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Exploring Familiarity with and Use of CAT Technologies among Undergraduate Translation Students in Oman: The Case of Sultan Qaboos University

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ABSTRACT

Translation is becoming increasingly technology-dependent, with Computer-Assisted Translation (CAT) technology becoming more prevalent in supporting translators and interpreters. These tools are specifically designed to improve productivity, efficiency, and consistency of the translation process. This study aims to investigate the level of familiarity with and use of CAT technologies among BA undergraduate translation students at Sultan Qaboos University in Oman. A survey was conducted using a five-point Likert scale to evaluate students' familiarity with and use of CAT tools. The data collected were analyzed using descriptive statistics and frequency analysis. Cronbach's Alpha was calculated to ensure the reliability and validity of the data. The findings of this research demonstrate an elevated level of familiarity with and use of CAT tools among the study sample. This study offers valuable insights into one of the most rapidly changing aspects of translation education, i.e., translation technologies. The study highlights the relevance of these findings for similar educational contexts, emphasizing the need for integrating CAT tools into translation curricula to improve the output of translators.

Keywords: CAT Technology; Translation Education; Qualitative Responses; Teaching Methodologies

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1. Introduction

The progress of science and technology has fostered greater interconnectedness among different peoples and cultures, effectively turning the world into a global village. This has allowed individuals from diverse cultural and linguistic backgrounds to engage in frequent communication for academic and business purposes using technology. Translation plays a key role in enhancing this intercultural communication and technology effectively facilitates this cross-cultural communication[1]. The translation industry and academia have both experienced significant adaptations to accommodate these technological developments. To meet the changing standards and requirements of translation services, translator trainees must possess procedural knowledge of the latest developments and functionalities of computer-aided translation resources as part of their instrumental competence[2, 3]. Translator trainees are also expected to effectively utilize computer-assisted translation (CAT) tools to achieve their specific translation goals.

CAT involves a collaborative effort between humans and computers, combining the computing power of machines with the critical thinking skills of human translators. CAT tools are difficult to define because they keep changing in response to a rapidly changing technological environment and marketplace. Kenny listed eight types of CAT tools, but this list has since evolved to include advanced features such as AI-driven quality assurance and cloud-based solutions[4]. At the core of these tools is the database known as translation memory, which stores translation units (TU) comprising source language segments, usually sentences, and their translations. The use of translation memories is expected to increase translation output and maintain a high standard of service quality[5].

The incorporation of CAT technology has become essential in the field of translation pedagogy, improving the work of translators and interpreters[6]. This research investigates the familiarity with and use of CAT tools by students enrolled in an undergraduate translation program. The study also addresses a critical research gap: while CAT tools are widely used in the industry, their integration into translation education, particularly in the Middle East and North Africa (MENA) region, remains underexplored. This gap highlights the need for a deeper understanding of how students in this region engage with these tools and the challenges they face. Therefore, the core research question that this article will seek to address is as follows: To what extent are translation students at Sultan Qaboos University (SQU) familiar with the various CAT tools, and what factors influence their adoption and usage?

2. Literature Review

CAT tools represent an integral to modern translation pedagogy, but their adoption in the MENA region—particularly in undergraduate programs such as those at SQU—remains understudied. These tools are emphasized in global studies for enhancing employability and reducing student anxiety, but regional research points to systemic gaps such as fragmented curricula and limited technological infrastructure[7–10]. Based on the study's research questions, this review is organized into three themes: (1) pedagogical challenges in curriculum design, (2) technological barriers to tool adoption, and (3) student familiarity with CAT resources. By synthesizing these themes, the review highlights the necessity of contextualized insights into the engagement of SQU students with CAT tools, addressing the core question: In what ways is SQU able to bridge the gap between global standards and regional practices, and how can students be better acquainted with CAT technologies?

2.1. Challenges in Pedagogy on CAT Tool Integration

The pedagogical problems arising from the integration of CAT into translation training, especially in the MENA region, are many. Zhang and Vieira argue that for effective teaching, students must understand CAT tools; without such understanding, it is unlikely that graduates of university programs in translation will serve the needs of the expanding language market[7]. Their international survey, which included 112 institutions in 33 countries, pointed out that the teaching of CAT tools should not only be offered in specific translation technology courses, but also throughout the curriculum in practical translation classes. This would allow students to experiment with CAT tools, understand how they work and critically evaluate their application to specific translation tasks.

