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The Effects of Teaching Computer-Assisted Translation Tools in Translation and Interpreting Departments on Students' Developing Translation Competence as Perceived by Lecturers[1]

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Abstract

In today's globalized world, translation has become a vital issue on which technology has a profound impact. This impact of technology has enabled translators to produce more efficacious and accurate translations with the help of Computer-Assisted Translation (CAT) tools. However, their integration into the life of translators has started through their teaching to the students in translation and interpreting departments. Consequently, a significant shift has transpired in the curricula. This transition towards automated translation facilitated by CAT tools has raised concerns regarding students' development of translation competence. While numerous scholars have explored students' attitudes and expectations towards CAT tools from point of students, there is a lack of research on the effects of teaching CAT tools on students' translation competence based on the views of lecturers. Therefore, this study presents the views of the lecturers who teach CAT tools in the departments mentioned above in Türkiye about the effects of teaching CAT tools on students' developing translation competence. It involved five semi-structured interviews with five lecturers. According to their views, teaching CAT tools absolutely affects students' developing translation competence, but regarding the semester in which they are thought, students can either develop translation competence or be led to laziness. The results showed that if they are thought in the first year of the university, students may not develop translation competence since they should first be competent in any other skills such as linguistic skills and writing skills.

Keywords: Computer-Assisted Translation Tools, CAT tools, translation competence, post-editing, translator training, teaching CAT tools

Öğretim Elemanlarının Görüşlerine Dayanarak Bilgisayar Destekli Çeviri Araçlarının Mütercim Tercümanlık Bölümlerinde Öğretilmesinin Öğrencilerin Çeviri Edinci Üzerindeki Etkisi[4]

Öz

Günümüzde küreselleşen dünyada çeviri, teknolojinin derinden etkilediği hayati bir konu haline gelmiştir. Teknolojinin bu etkisi çevirmenlerin Bilgisayar Destekli Çeviri (BDÇ) araçları yardımıyla daha etkili ve doğru çeviriler üretmesini sağlamıştır. Çevirmenlerin hayatına entegrasyonları ise mütercim-tercümanlık bölümlerinde öğrencilere verilen eğitimle başlamıştır. Sonuç olarak, müfredatta önemli bir değişiklik meydana gelmiştir. BDÇ araçlarının kolaylaştırdığı çeviriye geçiş, öğrencilerin çeviri edinci geliştirmeleriyle ilgili endişeleri de artırmıştır. Çok sayıda bilim insanı, öğrencilerin BDÇ araçlarına yönelik tutumlarını ve bu araçlardan beklentilerini öğrencilerin bakış açısından araştırmış olsa da, öğretim elemanlarının görüşlerine dayalı olarak BDÇ araçları eğitiminin öğrencilerin çeviri edinci üzerindeki etkilerine ilişkin araştırma eksikliği vardır. Bu nedenle, bu çalışma, Türkiye'deki mütercim-tercümanlık bölümlerinde BDÇ araçları eğitimini veren öğretim elemanlarının BDÇ araçlarını öğretmenin öğrencilerin çeviri edinçlerini geliştirmeye etkisine ilişkin görüşlerini ortaya koymaktadır. Beş öğretim elemanı ile beş yarı yapılandırılmış röportaj yapılmıştır. Onların görüşüne göre BDÇ araçlarının öğretimi öğrencilerin çeviri edincinin gelişmesini kesinlikle etkiler, ancak bu eğitimin verildiği üniversite dönemi ile ilgili olarak öğrenciler ya çeviri edincini geliştirebilir ya da tembelliğe

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sürüklenebilir. Sonuçlar, eğer BDÇ araçları eğitimi öğrencilere üniversitenin ilk yılında verilirse, öğrencilerin öncelikle dil ve yazma becerileri gibi diğer herhangi bir beceride yetkin olmaları gerektiğinden çeviri edinci geliştiremeyebileceklerini göstermiştir.

