



## Iranian Translation Teachers and Their Professional Development

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### ABSTRACT

*The goal of this research was to find out more about the professional development needs of Iranian translation teachers, taking the role of gender and education degree into account. In line with the objectives of the study, a qualitative research method using content analysis was applied. To do this, 15 male and 15 female Iranian EFL teachers with MA and Ph.D. degrees in different branches of English field including translation and TEFL were selected as the contributors in the research through purposive sampling from teachers teaching translation courses in different universities including Islamic Azad University, Kerman branch, and Shiraz Branch. A semi-structured interview, designed in six open-ended questions by the researcher through consulting the previous studies, was used to collect the appropriate data. The method utilized for data analysis included qualitative content analysis. According to the results, some professional development needs were extracted from interviews as knowledge of teaching methods, affective factors, evaluation procedure, good class communication, critical thinking, etc. Moreover, it was found that gender does not play a significant role in the professional development needs of Iranian translation teachers. However, the results confirmed that educational level plays a significant role in the professional development needs of Iranian translation teachers.*

**KEYWORDS:** Teacher Effectiveness; Professional Development; Teaching Practice; Translation

### INTRODUCTION

Teaching in translation or other fields is an inevitable phenomenon in today's human life, which is under the influence of many factors. Among various factors, professional development constitutes a main concept of teaching job, and a look at the history of teaching research shows that this concept has attracted the attention of researchers in the field. As implied in the above discussion, teaching is a profession which requires a high sense of professionalism. To be a professional educator, a teacher's sense of competence must be maintained (Rokhyati, 2015). This indicates that it is expected of an instructor to continue their professional growth throughout their career if they want to increase their professional competence, which is an unavoidable part of the job. To Ur (1996), professional development is a necessity for a teacher and without professional development, teachers' knowledge will be considered as out-of-date, useless, and meaningless.

Teachers' professional growth, according to Sancar, Atal, and Deryakulu (2021), is critical to students' accomplishment. They argued that professional development is difficult to define since it has a multidimensional structure and varies throughout the course of a teacher's career. Professional development is considered a must for a teacher without which teachers' knowledge is not up-to-date and he/she cannot provide students with useful and meaningful material (Rokhyati, 2015). Teacher's professional development is relevant to "all the performances that a teacher conducts to develop his/her approach in his profession, to confirm constant teacher education, and to raise proficiency" (Day & Sachs, 2004, p. 8). The belief is that teachers should try to reach professional development during their careers (Rokhyati, 2015). In the same vein, the importance of the professional development needs of teachers has been noted by some scholars (e.g., Zein, 2016). The argument put forth in this regard is that the professional development needs of teachers should be identified so that teachers' instructional practice is enhanced (Zein, 2016).

However, it can be observed that although professional development has been addressed in some studies (e.g., Asadi & Motalebzadeh, 2013; Birjandi & Bagherkazemi, 2010; King, 2012; Lin, Cheng & Wu, 2015; Wichadee, 2011); "identification of teachers' needs as they relate to professional development has not received sufficient attention" (Zein, 2016, p. 1). Moreover, reviewing the literature shows that ELT research has dealt with this issue more than translation research. Thus, the bulk of research in this area is not rich, and the issue deserves more investigation. Furthermore, the researcher found that while some studies have touched



professional development of EFL teachers in the context of Iran, translation teachers' professional development needs has not been probed. In this gap, a more specific gap was identified by the researcher: the role of gender and education degree of translation teachers in their professional development needs has not been the focus of the previous studies.

Initially, due to the fact that the researcher found no study in Iran on the professional development needs of Iranian translation teachers, this study can fill a gap in the existing literature. Second, as a result of this research, translation teachers' focus has been drawn to the idea that teaching translation entails some professional growth. Third, curriculum planners for translation teacher education are becoming more aware of the significant role of professional growth in translation teaching, as well as the (potential) need to take the actions that are appropriate in future curricula to ensure that the professional development necessities of Iranian translation educators are addressed. Fourth, this research adds to the body of knowledge on the subject of translation.