In the Omani context, Shallal measured the integration of CAT into the curricula of five translator training

programs[9]. He found out that there had been attempts to integrate these tools into the curriculum, albeit rather insufficiently, needing further revisions and enhancements. These results are indicative of a serious gap affecting the MENA region, where the integration of CAT tools in translation education may benefit from some improvements.

Yao explored the effects that the introduction of CAT entails for teachers' preparation and the challenges that arise as CAT is integrated into the process of teaching translation in an academic environment[11]. The study conclusions favored the incorporation of CAT tools into translation programs, along with professional development for instructors to make them CAT-literate. This correlates with the current study's concern of determining how students at SQU utilize CAT tools and the challenges they face in their adoption.

2.2. Technological Gaps in the Use of CAT Tools

Another important question concerns technological deficiencies in the area of using CAT tools, especially in the Arab world. Alotaibi investigated the perceptions of Arab translators regarding the effectiveness and controllability of CAT systems according to the Software Usability Measurement Inventory (SUMI) survey[8]. This standard tool measures software usability from the perspective of users, focusing on efficiency, emotional response, help, control, and learnability, to identify software design areas that need improvement[12]. According to the findings, further developments are needed to meet the requirements for both the translation industry and academia.

User feedback is one of the major contributory factors in improving CAT tools since it provides insight into the obstacles users experience and areas that need improvement. Through such analysis, developers can focus on the necessary improvements that rectify usability problems and enhance overall user experience. This iterative process ensures that CAT tools evolve to meet the specific needs of their users, leading to increased efficiency and satisfaction. Awadh examines the problems Arabic translators face with CAT tools and possible solutions to these problems[13]. The study encourages translation institutions to use both quantitative and qualitative methods to measure the benefits of CAT tools. Furthermore, it insists that Arab translators be trained to use CAT tools effectively, as well as to be able to make wise choices on such resources. These findings resonate strongly with the present study that aims to explore the technological barriers facing SQU undergraduate translation students.

Recent developments in AI are reshaping the framework of translation and its training through improvement in the capability of CAT tools. AI has made these tools more efficient and effective, thereby changing the way translation is taught and practiced. CAT tools, through cutting-edge technologies such as AI-based quality assurance systems, now have the capability to recognize errors that may be missed by human translators, thereby guaranteeing enhanced translation quality, especially in the realms of technical and specialized domains[6]. How are these modern tools seen and used by SQU students? Studying this issue is central to the project.

2.3. Familiarity with CAT Tools among Students

According to research, undergraduate translation students who have familiarity with CAT tools tend to have higher levels of confidence and lower levels of anxiety[8]. The efficiency and speed of CAT tools are thus the biggest contributors toward developing this effect for the students. Studies claim that more exposure to these tools boosts student confidence while reducing worries regarding errors[7].

Kenny believes that CAT tools add value to translation teaching and observes that teaching with them is a response to developments in the workplace[4]. Moreover, the incorporation of machine translation (MT) engines into CAT tools is considered a big step forward. AI-driven MT engines now take a first pass at pre-translating long texts, permitting translators to improve the output. This combination of MT and CAT tools allows translators to work faster and more consistently, thus reducing the time spent on translation jobs[14].

The integration of CAT tools into the translation curriculum has far-reaching implications for universities. It is recommended that university CAT tool training be incorporated into translation curricula so that theoretical concepts are balanced with practical applications. Furthermore, faculty may also require training to teach the tools to students and keep up with current developments in technology[8]. This, therefore, raises the big question: how does the SQU translation program foresee dealing with these challenges, since this is the focus of the present study?