Anahtar Kelimeler: Bilgisayar Destekli Çeviri Araçları, BDÇ araçları, çeviri edinci, son düzenleme, çevirmen eğitimi, BDÇ araçlarının öğretimi

Introduction

In recent years, technology has had a significant impact on translation studies. It has reached such a point that translation activity is claimed to be almost impossible without the help of technology. Technology has revolutionized the translation process by enabling translators to have more accurate and efficient translations. This vital role of technology is provided to translators thanks to Computer-Assisted Translation (CAT) tools. They have emerged as indispensable aids empowering translators with automated assistance to enhance their productivity and enrich the translation quality. After all, the globalised world has created such a quick-circulating and lengthy translation market that it has become nearly imperative to use CAT tools in order to catch up with these increased demands (Balkul, 2015). When it comes to their integration into the actual translation processes, translator training programs are of vital significance. The tools have been taught to the students in the translation and interpreting departments since their emergence. In professional translation, CAT tools have gradually become a staple tool and this is increasingly reflected in translator training programmes across universities and schools (see Olohan, 2011). Scholars who have comprehended the vitality of these tools have started to reshape the translator training programs in accordance with the new necessities brought about by these tools, leading CAT tools to be partly or fully integrated into the programs. Thus, the programs should be aimed at "narrowing the gap between what the labor market needs from the modern translator and the courses offered by training institutions, universities and colleges" (Elshafei, 2014, p. 145). After all, these tools have not only changed the curriculums of the translation training programs but also the role of the teachers who have now found themselves required to teach something new (Šanda, 2018). Olohan supports this claim by arguing ''in professional translation, CAT tools have gradually become a staple tool, and this is increasingly reflected in translator training programmes across universities and schools often at both undergraduate and postgraduate level'' (Olohan, 2011, p. 342).

However, this inseparable relationship between CAT tools and translation has both transformed the translation industry by enabling the advantages mentioned above and given rise to some concerns whether it has benignly affected the students to develop translation competence or not. In relation to this ambiguity, some scholars conducted a number of research by taking the students' opinions. For example, a scholar conducted experimental research on students' expectations and attitudes towards using CAT tools (Alotaibi, 2014). Furthermore, two scholars aimed to clarify the application of CAT tools in translation teaching by searching the advantages and the disadvantages of the application (Wei & Bei, 2016). That is to say, most of the research presents data built upon the attitudes of students or making use of some observations of the students. On the other hand, there is not any study as to the relationship between teaching CAT tools and students' developing translation competence, which is based merely on the views of lecturers who teach CAT tools within the scope of Türkiye. So as to fulfill this gap, this research has been conducted based on the perceptions of the lecturers who give lessons on CAT tools in Türkiye.

1. Literature review

Having become the translation industry's indispensable aids, CAT tools may not have a long history. Their history has been built upon the evolution of machine translation in fact. First of all, machine translation basically refers to ''computerized systems responsible for the production of translations with or without human assistance'' (Hutchins, 1995, p. 431). That is to say, it utilizes artificial intelligence and some

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algorithms to automatically generate translations from one language to another without requiring human intervention. Besides, CAT tools are intended to assist translators in many processes related to translation. For example, they offer such features as pre-translation, pre-editing, and post-editing. Pre-translation refers to the initial utilization of non-translatable elements, translation memories, machine translation, and/or human translation engines on a source text, while pre-editing is a modification of the source text, which involves correcting mistakes. As well as those, post-editing includes the intervention of a translator in the raw translation generated by the machine translation with the help of CAT tools. In the words of Bowker, "CAT technology can be understood to include any type of computerized tool that translators use to help them do their job" (Bowker, 2002, p. 6). It appears that since CAT tools are equipped with many traits, enabling translators to translate the task more easily, translators tend to spend more time on post-editing more, rather than the hands-on translation. In the words of Bell, translation competence is defined as "the knowledge and skills the translator must possess in order to carry out a translation" (Bell, 1991, p. 43). Thus, teaching CAT tools is claimed to help translators develop translation competence by giving them a chance to enhance their productivity in their work.

