

# Integrating Modern Translation Tools and Technologies in the Translator Training Program at Al-Zaytoonah University of Jordan

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**Abstract**—This study aims to determine the extent to which the integration of CAT tools in the translation training program of BA students at Al-Zaytoonah University of Jordan is adequate and sufficient. It also aims to discover students' perspectives and recommendations for applying and using CAT tools within educational and training settings. With these aims, using a questionnaire and a follow-up structured interview, a mixed-method approach of quantitative and qualitative analyses is employed to reflect the participants' responses and evaluations. The results show that students are aware of the CAT tools' advantages; however, the moderate level shows that CAT tool integration is limited due to insufficient training, workshops, and tutorials to help them improve their skills. Accordingly, integrating CAT tools in translation training is helpful but not totally adequate and sufficient. The study recommends adding more courses, integrating more tools in the translation training, and integrating these tools in other courses for extra practice. Hence, students will start building and developing their own translation memory, which can be helpful while studying other courses and in their future careers.

**Index Terms**—translation technology, computer-assisted translation (CAT) tools, machine translation (MT), integration, Jordanian universities

## I. INTRODUCTION

Translation is not merely a matter of linguistic conversion; it also includes the technological component of translation and its functional role (Austermühl, 2001; Olohan, 2004). Kiraly (2003) states that the translation industry requires a skill set that goes beyond simply creating a text in the target language (TL) from an existing text in the source language (SL). According to Muzii (2006), “different types of documents need different quality requirements” (p. 17). In today's world, these skills are expanded to include reading, writing, pragmatic, stylistic skills (Ghazala, 2015), and technological proficiency. However, as translation technologies (TT) are more modern, today's translators are not as fully skilled nor qualified as they need to be to utilize them effectively. This leaves them unable to meet the demands of modern translation projects that depend more and more on sophisticated tools and software.

To take advantage of the capabilities that technological advancement provides, translators must learn how to take advantage of their potential. The translation industry has undergone significant changes due to the rapid development of technology, necessitating a shift in how translators are trained. Moreover, translators need to be knowledgeable about information and communication technologies as well as language and cultural competency (Kučiš & Seljan, 2014). Therefore, it is important to equip future translators with the latest technological tools to enhance efficiency, accuracy, and consistency. To achieve that, a strong collaboration between academic institutions and industry professionals is crucial to ensure that the curricula align with the technological advancements shaping the field of translation (Baker, 2016; Cronin, 2003). Scholars have suggested training methods that mimic professional activity to create translator competencies, which goes beyond the earlier emphasis on learning to translate by translating and toward more pedagogical approaches (Alcina et al., 2007). Universities play a significant role in preparing and training future translators to meet the industry requirements by integrating translation tools into their training programs. These tools include modern

technological translation tools such as Computer-Assisted Translation (CAT) tools, machine translation (MT) engines, electronic dictionaries, and terminology databases, among others. Several studies have examined translation technology training from different perspectives, such as TT proficiency, teaching approaches and methods, curriculum, and syllable design (Gaspari et al., 2015; Nunes Vieira et al., 2021; Sánchez-Castany, 2023). However, few studies have investigated the integration of translation technology from a student's perspective. Accordingly, this study aims to investigate the extent to which the integration of CAT tools is adequate and sufficient and what recommendations are needed to apply and use CAT tools within educational and training settings. To this end, this research aims to investigate integrating modern translation tools and technologies in the translator training program at Al Zaytoonah University of Jordan by exploring how translation technologies can be effectively incorporated into a university training program to align with industry standards and demands (Al-Ghammaz et al., 2022; Qutami, 2022; Al-Shahwan, 2024; Abd-Rabbo et al., 2023; Alenazy et al., 2024).

## II. LITERATURE REVIEW

### A. Modern Translation Tools

Recent developments in machine translation (MT) technology signal a significant breakthrough, providing users with tools that drastically save the time and effort required for text translation. The translation technology-related knowledge and abilities that translators must acquire are constantly growing (Alcina, 2008). Modern translation tools encompass specialized software and technologies to help translators create precise, effective, high-quality translations. They include a wide range of desktop-based tools and technologies as well as cloud-based tools and technologies. Doherty (2016) asserts that CAT tools and MT are the two main technical innovations driving translation technology development.