2.4. Comparative Summary and Research Gap

A comparative study of the literature reflects a substantial gap in understanding CAT-tool engagement by undergraduate students in the MENA region, particularly in Oman. While studies such as those by Zhang and Vieira and Shallal emphasize the need for the integration of CAT tools within translation curricula, little is known about the actual hardships and opportunities that students face in this part of the world [7, 9]. This gap reinforces the validity of the present study, which seeks to explore the knowledge and use of CAT tools among translation-undergraduate students at SQU.

The study focuses on the following research inquiries:

(1). How familiar are Translation students at SQU with various CAT tools?
(2). What factors influence the adoption and use of CAT tools among these students?
(3). How might the translation curriculum at SQU incorporate CAT tools more effectively to prepare students for the translation industry?

3. Methodology

The main aim of this study was to investigate how students in the field of translation studies utilize CAT technology. This research employs a mixed-method approach with predominance of the survey methodology to conduct an exploratory descriptive analysis centered on students' awareness of CAT tools in a translation classroom setting. The survey serves as a quantitative instrument, effectively gathering structured data from a substantial participant pool, which facilitates the recognition of patterns and overarching trends regarding students' understanding and utilization of CAT tools [15]. The survey included five-point Likert scale items addressing the frequency and types of CAT tools used by students, their general computer skills, familiarity with various CAT tools, and perceptions of the benefits and challenges associated with these technologies.

The relatively small sample size of 33 participants is justified by the context-specific focus of the study, which targets final-year translation students at SQU. However, this limitation is acknowledged, and future studies are encouraged to expand the participant pool for broader generalizability. The reliability analysis is expanded to discuss the selection of Cronbach's Alpha and its appropriateness for this study. The Cronbach's Alpha value of 0.796 indicates good internal consistency reliability (**Table 1**).

Table 1. Reliability Statistics.

Cronbach's Alpha	N of Items
0.796	5

Word cloud analysis was applied to the qualitative data as it allows highlighting the most frequently used words and phrases, providing insight into students' reflections on their experiences with CAT tools. However, its limitations are acknowledged, and complementary qualitative methods are suggested for future research.

The quantitative component of the methodology permits specific measurement of the responses and attitudes of students in the same program and level (second year) toward the use of CAT tools, offering a comprehensive overview of their familiarity with these tools while avoiding extensive qualitative exploration [16]. A descriptive quantitative approach was adopted, using an online survey to collect data. The survey included five-point Likert scale items addressing the frequency and types of CAT tools used by students, their general computer skills, familiarity with various the said tools, and perceptions of the benefits and challenges associated with these technologies. Additionally, the survey explored the integration of these tools in translation courses. These questions broadly covered key aspects of CAT tool usage and student attitudes towards them.

An invitation to participate was extended to all 75 final-year students in the Translation program, with 33 students completing the survey, resulting in a response rate of 44%. In addition to the quantitative data, open-ended responses from Question #10 (the last question in the survey, see **Appendix A**) were further explored using a word cloud analysis technique (**Figure 1**). This method provided insight into the themes dominating the students' reflections on their experiences with CAT tools and suggestions for improvements in curriculum integration, thereby enriching the quantitative data. The word cloud approach proved effective for both summarizing and exploring textual data. Further, throughout the research, strict ethical guidelines were followed to ensure participant anonymity and confidentiality. Descriptive analyses were used to detect patterns in tool usage and student

perceptions. A reliability analysis was performed to measure the internal consistency of the quantitative section of the instrument. In addition, the word cloud technique was used for this specific question to provide a lexical analysis of the predominant terms and illuminate textual context by creating visual representations of these most frequently used words, revealing important concepts or patterns within the textual dataset.

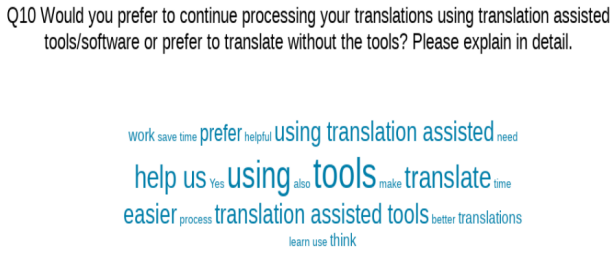

Figure 1. Word Cloud Lexical Analysis of Responses to Question #10 (see **Appendix A**).