On the other hand, teaching CAT tools has caused many questions pertaining to translators' possible creativity decline and increasing laziness. Therefore, the integration of CAT tools into the field of translation, wider and more complicated research has become a must in the field. Their effectiveness, future and potential challenges brought about by them have started to be debated on a wider scale incrementally, and they appear to be concerned with students' approaches, thoughts, and ideas towards CAT tools (see Mohammed et al., 2020; Alotaibi, 2014; Mahfouz, 2018). For instance, Çetiner (2018) analyzes the attitudes of translation students towards CAT tools through pre-and post-test questionnaires related to the research questions before and after training on these tools. In his study, the results show that some statistically significant differences are observed at the end of the study based on the pre-and post-test questionnaires carried out before and after the training. He states that ''students develop a positive attitude after they are taught the benefits of using computer-aided translation tools and more classes should be allocated for translation technologies in translation training programs'' (Çetiner, 2018, p. 153). Besides, another study on teaching CAT tools' functionality in the quality of education, in general, has been conducted and has shown that teaching CAT tools increases the quality of education, especially students' computer literacy and their taking part in the translation projects (Skripak et al., 2022). Furthermore, it has been found that the number of research dealing with the teachers' ideas and thoughts towards CAT tools is quite limited. Since they have set off to evaluate students' approaches and ideas and improvement towards the CAT tools from their own point of view, it is not to be underestimated that teachers who are - generally- experienced in the translation field are in a good position to evaluate the effects of CAT tools by taking the translation quality achieved by their previous students not having attained any opportunity called CAT tools in the past. One of the previously-done studies conducted by Halil İbrahim Balkul has a similar objective and appears to be one of the first studies carried out in order to shed light upon teachers' views regarding CAT tools. In this quantitative study, one of the main conclusions taken after the conducted survey is the common sense shared by the teachers that CAT tools happen to be quite effective in a positive way on students' translation competences (Balkul, 2015). Therefore, this research is set to investigate translator trainers'/university professors' views regarding the effectiveness of teaching CAT tools enhancing the development of translation competence by translator candidates/translation majors. Yet, even though much research has been conducted on teaching CAT tools in these departments, our literature review shows us the lack of research related to the views of lecturers on its effects on students' developing translation competence.

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2. Research questions

This paper intends to analyze the effects of teaching CAT tools on students' developing translation competence in the eyes of lecturers in Türkiye by asking the research questions given below:

1. How do CAT tools and their teaching affect students' translation competence?

2. Should CAT tools be used in all the courses in the translation and interpreting departments?

3. When should CAT tools be taught during a translation and interpreting curriculum?

4. Do CAT tools encourage laziness in students in the context of translation competence?

3. Method

3.1. Research design

An essential aim of this study is to find out the effects of teaching CAT tools in translation and interpreting departments on students' developing translation competence based on the remarks of the lecturers who are experienced in teaching CAT tools in Türkiye. To achieve this, a qualitative research methodology is adopted (Saldanha & O'Brien, pp. 188-194, 2013; Heigham & Croker, pp. 45-134, 2009) in accordance with the research ethics committee approval whose issue number is 07.04.2023-147 taken by Kütahya Dumlupinar University. Subsequent to this approval, five semi-structured interviews with open-ended questions were conducted as Saldanha & O'Brien also assert in their book ''more of the questions are open-ended and there is more flexibility to allow variation in the order in which the questions are asked'' (2013, p. 172). Furthermore, according to Foddy (1999), semi-structured interviews consist of many questions prepared in advance which pave the way for more insightful ideas and carry the focus of the study at the same time.