#### (a). Computer-Assisted Translation (CAT) Tools

Software firms continue to seek ways to boost translation efficiency and preserve the consistency of their linguistic data across an expanding number of languages and nations (Esselink, 2000) to meet the translation demands of both today and the future. CAT tools are a widely used program in the translation industry today. According to Patience (2016), CAT tools “are systems which actually perform the task of translation but rely on the intervention of the human translator at various stages in the translation process” (p. 1119). CAT tools are not machine translation programs and do not have built-in bilingual dictionaries (Cocci, 2009). Rather, they work with human translators, providing support and assistance. They include “any type of computerized tool that translators use to help them do their job” (Bowker, 2002). CAT seeks to produce a high-quality translation through the interplay of human translators with the computers that support the process (Sin-wai, 2015). The most popular CAT tool programs include SDL Trados, MemoQ, Wordfast, and MateCat.

CAT tools include several features that offer significant advantages, such as translation memory (TM), terminology management, alignment tools, and quality assurance (QA) tools, among others. A translator's translated text and its original source text are stored in a TM. This software program forms the basis of CAT technologies, allowing the translator to reuse these pairings when they are asked to translate texts with comparable linguistic compositions (Doherty, 2016). Moreover, this provides translators with flexibility and mobility, along with instant access to a vast range of recent and comprehensive information (Patience, 2016).

There are two benefits of employing TM in CAT tools (Ulitkin, 2011):

1. The translation can be completed more quickly since there is no need to retype some parts of the translated text, and only some parts need to be changed.
2. TM provides better quality control by providing translation candidates who have already received approval and use the appropriate vocabulary.

#### (b). Machine Translation

The concept of machine translation (MT) was first put forward by Warren Weaver in 1947. MT is an automated translation used to translate a text from one language into another. It is a modern method of translation using computer assistants and is a branch of computational linguistics (Lin & Chien, 2009; Chérageui, 2012). It aims to create a system that can translate a text from the SL into the TL while maintaining the same meaning as the original (Irfan, 2017). Where CAT tools assist the translator, MT is produced with or without the help of humans. MT systems are constructed directly from human translations; they include many human-translated sentences used by MT systems to identify probability patterns (Handayani et al., 2019).

Benmansour and Hdouch (2023) assert that MT has become a valuable tool that improves translators' skills and abilities and allows them to work more effectively while producing a high-quality translation. Hence, MT has several advantages, including ease of use, time-saving, and low costs. However, “MT does not differ from the output of most human translators, which is normally revised by a second translator before dissemination” (Hutchins, 1995). This suggests that human translators play a complementary role in guaranteeing that the final output of MT meets professional standards in terms of accuracy, coherence, and appropriateness. This is confirmed by Lee and Liao (2011), who suggest that the overall quality of post-edited MT output is higher than the translation produced entirely by human translators.

### B. Integrating Translation Technology Into Training

Since the translation industry has witnessed significant changes due to the rapid development of translation technology, translator training programs must take advantage of these developments. Several studies have shown that MT engines are used by professionals, novices, or trainees (Temizöz, 2016; Fulford, 2002). However, the adaptation of similar translation technologies has been slow, leading to the emergence of a relatively isolated subdiscipline (O'Hagan, 2013). According to Pym (2002), "translators these days are called upon to do far more than translate...placing translator training within the context of a more complex and technological age" (p. 21). However, the training that translators receive typically does not align with the technological knowledge and practical skills needed in the workplace. To better meet the demands and obstacles of the market, trainees must be prepared.

According to Mellinger (2017), language experts participate in several stages of MT implementation, including terminology management, pre- and post-editing texts, and suggesting modifications to MT service providers. This suggests that translation courses are insufficient in translation training and that other courses should be incorporated, including courses related to translation technologies.

Integrating translation technology, such as CAT tools, into students' training will improve their productivity and equip them to meet the ever-changing needs of the global translation industry. In this regard, Sin-wai (2010) notes that educational institutions are the most suitable environment for acquiring such knowledge and skills in CAT tools. It is known that the market is volatile and moving; therefore, introducing students to different tools can improve their technical proficiency and boost their self-assurance in a workplace setting (Bowker, 2015). Al-Al-Dabbagh and Othman (2024) suggest that in order to improve and satisfy the changing needs of the sector, it is essential to make translation technology courses mandatory and expand the range of technologies taught. However, learners may have misunderstandings about translation technologies, which could make the training difficult and complex. The most prevalent problems are (1) students lack the motivation to practice outside of class hours because continuous practice is required to understand how to use such tools; (2) students' attitudes toward technology vary; and (3) students' levels of computing proficiency vary (Alcina et al., 2007).