Reliability Analysis

The survey was conducted over a period of two weeks, with all thirty-three respondents completing the questionnaire. The reliability analysis is expanded to discuss the selection of Cronbach's Alpha and its appropriateness for this study.

The above analysis was conducted using IBM SPSS Statistics. Four variables related to computer usage and skills in a translation class were examined: ratings of general computer skills, ability to use and assist with translation, availability of classroom computers, and bringing computers to the translation class. The analysis was performed without excluding any of the ten cases in the dataset due to missing data. To enhance the reliability of the scale, it is recommended to review each item individually, assess item-to-total correlations, and consider potential modifications. Furthermore, ensuring that the items align conceptually with the target construct is essential for improving the overall utility of the measurement.

4. Findings and Discussion

This section analyzes the data collected for this study, discusses the results, and presents findings on the familiarity and use of CAT tools among undergraduate translation students at SQU.

4.1. Students' Attitudes toward CAT Tools

Table 2 and **Figure 2** display the data regarding the self-assessment of computer skills by the respondents. The survey, which had a total of thirty-three participants, offered four options for rating computer abilities: 'Average,' Good,' Very Good,' and 'Expert.' Most respondents rated their computer skills as 'Good,' 36.4%, 'Very Good,' 42.4 %, and 'Expert' 3.0%, indicating a prominent level of confidence in their abilities. A smaller percentage, 18.2%, rated their skills as 'Average'. The data reveals that 54.5% of respondents rated themselves as 'Good' or better, while 45.5% rated themselves as 'Average' or worse. This distribution highlights the prevalence of at least 'Good' competence among the respondents [17].

Table 2. Case Processing Summary.

		N	%
Cases	Valid	10	100.0
	Excluded	0	0.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

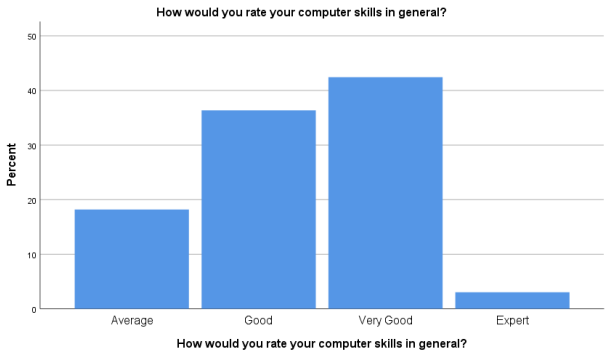

Figure 2. "How would you rate your computer skills in general?" (see **Appendix A**).

Extensive research on human-computer interaction in translation is highly relevant to students enrolled in the SQU BA in translation program. Acquiring knowledge of effective human-computer interaction principles using CAT tools has the potential to improve their efficiency and productivity in translation tasks. This understanding could have a positive impact on their academic performance and prepare them for future professional roles. Therefore, enhancing students' capabilities through innovative teaching methods, such as incorporating project-based and collaborative learning experiences with CAT tools, or more recently, responsibly, and

critically integrating AI, is crucial. These classroom interventions can boost students' skills and confidence, leading to enhanced translation output.

Moreover, the analysis highlights the importance of continuous development and upskilling of both students and teachers in language technologies to better prepare students for the job market[8]. Some scholars also suggest fostering collaboration among institutions to share resources for students and promote cooperation among translation faculty members[11].

Figure 3 illustrates the proficiency of respondents in utilizing translation assistance tools. A sizable portion, 51.5%, categorized their skills as 'Good,' while 27.3% considered them 'Very Good.' Additionally, 15.2%, equating to five respondents, perceived their abilities as 'Average.' At the extremes of the spectrum, 3.0% identified themselves as 'Expert' users of translation tools, whereas one respondent rated their skills as 'Very Basic These findings encapsulate the self-evaluated capabilities of the survey participants in employing translation technologies, revealing a predominant inclination towards at least 'Good' proficiency. This trend suggests that most students feel comfortable with using CAT tools, corroborating Alotaibi's observations regarding students' favorable attitudes towards such technologies[8].