3.2. Participants

The five semi-structured interviews were conducted individually with five lecturers all of whom are from different universities in different regions of Türkiye with an eye on the research questions which is of utmost importance in determining the type of interview (2013, Saldanha & O'Brien). Since there are merely a small number of scholars especially working on CAT tools in Türkiye, and we could only take favorable replies from 5 scholars out of 7 having been established connections via email, the number of participants is limited by considering the views of Saldanha & O'Brien ''interview and focus group studies often rely on small numbers of participants which do not often constitute representative samples of the population'' (2013, p. 169). The participants' background information including gender, academic title, translation, and academic experience is presented in Table 1 below:

Table 1. Participants' background information.

Gender	Male (5)	
Title	1	(Prof.)
	3	(Ass. Prof. Dr.)
	1	(Dr.)

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Translation experience	2	(15-20 years)
	3	(10-15 years)
Academic experience	1	(15-20 years)
	4	(10-15 years)

3.3. Data collection and procedure

Based on qualitative methods, some open-ended questions in semi-structured interviews were created to present descriptive data on the research questions by scrutinizing the related/similar works (see. Çetiner, 2018; Mohammed et al., 2020; Alotaibi, 2014; Mahfouz, 2018). They were categorized in two sections: the first was devoted to merely demographic data, including years of translation and academic experience, etc. The second one included some questions based on the research questions given above (see appendix).

Prior to the actual study, the interview questions were tested for their validity and reliability with 2 scholars which were ''not cost-effective'' due to having few participants as Saldanha & O'Brien (2013, p. 178) specify in their book. In the course of this piloting, there were a few ambiguous questions, and they were eliminated, but any new questions weren't added. Following the piloting, it was aimed to establish a connection with the recruited 7 participants via email which the consent form was also attached to. However, only 5 of them gave a positive reply. Afterwards, the online meeting time was arranged with the participants. They were uttered that the interview questions could be sent to them via email in advance if they wished and the language of the interview would be either Turkish or English. Afterwards, the online meeting time for the interviews was arranged with the participants. They were aware that the meeting would be recorded, transcribed, and analyzed for research purposes. The interviews all of which were carried out in Turkish roughly lasted 25-60 minutes.

3.4. Data coding and analysis

After finishing the data collection through semi-structured interviews and transcribing the interviews, the transcriptions were checked by the two researchers to ensure reliability, and they were translated into English by adopting a positivist approach as Saldanha & O'Brien (2013, p. 177) claim ''researchers who take a positivist stance and believe in the objectivity of the research project are more likely to be comfortable with using a translated text because they will also assume that it is possible to be a completely neutral translator''.

The next step of the analysis consisted of coding the data by identifying such features as similarities and differences in the transcriptions. The codes are regarded as "the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (Boyatzis, 1998, p. 63). In this process, a data-driven coding approach, which is also known in the context of the inductive approach, was adopted. That is to say, the process of inductive analysis involves coding the data without attempting to conform it to a predetermined coding framework or the researcher's preconceived analytical notions (Braun & Clarke, 2006).

As the researcher having conducted the data coding process for this study, a qualitative descriptive analysis approach was employed to unravel meaningful insights. The coding process was carried out meticulously, adhering to a systematic and rigorous methodology with the help of the software MAXQDA 2022. With an open mind and a commitment to unbiased exploration, we approached the data without any preexisting

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coding frame or analytical preconceptions. By immersing ourselves in the data, we strived to capture the
essence of the information, identifying patterns, themes, and recurring concepts that emerged organically.
This inductive approach allowed for a comprehensive examination of the data, enabling the discovery of
novel perspectives and generating nuanced interpretations. By embracing this flexible and data-driven
coding process, we aimed to ensure the integrity and validity of the analysis, providing a solid foundation
for the research findings.

