Research Paper

Technology in Teaching Translation: Problems and Challenges of Current State of Teaching Translation in Post-graduate Studies

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Abstract
This study sought to investigate the problems and challenges of the current state of teaching translation in post-graduate studies. In so doing, it used a content analysis design within a qualitative method. The participants consisted of 20 (10 males and ten females) translation teachers who were selected through purposive sampling. To collect the required data, a semi-structured interview was used in the form of individual and focus group interviews. To analyze interview data, the content of transcribed interviews was qualitatively analyzed by the researcher to identify the common themes and categories in them, based on anexploratory theme-based approach. The results of the thematic analysis of interview data led to the identification of some problems and challenges including students'lack of willingness to learn translation, the emphasis on practical elements in teaching translation, lack of an effective teaching translation program, students'demotivation, and so on. Moreover, a program consisting of five steps was suggested for using technology in teaching translation in post-graduate studies in Iran. The findings have some implications for translation teachers and students, and authorities.

Keywords: *Computer-Assisted Language Learning (CALL), Online learning, Technology*

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استفاده از تکنولوژی در آموزش ترجمه: مسائل و چالش های وضعیت کنونی آموزش ترجمه در دوره های تحصیلات تکمیلی

این پژوهش به دنبال بررسی مشکلات وچالش های وضعیت فعلی آموزش ترجمه در مقاطع تحصیلات تکمیلی است. بدین منظور از طرح تحلیل محتوا در روش کیفی استفاده شد. شرکت کنندگان ۲۰ نفر (۱۰ مرد و ۱۰ زن) مدرس مترجمی بودند که به روش نمونه گیری هدفمند انتخاب شدند. برای جمع آوری داده های مورد نیاز از مصاحبه نیمه ساختار یافته در قالب مصاحبه فردی و گروهی متمرکز استفاده شد. برای تجزیه و تحلیل داده های مصاحبه، محتوای مصاحبه های رونویسی شده توسط پژوهشگر مورد تجزیه و تحلیل کیفی قرار گرفت تا مضامین و مقوله های رایج در آن ها بر اساس رویکرد موضوع محور اکتشافی شناسایی شود. نتایج تحلیل موضوعی داده های مصاحبه منجر به شناسایی مشکلات و چالش هایی از جمله عدم تمایل دانشجویان به یادگیری ترجمه، تاکید بر عناصر کاربردی در آموزش ترجمه، نبود برنامه آموزشی ترجمه اثربخش، بی انگیزه شدن دانشجویان و ...شد. همچنین برنامه ای مشتمل بر پنج مرحله برای استفاده از فناوری در آموزش ترجمه در مقاطع تحصیلات تکمیلی در ایران پیشنهاد شد. این یافته ها نتایج مفیدی برای معلمان و دانشجویان مترجمی دربردارد.

واژگان کلیدی: یادگیری زبان به کمک کامپیوتر(CALL) ، یادگیری آنلاین، دانشجویان تحصیلات تکمیلی

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Introduction

The use of technology in different educational realms began in theearly 1970s, and since then, it has found its way into the field rapidly (Elyasi & Pourkalhor, 2014). The belief is that technology makes educational materials easy to access and use, and makes education more meaningful through personal engagement. "Technological developments in ubiquitous computing and wireless communication together with the adoption of mobile multimedia devices and applications have been converted into huge opportunities" for educational purposes (Rodríguez-Arancón, Arús & Calle, 2013, p. 1189).

Recently, many researchers have taken the position that teaching translation to post-graduate students should cover both theoretical and practical elements (Aksenova & Orlova, 2018). As put by Aksenova and Orlova (2018), post-graduate students need high translation skills for different purposes including achieving research objectives. What adds to the importance of this issue is the key role of research in post-graduate studies.