### **LITERATURE REVIEW**

With the rising popularity in teachers' professionalism, many researchers have concentrated on various aspects of teaching professionalism (Mayahi & Mayahi, 2014). Teachers' professional growth, which is regarded a feature of effective teaching, is one of the most important parts of their professionalism, which is associated to concept of structure as well as competence-oriented perspective. According to structural theory, teachers must have particular talents in order to establish a competent educational environment and deal with uncertainties and antinomies. Professional growth is a necessary for a teacher, according to Rokhyati (2015). Teachers' knowledge will become obsolete without professional development, and they will be unable to provide their pupils with the successful and current material they require. Teachers who are given new information and professional abilities will be able to conduct education and learning in a classroom more effectively and meaningfully.

Richards and Farrell (2005) stated that providing teachers with opportunities for professional development is a vital factor for the long-run success of teaching programs. It is vital because professional development may finish in some jobs, including drivers, when the individual reaches a satisfactory skill mastery level; but teaching job is characterized by lifelong and continuous professional development (Wallace, 1998). It can be clearly understood that primary English teaching job needs daily professional development because every day, it is possible that teachers encounter new instructional problems (Wallace, 1998). Bailey (2004) considered that professional development of English language teachers consists of all kinds of activities (formal and informal) done or received by teachers for the purpose of in-service professional growth. In other words, professional development involves teachers' continuous learning with the focus on classroom practices improvement and students learning output (Bailey, 2004). Odden et al. (2002) referred to the two most prevalent approaches of English language teachers' professional development as follows: Problem-solving and monitoring of practice. Odden et al. (2002) stated that professional development is effective if it can alter teachers' practices and contribute to improvements in students' achievement.

In general, teachers' professional development is associated with different obstacles. An obstacle mentioned by Richards and Farrell (2005) is teachers' lack of access to computer or the internet which consequently leads to feeling of isolation and removes opportunity for professional dialogue. Johnson (2011) referred to negative role of the school administration towards teachers' professional development as another obstacle for teacher development. To be more specific, teacher-administration discussions are formal rather than friendly. Moreover, administration does not try to motivate teachers to do action research. Lack of access to new technological tools is another obstacle for teachers' professional development. Many educational settings are still traditional in system and facilities and this can hinder professional development of teachers. As stated in Herzallah (2011), the educational system can also be an obstacle for teacher professional development. "For instance, the two-shift school timing makes teachers unable to complete postgraduate studies because they cannot leave the school for long hours to attend lectures" (Herzallah, 2011, p. 31). In fact, the general belief put forth in the literature on professional development is that teacher professional development can lead to teacher effectiveness (Odden et al., 2002; Richards & Farrell, 2005; Wallace, 1991).

Wichadee (2011) tried to discuss professional development in the field of language teaching with the focus on various development methods for constant improvement. It was discussed that there are various contents in the field requiring professional development. Also, the researcher argued that new theories and practices could be good development methods, but in some cases, the problems which occur in classrooms cannot be solved by them, and the school administrators and teachers should take appropriate measures to solve them.



Asadi and Motallebzadeh (2013) examined the effect of professional development on EFL learners' English proficiency. They described "the processes used to examine the effectiveness of less experienced teachers' participation in experienced teachers' classes on students' achievements in terms of their proficiency levels" (p. 523). This study was conducted within a quasi-experimental design in Iran. The results demonstrated a significant improvement in the post-test scores of the experimental group compared with their pre-test scores. Besides, it was revealed that a significant difference existed between the post-test scores of the experimental and control groups. These showed a significant effect of professional development on EFL learners' English proficiency.

Lin, Cheng, and Wu (2015) addressed the effect of teacher professional development programs on students' learning. To do so, the researchers first developed and validated a program called Readers' Theater Teaching Program (RTTP) for the operationalization of professional development in the first phase of the study. In the second phase, a quasi-experimental design was used to see whether there is a significant impact of teacher professional development program on students' learning. As the participants, two junior high school English teachers and their students were selected. Triangulation was achieved through using different techniques such as "teaching observation, semi-structured interviews, teaching diary, teachers' professional development portfolio, teacher survey, and students' reading fluency tests" (p. 17). The results showed that teachers had a positive attitude toward the proposed program and perceived it as effective and efficient in fulfilling different needs. The other finding was that the proposed program had a significant impact on the students' reading fluency. The effectiveness of the program in classroom environment was also indicated in the study.