4. Findings and discussion

The research findings shed light on various significant aspects presented through the themes related to CAT
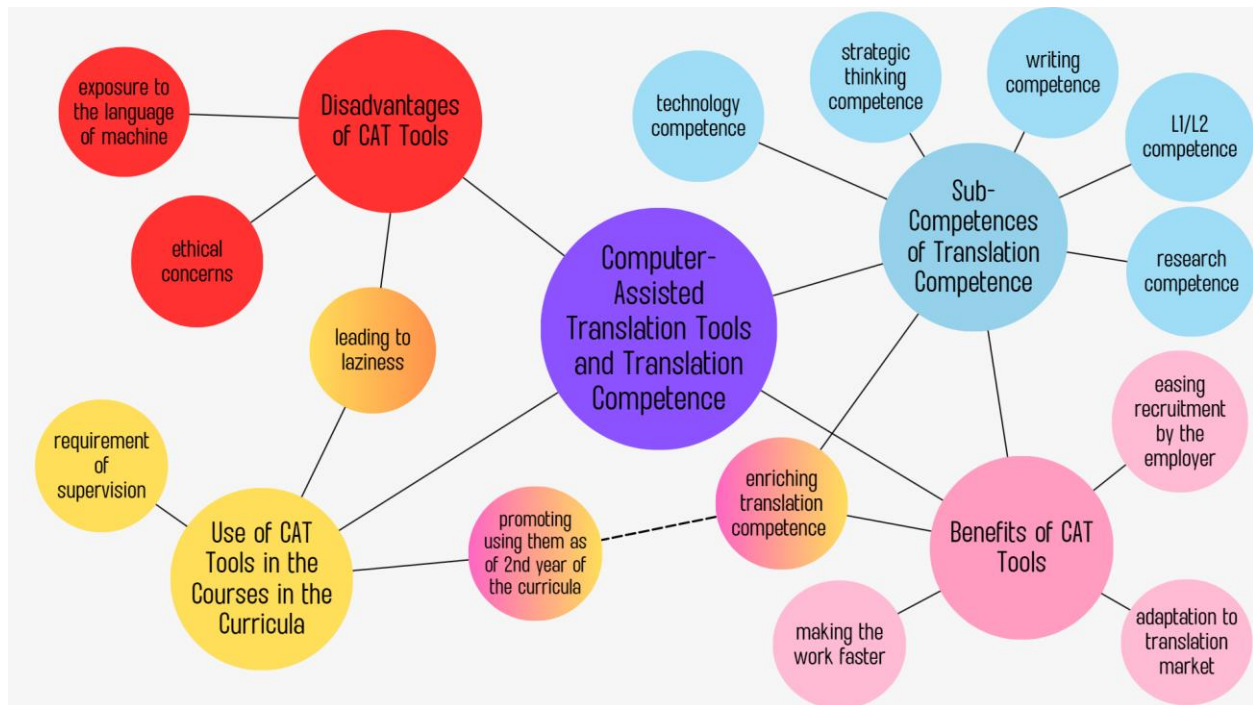tools as scrutinized in *Figure 1* given below:

Figure 1. Themes, sub-themes, and the relationship between (sub)themes.

Regarding the benefits of CAT tools, it was evident that they offer quite many advantages. Firstly, they ease
the recruitment process for employers by providing a technological edge and enhancing efficiency in the
translation workflow. Secondly, CAT tools enable translators to adapt more effectively to the dynamic
translation market by facilitating the handling of large volumes of text and improving consistency in
terminology. Furthermore, the use of CAT tools significantly speeds up the translation process, enabling
translators to meet tighter deadlines and increase productivity. Turning to the sub-competences of
translation competence, the study emphasized the importance of various skills. Technology competence
emerged as a key sub-competence, highlighting the need for translators to be proficient in using CAT tools
effectively. Additionally, writing competence, strategic thinking competence, L1/L2 competence, and
research competence were identified as crucial skills for translators to excel in their work. Concerning the
use of CAT tools in curricula, the findings suggested that promoting their incorporation as early as the
second year of the curriculum helps students develop familiarity and proficiency. However, the study
emphasized the importance of supervision to prevent overreliance on CAT tools, as it may lead to a decline
in critical thinking and language skills as one of the disadvantages, which implies the possibility that

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students can be urged to laziness. Lastly, the research identified a few more potential disadvantages of CAT tools, including exposure to machine-driven language, which may adversely affect translators' linguistic abilities. Ethical concerns were also raised, underscoring the importance of human intervention in certain sensitive translation contexts. Furthermore, overdependence on CAT tools can potentially diminish the translator's engagement in the translation task and linguistic effort into it.