Furthermore, in addition to translation studies as a separate and independent field, English for Specific Purposes (ESP) is considered the main part of many fields of post-graduate studies at different educational levels, and the importance of which cannot be ignored. More importantly, ESP is an area in English teaching wherein translation plays a significant role. That is, translation is commonly used by ESP teachers in teaching ESP courses and by ESP students in learning ESP courses. Moreover, as put by Benabdallah (2013, p. 1), "ESP learners are supposed to be active participants in their discourse communities, possessing specialized terminology and being aware of their different usage".

However, the fact is that students are faced with several problems when translating different texts. To cope with these problems, the teacher should be there to help students solve difficulties and use appropriate strategies and techniques. To this end, teachers should consider and analyze specific translation activities, define the necessary translation skills for students, and teach them how to benefit from the most useful skills (Larson, 1984, as cited in Aksenova & Orlova, 2018).

According to Al-Khalil (2014), one of the most prevalent problems and challenges of teaching translation to post-graduate students is that translation courses are traditional and simple. More importantly, since the goals of these courses have not been well defined, students cannot grasp them or misunderstand them. Furthermore, translation courses are taught by teachers who are inexperienced and whose knowledge is devoid of a theoretical underpinning, and who teach translation courses based on their own personal and limited experiences in teaching translation. Al-Khalil (2014) continued that teaching translation is one of the missing links in translation programs for some post-graduate programs. According to him, more attention should be given to designing an effective translation program that makes students ready to cope with the potential translation problems. One of the main reasons for this gap is that post-graduate programs have only academic rather than professional goals, accordingly, they do not aim at efficiently training students to pursue a professional career after graduation to meet the needs of the workplace and the rapid development in global communication (Al-Khalil, 2014).

The other side of the problem is that, despite the proven potential of technology in education in different fields of studies, it can be seen that in the Iranian educational system, using technological tools is not common in academic settings including in the teaching translation context. In other words, having a glance at the Iranian educational system shows that still traditional teaching methods and techniques are prevalent in many educational settings, and just recently some forms of technological methods including computer-assisted language learning (CALL) have come to be applied in some educational environments, especially due to prevalence and propagation of COVID-19 disease. Thus, generally, not much research has been conducted in this regard. Particularly, the researcher found that while the use of technology in education and

teaching has been touched upon by some researchers in different studies, no Iranian study has touched on using technology in teaching translation, taking problems and challenges of the current state of teaching translation in post-graduate studies into account. This is the gap this study aims to fill.

The objective of this study was two-fold: Investigating the problems and challenges of the current state of teaching translation in post-graduate studies in Iran; and suggesting a program for using technology in teaching translation in post-graduate studies in Iran. In line with these, the following research questions were addressed:

Q1. What are the problems and challenges of the current state of teaching translation in post-graduate studies in Iran?

Q2. what are the specifications of a program for using technology in teaching translation in post-graduate studies in Iran?

Literature Review

Empirical Studies

Askari's (2019) study was intended to describe the attitudes of English-major students towards the teaching methods in translation courses to find out more about the quality and relevance of such methods to students 'needs, concerning the necessary educational resources provided in the methods of teaching. The results showed that although all the methods were common, the modern methods were superior to the other methods and emphasized the necessity for further incorporation of teaching principles to assuring quality and relevance. The results of the study would be helpful for students and instructors in translation studies by enabling them to find out how the features of teaching methods might lead the students with various attitudes in learning how to translate.

Amiri and Rabbani Yekta (2019) set an ethnography to identify the challenges translator trainers confronted when teaching translation. As the participants, two translator trainers participated in the study. They had the experience of teaching translation courses at the university level. To collect the data, the researchers observed translation classes over six months. They also benefited from field notes, teacher diaries, and interviews. Having analyzed the data, the following challenges were identified: dictionary use, finding an equivalent and word selection, lack of facilities, students' reluctance, demotivation, and high expectations, unexpected situations, content knowledge, and general information, students' general English proficiency, know-it-all students.

Aksenova and Orlova (2018) explored post-graduate Chemistry programs to see what methodology is used to teach translation to students. According to the results, no comprehensive program is followed for teaching translation to post-graduate Chemistry students. In a view of this, the researchers suggested some translation strategies which can be utilized in post-graduate Chemistry programs.