Rokhyati (2015) conducted a survey study to describe English teachers' professional development, their self-confidence in teaching, and their professional development activities. Besides, the relationship between their professional development and self-confidence in teaching English was investigated. The sample of the study included English teachers from Yogyakarta schools. Qualitative and quantitative data analysis indicated that there is a significant correlation between teachers' professional development and self-confidence in teaching English. In a study by Ozbilgin, Eekmen and Karaman (2016), EFL teachers' beliefs, experiences, and their needs regarding professional development was examined in Northern Cyprus. The interview was utilized as the study instrument for data collection. Participants were 12 teachers in three different cities. The researchers found that in cases where institutional support for professional development is insufficient, teachers rely on their own resources, while they preferred to be supported from the system. Furthermore, teachers were conscious of the system's limitations and believed that for designing appropriate professional development activities, needs analysis should be done.

In a recent mixed-methods study by Heydari and Abbasian (2016), the relationship between Iranian EFL teachers' professional development and their job burnout was examined among the Iranian EFL teachers teaching at public schools. 200 EFL teachers were selected to participate in the study. Professional Development Questionnaire and Job Burnout Scale were distributed among the participants. A Correlation test revealed a significant negative correlation between professional development and job burnout. The following factors were also identified as the most influencing ones on professional development: "knowledge mediation, ICT skills, innovative teaching, pursuing training plan, students' behavior and discipline" (p. 5). "Job-related obstruction, emotional tiredness, unwillingness, workplace mood, spiritual challenges" (p. 5) were also recognized as the most effective factors in burnout. Common variables influencing both professional development and burnout were academic degree and teaching experiences.

In a study on teachers' professional practice, Frederiksen, Lund and Beck (2016) developed a model for conceptualizing the relationship between teacher education and professional practice. This led to the identification of different understandings of the relationship between teacher education and professional practice. It was also revealed that this relationship can significantly affect teachers' actual professional activities, their teaching methods, and the education totality. Nebraska (2016) investigated the relationship between instructional practices, and professional development engagement of teachers, and achievement of students. The findings documented a statistically significant relationship between teacher instructional practices and student achievement. The study's other finding was that teacher engagement in professional development and student achievement are significantly correlated.

Zein (2016) investigated the professional development needs of primary EFL teachers. In this study, which is considered as the base study for the current study, a model of needs-based professional development was proposed for primary EFL teachers. The researcher collected the data using interviews and observation.



Teachers' demands in terms of communication, pedagogy, and knowledge were recognized, as evidenced by the findings. Sezer et al. (2019) investigated school administrators' perspectives on professional values and competencies that classroom teachers were expected to acquire. They conducted a qualitative research & interviewed ten school administrators for this aim. Technical skills include communication skills, technology use skills, pedagogical subject understanding, planning skills, and material design and use abilities, according to the researchers.

Taking all these points into account, the present study seeks to explore the professional development needs of Iranian translation teachers, with focus on their gender and education level. Therefore, the following research questions are formulated:

1. What are the professional development needs of Iranian translation teachers?
2. Does gender play a key role in the professional development needs of Iranian translation teachers?
3. Does the academic degree play a key role in the professional development needs of Iranian translation teachers?

## **METHODOLOGY**

### **PARTICIPANTS**

Participants of the study were 30 Iranian EFL teachers with MA and Ph.D. degrees in different branches of English field including translation and TEFL. They were selected through purposive sampling from teachers teaching translation courses in two universities including Islamic Azad University, Kerman branch, and Shiraz Branch. The size of the sample was determined at the point where data saturation was reached. The mean age of them was 40. Their level of education was Master of Arts and Doctor of philosophy in English translation and English Language Teaching (ELT). They were teaching translation for more than 5 years. Since the aim of the present study was investigating the role of gender and education level in the participants' professional development needs, both male and female EFL teachers at the M.A and Ph.D. levels participated in the study.