To elaborate more on the themes through the data collected by the participants, among the most widely addressed points, the benefits of CAT tools that make students eye-catching for employers stood out first. All the participants shared the opinion that the globalized world has undoubtedly brought undeniable new realities in all aspects of life. As Vukalović (2021, p. 1) puts it ''in today's increasingly globalized world, where the demand for translation growing, as well as with new developments in technology, translations have become more sophisticated, increasingly relying on computer technology to facilitate the process''.

Translation as a field has taken its share out of this drastically changed reality. Five of the five participants posited that budding translators need to be cultivated in terms of the CAT tools in order to catch up with the new realities of the translation market. Thus, learning CAT tools appears to be of the utmost importance for translation students to be competitive and attractive to employers in the future. As Skripak et al., (2022, p. 1) argued ''the ability to use automated translation programs and knowledge of various CAT and applied tools significantly improve the productivity and quality of work, leading to an increase in the translator's competitiveness''.

Within this context, Participant 1 stated that "we have come to the point at which it is of utmost importance for translators to be knowledgeable about these tools. It appears to be nearly impossible to be hired by the companies without being experienced in them". Similarly, Participant 3 shared Participant 1's opinion in that "it becomes much easier for the recent graduates to be hired if they have a good command of these tools".

The second prevalent point addressed by the scholars is the elimination of the busy-work that used to be a common phenomenon for translators in the past. It is not a secret that CAT tools have made it possible for translators to eliminate most of the processes for which they used to be responsible in the past. Even though the translation process was marked with multi-layered processes that necessitated translators to handle out-of-translation tasks, it appears to be quite rare to say that it is also a norm now. As Vukalović points out:

> Developments made it possible to not only use computers to store but also search for and retrieve information. Typewriters quickly became a relic of the past with the advent of the personal computer, which was one of the key factors that allowed the emergence of computer-assisted translation (2021, p. 6).

One of the advantageous sides of the CAT tools is that they seem to be opening a road for translators to be focused on their tasks without being distracted by the grueling tasks. Participant 5 commented on this issue by stating:

> *"Most of the texts used to be duplicated. I'm not saying copy, I'm saying duplicator, I have translated a lot of texts taken in primitive copy machines working with old spirit and ink. Transferring them to a computer while translating them, such as OCR, didn't seem so possible at the time. I remember going down with the ruler line by line. I would want to keep the lines together so that they wouldn't get mixed up.CAT tools have made away with all these busy-works."*

Likewise, Participant 2 stated ''we used to handle more than what it meant to be translation. Now all the process is expedited''. To exemplify more, Participant 4 also shared his ideas by explaining "we used to think about the translation by handling the project with our hands. The difficulty of the texts would make us obliged to squander our hours away. Yet, now it is quite possible to accelerate all this process with the help of the CAT tools." Therefore, by relying on the data collected through the interviews with our

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participants, it can be concluded that all the participants shared the idea that CAT tools have speeded up the translation process by freeing translators from the busy-work in which they have come to be immersed.

When it comes to the core of our research, which delves into the possibility of whether CAT tools undermine students' assiduity or not, the participants seem to be united in their answers, all of whom mention that students would highly likely be accustomed to machine translation, were they to be instructed CAT tools starting from the first year of the university, decreasing their capacity to improve their own translation competence. The majority of the participants pointed out the significance of teaching the first-year students cultural and linguistic knowledge, constituting an on-ramp in order for them to be prepared for the upcoming years' CAT tool lessons. Participant 3 mentioned "I do not think it is right to start it directly with a computer-assisted translation course or a translation technologies course in the first year. I am of the same opinion that the best ideal time for this is in the second or third grade because it can push the student into laziness or mislead". Participant 4 also addressed that students tend to be directed to laziness in case CAT tools are not moderately used or start to be used from the first year in the university by stating:

> *"In the first year, students should first take culture courses and take translation courses. They should start doing small translation practices and learn to put in some cognitive effort. So, they should start translating by thinking about what their profession expects from them, that is, what they foresee. In other words, the student who will attempt to gain expertise first, after reaching a certain point, we can start to show these tools in the second grade."*

All the participants happened to put the idea forward that it might be a disadvantageous situation for students to be taught CAT tools from the first year of university. In relation to the year to teach CAT tools at university, Balkul (2015) suggests teaching them as of the second year of university by relying on questionnaires conducted within the scope of his research. The highest risk seems to be the possibility that the students will be prompted to be caught by laziness as a consequence of the excessive use of CAT tools. Within this context, Participant 1 put forward ''as I said, using it as a ready-made translation really pushes the student to laziness, but as they use this machine translation, this laziness and exposure to that machine language affect students in the long run. So now, even if you read a text created by machine or artificial intelligence, it seems natural to the students". Regarding this answer, Alotaibi (2014, p. 72) suggests ''rather than looking for fully automated and high-quality output, students should see pre- and post-editing as an important stage in the translation process''.

Moreover, even though the term of CAT tools is recent, it has introduced a few new concepts following itself, too. The concepts of pre-editing, pre-translation, and post-editing have come to be utilized and discussed among the professionals working in the field. However, CAT tools might be stated to have exacerbated the use of these enumerated processes. Among the questions directed to the participants, there was a question that aspired to elicit the participants' views on whether CAT tools have any effect on the improvement of pre-editing, pre-translation, and post-editing competences and whether these new competences have any overall effect on the translation competences of the students. All the participants argued that the use of CAT tools is highly likely to improve the pre-editing, pre-translation, and post-editing competences and, in return, improve the overall translation competence. Participant 5 alleged "the translation competences should be re-defined due to the fact that it now encompasses many sub-competences such as post-editing, pre-editing, and pre-translation. These sub-competences can be alleged to be affected and improved by the use of CAT tools, too". Participant 3 also highlighted "pre-editing, post-editing and pre-translation are essential parts of the translation process, which necessitates the translators to be competent at them. These competences are to be used and enriched with the use of CAT tools". Participant 4 put the idea forward "the translation process is generally constituted of post-editing now, due to the fact that most of the tasks are being handled with the CAT tools". As can be perceived, the participants

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had a tendency to think almost the same on most of the questions asked during the interview. However, the only point on which there was not a united consensus was related to the use of CAT tools in other courses. Whereas two of the scholars claimed that these tools should be totally integrated into the other lessons, enabling students to use them anywhere possible, three of the scholars stated that it would be better if students used these tools in certain lessons and with supervision in case they were to use them in other lessons. Participant 2 argued "I am of the opinion that these tools should be used in all the lessons. Given that we are given a limited time period to teach these tools, getting students internalized with these tools can only be possible if these tools are to be used in the other lessons, too. The more students interact with these tools, the better they become at them." Likewise, Participant 5 pointed "we have integrated the use of these tools in all the aspects of our department. If you are to use them, use them everywhere, including the literary texts". However, three of the five participants indicated that students should either use these tools in certain lessons or use them with precaution and supervision in case of using them for other lessons. To exemplify, Participant 4 validated:

> ''The excessive use of CAT tools might lead students to mishandle of these applications. We had news coming from the teachers of other lessons saying that they were handed out homework that did not mean to be done using CAT tools but clearly were done so. Since I am the one teaching these tools, I am to assume the responsibility for the use of these tools in other lessons, too.''

In a similar vein, Participant 3 addressed:

> "The other teachers might not know how to use these tools, which makes them not satisfied with the tasks handled through the use of these tools. The students who have chosen to tackle the homework by using CAT tools might confront the accusations of plagiarism. Thus, it is best for these tools to be used with caution and supervision in the other lessons".