### III. METHODOLOGY

To achieve the study's aims, this research adopted a quantitative analysis to evaluate the integration of modern translation tools in universities. The target population of this study included BA students specializing in translation studies at Al-Zaytoonah University of Jordan.

A structured questionnaire was distributed among the participants to collect the data. The questionnaire was employed in translation research to examine issues related to the translation industry and technologies or to discover what translation students think about teaching and learning (Saldanha & O'Brien, 2014). Hence, the questionnaire included items to measure students' awareness and familiarity, perceived benefits, and overall perception regarding integrating the CAT tool into the training program at Al Zaytoonah University of Jordan. A 5-point Likert scale was used, ranging from 1 (strongly disagree) to 5 (strongly agree). This scale was chosen to encourage more conclusive responses by capturing a detailed understanding of the participants' views and beliefs without permitting a neutral midpoint. The findings were analyzed using the following scale:

- High: the mean was more than 3.66.
- Medium: the mean was between 3.66 and 2.34.
- Low: the mean was less than 2.34.

Moreover, demographic information was collected regarding gender, level at the university, number of courses taken in translation tools and technologies, level of familiarity with modern translation tools and technologies, and what translation tools they used. Cronbach's alpha coefficient is employed to determine whether the results are considered acceptable or not to test the reliability and consistency between the items in the test. A score of more than 0.7 was considered to be acceptable (Cronbach's alpha > 0.70), while zero indicated that there is no correlation between the items at all.

TABLE 1  
VALUES OF CRONBACH'S ALPHA COEFFICIENT FOR THE QUESTIONNAIRE

No.	Domain	Alpha Value
1	Awareness and Familiarity	0.78
2	Benefits of Using Translation Tools in Training	0.76
3	Overall Perception	0.7

According to Table 1, Cronbach's Alpha values for all three domains were high. To illustrate more, the items that measure the awareness and familiarity of students regarding CAT tools are consistent, as indicated by the alpha value of 0.78, reflecting good reliability. The alpha value of 0.76 for the "Benefits of Using Translation Tools in Training" domain also suggests good reliability, showing that the items used to measure this domain are consistent and cohesively work to collect students' opinions. As for the last domain, "Overall Perception," the alpha value also shows an acceptable reliability, indicating that students' answers are consistent. Generally, the values fell between 0.78 and 0.7, indicating that they are higher than the acceptable threshold point of 0.7. This shows that the scales used to measure these areas are reliable, which validates the results and confirms that the data is reliable enough to reflect students' perspectives.

Initially, the survey was distributed to 130 BA translation students. According to the study criteria, participants must have previously enrolled in at least one similar course. Therefore, students who did not finish any relevant courses were excluded from the study to ensure the accuracy and reliability of the results. Subsequently, the final dataset comprised 100 students, of which 44 (44%) were male and 56 (56%) were female. The statistical software R was used to analyze the data. Additionally, the data was summarized using descriptive statistics such as means and standard deviations. The statistical analysis helped to identify patterns and correlations in the students' responses, providing a deeper understanding of students' experiences with translation tools.

Participants' opinions and suggestions regarding implementing and using CAT tools in training and educational settings were also gathered using a structured interview in which questions had been previously prepared. This helps researchers understand students' perspectives on improving CAT tools' integration, training, and overall efficacy. Interviews were analyzed using the content analysis method.

Accordingly, this study limits itself to students enrolled in at least one related BA-level course at Al Zaytoonah University of Jordan.

#### IV. RESULTS AND DISCUSSION

Most of the study sample (56%) included female students (56), while 44% were male participants (44). Regarding the number of translation tools and technologies courses, Figure 1 shows that 54% of the participants had taken only one course. In comparison, 30% had taken two courses, and 16% had taken three or more.

