
| RESEARCH ARTICLE

Assessing the Consequences of CAT Syllabus Absence in Libyan Universities on Translation Quality in Libyan Government Institutions: An Analysis of Hindering Factors

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| ABSTRACT

The present study aims to examine the adverse effects of the absence of Computer-assisted Translation (CAT) tool course syllabi in Libyan universities on the translation quality in Libyan government institutions. This research is motivated by the underutilization of CAT tools in translation departments and the lack of education on their use in Libyan universities, which may result in a shortage of professional translators proficient in utilizing these tools. The study employs a survey research design, utilizing a sample of 59 staff members from translation departments of Libyan universities. Data was collected through semi-structured interviews and analyzed through statistical techniques and qualitative data analysis. The findings indicate that the absence of CAT training in Libyan universities is a major factor affecting the quality of translation in Libyan institutions. This can be attributed to the lack of resources, funding, and qualified translators. Based on these results, the study concludes that the implementation of CAT course syllabus in Libyan universities is crucial in ensuring the development of professional translators and improving the translation quality in Libyan government institutions."

| KEYWORDS

Computer-assisted Translation (CAT), Education, Libyan Institutions, Quality, Translation Tools.

| ARTICLE INFORMATION

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1. Introduction

Computer-assisted translation (CAT) is the utilization of technology to support the translation process. This can include the implementation of software such as translation memory, terminology management tools and machine translation systems. These tools are widely used by professional translators and localization experts to enhance productivity, consistency, and precision in the translation process. One of the key features of CAT tools is the use of translation memory (TM) software. This software stores previously translated segments, such as sentences or phrases, and allows translators to leverage these translations in future projects. This not only increases productivity, as translators do not have to re-translate identical segments but also ensures consistency in terminology and style. Another important aspect of CAT tools is terminology management. These tools allow translators to create and maintain glossaries of specialized terms, ensuring that they are translated consistently throughout a project. This is particularly important in fields such as technical or medical translation, where the use of precise terminology is crucial. Many CAT tools also include machine translation (MT) systems which can automatically translate text, often providing a rough translation that can then be edited by a human translator. While MT is not yet advanced enough to replace human translators, it can be a useful tool in increasing productivity and reducing costs. It can be said that CAT tools are essential tools for professional translators and localization experts, providing a range of benefits, including increased productivity, consistency, and precision in the translation process. Computer-assisted translation (CAT) has been widely recognized as a valuable tool for improving the efficiency and quality of translation. In general, the use of CAT in translation has been shown to improve efficiency, consistency, and accuracy in the translation process. The research problem here is that: Despite the acknowledged benefits of Computer-assisted translation (CAT) in the field of translation, it is observed that CAT is not widely implemented or taught in

Libyan universities' translation sections. This poses a problem as most Libyan people and some official correspondence for the Libyan state rely on machine translation to assist them in their translation needs, yet they are not equipped with the skills and knowledge to effectively utilize these tools. This gap in education and implementation of CAT in Libyan universities may lead to a lack of professional translators who are proficient in utilizing CAT tools, resulting in a potential negative impact on the quality and efficiency of translation services in Libya. The study is designed to answer the following questions: Q1- How does the lack of education and training in CAT tools among Libyan universities' translation sections contribute to the lack of understanding and use of CAT tools among Libyan people? Q2- What is the impact of the lack of resources and funding on the translation industry in Libya, and how does this contribute to the shortage of qualified translators in Libyan entities? Q3- What is the level of awareness and understanding of the benefits of CAT tools among Libyan translators, and how does this affect their adoption and use of these tools in their work? Q4- How does the lack of qualified translators in Libyan entities impact the quality of translation services provided in the country, and what steps can be taken to address this issue? The study posted the hypothesis: In Libya, the reliance on machine translation by most Libyan people and official correspondence for the Libyan state might lead to poor translation quality due to the lack of understanding and use of CAT tools. This is likely caused by the fact that CAT is not taught in Libyan universities, resulting in students not being equipped with the necessary skills and knowledge to effectively utilize CAT tools. The ignorance of CAT in Libyan universities is likely caused by a combination of factors, including a lack of awareness of the benefits of CAT, limited resources, and a lack of trained professionals to teach CAT. The objective of the study is to investigate the impact of relying on machine translation on the quality of translation for official correspondence for the Libyan state. To analyze the reasons behind the lack of teaching CAT in Libyan universities. To evaluate the impact of this lack of education on the translation industry in Libya. To identify the factors that contribute to the lack of understanding and use of CAT tools among Libyan people and to suggest potential solutions to improve the implementation of CAT in Libyan universities.