In 2019, Kaluzny did a study to identify the translation methods which students select in their translation training programs. This was an exploratory study wherein students were interviewed to identify their preferred translation methods and their motivations for selecting those methods.

Al Mubarak (2017) aimed at revealing the translation problems teachers of the University of Jazan in Saudi Arabia were exposed to in teaching translation theoretically and practically. Moreover, Al Mubarak (2017) proposed some practical measures to solve the potential problems of teachers and to help authorities in improving the translation teaching methodology.

Nazari and Ghasemi Mousavi (2016) sought to present a road map for the teaching of translation in the classroom. According to the road map, course objectives should be determined. Moreover, it was recommended that prestigious universities should be consulted to see what procedures are followed by them in both the short and long term.

Kobyakova and Shvachko (2016) dealt with teaching translation, its goals and activities, and translation analysis. In addition, the problems of profession-related validity, theoretical matters, and textual analysis in teaching translation were discussed. Moreover, some translation adaptation methods were explained.

In the study by Clavijo and Marín (2013), translation teaching strategies were explored. The researchers also tried to identify the best measure to increase the translation competencies of students as future translators in the fields of financial and economic translation. Students' interactions in the classroom were also compared to their practice in real situations. The other task conducted in the study was describing methods for assessing of translation performance of students. Finally, current teaching strategies following the socio-constructivist approach were recommended to be used in teaching translation programs.

As observed in the reviewed literature, teaching translation has been investigated in different studies from different viewpoints. However, the researcher noticed that so far, no Iranian study has touched on the problems and challenges of the current state of teaching translation in post-graduate studies in Iran to suggest a program for using technology in teaching translation in post-graduate studies.

Method

Design

This is a qualitative study wherein the content of the interview data was analyzed qualitatively to extract the recurrent themes in them. In other words, this study used a content analysis design within a qualitative method.
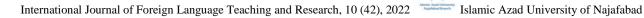
Participants

The participants consisted of 20 (10 males and 10 females) translation teachers who were selected through purposive sampling. Data saturation was achieved after interviewing this sample size. Data saturation is the point wherein no new information is obtained from the data. The participants were selected from among the translation teachers at Iranian state and Azad universities in different cities including Kerman, Rafsanjan, Yazd, and Shiraz. Teachers were picked up from among those teachers whose teaching experience was more than 8 years. Their education degree was M.A and Ph.D. in translation or TEFL fields. Their age was 40-60. Their mother tongue was Persian.

Instrument

To collect the required data, a semi-structured interview was used in the form of individual and focus group interviews. In the case of the individual interview, the researcher developed interview questions based on her supervisor's guidelines. The questions addressed the problems and challenges of teaching translation in post-graduate studies. The number of questions was five. The language of the interview was Persian. Due to limitations generated as a consequence of COVID-19, a face-to-face interview was not possible. Instead, interviews were conducted on WhatsApp. Each interview lasted for approximately 25 minutes.

The focus group interview was run in 45 minutes in Persian via WhatsApp with 5 (2 males and 3 females) participants selected from those who took part in the individual semi-structured interview. Indeed, the nature of the second research question was that it could be appropriately answered through focus group interviews.

To establish the dependability and credibility of the interview data, low-inference descriptors and member checks were used. Low-inference descriptors mean presenting direct quotations from the interviews which allow the reader to experience the participants 'world by seeing the actual words of the respondents (Ary, Jacobs, & Sorensen, 2010).

Using member checks involved the researcher's sharing her interpretations of the data with the participants to avoid any miscommunication, identify inaccurate interpretations, and show courtesy to the participants by letting them read what has been written about them. In member checks, the researcher gets feedback from the participants about the study's findings (Ary, Jacobs, & Sorensen, 2010).