### **INSTRUMENTS**

The required data for the present study were collected through a semi-structured interview. It included six open-ended questions which were asked the interviewees through social networks as Whats App and Telegram. The questions were designed based on previous similar studies (see, for example, Richards, 2001; Zein, 2016). Each interview session lasted about 30 to 40 minutes. In addition, the interviews were done in Persian. The interviews were audio-recorded and the collected audio-recorded data were transcribed verbatim to be analyzed.

### **DATA COLLECTION PROCEDURES**

Data collection of this study started with selecting the sample from the target population. Then, the researcher contacted the participants through social networks in order to introduce herself, explain the aims of her study, and kindly asks them to participate in the study. Also, she ensured them that their anonymity is observed and that the confidentiality of their private information is respected. Next, the participants were kindly asked to answer interview questions in Persian. The interviews were done with the consent of the participants through online social networks. The number of interviews continued to the point where no new information was obtained. A team of five university professors in the field of English translation confirmed the questions of the interview.

### **DESIGN OF THE STUDY**

A qualitative research method using content analysis was employed to achieve the objective of this study. In a qualitative content analysis study, the content of the documents is analyzed to identify the recurrent themes (Ary, Jacobs, Sorensen Irvine & Walker, 2019).

### **DATA ANALYSIS**

Low-inference descriptions and member checks were utilized to determine the interview data's reliability and credibility. Low-inference descriptors are straight quotations from interviews that enable the readers to experience the world of the participants by reading the respondents' genuine words. To analyze the data collected through interviews, qualitative content analysis method was applied. That is, the researcher did content analysis on the transcribed interviews to recognize the recurrent themes and categories in them. In so doing, exploratory theme-based approach was used.



## **RESULTS**

### **RESULTS OF INTERVIEW WITH MA TEACHERS**

In this section, the conclusions drawn from the qualitative analysis of interview data are presented. Through analysis of the content of the interview data, the following themes were extracted from interview with MA teachers:

#### **KNOWLEDGE OF TEACHING METHODS**

According to male MA teacher 1 (MMT1):

*Professional development of translation teachers is not separated from their knowledge about teaching methodology. Since teaching in any field including translation field is a difficult matter, translation teachers should have knowledge of different methods of teaching to be able to choose the most suitable method.*

In the words of female MA teacher 6 (FMT6):

*Teaching at the field of translation needs the use of different methods. Thus, it is vital for translation teachers to be aware of different methods of teaching.*

#### **GOOD CLASS COMMUNICATION**

As stated by MMT 3:

*Students' learning is influenced by teacher communication in classes. Teachers who seek higher achievement from their students should build a good relationship with students.*

As put by FMT5:

*In their class communication, translation teachers should be competent and kind since this is of high importance in student learning.*

#### **TECHNICAL KNOWLEDGE**

As stated by MMT 15:

*Teachers' knowledge of technical matters in the field of translation is very important in professional development of translation teachers. To me, teachers should be aware of the content-related issues in translation course books.*

According to FMT 2:

*Translation teachers should be experienced in terms of the specific issues in their field. Professional development is meaningful with teachers' knowledge of technical points.*

#### **KNOWLEDGE OF AFFECTIVE FACTORS**

According to MMT 28:

*Learning is both affective and cognitive in its characteristics. This is true about different fields including translation. This means that translation teachers should be knowledgeable in taking the advantage of affective factors in their teaching.*

FMT21 stated that:

*The role students' affection in learning cannot be ignored. I think that translation teachers should be aware of this as an important element for their professional development.*

#### **KNOWLEDGE OF EVALUATION PROCEDURE**

As stated by MMT 12:

*As a pre-requisite for teachers' professional development, translation teachers of translation field should know procedures. Teachers should know how to assess students in different courses.*

FMT 19 stated that:

*A main element of professional development is expertise at evaluation of learning in students. Teaching and evaluation cannot be imagined as separate from each other.*