2. A View of Related Literature

Various studies have been conducted on the accessibility and attitudes towards Computer-Aided Translation (CAT) tools among visually-impaired Arab professional translators and translation students. The review compares and contrasts the findings of these studies in order to gain a better understanding of the current state of CAT tools for visually-impaired translators, as well as to identify areas for future research. Refaat (2021) conducted a study that examines the accessibility of CAT tools for visually-impaired Arab professional translators working on the English-Arabic language pair. The study combines quantitative and qualitative research methods, including interviews and case studies, and is conducted in light of the Skopos theory by Vermeer. The study aims to explore the extent to which commonly-used CAT tools are accessible and compatible with screen readers and to suggest alternative tools that are more accessible to visually-impaired translators. Mahfouz (2018) conducted a study that examines users' attitudes towards CAT tools among 114 translation students and professional translators in Egypt. The main purpose of the research is to examine user attitudes towards these tools with specific reference to their perceived benefits, ease of use and compatibility. The study found that there is an overall favorable attitude among participants towards using CAT tools, despite some mixed and contradicting opinions on some aspects. Mohammed et al. (2020) conducted a study aimed at examining the attitudes of professional translators and translation students towards computer-assisted translation (CAT) tools in Yemen. The researchers used questionnaires and an online interview to gather data and found that both professional translators and translation students had positive attitudes towards CAT tools. The profiles of the participants, such as their level of experience or computer skills, did not play a role in their attitudes towards CAT tools. Gamal (2020) conducted a study that examines the perceptions of veteran translators towards the use of computer-aided translation (CAT) tools. The study aims to investigate the best practices for getting the most out of CAT tools, solutions to common issues, and suggestions for optimizing the functionality of the software. The study found that the years of experience using CAT tools did not affect the translators' satisfaction with such tools, but the field of specialization had an effect on how satisfied the translators were with CAT tools. Almutawa and Izwaini (2015) conducted a study that aims to investigate the usage and research of machine translation technology in the Arab world, with a specific focus on Saudi Arabia as a case study. A survey was conducted to gather data on the usage of Arabic machine translation systems by Saudi organizations, the level of interest in machine translation in Saudi universities and research centers, and the amount of research being conducted on machine translation issues. The findings of the study indicate that most Saudi organizations and translation agencies do not trust or are not interested in machine translation. Generally, the studies reviewed in this literature review suggest that there is a positive attitude towards CAT tools among Arab professional translators and translation students. However, there are some concerns about the accessibility of these tools for visually-impaired translators and the need for alternative tools that are more compatible with screen readers. In addition, some studies suggest that the level of experience or computer skills does not have a significant impact on users' attitudes towards CAT tools. Future research should focus on developing more efficient and accessible CAT tools for visually-impaired translators, as well as investigating the attitudes of translators towards CAT tools in other countries and language pairs. The following section discusses the use of these tools in the field of translation, highlighting their ability to increase productivity and improve the quality and speed of translations.