Data Collection Procédure

At the outset of the study, the participants were selected through purposive sampling. Next, the researcher explained the goals and advantages of the study to them. Then, a semi-structured interview was taken from the participants individually. All the interviews will be taken and audio-recorded by the researcher. Moreover, interviews were transcribed by the researcher for analysis purposes. Then, the transcribed version was subjected to the qualitative content analysis to identify the recurring patterns and themes among obtained data. This individual interview aimed at answering the first research question.

Then, a focus group interview was run in 45 minutes in Persian through WhatsApp with 5 participants who were voluntarily selected from those participating in the individual semi-structured interview. This interview revolved around a suggested program for using technology in teaching translation in post-graduate studies in Iran.

Data Analysis procedure

To analyze interview data, a qualitative content analysis method was used. More particularly, the content of transcribed interviews was qualitatively analyzed by the researcher to identify the common themes and categories in them. This process was done based on an exploratory theme-based approach. This approach provides a good guideline for identifying, analyzing, and reporting themes of the raw data. To this end, the interview transcripts were read for topic order to draw out and list topics linked to the study. A second meticulous reading of transcripts helped the researcher identifies the explicit and implicit categories which emerge within each topic. The categories were color-coded. The third reading for content helped to identify quotes that were aligned with each category within the topics. The quotes were labeled according to the categories they represented.

Results

Concerning with first research question, the following themes were extracted from the interviews:

The translation is considered a marginal matter.

In the words of teacher 3 (T3):

Experienced has shown me that translation is not taken seriously by students. Many students think that translation is a simple and straight task that is done just by checking the equivalent of words in bilingual dictionaries. However, the fact is that translation is a technical work that has its characteristics.

As stated by T5:

Students have wrong conceptions about translation and teaching translation. They perceive translation as a word-by-word selection of Persian or English words and putting them in the sentence. No novelty and originality are believed for translation in their minds.

As mentioned by T17:

The mentality of students is a big problem for teachers teaching translation courses. They repeatedly mentioned in the classes that translation is not creative work. To them, every person can become a translator by just access to a good dictionary. But this is not the case. The

translation is not just a rendition of words from one language to another language. It is a meaning-based and sense-oriented task with its difficulties.

Teacher 10 discussed:

I'm sorry to say that translation has not been recognized well by students who are the main stakeholders in the translation field. Unfortunately, we can see that translation has not found its way among students. Even many students do not believe in translation as a field of study. They just consider it as a type of extra knowledge that is merit in the globalization era.

Students lack the willingness to learn translation

As stated by T10:

To me, translation is not that exciting for students. Consequently, they are not willing to learn it. It is not interesting and exciting for them. They do not like it for a variety of reasons.

According to T12:

Translation teaching has made students more bored than eager to learn the translation. They are not very interested in learning translation. They believe that methods of teaching translation are old and devoid of novelty.

As perceived by T9:

I don't know why students are that much uninterested in translation. They don't have any bright horizons in their minds in this field. They have selected this field due to some factors other than interest, including family obligation, entrance exam rank, etc.

Teachers neglect recent theoretical elements in teaching translation.

According to T8:

A problem in this field is that teachers do not present recent theoretical achievements in translation classes. The bitter fact is that even teachers do not know recent theories proposed by scholars in the field.

T14 stated that:

New theories are among the main elements in the effectiveness of any field including the English translation. But what is observed in translation courses is the repetition of old theories some of which have failed to account for the observed patterns in translations.

As pointed out by T4:

A great portion of the time of classes in the field of translation is devoted to explaining outdated theories of translation. This is while new theories have been put with useful applications in the field. This contributes to the failure of teaching translation in the context of Iran.

The emphasis is on practical elements in teaching translation.

As stated by T20:

The prevalent method in teaching translation is the devotion of time of class to practical translation of a text in at most 20 lines. This, in the absence of explaining relevant theories, cannot lead to positive outcomes.

T9 stated that:

Students are mostly busy with translating a piece of essay in translation classes. This pattern is observed in different translation courses with no good purpose. Instead, teachers should try to upgrade their knowledge of recent theories and present them to students, along with practical translation.

