Investigating the Use of Technological Tools by Algerian Professional Translators and Interpreters

دراسة استعمال المترجمين والتراجمة المهنيين الجزائريين للأدوات التكنولوجية

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Abstract:

Despite the growing availability and advancement of technological tools in the translation and interpreting industry, there is a limited research that addresses their adoption and utilization in Algeria. This paper investigates the current state of technology integration within the Algerian professional translation and interpreting landscape. The study follows a qualitative approach in which the data were collected by conducting semi-structured interviews with nine professional Algerian translators and interpreters. The results show that translators use various technologies, whereas interpreters depend only on limited tools. Observed issues included a lack of accessibility to paid tools and an absence of alignment between academic training and job market requirements. This paper suggests conducting more research on this topic to address other issues related to the professional context and technology.

Keywords: Translator; Interpreter; Technology; Professional Translation; Technological Tools

الملخص:

رغم وفرة الأدوات التكنولوجية وتطورها في مجال الترجمة التحريرية والشفوية فإنَّ عدد البحوث التي تناولت استعانة المترجمين والتراجمة المهنيين الجزائريين بها محدود للغاية، لذلك ستحاول هذه الورقة دراسة واقع تلك التكنولوجيات وظروف استعمالها في الممارسات الترجمية التحريرية والشفوية المهنية بالجزائر، ولتحقيق هذا المبتغى اعتمدت هذه الدراسة على منهج نوعي جُمعت فيه البيانات المنشودة بإجراء مُقابلات شبه منظَّمة مع تسعة مترجمين وتراجمة مهنيين جزائريين. وقد أظهرت النتائج أنَّ المترجمين يستعينون بتكنولوجيات مختلفة، فيما يعتمد التراجمة على عدد محدود منها، وكان عدم تماشي التكوين الأكاديمي مع متطلبات سوق العمل وصعوبة الحصول على بعض البرامج المدفوعة من بين الثغرات الملحوظة، وتقترح هذه الدراسة إجراء مزيد من البحوث في هذا الموضوع والتطرق أكثر للمسائل المرتبطة بالسياق المهني والتكنولوجيا.

كلمات مفتاحية: المترجم، الترجمة الشفوية، الأدوات التكنولوجية، سوق العمل، تكوين المترجم والترجمان.

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1. Introduction

Translation and interpreting practices have always facilitated global communication and cultural exchange. Professional translators and interpreters ensure the effective transmission of written and spoken ideas in a myriad of domains, and the industry's diverse fields and linguistic realms result in both opportunities and challenges for these language professionals. The associated difficulties require knowledge of the source and target languages and a profound comprehension of cultural subtleties and context. However, according to Zaretskaya et al. (2018), "a translator starting a career in the industry is expected, as a minimum requirement, to be able to work with translation memory (TM) software" (pp. 37-38). Thus, the fast-paced nature of the modern translation and interpreting industry and the move towards a more technologized translation and interpreting environment entails the need for tech-savvy or technologically skilled translators and interpreters, i.e., individuals who can carry translation and interpreting tasks with the help of available technological tools.

The number of technological tools dedicated to translators and interpreters, nowadays, is compelling. Such tools include computer-assisted translation (CAT) software, machine translation (MT), terminology management tools, and concordancers for translators. Interpreters can now utilize computer-assisted interpreting (CAI), machine interpreting (MI), and other devices, including digital tablets and pens. These technologies provide a variety of functions that facilitate translation and interpreting tasks.

Thus, the study tackles the following points:

- Shedding light on the reality of translator and interpreter training in Algeria.
- Looking into the different aspects of the interaction between translation and technology in the professional realm (tools used, types of texts, potential advantages, issues, and factors influencing their use).
- Uncovering the presence of interpreting technologies within the professional interpreting industry in Algeria.

2. Translation and Interpreting Technologies

The interaction between technology and translation has led to the emergence of a new subject field, "Translation technology." This area of study grew, significantly, to the point that other specialties now fall under the umbrella of Translation Technologies, including Machine Translation (MT), Audio-visual Translation (AVT), and Localization.