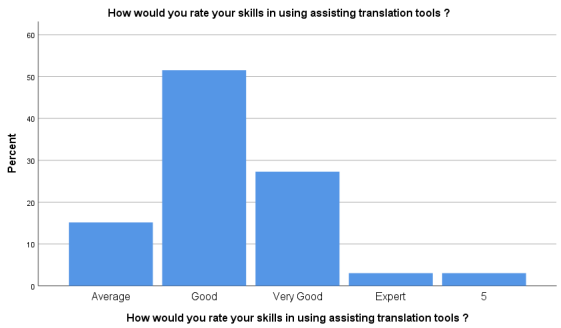

Figure 3. "How would you rate your skills in using Computer-Assisted Translation (CAT) tools?" (see **Appendix A**).

Furthermore, several scholars have advocated for collaborative efforts among institutions to share resources and foster cooperation among translation faculty[11]. In their survey of the Omani translation market, Jamoussi and Shallal suggest three types of training opportunities for CAT tool uptake among practitioners in Oman: (1) academic training, (2) in-service training, and (3) personal development[18]. For academic training, the authors suggest a generic type of training on generic CAT tool mechanisms and operation more than a specific training on one CAT tool which could become obsolete by the time the student graduates. Proper training for teachers and students is essential for empowerment and enhanced productivity. Integrating computer-assisted tools in the classroom, particularly those that are more commonly used such as word processing software, open-source multilingual corpora such as the UNTERM Corpus, and MT, can serve as a stepping stone towards more advanced CAT tools. General-purpose applications are typically introduced early in translation education to help students develop a solid foundation in digital tools before moving on to specialized software. Challenges in incorporating cloud-based or computer-based language processing tools into the curriculum have been identified, emphasizing the need to prioritize this aspect during program implementation.

4.2. Technological Infrastructure

The findings from **Figure 4** indicate that a sizable portion (78.8%) of respondents do not have access to computers in their classrooms, sometimes at the BA level, due to the large number of students in a classroom compared with the number of personal computers in the computer laboratory. This lack of infrastructure may impede students' ability to practice with CAT tools, highlighting an area for improvement in translation education programs. Conversely, 21.2% of participants reported that computers are available in their classrooms. Most respondents lacking access to computers underscore the limited availability of computer technology in the educational environments of the target audience. The presence of adequate infrastructure, such as computers or laptops in laboratories, can enhance students' productivity, enthusiasm, and perseverance in their learning journey.

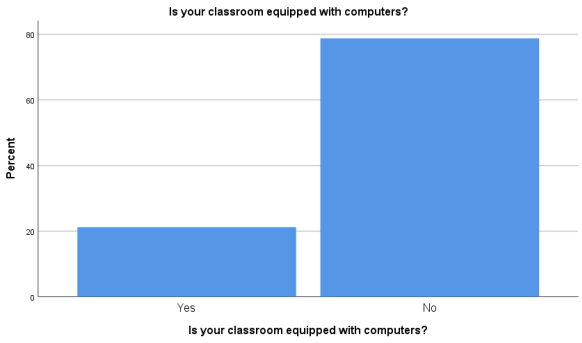

Figure 4. "Is your classroom equipped with computers?" as outlined in Question #4 (see **Appendix A**).

The absence of computers in classrooms does not hinder students from utilizing technology for their translation work, as evidenced by the data presented in **Figure 5**, which reveal that 45.5% of students bring their own computers to translation classes. This indicates an initiative-taking approach by students to integrate technology into their learning process, despite limited institutional resources. The survey respondents also provided insights into the various tools they use for translation tasks in the classroom. Notably, a considerable number of respondents (31) reported that they relied on smartphone dictionaries, underscoring the widespread use of mobile technology for translation support. Additionally, computerized online dictionaries are popular, with seventeen participants utilizing these resources for quick reference. Moreover, 21 respondents reported using translation memories, highlighting the significance of memory-assistance technologies in the translation process. Furthermore, **Figure 5** shows that 24 participants rely on friends for collaborative work, while thirty-two others seek advice from their teachers, emphasizing the significance of teacher and peer support in educational settings.