T6 said:

Overemphasis on practical translation means missing theoretical dimensions. However, all of us know that theories are as important as practice in learning translation. This deficient pattern is unfortunately observed in translation classes.

There is no effective teaching translation program.

According to T51:

A good thing about online teaching is that it makes the role of students more dominant than teachers in classes.

As explained by T70: *Students become more active through online teaching. The teacher just controls classrooms and students can better act in this way.*

Teaching translation methods suffer from a lack of technological facilities.

In the words of T14:

One of the challenges of teaching translation is that there are no appropriate technological tools to be used in post-graduate studies. There exist just some machine translation applications in the market, which are not intelligent. The outcome is translations of low quality.

In the saying of T20:

Translation students like to be taught using digital tools and instruments. This is their favorite.

But unfortunately, the translation field, at least in the context of Iran is deprived of such advancements. There are some recent achievements in this regard in advanced countries, but they are not accessible to our students because they are very expensive.

According to T3:

Teaching translation in the context of Iran is near to the traditional face-to-face end of the teaching continuum than to its electronic end. The main reason behind this is that recent improvements in technological translation teaching are not available to us. Even, we do not have the substrates for the arrival of electronic tools in teaching translation to a new generation of translation students.

Students are demotivated in the translation field.

T14 stated that:

Students are not motivated in the translation field. They repeatedly complain about the future job market in this field. This instability makes them demotivated and this is a prevalent problem.

As stated by T4:

I think students are not motivated enough to take advantage of good translation teaching methods. In fact, for them, good or bad translation teaching methods make no difference.

In the saying of T10:

The low motivation of students in the field of translation is problematic. They don't take the lessons seriously. They have no hope for their future. Low wages in translation jobs have contributed to demotivation in students. This in turn has debilitated their learning.

Practical translation teaching programs are not centralized.

According to T5:

Programs developed for teaching practical translation in post-graduate studies are decentralized. Worse than that, there is no well-accepted educational applied program for teaching translation at the post-graduate level.

As put by T1:

I believe that a deep problem of post-graduate teaching translation is the lack of a comprehensive applied program by which students can learn translation in practice. Most of the educational materials are theoretical with less or even no contribution to learning translation in a practical sense.

In the saying of T13:

In Iran, students are to memorize a high bulk of theories and models of translation. But, missing in the field is the place of practical courses wherein students can learn how to translate different genres appropriately. The place of translation practice is empty in educational programs in the field of translation.

Translation courses are not interesting for students.

In the belief of T20:

I should admit that translation courses are not attractive for students at all. They are boring for them with the least amount of diversity in materials. Unfortunately, the books which are available to us are very old and outdated.

T11 stated:

Students 'lack of interest in translation courses has reduced the effectiveness of teaching translation and consequently their learning. They believe that translation courses are monotonous and useless.

T17 said:

Students in the translation field do not like the educational materials in this field. They consider them as nothing but a waste of time. They do not put much time into studying them since no interest is there in the materials developed for them.

The purposes of translation courses are ambiguous.

T9 discussed:

No clear goals have been defined for translation courses. In other words, the goals defined for translation courses are not tangible for students. Mostly, goals have been defined in theoretical terms with no objective meaning, at last for students.

In the saying of T16:

Objectives defined by translation curriculum planners are not well-determined. Using general terms applicable to a variety of meaning contexts makes understanding the objectives difficult for students.

According to T1:

The goals of translation courses suffer from ambiguity in terminology. In other words, goals do not speak for themselves. Curriculum planners do not bother to define course goals in a way that can be understood by students.

Absence of a program for educating an independent future translator

As expressed by T4:

We see no program in translation teaching for the aim of educating autonomous translators who can translate different genres with high competence. An agenda of different fields is to replicate future competent people thin that field, but it is not seen in the translation field.

In the saying of T13:

The main mission of the translation field is to educate students who can act as successful translators in the future. But the empty place of such aim is felt in our country. At least, this aim is not sought in practice. What is present in this field is repeated memorization of different theories and models of translation.