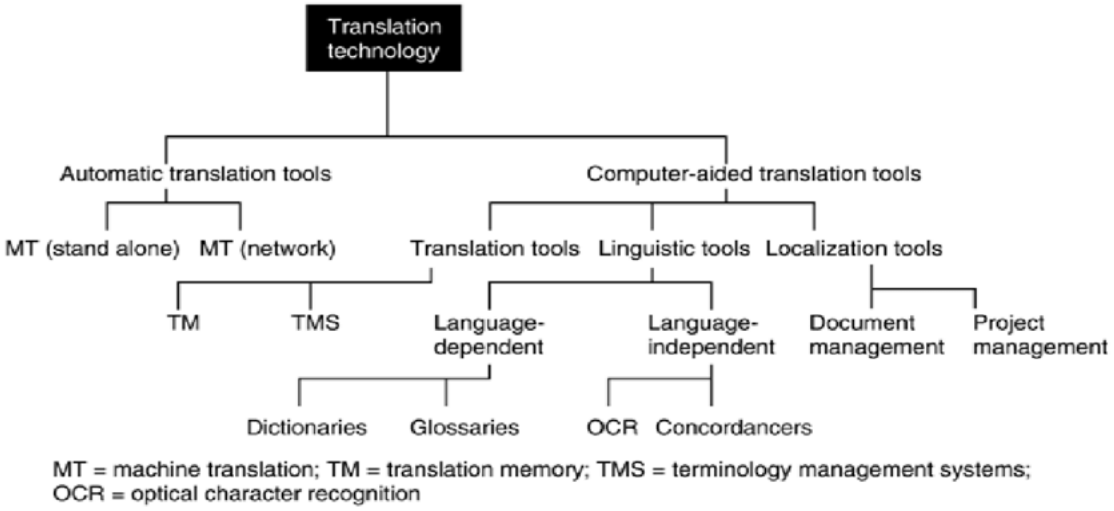
2.1 Technologies for Translators

The tools that can assist translators in dealing with their translation tasks are numerous, and the types they need depend on the language pair, the type of text they are dealing with, and other factors, such as time limit and workload. These tools can range from CAT systems (including Translation Memory (TM) software, terminology

management, term extraction, etc.), MT engines (Google Translate, Bing, Microsoft Translator, etc.), Online resources and applications (dictionaries, glossaries, etc.), to other general resources, such as search engines and encyclopedias. According to Laver and Mason (2018), translators can make use of a multitude of "technology supporting translation that has transformed the nature of the task: Translation Memory (TM) software, electronic multilingual dictionaries and term banks, search engines, access to large corpora and databases, translator networking, voice recognition and automatic formatting" (p. 131). These examples show how diverse translation tools or technologies can be.

Figure 1 displays a classification of some common translation technologies (Fig 1).

Fig.1. Translation Technologies Classification



Source: ((İbrahim Balkul, 2016, p. 103) (adapted from Quah (2006))

According to Figure 1, translation technologies were divided into two main categories: Automatic Translation Tools (stand-alone and network MT) and CAT Tools. CAT tools are, further, divided into three sub-categories, which are translation tools, linguistic tools, and localization tools. In addition, translation memories and management systems fall under the translation tools category. On the other hand, the linguistic tools involved two other sub-divisions: the language-dependent and independent tools. The former are tools, like dictionaries and glossaries, while the latter include concordancers and OCR (Optical Character Recognition). Furthermore, document management and project management tools fall under the category of localization tools. Nevertheless, other classifications delve deeper into the topic and provide detailed descriptions of the previously mentioned tools (see Bowker & Corpas Pastor, 2015).