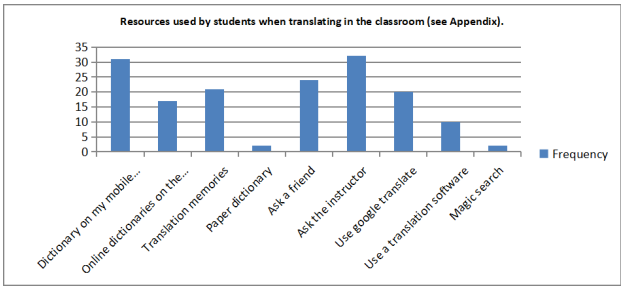

Figure 5. Resources used by students when translating in the classroom (see **Appendix A**).

Moreover, twenty respondents declared using Google Translate, a publicly available online translation service, to facilitate their translation tasks, whereas ten participants opted for specialized translation software (**Figure 5**). Interestingly, none of the respondents mentioned using paper dictionaries indicating a shift away from traditional printed resources among the surveyed individuals. This data underscores the impact of the digital age on translation-related activities and provides valuable insights into the array of tools translator trainees employ to enhance their translation abilities in academic environments. Students with advanced computer skills tend to exhibit more positive attitudes toward CAT tools, underscoring the importance of general digital literacy in translation education[8]. Proficiency in CAT tools is crucial for adequately preparing students for the demands of the translation profession. Many experienced translators rely on CAT tools to boost their efficiency, and familiarity with such software gives students a competitive advantage in the job market. By mastering various CAT tools, students develop the capacity to adapt to the evolving landscape of the industry, thereby improving their prospects for employment.

Figure 6 shows how respondents in translation courses utilized various CAT tools to enhance their translation skills. The prevalence of Align Assist, with 12 respondents utilizing it, underscores the importance of alignment tools in the translation process. Conversely, the low usage of Trados, reported by only two respondents, suggests that there may be a necessity for more extensive training in advanced CAT technologies within this demographic.

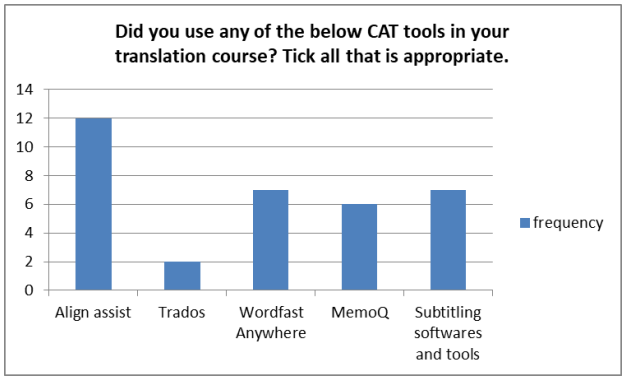

Figure 6. CAT tools used by students in their translation course (see **Appendix A**).

The data also indicates the use of other CAT tools such as Wordfast Anywhere and MemoQ by seven and six respondents, respectively. Additionally, seven respondents mentioned employing tools for subtitling, hinting at a potential emphasis on this aspect in their translation coursework (**Figure 6**). The varying popularity of different CAT tools among respondents highlights the diversity in tool preferences within translation courses.

4.3. Recommendations for Curriculum Improvements

In essence, the students' engagement with these tools signifies their interest in leveraging technology to enhance their translation abilities. This underscores the importance of providing support and creating a conducive technological

environment in educational settings to equip students with the necessary skills for their future professional endeavors. The utilization of a conducive learning environment can enhance students' self-assurance and alleviate their concerns regarding the utilization of language technologies, thereby facilitating a prompt adjustment to the evolving needs and requirements of the market. As highlighted by Han, the rapid progression of technology necessitates both educators and learners to acclimate to emerging technologies to remain competitive in the professional sphere [19]. For instance, the utilization of advanced cloud-based and integrated MT, along with recent advancements in AI, exemplifies this need for adaptation. Furthermore, the incorporation of technology-enhanced language tools offers a beneficial avenue for non-translation students, particularly those with a solid foundation in linguistic principles and writing proficiency, to enhance their translation skills through the utilization of CAT and AI resources [20].