As conceived by T19:

Most of the students select the field of translation for a bright job future. The sad part of the story is that many students cannot reach this brightness in reality. The main reason behind this is that translation programs do not make many attempts to materialize this stated or unstated aim of the translation field.

Lack of up-to-date translation facilities in translation classes

In the perceptions of T12:

Unfortunately, I should say that the facilities available in translation classes are not in line with the new advancements used in the translation field in developed countries. Mostly, the equipment available to us is old and has nothing new to say.

In the belief of T16:

Translation classes are devoid of new technologies which are currently used in advanced countries. The most developed technology present in translation classes in our country is online dictionaries. Nothing more. Really.

T7 stated:

Translation students are not provided with new technologies in their field of study. Facilities used in Iranian translation classes are not consistent with recent developments of technology that are already used in advanced educational systems.

Absence of introduction translation strategies in translation classes

According to T18:

A problem of teaching translation with which students are faced is that teachers do not introduce common and useful strategies of translation in translation classes. They just limit teaching materials to the general presentation of translation theories or models and ask students to memorize them.

As expressed by T20:

Many translation students graduate without knowing translation strategies which commonly used by translators in translating different genres. The most direct source for the introduction of such strategies is teachers teaching translation courses. However, this is a missing link in translation classes.

In the conception of T2:

The translation is a task whose building blocks are translation strategies and techniques. No matter whether translators take advantage of technology or not in the process of translation, they should apply various translation strategies in their translation. But it is seen that many teachers do not instruct students on the use of these strategies.

Translation classes are taught by teachers whose education is not in translation.

As said by T17:

In many cases, translation courses are assigned to instructors who are educated in different branches of the English language field including TEFL or English Literature. This is a serious problem because translation lessons should be taught by teachers with education in the field of translation.

According to T8:

A false assumption in the educational system of Iran is that having an education degree in any branch of English language major is sufficient to teach at different branches of the English language. However, the fact is that to be competent in teaching translation, teachers should necessarily be educated in the translation field.

In the saying of T5:

The main reason for the failure of the system in teaching translation is that teachers who teach translation courses are ineffective. This is while teacher effectiveness is the main factor that directly contributes to students 'achievement in any field of study.

On the second research question 'What program can be suggested for using technology in teaching translation in post-graduate studies in Iran?', the following steps were suggested by the teachers in the focus-group interview:

Step one: Collecting information from the authorities and policymakers on the recent technological advancements in teaching translation

As explicitly suggested by the teachers, the first step of a program for using technology in teaching translation in post-graduate studies in Iran is that the top authorities and policymakers in the field of translation gather information on the recent technological advancements in teaching translation. This can be achieved through different ways and channels including participation in international conferences, holding virtual or face-to-face meetings with the authorities in the translation field in different universities of advanced countries, reading the recent publications on the issue, etc. Given that field, observations show that most translation teachers already lack such information, without providing them with such kinds of information, developing any program to use technology in teaching translation in post-graduate studies in Iran cannot be materialized.

Step two: Holding translation teacher training courses

According to this suggestion made by the teachers, the second of developing a program for using technology in teaching translation in post-graduate studies in Iran is to hold teacher training courses for translation teachers wherein teachers become familiar with the recent advancements of technology in teaching translation. In fact, in this step, the information collected in the previous step by the authorities and policymakers should be shared with translation teachers.

But this does not suffice. The teachers continued that another part of such courses should be providing teachers with demos on the use of technology in teaching translation so that they can vividly see how to apply technology in their classes. Participation in such courses helps teachers better understand how to implement and use technology in their classes. As maintained by the teachers, teachers 'participation in such courses should be obligatory, not optional.

Step three: Random observations of translation classes by supervisors to make ensure the use of technology by translation teachers

In the third step, the teachers suggested that in every university, some supervisors should observe some random classes to make ensure that teachers use available technologies in translation teaching courses. However, these supervisions should be done with a constructive approach rather than a destructive one.

As a positive element, supervisors can give useful feedback to teachers for the betterment of their performance in the use of technology in their classes. The orientation of such supervisory sessions should be friendly and intimate rather than negative and aggressive.