2.2 Technologies for Interpreters

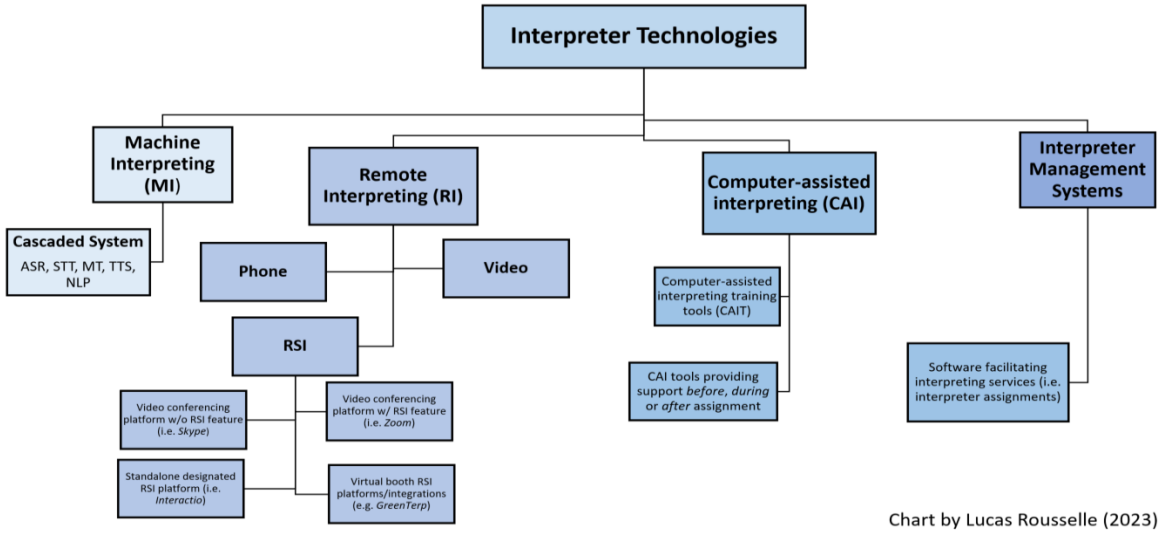
Just like translation, interpreting has also received its share of technological aids. The presence of technology within the area of interpreting dates back to the 20th

century and even before translation technologies became a thing. These technologies are the ones used in simultaneous interpreting boots, including speech transmission systems, headphones, microphones, consoles, and even computers, in the last few decades. However, newer tools and aids are being introduced, continuously, as technology advances, and some traditional equipment used in these boots might be replaced or even integrated with more sophisticated technologies.

Fantinuoli (2018) and Braun (2020) divided interpreting technological tools into three categories. Both Fantinuoli and Braun named the three categories: computer-assisted interpreting/technology-supported interpreting, remote interpreting/distance interpreting (technology-mediated interpreting), and machine interpreting/(technology-generated interpreting), respectively. Concerning CAI tools, Fantinuoli (2018) mentioned automatic terminology extraction, key topics identification, summarization, and automatic speech recognition, which fall under the term 'Natural Language Processing Aids', while Braun (2020) focused on Digital pens with additional features, such as integrated microphones, speakers and cameras, and Smart Tablets. In addition, both authors agree that remote/distance interpreting refers to using ICT technologies to deliver interpreting services through phone/audio, videoconferencing, or other hybrid remote interpreting modes. Although facing challenges and technical issues, interest in simultaneous interpreting has grown professionally and academically during and after the COVID-19 pandemic, making it one of the most valuable alternatives for onsite conference interpreting. Finally, machine interpreting uses text-to-speech (Automatic Speech Recognition), MT, and text-to-speech synthesis to generate an automatic interpretation. (Corpas Pastor, 2021) Despite the progress that machine interpreting is witnessing, especially with the advent of AI, it still needs more improvements to be implemented in situations, where complex forms of languages are used.

Figure 2 below, provided by Rousselle (2023), displays the most common interpreting technologies.

