

Abstract

This thesis examines the level of knowledge and skills of students in translation and philological programs regarding the use of CAT (*computer-assisted translation*) tools and compares these competencies with the requirements of translation agencies operating in the Czech Republic. The aim is to determine whether students are adequately prepared during their university studies to work with translation technologies and whether there is a correspondence between the tools used by students and those required or employed by translation agencies in professional practice.

The theoretical part is divided into two thematic sections. The first section defines the basic concepts related to CAT tools, describes their key functions, and briefly presents their historical development. It also addresses didactic approaches to teaching translation technologies and provides an overview of CAT tool education at selected Czech universities. The second section focuses on translation agencies, their operations, and the use of translation technologies in professional practice.

The empirical part is based on two surveys, one targeting students and the other translation agencies. The research focuses on the frequency of CAT tool usage, the most commonly used software, the level of knowledge, agency expectations, and the identification of potential shortcomings among new collaborators.

The results indicate that students are being prepared during their studies to work with CAT tools and use the same software commonly employed in translation agencies. However, some agencies pointed out a lack of practical and advanced skills among students.

Keywords

Translation Studies, CAT tools, computer-assisted translation, translation memory, translation technologies, translation agencies, translation and philology students, translation practice, translator competence