#### **GENERAL ENGLISH PROFICIENCY**

According to MMT 21:

*English proficiency is needed for teachers to be professionally developed. Development in the profession of translation teaching is closely connected to General English proficiency of teachers.*

As explained by FMT 10:

*A competency which is paramount in professional development of translation teachers is English knowledge. Professional development and English knowledge are interrelated strongly.*

### CLASSROOM MANAGEMENT SKILLS

In the words of MMT 5:

*Managerial abilities in teaching profession are what distinguishes experienced teachers from novice ones. Teachers who cannot manage their classes skillfully are categorized as inexperienced by their students.*

As put by FMT 4:

*Classroom management skill should not be neglected by translation teachers. I believe that teachers' ability in management of classroom is really as important as their professional knowledge. The above themes are illustrated in Figure 1.*

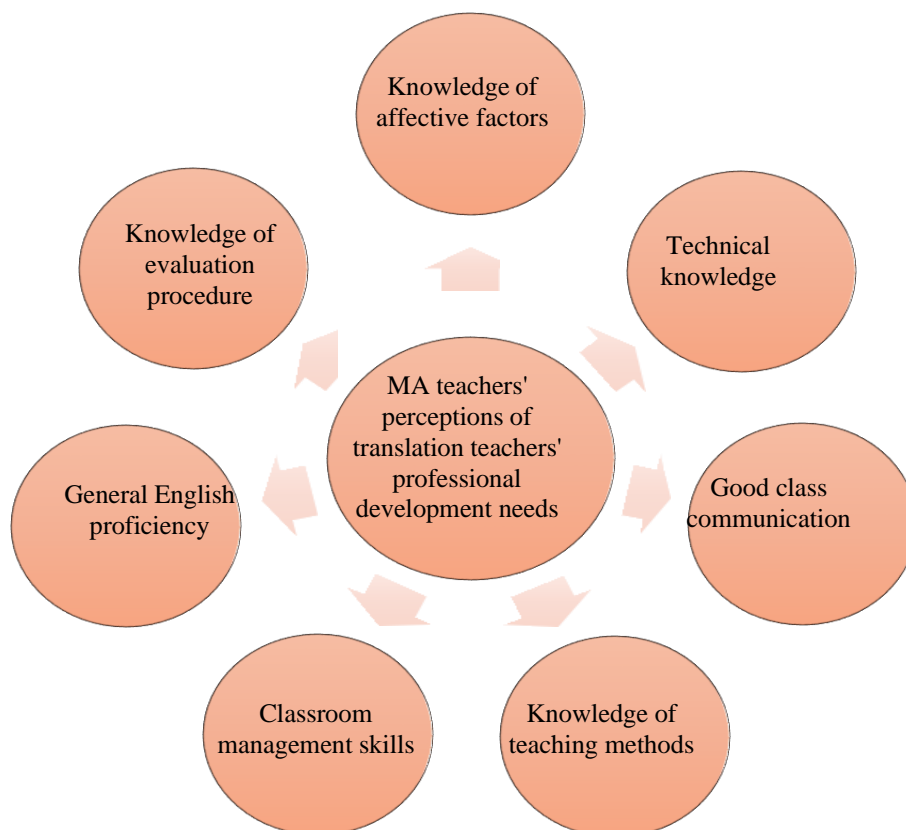


Figure 1: MA Teachers' perceptions of translation teachers' professional development needs

### RESULTS OF INTERVIEW WITH PH.D. TEACHERS

The following themes were recognized as prevalent in the interview with Ph.D. teachers:

#### CO-TEACHING SKILLS

As stated by male Ph.D. teacher10 (MPT10):

*No teacher can individually teach appropriately. A recent technique which I suggest for translation teachers to pass the path of professional development is co-teaching. When ideas and ideologies are put together, teachers' professional development is more easily experienced. According to female Ph.D. teacher14 (FPT14):*

*In the developed countries, teaching is done by teams of teachers rather than by teachers personally. I mean teaching professionally is not perfectly achieved individually. If individual teaching is substituted with group teaching, professional development is possible.*