Fig.2. Interpreting Technologies Categories



Source: (Rousselle, 2023)

As shown in Figure 2, unlike the previous classifications, interpreting technologies were divided into four significant categories: MI, remote interpreting (RI), CAI, and interpreter management systems. According to Rousselle (2023), MI currently involves three main components: automatic speech recognition, MT, and text-to-speech synthesis, while remote interpreting is done either through phone (phone interpreting) or video (as in video conferencing platforms or virtual booths). In addition, the chart also includes CAI tools that can be used either in training or as an aid during professional tasks, as well as interpreter management tools that are useful in providing interpreting services. Nevertheless, this chart mainly focuses on the tools needed for simultaneous interpreting. Other tools, such as smartphones, tablets, and digital pens can assist during consecutive interpreting tasks.

3. Methodology

This study employs a qualitative research approach, which was selected for its applicability in investigating the firsthand experiences, perspectives, and practices of Algerian professional translators and interpreters, regarding adopting technological tools during their usual translation and interpreting tasks. According to Hennink et al. (2020), qualitative research involves studying participants' opinions and experiences via interviews, focus groups, and observations.

The researcher chose semi-structured interviews as this study's data collection method. The semi-structured structure allowed for open-ended questions, encouraging participants to discuss their experiences, challenges, and best practices when utilizing technological resources in their regular translation and interpreting duties. Interviewees answered twenty four (24) questions about their academic and professional background, translation and interpreting training, and the use of technology in their professional translation and interpreting tasks. Additionally, the interviews were conducted face-to-face and via telephone and were recorded after the participants' permission via the smartphone's recording application. Note-taking was also an essential technique during the process. Conducting interviews via telephone was helpful because some participants were geographically far away.

The study was conducted on nine (09) Algerian professional translators and interpreters. They were selected to represent various areas within the translation and interpreting fields, including those working in official translation offices and companies or as freelance translators and conference interpreters. The participants were selected based on the following criteria: professional experience, specialty, and workplace.

After collecting, compiling, and transcribing the recorded content of the interviews, the researcher opted for data reduction and thematic analysis as the main techniques to analyze the collected data. The former helps condense or summarize the contents, highlighting the most pertinent aspects, while the latter facilitates identifying the main topics and elements of the data.

4. Results

4.1 Background

It is of significant importance to know about the participants of this study before discussing their perspectives and interactions with technology in their respective areas. To fulfill this objective, the researcher asked the participants about their academic background, professional experience, specialty, and workplace (Table 1). Each interview was coded (I1, I2, I3, etc.) (I: Interview) as follows:

Table 1 below shows that most participants are males (six males and three females). Regarding profession, three participants work exclusively as translators, and only one works solely as an interpreter, while five work as translators and interpreters. It is worth mentioning that four other interviewees work as translation/interpreting teachers at different universities and institutes.

Table 1. The interviewees' background and professional experience

Info / Interviews	Profession	Academic background	Workplace	Years of experience	Gender
I1	Translator	MA in translation	Translation office	4	Female
I2	Translator/interpreter	MA in translation and interpreting/Ph.D. Student	Freelance translator/ Interpreter	4	Male
I3	Interpreter/university teacher	BA in translation/MAG in interpreting/ Ph.D. Student	Freelance interpreter	10	Male
I4	Translator/interpreter/university teacher	BA in interpreting/MA in translation and interpreting	Freelance translator and interpreter	15	Male
I5	Translator/interpreter/university teacher	MAG in Translation	Translator and interpreter in a company	10	Female
I6	Translator/university teacher	MAG in translation/ Ph.D. in translation studies	Translation office	11	Male
I7	Translator	MA in translation	Freelance translator	2	Male
I8	Translator/interpreter	MA in translation/ Ph.D. student	Translation office	4	Male
I9	Translator/interpreter	MA in translation and interpreting	Translation office	1	Female

The participants' academic backgrounds were slightly similar. The majority of them either have Master's or Bachelor's degrees in translation, interpreting, or both, while others said that they have a Magister degree. Three participants said they are pursuing a Ph.D. (doctoral students) in translation and interpreting studies, with one already having a Ph.D. in the same field. The following vital aspects to know more about the participants' professional careers were their workplace and professional experience. Most participants mentioned working in translation offices and sometimes with outside parties, such as foreign companies, courts, and agencies. Freelance translation and interpreting also was popular among them, as many mentioned working on several projects with local and foreign clients. One participant said that she works as a translator and sometimes as an interpreter with Sonatrach, a well-known oil company in Algeria.