3. CAT Tool Impact on Translators Productivity

Computer-assisted translation (CAT) tools are widely used in the field of translation, with many authors highlighting their ability to increase productivity and efficiency. According to Bundgaard, Christensen, and Schjoldager (2016), cited in Kornacki (2018:6), "CAT tools are a state-of-the-art technology that allows human translators to translate faster and with better quality. These tools are designed to increase translators' productivity and efficiency". As stated by Granell (2015), cited in Abdi (2020:18), "the clearest example of translator-specific computer tools designed to increase translators' productivity and efficiency". CAT tools are complex programs that combine numerous functions with the aim of making the translator's work more efficient; according to Karpińska (2017:134), "CAT are a group of complex programs combining numerous and varied functions that all have the same aim – to make the translator's work more efficient". CAT tools refer to a type of translation process during which translators take advantage of computer applications as aiding tools to help them complete the translation work with high efficiency and high quality. According to Zhou and Bei (2016:850), "CAT refers to a type of translation process during which translators take advantage of all kinds of computer applications as aiding tools to help them complete the translation work with high efficiency and high quality". These tools can provide many benefits, such as making the translation process faster and offering suggestions for translation using previously memorized connected segments. This viewpoint is supported by Vukalović (2021:38), "To take advantage of the benefits that CAT tools provide, a TM is needed to make the translation process faster, offering suggestions for translation using previously memorized connected segments". However, the use of CAT tools has also been criticized. Zaretskaya (2017:31-32) notes that the use of CAT tools has considerably increased during the last decade, but their usage has often been imposed by translation companies, which means that they do not necessarily comply with the actual needs of translators. In this regard, she states, "The use of CAT tools has considerably increased during the last decade... their usage has been often imposed by translation companies, which means that they do not necessarily comply with the actual needs of translators". In addition, Petrova (2019:89) postulates that CAT tools are adapted for texts such as contracts, technical texts, and others that have in common a standardized and repetitive pattern. In the last 20 years, the use of CAT tools has increased and overturned human perceptions about the way these texts are processed and worked. He states, "CAT tools are adapted for texts such as contracts, technical texts and others that have in common a standardized and repetitive pattern. In the last 20 years, the use of CAT tools increased and overturned human perceptions about the way those texts are processed and worked". In conclusion, CAT tools are widely used in the field of translation and have been highlighted for their ability to increase productivity and efficiency. However, there are also criticisms of their usage and the way they are imposed by translation companies without necessarily taking into account the actual needs of translators. In addition, CAT tools are adapted for texts such as contracts, technical texts, and others that have in common a standardized and repetitive pattern. Over the last 20 years, the use of CAT tools has increased and changed human perceptions about the way these texts are processed and worked. The following section details the process of data collection, analysis and interpretation of the results.

4. Methodology

The methodology employed in this study was a survey research design. The sample of the study consisted of 59 staff members of the translation departments from Libyan universities. The participants were selected based on their professional experience as translation educators and their varying levels of education, including lecturers and assistant lecturers. They were given pseudonyms names. This sample selection was deemed appropriate for the purpose of the study as it allows for a diverse range of perspectives on the topic being investigated. The data collection process involved semi-structured interviews that had pre-determined subjects but also allowed for flexibility to address any emerging issues or topics that came up during the interviews. (As referenced in Drever, 2003). Thus, semi-structured interviews were developed to collect data on the participants' beliefs and perceptions of the four factors identified as contributing to the lack of understanding and use of Computer-Assisted Translation (CAT) tools in Libya: lack of education and training, lack of resources and funding, lack of awareness and understanding, and lack of qualified translators in Libyan entities. The data collected were analyzed using thematic analysis. The responses were put for themes related to the research questions, and the themes were then used to identify patterns and relationships in the data. The findings were then used to identify areas for improvement and to develop strategies for increasing the understanding and use of CAT tools in Libya. In addition, the study aimed to identify the reasons behind the problems in order to find solutions for these issues. The results of this study will be useful for translation educators and policymakers in Libya to develop effective strategies for enhancing the use and understanding of CAT tools in the translation industry. The sample of this study consisted of 59 staff members of the translation departments from Libyan universities. All the participants were Libyans and had professional experience in the field of translation. The purpose of the interviews was to know the staff members' impressions about the translation of their courses and the factors that contribute to the lack of understanding and use of CAT tools in Libya. Participants were asked the following questions: Q1- How does the lack of education and training in CAT tools among Libyan universities' translation sections contribute to the lack of understanding and use of CAT tools among Libyan people? Q2- What is the impact of the lack of resources and funding on the translation industry in Libya, and how does this contribute to the shortage of qualified translators in Libyan entities? Q3- What is the level of awareness and understanding of the benefits of CAT tools among Libyan translators, and how does this affect their adoption and use of these tools in their work? Q4- How does the lack of qualified translators in Libyan entities impact the quality

of translation services provided in the country, and what steps can be taken to address this issue? The purpose of these questions is to gain a deeper understanding of the staff member's experiences and challenges with CAT tools and to identify potential solutions to these problems.