#### EMOTIONAL INVOLVEMENT

As perceived by MPT7:

*Teachers should feel emotions of students in addition to their cognition. Students come to class with their emotions. If teachers cannot reach students' emotions, they will not be in the path of professional development.*

FPT 26 mentioned that:



*Teaching, in metaphorical sense, is like a coin with two sides. One side of it is emotion and the other side is cognition. Over-sticking to one side sacrifices the other side. Thus, professional development is not materialized if teachers do not pay attention to emotions of students.*

#### **COMMUNICATION ABILITY**

As put by MPT 8:

*Translation teachers should have a high communication ability. They should well communicate with students. This ability is also part of teachers' commitment to their job. Communication is not inferior to knowledge in teaching. They should be held by teachers in parallel.*

In the words of FPT 22:

*A thing which increases teaching effectiveness of translation teachers is their communication skills. Teachers who have low communicative abilities cannot prove their competency in teaching and this jeopardizes their professional development.*

#### **CRITICAL THINKING**

According to MPT 20:

*Translation teachers need to think critically if they want to achieve professional development. Just accepting the status quo does not and avoiding to question the existing affairs does not lead to professional development.*

In the words of FPT 23:

*Critical thinking, as I think, is really effective in translation teachers' professional development. Thinking critically means teaching creatively. And creative teaching is near to professional development.*

#### **REFLECTIVITY**

MPT15 was of the opinion that:

*Reflectivity of translation teachers influences their level of professional development. Being reflective in teaching helps teachers to identify the problems of their teaching, and this contributes to professional development.*

FPT 24 believed that:

*Reflectivity has been shown to be associated with effective teaching in the studies conducted in the last 10 years. When teachers are reflective, they develop in their profession since reflectivity usually leads to remarkable improvement in teachers' performance.*

#### **MOTIVATIONAL STRATEGIES**

MPT 7 said

*Teachers who benefit from motivational strategies are more professionally successful than their counterparts who do not pay attention to motivating students in classes. Motivation is code of success and achievement in translation teaching.*

FPT 15 discussed:

*Translation teachers are required to know different techniques and strategies for motivating students. In contexts devoid of motivation, no teaching and learning take place. And this means the empty place of professional development.*

#### **STUDENTS' NEEDS ANALYSIS**

MPT 3 said:

*A professional translation teacher knows that students are diverse in terms of their needs. That is, teachers should recognize that there is no fit to all prescription which works for all students.*

FPT 25 stated:

*A preliminary stage of successful teaching is identification of needs of different students. This is important because needs of students are not the same. Needs analysis is key to professional development.*

#### **DIGITAL LITERACY**

As expressed by MPT7:

*Translation teachers should not be ignorant of the potentials of technological devices in improvement and development of their own teaching. Technology can make teaching profession easier for translation teachers.*

FPT18 said:

*Literacy in using CALL and MALL is what distinguishes professional teachers from other teachers. Different technological devices including social networks make the path of professional development shorter for teachers.*



Teachers who aim to reach professional development should attempt to benefit from technology in teaching. The above themes are demonstrated in Figure 2.