Some participants mentioned working part-time jobs as translators or interpreters with other companies, such as Wood Group Somias, BAAT, Cojaal, Tarjama, and Carrefour. Others said that they were holding positions unrelated to translation and interpreting, such as administrative assistant in a company, English language teacher, academic advisor, and employee at the British embassy in Algiers. Furthermore, there is a noticeable difference between the participants regarding experience by numbers. The participants' experience spans from one to fifteen years, with a variety of expertise in diverse areas, such as translation, interpreting, and university teaching. Their amount of experience may impact their knowledge, work chances, and future career prospects in the language services sector.

4.2 Translator and Interpreter Training in Algeria

This section discusses the nature and characteristics of translator and interpreter training. When asked, "What is the difference between the academic and professional training of translators and interpreters?", all interviewees mentioned that training at university is primarily theoretical, accompanied by exercises that demonstrate the use of the learned theoretical concepts. They agreed on the practical nature of professional translation and interpreting training. A participant said that "In academic training, Algerian students often work on texts in various general fields, meaning that they do not get to experience the same level of difficulty and challenges found in the job market." Another participant said that "The curriculum is not designed following the specifics of the professional industry," stressing that the university provides rather general training, instead of a specialized one.

The researcher, then, asked them about the most effective type of training among the two. Most interviewees agreed that the two were complementary, creating an ideal way to prepare novice translators and interpreters. However, some of them preferred professional training, claiming that it exposed the translator/interpreter to real-life scenarios in which he is obliged to use his linguistic, cognitive, encyclopedic, and technological skills to deal with day-to-day challenges, such as time constraints, large workloads, dealing with clients, and stressful situations. Others, on the other hand,

asserted that the comprehensive theoretical and practical courses in various subject matters provided by different teachers at university are more effective and play a key role in preparing students for their professional careers. One participant stated that academic training provided trainees with the necessary theoretical bases that allowed them to deal with certain obstacles in their professional careers.

The last question in this section was whether professional training is oriented (guidance from superiors or experienced peers) or self-oriented and spontaneous (through trial and error). A translator stated that "Professional training was both oriented and spontaneous. The trainee is first oriented during the beginning of his career. After that, the process becomes more spontaneous depending on his experience." Those working in official translation offices said that they often received guidance and feedback from their employer. At the same time, most freelancers mentioned that they mainly rely on online resources and seek help when it is necessary from other professionals in social media groups and translation forums, such as Proz.com. A conference interpreter explained his experience as follows:

> In light of my experience, the training was oriented; we used to meet and work with professors/interpreters who taught us, and they guide and instruct us whenever needed. Now, I do the same thing; I invite my students to conferences and work on instructing and guiding them.

Two interviewees stressed that consistent practice is of utmost importance in translation and interpreting, adding that seeking help from peers and specialists is necessary to overcome any ambiguities.

4.3 Translation Practices and Technology

Interviewees were asked to give examples of their most used technological tools while executing their translation tasks. Almost all translators use TM systems as their main translation assets, and the most used tools are SDL Trados, MemoQ, MateCat, Wordfast Anywhere, and DeepL. MT engines were also used frequently among the participants. Such engines included Google Translate, Reverso MT, Bing, Glosbe, Microsoft Translate, and Yandex. Some also mentioned using Terminology Management tools like the SDL Trods TM tool, MultiTerm, Microsoft Excel, and other apps, like Microsoft OneNote. Most participants also said that they heavily rely on electronic dictionaries, including Webster, Oxford, Longman, and Reverso. Other notable technologies that they used consist of proofreading tools (Grammarly, MS Word Spellcheck, Google Docs Spellcheck), concordancers, parallel corpora, audiovisual translation tools (Aegisub), translation management tools, localization software, Websites, and encyclopedias.