The results of this study are consistent with research, demonstrating that students need to be familiar with CAT tools. It is evident from the findings that students are familiar with and eager to utilize technology to aid their translation tasks. However, there seems to be a disparity between their eagerness to use these tools and the lack of comprehensive, formal instruction on advanced CAT technologies. This underscores the significance of integrating CAT tool training more deeply into translation curricula, as proposed by Al-Rumaih and Rodríguez-Castro [10, 21].

The results also suggest that students are adapting to technological advancements in the translation field, demonstrating their willingness to engage with AI-enhanced tools and MT systems. This adaptability will be crucial as the integration of AI in CAT systems continues to progress, as emphasized by Han and recent advancements in AI-driven quality assurance tools [19]. As highlighted in an earlier section of this paper, the data collection method was mixed, predominantly quantitative, with a small qualitative component involving the use of the word cloud technique on responses.

The Word Cloud Analysis for Question #10 (**Figure 1**) brought up the most used words and phrases, offering significant insights into students' reflections regarding their experiences with CAT tools. It underscored the prevalence of terms such as "tools," "translation assisted," "better," "easier," and "help us," suggesting that students perceive CAT tools as beneficial in streamlining the translation process. Phrases such as "save time" indicate that students value the efficiency provided by CAT tools, which aligns with earlier research [8]. Nevertheless, the emergence of terms like "need" and "learn" highlights areas where students feel that additional training or exposure to advanced CAT tools is required. This observation is consistent with the work of Rodríguez-Castro, who advocated for the incorporation of task-based learning methodologies alongside CAT tools to enhance students' skills and prepare them for the evolving demands of the translation field [21]. Furthermore, Zhang and Vieira stressed the importance of integrating CAT tools into the curriculum of various translation courses, rather than confining them to specific technology modules [7]. This perspective resonates with the findings from the word cloud, as students not only acknowledged the benefits of CAT tools but also expressed a desire for further education and improved training, indicating deficiencies in their current learning experiences. Additionally, Skripak et al. examined the positive effects of CAT systems on enhancing the quality and efficiency of student training programs [22]. This finding supports the sentiments reflected in the word cloud, where students articulated the value of these tools in facilitating a more straightforward and effective translation process. However, the analysis also emphasizes the necessity of providing more specialized and practical training to maximize the utilization of these tools.

5. Limitations and Suggestions for Further Study

The current research project involves several limitations that need to be considered when analyzing the results. Initially, the study's small sample size of thirty-three participants hinders the generalizability of the findings. Future investigations should aim for larger sample sizes to ensure more dependable and comprehensive data. Moreover, the reliance on self-reported data in the survey introduces the potential for response bias, where participants may exaggerate or downplay their skills and usage of CAT tools. Subsequent studies could incorporate objective assessments of CAT tool proficiency to complement self-reported information. Furthermore, the study concentrated on a specific group of students from a single institution, which may not reflect the

experiences of translation students in other contexts or countries. Comparative research involving various institutions or countries could provide a more holistic view of CAT tool utilization in translation education globally. Additionally, upcoming studies should consider students' familiarity with AI, both inside and outside the classroom, to enhance translation efficiency. Exploring how AI tools interact with CAT technologies and their influence on translation efficiency would offer a more comprehensive understanding of the technological landscape in translation education.

6. Conclusion

In summary, this research reveals that undergraduate translation students at SQU possess a basic understanding of common CAT tools, such as Google Translate and Microsoft Word. However, there exists a notable deficiency in their skills with more sophisticated tools like Trados and MemoQ. The analysis of qualitative responses through a word cloud highlighted both the acknowledged advantages—such as enhanced efficiency—and the evident necessity for additional structured training. Furthermore, the research emphasizes deficiencies in both the infrastructure and teaching methodologies related to the integration of CAT tools, indicating a need for improved access to advanced technologies in educational settings and a more comprehensive curriculum that incorporates AI-based tools. Future investigations should concentrate on how educational institutions can effectively integrate AI-driven CAT systems and assess their long-term effects on students' translation skills and readiness for the workforce. Addressing these deficiencies will ensure that students are adequately prepared to meet the technological challenges of the evolving translation sector. The study fills the identified research gap by providing actionable recommendations for translation educators and policymakers, emphasizing the need for improved access to advanced technologies in educational settings and a more comprehensive curriculum that incorporates AI-based tools.

