in Algeria. On the other hand, universities and other responsible entities must adapt the translation curriculum to align with the professional market, provide teachers and institutes with the required tools and equipment, and organize related workshops and webinars to be abreast with the global advancements in this field. Specialists in the field need to consider the reported issues to ameliorate the training of Algerian translation students, as further research is needed to address a myriad of challenges in the academic training and interpreters in Algeria, especially those related to the adaptation of technology.

References

BOWKER Lynne and CORPAS PASTOR Gloria, (2015), « Translation technology », *in*, MITKOV Ruslan (ed.), The Oxford handbook of computational linguistics, Oxford, Oxford University Press, pp. 871-905.

BRAUN Virginia and CLARKE Victoria, (2006), « Using thematic analysis in psychology », *in*, Qualitative research in psychology, n° 3, pp. 77-101.

CRESWELL John W and PLANO CLARK Vicki L (2018), Designing and conducting mixed methods research, California, Thousand Oaks, Sage.

DJEHA Noussaiba, (2023), « Remote teaching during the covid 19: Challenges and perspectives Study Case: The Algerian university teachers », *in*, Cahiers de traduction, n° 28, pp. 144–51.

JIANG Kai and LU Xi, (2021), « The influence of speech translation technology on interpreter's career prospects in the era of artificial intelligence », *in*, Journal of Physics: Conference Series, n° 1802, pp. 1-8.

KENNY Dorothy, (2019), « Technology and translator training », *In*, O'HAGAN Minako (ed.), The Routledge handbook of translation and technology, London, Routledge, pp. 498-515.

MILES Matthew B, HUBERMAN A. Michael, and SALDAÑA Johnny (2019), Qualitative data analysis: A methods sourcebook, Los Angeles, Sage.

ODACIOGLU Mehmet Cem and KOKTURK Saban, (2015), « The effects of technology on translation students in academic translation teaching », *in*, Procedia social and behavioral sciences, n° 197, pp. 1085-1094.

SALDANHA Gabriela and O'BRIEN Sharon (2014), Research methodologies in translation studies, Manchester, Routledge.

STROBEl Gero, SCHOORMANN Thorsten, BANH Leonardo, and MÖLLER Frederik, (2023) « Artificial intelligence for sign language translation: A design science research study », *in*, Communications of the association for information systems, n° 52, pp. 1-25.

WANG Yuhua, (2023), «Artificial intelligence technologies in College English translation teaching », *in*, Journal of psycholinguistic research, pp. 1-20.

WU Di and WEI Lan, (2021) « Online teaching as the new normal: Understanding translator trainers' self-efficacy beliefs », *in*, The journal of specialised translation, n° b36, pp. 301-26.

YANG Chaoying, (2023), « The application of artificial intelligence in translation teaching », *in*, Proceedings of the 4th international conference on intelligent science and technology, pp. 56-60.

YAO Shuping, (2017) « Application of computer-aided translation in english teaching », *in*, International journal of emerging technologies in learning, n° 8, pp. 105-117.

ZARETSKAYA Anna, CORPAS PASTOR Gloria, and SEGHIRI Míriam, (2017), « User perspective on translation tools: findings of a user survey », *in*, Trends in e-tools and resources for translators and interpreters, pp. 37-56.

ZEGHOUDI Yahia, (2022), « CAT Tools in Modern Translation Industry and Translator Training », *in*, AL-MUTARGIM, n° 22, pp. 171–94.

Authors' biographies

Rami Bououden is a PhD student and researcher in Translation and Interpreting Studies at Badji Mokhtar Annaba University. He also works professionally as a translator and interpreter. His research focuses on the role of technology in advancing translation education and practice, with additional interests in audiovisual translation, localization, and linguistics. Among his published works are "Comparing the Effectiveness of Google Translate and MateCat Tools in the Translation of Scientific Texts from English into Arabic" and "Investigating the Use of Technological Tools by Algerian Professional Translators and Interpreters."

Saida KOHIL is Professor of Higher Education at Annaba University . She has been teaching since 1981, is Professor of Translation Studies at the Department of Translation, Director of the Translation and Language Teaching Laboratory, Director of the Journal in Translation, editor of national and international peer-reviewed journals, member of the Algerian Academy attached to the Presidency of the Republic, director of several projects in the field of translation, and has published articles and books in the same field.(40A;5B)

DAOUD Yasmine is an associate professor at the Institute of Translation of Algiers 2 University. Trained as an interpreter, she has worked as a freelancer for several national and international organizations, namely UNO and AU. Her research interests revolve mainly around spesialized translation and its teeminological and phraseoplogical vectors. She is currently member of a research team as part of a university-training research project (PRFU) aiming to create a multilingual lexicon (Arabic/French/English/Spanish) in the field of linguistics and translation studies.