5. Results and Findings

5.1 Results of the questionnaire

Factor	Participants Agreed	Participants Disagreed
The lack of education and training in CAT tools among Libyan universities' translation sections contributes to the lack of understanding and use of CAT tools among Libyan people.	35	24
The impact of the lack of resources and funding on the translation industry in Libya, and how does this contribute to the shortage of qualified translators in Libyan entities.	44	15
The level of awareness and understanding of the benefits of CAT tools among Libyan translators, and how does this affect their adoption and use of these tools in their work.	25	34
The lack of qualified translators in Libyan entities impacts the quality of translation services provided in the country and what steps can be taken to address this issue.	51	8

Table 1: Results of Survey on Factors Contributing to Lack of Understanding and Use of CAT Tools in Libya

The study surveyed 59 staff members of translation from Libyan universities, including both lecturers and assistant lecturers. The participants were selected based on their professional experience as translation educators and their varying levels of education. The study used a survey research design and semi-structured interviews. These interviews aimed to collect data on the participants' beliefs and perceptions of four factors identified as contributing to the lack of understanding and use of Computer-Assisted Translation (CAT) tools in Libya: lack of education and training, lack of resources and funding, lack of awareness and understanding, and lack of qualified translators in Libyan entities. The data collected were analyzed using thematic analysis.

Factor	Participants' agreement by Percentage	Participants' disagreement by Percentage
The lack of education and training in CAT tools among Libyan universities' translation sections contributes to the lack of understanding and use of CAT tools among Libyan people.	59.32%	40.68%
The impact of the lack of resources and funding on the translation industry in Libya, and how does this contribute to the shortage of qualified translators in Libyan entities.	74.58%	25.42%
The level of awareness and understanding of the benefits of CAT tools among Libyan translators, and how does this affect their adoption and use of these tools in their work.	42.37%	57.63%
The lack of qualified translators in Libyan entities impacts the quality of translation services provided in the country and what steps can be taken to address this issue.	86.44%	13.56%

Table 2: Results of Survey on Factors Contributing to Lack of Understanding and Use of CAT Tools in Libya (by Percentage)

Table 1 and Table 2 above present the results of a survey conducted on staff members of the translation departments from Libyan universities. The purpose of the survey was to investigate the factors that contribute to the lack of understanding and use of Computer-Assisted Translation (CAT) tools in Libya. Table 1 provides the number of 59 participants in the survey. Table 2 presents the results of the survey in terms of the percentage of participants who agreed and disagreed with each of the four factors identified in the survey. When comparing the information in Tables 1 and 2, we can observe that the majority of the participants in the survey are MA in Translation graduates, with a similar distribution of males and females. Furthermore, the age range of the participants is broad, with the oldest participant being 45 years old and the youngest being 25 years old. From Table 2, it can be inferred that the majority of the participants agreed that the lack of education and training in CAT tools among Libyan universities' translation sections contribute to the lack of understanding and use of CAT tools among Libyan people (59% agreement). Similarly, a majority of the participants agreed that the lack of resources and funding for the translation industry in Libya contributes to the shortage of qualified translators in Libyan entities (74% agreement). On the other hand, there is a relatively equal split in the participant's responses to the factors of lack of awareness and understanding of the benefits of CAT tools among Libyan translators and the impact of the lack of qualified translators on the quality of translation services in the country. For the former, only 42% of the participants agreed that it affects the use of CAT tools in their work, while for the latter, only 86% of the participants agreed that it impacts the quality of translation services provided in the country. The results of this survey suggest that the main factors contributing to the lack of understanding and use of CAT tools among Libyan people are the lack of education and training in CAT tools among Libyan universities' translation sections and the lack of resources and funding on the translation industry in Libya. These findings align with previous studies on the subject and indicate a need for increased investment in the translation industry in Libya, including the provision of education and training in CAT tools for translation professionals. The following section presents the key outcomes and insights of the research study, summarizing the results and conclusions drawn from the data analyzed.