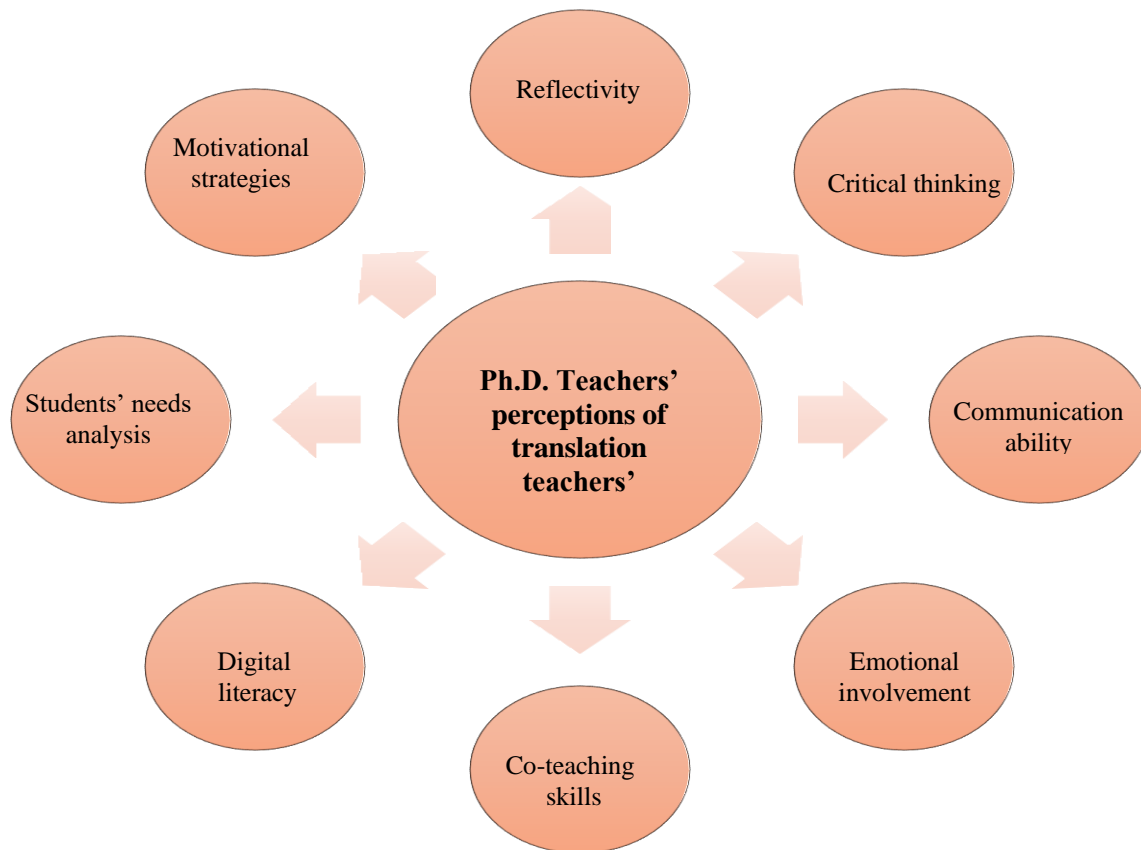


Figure 2. Ph.D. Teachers' perceptions of translation teachers' professional development needs





## DISCUSSION

This study sought to answer three research questions. In response to the first research question ‘What are the professional development needs of Iranian translation teachers?’, through content analysis of interview data, the following themes were recognized: knowledge of teaching methods, good class communication, technical knowledge, knowledge of affective factors, knowledge of evaluation procedure, general English proficiency, classroom management skills co-teaching skills, emotional involvement, communication ability, critical thinking, reflectivity, motivational strategies, students’ needs analysis, and digital literacy. Concerning the second research question ‘Does gender play a significant role in the professional development needs of Iranian translation teachers?’, as it was seen in the extracted themes and sample quotations, female and male teachers at both MA and Ph.D. levels, expressed more or less the same views regarding professional development needs of translation teachers. Considering the interview results, both genders of MA teachers agreed on some factors as using different methods, establishing good communication, being aware of technical issues, affective factors, students’ evaluation, and class management. Besides, Ph.D. teachers of both genders agreed on some elements as working in team, focusing on motivational strategies, thinking critically, being reflective, etc. Thus, findings show that gender does not play a significant role in the professional development needs of Iranian translation teachers.

On the third research question ‘Does education level play a significant role in the professional development needs of Iranian translation teachers’, the results revealed that MA and Ph.D. level teachers had different perceptions of professional development needs of translation teachers. That is, knowledge of teaching methods, good class communication, technical knowledge, knowledge of affective factors, knowledge of evaluation procedure, general English proficiency, and classroom management skills were the perceptions of MA teachers. However, the following perceptions were identified for Ph.D. teachers: co-teaching skills, emotional involvement, communication ability, critical thinking, reflectivity, motivational strategies, students’ needs analysis, and digital literacy.