Therefore, it can be stated that there does not appear to be a unified consensus among the scholars with regard to the use of CAT tools in other lessons.

5. Limitations

This research conducted with 5 participants has shown some limitations despite its fulfilling a research gap in the translation field. One of them is to have quite a few participants involved in the study. The reason is that on top of not having plenty of lecturers who teach CAT tools, there were some participants who rejected the interview due to their busyness or we could not receive any response. Therefore, all the participants happened to be recruited males, and the data is collected within Türkiye. So, the study can be expanded to the contribution of much more lecturers beyond Türkiye. Furthermore, this qualitative study can be evolved into a quantitative study with regard to the frequency of the terms in the interviews.

Conclusion

As a result of the new necessities brought about by the globalized world, different sectors have had to adapt to new strategies in order to catch up with these new concepts. When it comes to translation, CAT tools appear to be one of the recent solutions embraced by professionals. Having blossomed as a reaction to translators' demands, CAT tools have happened to be the core of many studies conducted within the field of translation studies. However, following a quick literature review is likely to demonstrate the limited scope of these studies delving into the concept of CAT tools, and evaluating CAT tools from students' points of view. It has been realized that it has created a research gap in which the pros and cons of these tools in terms of students' translation competences should be encapsulated from the scholars' points of view. Within this scope, five participants who happened to be expert scholars in teaching CAT tools from different universities situated in Türkiye were interviewed with the questions probing these tools' potential effects on the students. This endeavor has led to several unforeseen conclusions due to the multifarious nature of the questions asked during the interview. However, the core point of the research, that is, whether CAT

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tools have any prospect of worsening students' translation competences leading them to be immersed in laziness or not, has been clarified. Five of the five participants argued that teaching CAT tools from the first year of the university may deteriorate the students' translation competences. When asked whether these tools should be utilized in different lessons or not, the scholars did not seem to reply with a unified answer. Whereas three participants agreed that it should not be used or used with caution and supervision in the other lessons, two of the participants agreed on the answer that these tools should totally be integrated into all the lessons. As stressed at the beginning of the conclusion, there has been an identified research gap when it comes to the evaluation of these tools from the scholars' points of view. The main purpose of this research has been to be a lead-in research for this formed gap.

Further studies delving into the identified gap are doubtlessly and positively to contribute to this gap and scrutinize the points this research has unforeseen.

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Appendices

Open-ended interview questions are as follows:

Personal Questions

a. How many years have you been working in this field (Translation-Interpreting), can you tell us about your experiences?

b. How many years have you been working on Computer Aided Translation Tools? When and through what has your interest begun?

General Questions

a. What do you think about the importance of Computer Aided Translation Tools for Translation and Interpreting students?

b. When you consider the process before and after the integration of Computer Aided Translation Tools into the curricula of universities, do you observe any change in the attitudes of Translation and Interpreting students towards translation?

c. Considering the periods when Translation Tools were not heavily integrated into the curricula, students used to do the translation interactively "by hand". Now they do it with translation tools. What kind of differences do you see in the translation competence of students in these two different periods?

D. What are the differences between the students' translation competences before and after the teaching of Computer Aided Translation Tools during an undergraduate education?

E. Some of our instructors, who teach Computer Aided Translation Tools courses, advise students not to use CAT tools to translate tasks assigned to them in other courses. What do you see as the reason for this?

f. Is there a relationship between not giving CAT tools' trainings at the beginning of the four-year education period and gaining translation competence to students? Do CAT tools lead students to laziness in the context of translation competence?

g. CAT tools' costs vary widely depending on the program used. For this reason, students may not be able to benefit from the advantages offered by each program. What do you think about this cost issue?

h. How do processes such as post-editing, pre-editing and pre-translation associated with CAT tools contribute to students' translation competence?

I. How would you describe the link between CAT tools and translation competence? Could you please suggest a metaphor for this?