Step four: Receiving feedback from students by teachers

The interviewees believed that after at least six sessions of implementing technology in translation classes, teachers should take feedback from students on the effectiveness of this new method of teaching translation. According to them, this fact should not be neglected that students are the main part of the success of any teaching program. Therefore, their views can be informative in improving the program. By experience, teachers perceived that some problems can just be seen and felt from the stance of students and even experienced teachers cannot see them in the position of teacher.

Therefore, the consensus was there among the interviewees that teachers must take students ' feedback and take them into account in an attempt to improve the quality of the program.

Step five: Giving reports to the authorities to remove the obstacles to better use of technology

There was agreement among the teachers that based on the received feedback from students and their findings during the implementation of technology in their classes, teachers should give reports of work improvement to the authorities. Such reports should also cover the existing problems and obstacles as perceived by students and teachers themselves. In this way, the authorities can take the appropriate measures to remove the obstacles and improve the substrates so that technological advancements can be better used in teaching translation.

As believed by the teachers, report giving should be obligatory for teachers. So that teachers become accountable to give regular reports to the authorities. This accountability can contribute to better implementation of technology in translation teaching.

Discussion and Concluding Remarks

This study sought to answer two research questions. The first research question dealt with the problems and challenges of the current state of teaching translation in post-graduate studies in Iran. In this regard, the results of the thematic analysis of interview data led to the identification of the following problems and challenges:
1. Translation is considered a marginal matter.
2. Students lack the willingness to learn the translation.
3. Teachers neglect recent theoretical elements in teaching translation.
4. The emphasis is on practical elements in teaching translation.
5. There is no effective teaching translation program.
6. Teaching translation methods suffer from a lack of technological facilities.
7. Students are demotivated in the translation field.
8. Practical translation teaching programs are not centralized.
9. Translation courses are not interesting for students.
10. The purposes of translation courses are ambiguous.
11. Absence of a program for educating an independent future translator for all contexts.
12. Lack of up-to-date translation facilities in translation classes.
13. Absence of introducing prevalent translation strategies in translation classes.
14. Translation classes are taught by teachers whose education is not translation field.

As for the second research question, the following steps were suggested by the teachers in the focus-group interview:

Step one: Collecting information from the authorities and policymakers on the recent technological advancements in teaching translation

Step two: Holding translation teacher training courses

Step three: Random observations of translation classes by supervisors to make ensure the use of technology by translation teachers

Step four: Receiving feedback from students by teachers

Step five: Giving reports to the authorities to remove the obstacles to better use of technology

To justify the findings, it can be argued that in the field of translation, like many other fields in Iran, there is a lack of regular training courses wherein translation teachers 'knowledge of their field becomes up-to-date in line with the state of the art of translation field. This leads to the formation of a generation of teachers who do not know the most recent theories and concepts in their field.

Moreover, translation suffers from an unstable state as a job position in Iran. Therefore, it is natural that translation students be demotivated and unwilling to take advantage of instruction provided to them in translation classes. It can also be argued that, as revealed by field observations, curriculum planning in the field of translation has not been upgraded for some

years. Accordingly, the course objectives, textbooks, educational materials, etc. are somehow old and inconsistent with the recent developments in the field.

In sum, the researcher tends to argue that the origin of many problems and challenges identified in this study goes back to the educational system of Iran. Thus, it is expected that top authorities and policymakers take appropriate measures to remove or at least reduce the number of problems that teachers and students in the translation field are faced with.

In line with the present study, Amiri and Rabbani Yekta (2019) identified lack of facilities, students' reluctance, demotivation, high expectations, and lack of knowledge as the main problems of teaching translation in Iran. Moreover, consistent with this study, Aksenova and Orlova (2018) explored post-graduate programs used to teach translation to students and found that no comprehensive program is followed for teaching translation to post-graduate students. Another study whose results were similar to those of the present study was the one by Kaluzna (2018) wherein it was found that the teaching translation methods which are preferred by translation students are not compatible with the methods already used in teaching translation programs and this is a source of demotivation for students.