5.2 Findings

In the following section, I present the findings of the study, which were derived from the analysis of the semi-structured interviews conducted with the staff members of Libyan universities. The findings provide insight into the attitudes, beliefs, and perceptions of the staff members regarding the teaching of Computer-assisted Translation (CAT) in Libyan universities, as well as the contextual factors that influence their views. The analysis of the data collected through the interviews aims to provide a deeper understanding of the issues related to the implementation of CAT in Libyan universities and the potential solutions to address them. The following factors were identified. They were classified into four categories:

5.2.1 Factors Hindering Understanding and Utilization of CAT Tools among Staff Members of Libyan Universities

5.2.1.1 Lack of education and training factor

The lack of education and training on CAT in Libyan universities' translation sections is a major factor that contributes to the lack of understanding and use of CAT tools among Libyan people. The translation industry in Libya relies heavily on machine translation, but most Libyan people may not have the necessary skills and knowledge to effectively utilize CAT tools. This is because CAT is not widely taught in universities, meaning that students are not equipped with the necessary skills and knowledge to effectively use CAT tools. This lack of education and training on CAT affects not only the students but also society in general, as most Libyan people rely on machine translation to assist them in their translation needs. However, without the proper skills and knowledge, they may not be able to effectively use CAT tools, leading to potential errors and inconsistencies in translations. According to Motasim, "There is a lack of awareness of the benefits of CAT among university administrators and the general public. They don't understand the importance of CAT in improving the quality of translation." This supports the idea that staff members may point to a lack of awareness and understanding of the benefits of CAT among university administrators and the general public as contributing factors to the lack of teaching CAT in Libyan universities. Moreover, this lack of education and training may also negatively impact the translation industry in Libya, as graduates may not be equipped with the necessary skills and knowledge to provide professional translation services. The lack of education and training on CAT in Libyan universities' translation sections is a major factor that contributes to the lack of understanding and use of CAT tools among Libyan people. It affects both students and society in general, leading to potential errors and inconsistencies in translations and negatively impacting the translation industry in Libya.

5.2.1.2. Lack of resources and funding factor

Lack of resources and funding is a significant factor that contributes to the lack of understanding and use of CAT tools among Libyan people. The research suggests that a lack of resources and funding may be a major obstacle to the implementation of CAT programs in Libyan universities. This could be due to the current economic and political instability in the country, which may make it difficult for universities to secure the resources needed to set up and maintain CAT programs. This lack of resources and funding affects not only the universities but also society in general, as it limits access to the necessary equipment and software to effectively use CAT tools. As Ahmed insists, "The main reason behind the lack of teaching CAT in universities is the lack of resources and funding. We don't have the necessary equipment or software to teach CAT effectively". This supports the idea that staff members

may identify a lack of resources and funding as a major reason for the lack of teaching CAT in Libyan universities. Without access to the necessary resources and funding, individuals may not have the opportunity to learn and use CAT tools, leading to a lack of understanding and use of CAT among Libyan people. Furthermore, this lack of resources and funding also affects the translation industry in Libya, as graduates may not be equipped with the necessary skills and knowledge to effectively use CAT tools, leading to potential errors and inconsistencies in translations. In summary, the lack of resources and funding is a significant factor that contributes to the lack of understanding and use of CAT tools among Libyan people. It affects both the universities and society in general, limiting access to the necessary equipment and software and negatively impacting the translation industry in Libya.