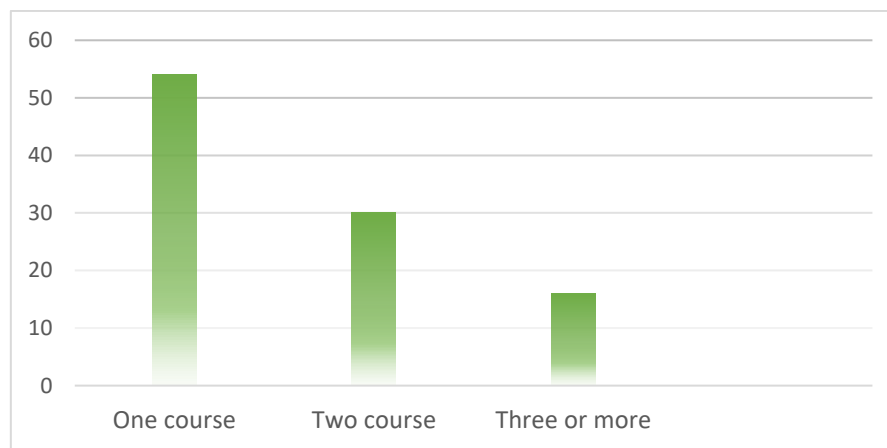


Figure 1. Number of Courses Taken in Translation Tools and Technologies

The familiarity level shows that 4% do not know modern translation tools and technologies, 48.5% have basic knowledge, 44.9% have intermediate knowledge, and 4% have advanced knowledge, as seen in Figure 2.

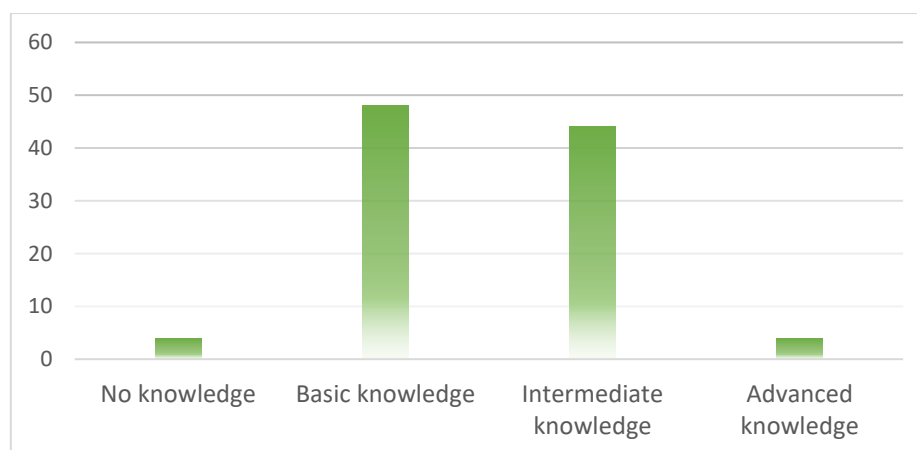


Figure 2. Participants Level of Familiarity With Modern Translation Tools and Technologies

When examining tool usage, it can be noted from Figure 3 that 35% of participants had used SDL Trados, and 22.3% of participants had used MemoQ. In comparison, 59.2% had used Google Translate, 10.7% of participants had used MateCAT, and 16.5% of participants had used other translation tools such as ChatGPT, Reverso Context, Almany Dictionary, Marriam-Webster, and Hi Translate.

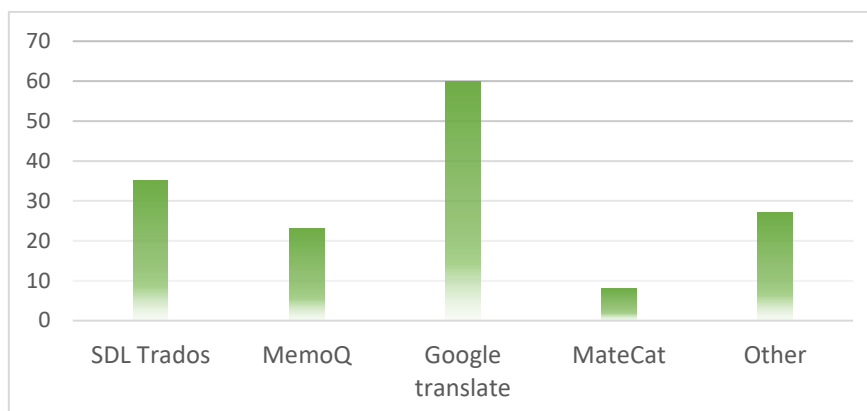


Figure 3. Translation Tools That Are Extensively Used Among Participants

Table 2 shows the results of three domains related to evaluating the integration of modern translation tools and technologies in translators training in terms of mean, standard deviation, and Cronbach's Alpha values. Students' familiarity and understanding of modern translation tools, particularly CAT tools, are assessed using the first domain, "Awareness and Familiarity." In this domain, students scored a moderate level of awareness and familiarity with these tools (mean = 3.17, Std. = 0.27). It demonstrates that while some students have background knowledge of translation tools and believe that translation technologies are simple and easy to use, many students might not have enough exposure to similar tools; consequently, they struggle with them and lack confidence in their knowledge. The medium mean also suggests that students may lack a complete and clear understanding of their capabilities or have limited training in these tools. Hence, more comprehensive training programs might be necessary to guarantee that every student is adequately introduced to CAT tools and feels confident using them effectively.