Additionally, Al Mubarak (2017) found that a serious problem with which translation teachers are confronted is their low level of theoretical knowledge regarding the field of translation. Similar to the present study, Al Mubarak (2017) considered the key to this problem in the hands of authorities.

Another study whose findings are supported by those of the current study was Nazari and Ghasemi Mousavi '(2016) study which showed that course objectives should be determined in teaching translation. As was the case in the present study, Nazari and Ghasemi Mousavi (2016) considered authorities as to the main source of solution for this problem. Last but not least, Kobyakova and Shvachko (2016) dealt with the problems of teaching translation and reported theoretical matters, socio-affective factors, and profession-related issues such as wages as the main challenges of teaching translation.

On the first research question 'What are the problems and challenges of the current state of teaching translation in post-graduate studies in Iran', the following problems and challenges were extracted from individual interviews:

1. Translation is considered a marginal matter.
2. Students lack the willingness to learn the translation.
3. Teachers neglect recent theoretical elements in teaching translation.
4. The emphasis is on practical elements in teaching translation.
5. There is no effective teaching translation program.
6. Teaching translation methods suffer from a lack of technological facilities.
7. Students are demotivated in the translation field.
8. Practical translation teaching programs are not centralized.
9. Translation courses are not interesting for students.
10. The purposes of translation courses are ambiguous.
11. Absence of a program for educating an independent future translator for all contexts.
12. Lack of up-to-date translation facilities in translation classes.
13. Absence of introducing prevalent translation strategies in translation classes.
14. Translation classes are taught by teachers whose education is not translation field.

As far as the second research question 'What program can be suggested for using technology in teaching translation in post-graduate studies in Iran? 'was concerned, the following steps were suggested by the teachers in the focus-group interview:

Step one: Collecting information from the authorities and policymakers on the recent technological advancements in teaching translation

Step two: Holding translation teacher training courses

Step three: Random observations of translation classes by supervisors to make ensure the use of technology by translation teachers

Step four: Receiving feedback from students by teachers

Step five: Giving reports to the authorities to remove the obstacles to better use of technology

All in all, based on the results, it is concluded that teaching translation in Iran is associated with some problems and challenges related to different sources including educational system deficiencies, teachers, students, curriculum, etc. However, as the main source of the problems, the educational system can be named since many identified problems and challenges were directly or indirectly related to the educational system. Therefore, it is concluded that to remove the existing problems and challenges of teaching translation in Iran, authorities, and policymakers at the highest level of decision-making in the field seek appropriate solutions for the identified problems.

In fact, given that teaching translation by translation teachers is closely linked to learning translation by translation students, stakeholders should develop solutions that can be implemented and worked on in a shorter time. In this way, the negative effects of the identified problems on teaching translation and consequently learning translation will be problematic for lower amounts of teachers and students.

Finally, it is concluded that teaching translation in Iran as a recognized field of study is under the threat of some internal and external factors which can just be compensated for by developing new opportunities in the field. In a view of the increased importance of translation in recent years as a consequence of globalization, removing the problems and challenges which are in the way of the translation field is urgent and no excuse is justified in this regard. In the end, it is concluded that since translation is here to affect human life by being an inevitable channel of communication at the international level, it is necessary to deal with the identified problems and challenges before it becomes too late.

Some implications can be stated for the findings of the present study. The first implication of the outcomes is that translation teachers should upgrade their knowledge of the most recent theories, models, and achievements in the field of translation. Additionally, they should pay heed to both theoretical and practical aspects of teaching translation in their classes. Besides, the authorities should assign translation courses to teachers who are educated in the field of translation. Moreover, the authorities and policymakers should take appropriate measures to solve the identified problems and challenges in teaching translation in the shortest possible period. Finally, translation students should try to remain motivated in their field of study, keep their translation knowledge up-to-date, and take advantage of different sources to be in touch with the new findings and achievements in the field of translation.

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