5.2.1.3. Lack of awareness and understanding

The lack of awareness and understanding of the benefits of CAT is a significant factor that contributes to the lack of understanding and use of CAT tools among Libyan people. The research suggests that there may be a lack of awareness and understanding of the benefits of CAT among university administrators and the general public. This lack of awareness and understanding can be a major obstacle to the implementation of CAT programs in Libyan universities and the use of CAT tools among the general population. One reason for this lack of awareness and understanding may be the lack of information and exposure to CAT. University administrators and the general public may not have had the opportunity to learn about CAT and its benefits, which can make it difficult for them to understand the importance of CAT in the translation process. In addition, the general public may not have access to CAT tools, which can make it difficult for them to understand the benefits of using CAT in their translation needs. as stated by Fatima, "The lack of CAT education in universities is negatively impacting the translation industry in Libya. Graduates are not equipped with the skills and knowledge to effectively use CAT tools and provide professional translation services". This supports the idea that staff members may report that the lack of teaching CAT in Libyan universities is negatively impacting the translation industry in Libya. Another reason for this lack of awareness and understanding may be the lack of understanding about the ways in which CAT can improve the quality and efficiency of translation services. CAT tools can not only improve the accuracy and consistency of translations but also can save time and money, which are important factors for any industry. However, without proper understanding and awareness of these benefits, university administrators and the general public may not see the importance of using CAT tools. This lack of awareness and understanding affects not only university administrators and the general public, but also it affects the translation industry in Libya as well. Without proper understanding and awareness of the benefits of CAT, university administrators may not see the need to implement CAT programs in their universities, and the general public may not see the importance of using CAT tools. This lack of understanding and awareness can lead to a lack of skilled and professional translators in the field, which can negatively impact the translation industry in Libya.

5.2.1.4. Lack of Unqualified Translators in Libyan Institutions

A lack of well-qualified translators in entities and bodies in Libya is a significant factor that contributes to the poor quality of translations in formal correspondence. The research suggests that the lack of teaching CAT in Libyan universities may result in a lack of professional translators who are proficient in utilizing CAT tools. This lack of well-qualified translators can lead to a shortage of skilled translators in entities and bodies, such as government agencies and private companies, who are responsible for translating official documents. Due to this shortage of well-qualified translators, entities and bodies may resort to using electronic translation tools, such as machine translation, to assist them in their translation needs. However, relying solely on electronic translation tools can lead to poor translations in formal correspondence. This is because electronic translation tools, such as machine translation, may not take into account cultural nuances and idiomatic expressions, which are important for accurate translations. In addition, machine translation alone may not produce translations that are grammatically correct and idiomatic. This poor translation in formal correspondence can have negative consequences for entities and bodies in Libya. Misinterpreted or inaccurate translations can lead to misunderstandings and errors, which can have serious implications in official or business contexts. This point of view is supported by Islam, when she postulated, "I have noticed that many official documents translated by machine translation alone have a lot of errors and inconsistencies. It's clear that machine translation alone is not enough to provide accurate and professional translations". This supports the belief that staff members may believe that the reliance on machine translation by most Libyan people and official correspondence for the Libyan state does have an impact on the quality of translation. I concur with the viewpoint of Islam that official communications in the Libyan state frequently employ unofficial translations, particularly in higher education institutions such as universities. These institutions often use the names of universities in official communications in an informal manner, resorting to machine translation, for example, "AL-Margeb University" instead of "The University of AL-Margeb," "AL Zintan University" instead of "The University of AL Zintan," or "Topruk University" instead of "The University of Topruk." etc. The lack of teaching CAT in Libyan universities may result in a shortage of skilled translators, which can lead entities and bodies to resort to using electronic translation tools, such as machine translation, which may lead to poor translations in formal correspondence. Consider the following "some" copies of formal correspondence in the Libyan State:



As we can see above, The term "Higher Judicial Institute" is an appropriate translation for "المعهد العالي للقضاء" in English, as it effectively conveys the level of education and training offered by the institution. The use of "Higher" emphasizes that the institute provides advanced education and training, aligning with its focus on law graduate students. "Higher" better captures the elevated level of education and training provided. In formal communication, it is essential to use a term that accurately reflects the purpose and mission of the organization. In this regard, "Higher Judicial Institute" is a more suitable equivalent for "المعهد العالي للقضاء" in English.



In the formal correspondence of LHR above, The phrase "the general syndicate of the members university faculty" is not considered to be grammatically correct or a commonly used expression in English, particularly in formal contexts. Effective communication in written English requires the use of clear, concise, and easily understandable phrases. This helps to ensure that the intended meaning is conveyed effectively to the reader. In a formal context, it is more appropriate to use clearer and more concise expressions such as "General Syndicate of University Faculty Members" or "University Faculty Member Syndicate". These expressions are grammatically correct, clearly convey the intended meaning, and are easily understood by the reader. The use of well-structured and easily understandable phrases in formal contexts helps to ensure that the writing is effective and well-received by the reader.