TABLE 2  
MEAN AND STANDARD DEVIATION FOR INTEGRATING MODERN TRANSLATION TOOLS AND TECHNOLOGIES IN THE TRANSLATOR TRAINING PROGRAM AT AL ZAYTOONAH UNIVERSITY OF JORDAN

No.	Domain	Number of Items	Mean	Standard Deviation	Level
1	Awareness and Familiarity	5	3.17	0.27	Medium
2	Benefits of Using Translation Tools in Training	5	4.03	0.11	High
3	Overall Perception	5	3.34	0.50	Medium

The second domain, "Benefits of Using Translation Tools in Training," seeks to determine how students view the advantages of using and integrating CAT tools into their training. This domain shows that students understand the advantages of using translation tools in their training (mean = 4.03, Std = 0.11). The relatively high score indicates that most students are aware of the benefits of CAT tools in improving translation quality, accuracy, and consistency and that these tools are cost-effective and save time. Nearly 80% of students either agreed or strongly agreed that translation tools reduce cognitive load, the area with the strongest unanimity among students. A small number of participants have either neutral responses or disagreeing answers, suggesting that students either found these tools difficult or ineffective in particular situations or did not have sufficient exposure to evaluate these tools thoroughly. Students generally understand how these technologies affect their future careers and translation training.

The last domain, "Overall Perception," determines students' overall satisfaction with using and integrating CAT tools in their training and whether the integration is sufficient or not. The level in this domain is moderate (mean = 3.34, Std = 0.50). This suggests that students' level of satisfaction is much higher than average. Although students are aware of the CAT tool's advantages, their moderate level might show that CAT tool integration is limited due to insufficient training, workshops, and tutorials to help them improve their skills. Although a significant number of students show a positive attitude regarding the features of CAT tools used in their translation tasks, a decent number of students remained neutral, suggesting that they might be unfamiliar with its more sophisticated functions. Overall, students show generally good but varied views; however, there is potential for improvement in terms of training materials, tool integration, and institutional support, and improvements must be made in the curriculum regarding the integration of CAT tools.

Each domain offers a different perspective on the effectiveness of integrating CAT tools in students' training. Although students' awareness and familiarity with CAT tools are moderate, students typically support their integration into translation training programs. Even while students recognize the advantages of these technologies, a lack of actual experience and training may prevent them from being used effectively.

Evidence from interviews recommends expanding the number of CAT tools-focused courses and classes, offering practical instruction, and introducing a wide variety of CAT tools to help students develop their skills. Participants also suggest integrating other technologies, hosting guest lectures to enhance knowledge, and providing access to a lab designated for practicing CAT tools at any time. Even though some participants were unclear or had no particular recommendations, the overall feedback indicates that translation training programs need more resources, hands-on opportunities, and broad exposure to CAT tools.

## V. CONCLUSION

The integration of translation technologies, specifically CAT tools, has become crucial for translators' training with the evolution the translation industry is witnessing toward the adoption of these tools. Therefore, future translators must be equipped with the necessary tools to give these prospective translators the abilities and knowledge they need to thrive in the modern professional environment. This paper aims to investigate whether the integration of CAT tools is adequate and sufficient in the translation program for BA students and what recommendations to apply and use CAT tools within educational and training settings. Accordingly, integrating CAT tools in translation training is helpful but not totally adequate and sufficient. Although students recognize the value and advantages of CAT tools, students at the moderate level indicate that CAT tool integration is limited due to the lack of adequate training, workshops, and tutorials to assist them in improving their skills. Accordingly, accessibility, training quality, and practical experience need some improvement. Filling in these gaps will guarantee that students are ready to use CAT tools efficiently in their future careers. Accordingly, the study recommends adding more courses and integrating more tools in translation training. In addition, there is a need to integrate these tools into other courses for extra practice. Hence, students will start building and developing their own translation memory, which can be helpful while studying other courses and in their future careers.

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