Consistent with the present study, Wichadee (2010), and Ramos-Rodríguez, Fernández-Ahumada, and Morales-Soto (2022), communication was enumerated as an element of MA teachers’ professional development. Furthermore, Khojastehmehr and Takrimi (2008) and Shishavan and Sadeghi (2009) found MA teachers’ interactive ability as effective in teachers’ professional development. Similar to the present study, in the research by Kaneko-Marques (2015) and Silver (2015), MA teachers’ reflectivity was closely tied to their professional improvement. Besides, the results are in agreement with Zein’s (2017) Kaboodvand’s (2013) reports which proved that communicative capability, technical knowledge, language proficiency and psychological knowledge were helpful for MA language teachers’ professional knowledge. Additionally, in the study by Kabilan and Veratharaju (2013), language proficiency of MA teachers formed a part of their professional development.

Similarly, paying attention to motivation of students was considered as influential in Ph.D. teachers’ professional development (Smet, 2022). Moreover, Kaboodvand (2013) and Wichadee (2010) found that Ph.D. teachers’ communication abilities were perceived as vital in professional development of teachers as stated by Iranian teachers. The findings also give support to Zein’s (2016) results according to which communication ability, subject matter knowledge, and language proficiency were enumerated as components of Ph.D. teachers’ professional knowledge. Finally, classroom management skills were regarded as constituting professional development of Ph.D. teachers in studies by Khany and Ghoreysi (2013) and Rahimi and Asadollahi (2012).

To justify the findings, it can be said that teaching is a multi-dimensional and multilayered entity which needs different types of abilities, capabilities, strategies and skills. Accordingly, professional development of teachers is dependent on these items (Ischinger, 2009). That is, without such types of knowledge and skills, professional development is not easily achieved. According to the findings, it can also be argued that the professional development of teachers is under the direct effect of the complex nature of teaching job (Gore et al., 2017). Although many people, both educated and lay ones, believe that teaching is an easy work, the reality is that teaching and professional development in teaching are intermingled with many small and big factors. That education level played a role in the professional development needs of Iranian translation teachers can be explained by arguing that studying at Ph.D. level needs reading and studying many articles, books, and other research works. This clearly can change teachers’ attitudes toward teaching profession and professional development. Consequently, Ph.D. level teachers’ perceptions of professional development needs of translation teachers were different from the perceptions of their MA counterparts in this regard. In sum, Ph.D. level teachers say professional development of teachers from a different angle than MA teachers.



### **CONCLUSION**

Since professional development is vital in order to regulate masters' knowledge with teaching act and helping students to learn presented instruction, it is concluded, based on this study, that translation teachers who seek professional development should make their best to upgrade their knowledge of different teaching methods, technical knowledge, emotional and affective knowledge, evaluation knowledge, and language proficiency. In addition, it is concluded that apparently teachers' perceptions of professional development are subject to change as a function of their education level. That is, improvement in education level has changed teachers' priorities regarding professional development. Finally, the conclusion that can be made is that translation teachers should upgrade their knowledge and practice in classroom management, co-teaching skills, communication ability, critical thinking skills, reflectivity, and strategies of making students motivated if they want to achieve professional development in their work.

The findings persuade us to infer that teaching competency is a multifaceted concept influenced by a variety of circumstances. It is the polar opposite of the popular belief that EFL teacher performance is based solely on language competency. One pedagogical implication of the results is that translation teacher educators should try to emphasize and practice the identified needs of professional development when training translation teachers. The other implication is that translation teachers should attempt to work on the knowledge and skills to reach professional development. The third implication of the results is that translation teacher education curriculum developers should design translation teacher education curricula so that the identified knowledge and skill types identified in the present study are enhanced. Last but not least, researchers in the field can explore the issue of translation teachers' professional development needs taking different characteristics of teachers, including age, teaching experience, etc., into account. Moreover, they can explore the professional development needs of translation teachers teaching at different levels, including primary-level teachers, intermediate-level teachers and advanced teachers.



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