The commonly used term for a high court in English is "Supreme Judicial Court." "Supreme Judiciary Court" is not widely recognized. The exact terminology can vary by country, so it's best to use the specific term used in a particular country. "Judicial" is used to describe matters related to the administration of justice and is more accurate in the context of a court. "Judiciary" is commonly associated with the entire system of courts and tribunals in a country, not a specific court. Ironically, the Libyan Ministry of Higher Education and the recognized institutions officially endorse these correspondences. This raises questions as to whether employees assigned to translate into English are translation students who did not receive training in CAT during their university studies or if the use of these names is the result of using Google Translate by non-qualified people rather than professional translation expertise. It can then be deduced that the lack of well-qualified translators in entities and bodies in Libya is a significant factor that contributes to the poor quality of translations in formal correspondence. Table 3 below presents a summary of the participant's responses on the factors affecting translator productivity and efficiency, as illustrated in a graph showing the percentage of impact for each factor. The graph allows for a clear comparison of the relative importance of each factor.

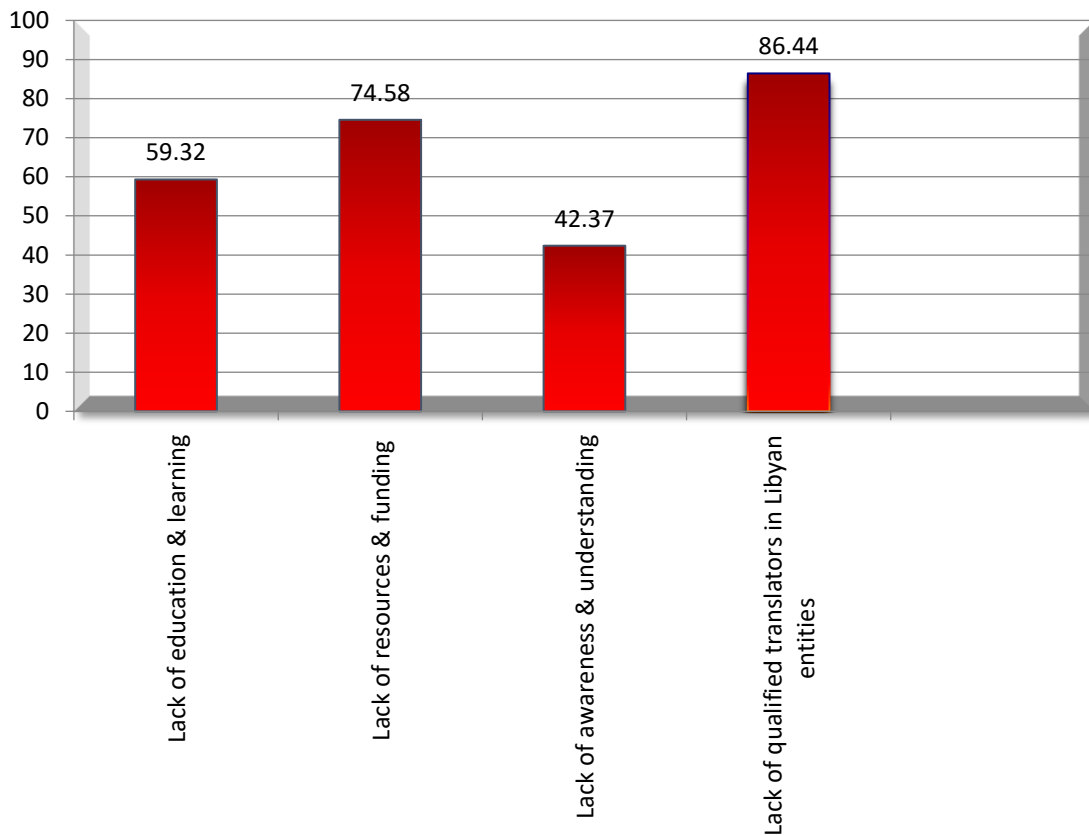


Table (3) Translator Productivity and Efficiency: A Breakdown of Factors by Percentage:

6. Discussion

The present study aimed to investigate the factors contributing to the lack of understanding and use of Computer-Assisted Translation (CAT) tools among Libyan people. The study employed a survey research design, with a sample of 59 staff members of the translation departments from Libyan universities. The results of the study indicate that the lack of education and training in CAT tools among Libyan universities' translation sections contribute to the lack of understanding and use of CAT tools among Libyan people. This finding aligns with the findings of previous studies on the usability of CAT tools among Arab translators, such as "Usability of Computer-Assisted Translation (CAT) Tools among Arab Translators" by Ali Al-Rubaiee and Zaid Al-Tameemi (2019). The authors of this study also emphasize the importance of education and training in the use of CAT tools and note that the lack of education and training in universities affects not only the students but also society in general. Both the present study and the study by Al-Rubaiee and Al-Tameemi (2019) suggest that CAT tool developers need to work on enhancing the tool's helpfulness and learnability to improve the translator's experience and satisfaction levels. However, it's worth noting that the present study differs from previous studies in terms of the focus and the results. For example, the study by Al-Naser (2019) suggests that utilizing CAT technology in translation classes may lead to a significant improvement in students' translation and motivation, while the study by Soliman (2020) points to an overall favorable attitude among participants towards using CAT tools. The results of the present study suggest that the lack of education and training, lack of resources and funding, and lack of awareness and understanding of the benefits of CAT negatively impact the use and understanding of CAT tools among Libyan people. This highlights the need for increased investment in the translation industry in Libya, including the provision of education and training in CAT tools for translation professionals. The study also contributes to the existing literature on the usability of CAT tools by identifying specific factors that contribute to the lack of understanding and use of CAT tools among Libyan people. What is more, the results of the present study indicate that 44 out of 59 participants agreed that the lack of resources and funding in the translation industry in Libya contributes to the shortage of qualified translators in Libyan entities. This highlights the importance of investment and support for the translation industry in Libya in order to address the shortage of qualified translators. Furthermore, the results show that 25 out of 59 participants agreed that the level of awareness and understanding of the benefits of CAT tools among Libyan translators affects their adoption and use of these tools in their work. This highlights the importance of educating and raising awareness about the benefits of CAT tools among translation professionals in Libya. The results also show that 51 out of 59 participants agreed that the lack of qualified translators in Libyan entities impacts the quality of translation

services provided in the country. This highlights the importance of addressing the shortage of qualified translators in order to improve the quality of translation services in Libya. This study provides important insights into the factors contributing to the lack of understanding and use of CAT tools among Libyan people. The results indicate that the lack of education and training, lack of resources and funding, and lack of awareness and understanding of the benefits of CAT negatively impact the use and understanding of CAT tools among Libyan people. The study highlights the need for increased investment in the translation industry in Libya, including the provision of education and training in CAT tools for translation professionals, in order to address these issues and improve the quality of translation services in the country.

7. Conclusion and recommendations

Given the crucial role of CAT tools in the process of translation and the importance of high-quality translations in communication and understanding, the purpose of this study was to examine participants' perspectives and ideas in relation to CAT tools and to shed light on the different factors that influence their understanding and use of these tools. It was evident that participants in this study held positive attitudes towards CAT tools, recognizing the importance of their use in the translation process. However, several contextual factors, such as lack of resources, funding, awareness, and well-qualified translators, have a significant impact on the translation industry in Libya. This implies that policymakers and industry leaders need to examine these factors in order to improve the status of translation services in Libya. Translation professionals in Libya need support to tackle the problems facing them while using CAT tools. For example, they might need training on how to effectively use these tools in the translation process. In addition, policymakers need to ensure that universities in Libya are equipped with the necessary resources and funding to offer education and training on CAT tools to their students. It is also the responsibility of the translation industry leaders to consider an alteration in the assessment system of translation services to include the use of CAT tools to ensure high-quality translations. Furthermore, it is important to raise awareness and understanding of the benefits of CAT tools among the general public and translation clients to ensure that they understand the importance of using these tools in the translation process. Finally, it is important to note that we cannot blame translation professionals for any failure in the use of CAT tools within the Libyan translation industry and that this failure can be the result of many factors, some of which were discussed in this research paper. Therefore, it is important to address these factors through ongoing support and training for CAT users, as well as through the allocation of resources and funding for CAT programs in universities and translation entities.

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