To further delve into the specifics of these tools, the researcher asked several questions about their availability in the translators' workplace and whether they are up-to-date, open, or closed-source. Responses regarding the availability of tools provided by employers varied, with some having access to paid software while others used free tools due to financial constraints. The majority indicated that these tools are up to date,

but they heavily rely on open-source software. Two translators said that their employers provided paid translation software, the first being SDL Trados and the second a CAT tool dedicated solely to the translators, who work for them. A participant said that free tools are becoming less reliable in their workplace, due to the increasing workload and that their employers must provide more suitable paid software. Nevertheless, the main reason that prevents translators from using famous, critically acclaimed closed-source software is financial constraints, especially when it comes to companies or employers, who do not provide the said tools.

Afterward, participants were asked to highlight the most common types of texts they usually translate or interpret daily. Most translators who work in official translation offices said that they mostly translate legal documents, administrative (contracts, correspondences, treaties, covenants, agreements), academic documents (diplomas, certificates, transcripts, official academic correspondence), and medical documents. A translator who works in a company said that she, mainly, translates reports, administrative correspondences, procedures, guidelines, and instructions, in addition to interpreting consecutively in meetings. Freelancers said that they translate texts in diverse fields, such as commerce, trade, advertisement, business, sports, religion, science, and technology and pragmatic texts designed for different purposes. Those who mainly work as conference interpreters said that they interpret political and environmental speeches, as well as speeches in international law and security speeches. It is worth mentioning that a Ph.D. student said that he often works on translating academic papers and scientific articles. Furthermore, all participants agreed that technologies help translate texts that fall under specialized translation more effectively.

As for the challenges and difficulties these tools help overcome, the majority said that some technologies assist in dealing with vocabulary issues and contextual difficulties in which meaning becomes vague, with one translator emphasizing parallel corpora and concordancers as effective solutions. Another translator said that "The tools we use help with specialized terminology and long complicated sentences, but we resorted to other resources when localizing for specific locations since they were not enough during that process." One translator mentioned that "In terms of punctuation, I rely on my experience since most MT tools are not very useful, especially between English and Arabic." Those who work at translation offices claimed that, when translating recurring types of documents, such as certificates and civil documents, they use already translated documents with Microsoft Word without using other technologies.

In addition to these insights on difficulties and challenges, the participants praised these technologies for their benefits. For example, they said that technology helps save time and effort, increase productivity, deal with larger workloads, and ensure the quality of the result. In the same vein, they added that translators who do not know how to use them are likelier to miss all those privileges, resulting in bad

translations if they are not skilled enough. Since the translation and interpreting industries have become more competitive and digitalized, participants stressed that using technological tools in translation is indispensable. Those who refrain from using them miss great opportunities since translation technology literacy is now a prerequisite.

The researcher, then, asked the interviewees if they had received any training or certificates related to translation technologies. Interestingly, five participants said that they did not receive any training, while four said they either underwent academic training or online training courses in translation technologies. A participant explained his experience as follows:

> At university, no modules were dedicated to teaching translation technologies, but we did have an Audiovisual Translation module, where I underwent general training about some related tools. After graduation, and since companies require tech-savvy translators, I applied for three paid online courses in machine translation, CAT tools, and subtitling.

Two participants who studied at the High Arab Institute of Translation said that they learned about the tools since the latter provides some related courses. On top of that, a participant mentioned a training course, where he learned how to use SDL Trados.

The final question of this section addressed the ways and strategies participants implement to ensure optimal utilization of these tools. Most participants were mainly divided between the use of MT and CAT tools. For instance, those who use machine translation gave the same strategy. First, they use specific MT systems to translate the source text automatically. After that, they evaluate, proofread, and correct any mistakes in the target text. Finally, they referred to other resources, such as online dictionaries and glossaries, for accurate translations of specialized terminology.