Author Contributions

Conceptualization, F.E.-K. and R.J.; methodology, F.E.-K.; software, A.G.A.-S.; validation, F.E.-K., R.J., and A.G.A.-S.; resources, R.J., and A.G.A.-S.; data curation, R.J., and A.G.A.-S.; writing—original draft preparation, F.E.-K.; writing—review and editing, R.J. and A.G.A.-S.; visualization, A.G.A.-S.; supervision, F.E.-K.; project administration, F.E.-K. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The data for the study was part of a reflective teaching activity undertaken by the first author on his students. No ethical approval was required.

Informed Consent Statement

The statement of consent was embedded within the survey. Consent was assumed upon starting the survey indicating voluntary participation by the potential participants. Specifically, it stated that the participants were to either take the survey, decline, or withdraw anytime while filling it up. Should it be necessary, I will be delighted to provide the exact wording of that consent statement contained in the survey introduction.

Data Availability Statement

Available upon reasonable request.

Conflicts of Interest

The authors declare no conflict of interest.

Appendix A

Survey on Exploring familiarity with and use of CAT technologies among undergraduate translation students in Oman: The case of Sultan Qaboos University

Introduction

This research is about documenting your familiarity with using CAT tools in your translation classes and tasks. You will not need more than six to ten minutes to complete the survey.

Please fill in the below questions. Your replies will be confidential. None will have access to them except the owner of this survey. Also, note that you are free not to fill out the survey either at the start or refrain from participating while you are processing the below questions depending on the extent to which your e-resources, online databases, and technologies in your translation or interpreting courses are alike.

If you consent to fill out the form, please do so. If you wish to not participate, please feel free to withdraw at any time.

Survey Questions

Q1: Academic Information

In which semester are you enrolled, and which university/country do you attend?

- Semester:
  - First Semester
  - Second Semester
  - Third Semester
  - Fourth Semester
  - Other (Specify): _____
- University/Country: _____

Q2: General Computer Proficiency

How would you rate your computer skills in general?

- ◯ Very Basic
- ◯ Average
- ◯ Good
- ◯ Very Good
- ◯ Expert

Q3: Translation Tool Proficiency

How would you rate your skills in using computer-assisted translation (CAT) tools?

- ◯ Very Basic
- ◯ Average
- ◯ Good
- ◯ Very Good
- ◯ Expert

Q4: Classroom Resources

Is your classroom equipped with computers?

- ◯ Yes
- ◯ No

Q5: Personal Device Usage

Do you bring your own computer to translation class to work on texts?

- ◯ Yes
- ◯ No
- ◯ Sometimes

Q6: Translation Resources

From the list below, select all the resources you use when translating in the classroom:

- ☐ Dictionary on my mobile phone
- ☐ Online dictionaries on the computer
- ☐ Translation memories (e.g., Trados, MemoQ)
- ☐ Paper dictionary
- ☐ Asking a friend for help
- ☐ Asking the instructor for help
- ☐ Google Translate
- ☐ Specialized translation software
- ☐ Other (Specify): _____

Q7: CAT Tool Experience

Have you used any of the following CAT tools in your translation course? Select all that apply.

- ☐ Align Assist
- ☐ SDL Trados
- ☐ Wordfast Anywhere
- ☐ MemoQ
- ☐ Subtitling software/tools
- ☐ None of the above

Q8: Interpreting Tools

Do you use computers or online tools to assist with interpreting exercises?

- ◯ Yes

- ◯ No
- If yes, specify tools: _____

_____

Q9: Interpreting Class Tools

What types of computer-assisted tools do you use in interpreting classes? Provide examples.

_____

_____

_____

Q10: Translation Preferences

Would you prefer to continue using translation-assisted tools/software or translate without them? Explain your choice in detail.

- ◯ Prefer using translation-assisted tools/software
- ◯ Prefer translating without tools
- **Explanation:**

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