Meanwhile, those using CAT tools prefer to use integrated TMs, MT engines, and glossaries to do the job. Some also stated that they always opt for external resources, such as parallel corpora and multilingual concordancers to overcome potential ambiguities. As mentioned before, translators at Official translation offices rely heavily on already translated models for frequently recurring documents. Furthermore, a translator said that she primarily uses online dictionaries and glossaries and only opts for other technologies when necessary.

4.4 Interpreting and Technology

This section focuses on participants' impressions, interactions, and experiences with interpreting technologies. The researcher inquired if they had any previous knowledge or had used any interpreting-related technologies while working in conferences or other interpreting settings. Most participants said that they were unfamiliar with such tools or had never used them while interpreting. Conference interpreters primarily use conventional equipment in interpreting booths, such as microphones, headphones, and consoles, with little familiarity with computer-assisted

interpreting tools. A conference interpreter said that he mainly works in ordinary interpreting booths without resorting to MI or CAI tools, clarifying that these technologies are either in their early stages or complicate the interpreter's work while interpreting in a fast-paced environment. Another interpreter said that he is familiar with some interpreting apps and software but has, yet, to use them professionally. On the other hand, those who mainly interpret consecutively stated that they only work with traditional methods, such as pen and paper for note-taking, and that they have never tried to work with smart tablets and phones or digital pens.

In remote interpreting, interpreters were asked if they had utilized any platforms or websites providing distance interpreting services during the COVID-19 pandemic. Only one interpreter remarked that he worked remotely briefly during the pandemic, while A Ph.D. student and a freshly graduated interpreter mentioned practicing simultaneous interpreting remotely during their university training. Nevertheless, all participants acknowledged the growing relevance of remote interpreting and the job opportunities it brings to the interpreting market.

Ultimately, the researcher asked the participants an essential question about interpreting technologies: Do interpreters need such technologies to help them in their jobs? One participant answered by saying:

> Interpreters have done this job without special tools since antiquity; yet, the introduction of simultaneous interpreting booths dramatically changed the profession. Thus, these new technologies, including MI, Voice-to-text, and CAI, can be more useful as they advance.

Another participant confirmed that although they have some technical issues, these tools can prove helpful in many situations, especially when training student interpreters. Two participants said that voice-to-text tools could also be instrumental if utilized wisely. On the other hand, two interpreters claimed that, besides the interpreter's booth, interpreters could perform their job adequately without needing those technologies.

5. Discussion

As revealed in the first section of the results, this study's participants have a similar educational background, as most have either a BA or an MA/MAG in translation and interpreting. In addition, the study was enriched more by current Ph.D. students and one Ph.D. holder, who gave many insightful answers about the subject matter. The participants' professional domains also helped explore the nature and some specifics of the job market in Algeria to a certain degree. However, the study could have benefitted from other translators or interpreters who did not study the discipline academically, as their experience could have been different.

Based on the answers provided in the second section (Translator and Interpreter Training in Algeria), academic training in Algerian departments and institutions, mainly revolves around the traditional mixing of theoretical concepts and translating general or semi-specialized texts, while professional training is purely practical. In

addition, most responses suggest that academic and professional training complement each other and benefit students, as the latter is the ground on which the knowledge provided is implemented.

However, the main problem lies, as one of the participants stressed, in the gap found between academic training and the market's needs and the need to link the two with each other in Algeria. Correspondingly, Aguilar (2022) conducted a study about using translation technologies in translation programs in Mexico. Aguilar touched upon the issue of aligning academic training and the requirements of the translation job market while mentioning some studies that covered this problem, stressing that more research is needed to fathom other related issues.

Participants use a plethora of technological tools in their different translation tasks. CAT tools were the most used in most cases. Interestingly, SDL Trados is the most popular among other mainstream tools mentioned earlier in the results section, and only a few said that they use bespoke or client/agency-specific CAT tools. These results prove that CAT tools, particularly TM systems, are the translator's tool of choice due to their practical aspects that "lead to a satisfying result when combined with proper human intervention" (Bououden & Kohil, 2022, p. 544). Similarly, in a study by Mahfouz (2018) with translation students and professional translators in Egypt, SDL Trados was also the most popular tool among the participants, and client-specific tools were also mentioned by a few of them. Nevertheless, as mentioned in the results of the current study, most participants work with open-source or trial versions of the said paid software due to financial constraints.

The findings also suggest that these technologies, especially MT, are effective while translating pragmatic general texts, and much post-editing is needed for more complex types of texts. Most participants hold a favorable attitude towards technological tools, as they mentioned several obstacles that can be dealt with by implementing them. Most of the benefits of these tools that the participants mentioned, including time and effort savings and increased productivity and quality, align with the study conducted by Beikian et al. (2019).

It should be noted that translation in official translation offices dominates the translation of official documents in Algeria. In this regard, and as mentioned by some participants, the task sometimes becomes repetitive because the same type of documents is continuously translated; in this case, translators rely more on already translated samples to carry out the job. Thus, they mainly opt for examples already saved in word processing tools without using other technologies.

Although all the participants stated that they use technology, only two said that they received academic training. The two participants said that they studied at the High Arab Institute of Translation (Algiers), which provides courses in translation technologies. Two other translators mentioned taking online translation technology courses from their own pockets. These two statements point to the fact that there is an issue related to translation technology teaching in most Algerian translation

departments and institutes. Thus, this side of training needs to be further explored, and more attention should be given to teaching translation technologies academically in Algeria. This situation also suggests that most technological knowledge and skills are acquired through professional training and practical experience.

The last section (Interpreting and Technology) shows that most participants are unfamiliar with or have limited knowledge of interpreting technologies. Interpreters in Algeria mostly rely on traditional methods and conventional booth equipment, and this is the case with interpreters in many places worldwide. On the other hand, remote interpreting is growing continuously, with more Algerian interpreters praising it for its practicability. Besides, despite acknowledging that some types of interpreting technology can prove helpful as time passes, most interviewees still favor working without them, claiming they can be useful during training. As expressed by Corpas Pastor (2018), "most current technological advances in interpreting differ so much from interpreters' work practice that they are perceived as irrelevant or useless" (p.141).

6. Conclusion

This study strived to unveil the current status of technology integration within the framework of professional translation and interpreting in Algeria. Based on the interviewees' insights and experiences, this technology and translation interaction area is not often investigated and needs further research and exploration. It is suggested that Algerian researchers should give more attention to topics, such as the alignment of academic training and job market requirements, translation and interpreting technology training, and integrating technology in the Algerian professional translation and interpreting landscape.

Each of the two types of training has its peculiarities. Notwithstanding, the main problem is that academic training in Algeria is not aligned with the requirements of the local job market. Academic institutions often do not provide practical training workshops, and very few organizations offer internships; thus, students have to rely on themselves to face all sorts of challenges, such as technology-related, client interaction, and finding a job that fits their aspirations and skills.

Algerian translators use various technologies that assist them in dealing with different types of texts and facing numerous challenges. Certainly, advantages are always accompanied by some drawbacks. In this context, lack of accessibility to essential paid tools is an issue, as most translators use open-source tools and closed-source tools are limited to certain employers who can provide them. This lack of access is due to financial constraints and the high prices of mainstream paid translation software. Nevertheless, there is a collective acknowledgment of the necessity of these technologies and the benefits they provide.

Another relevant issue is technology training in translation institutes and departments. Most universities do not offer translation technologies or limited training

through available resources. On the one hand, students are, then, obliged to explore this area individually through self-learning or self-funding by engaging in paid online translation technology courses to meet the job requirements of most modern employers, considering tech-savviness for translators as a prerequisite.

On the other hand, the realm of interpreting technologies is relatively obscure or unexplored in Algeria, both academically and professionally. The only technologies that most Algerian interpreters are familiar with are traditional interpreting booth equipment, remote interpreting platforms, and, to a certain degree, personal multilingual glossaries. In the current study, interpreters' unwillingness to use CAI or MI tools might be attributed to the idea that interpreters can work perfectly without them.

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