

# Perceptions of Novice and Experienced Instructors of Translation at Selected Saudi Universities Toward Technological Pedagogical Content Knowledge for Teaching Professional Development

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**Abstract**—Technological Pedagogical Content Knowledge (TPACK) is considered one of the most significant models for presenting teachers' capabilities and proficiencies in effectively using technology to teach. This study was conducted to explore the perceptions of both novice and experienced instructors of translation from selected Saudi universities toward the use of technological pedagogical content knowledge in teaching professional development. To achieve the three objectives of the study, the two authors employed the descriptive survey method because of its suitability. For gathering data, a 20-item questionnaire was distributed to a purposive sample containing 100 novice and experienced male and female instructors of translation who were randomly selected from some several universities in Saudi Arabia during the first semester of 2023. The findings of this study revealed very many that of the selected translation instructors had positive attitudes toward the use of technological applications for teaching English as a foreign language (EFL). Moreover, many of the selected translation instructors showed that they had an average level of knowledge regarding TPACK. The findings also revealed that the selected instructors' perceptions toward TPACK were considerable. Furthermore, the results of the study also proved that educational background in digital technologies plays a significant role in the professional development of novice and experienced translation instructors at Saudi universities. The implications of the study's results were discussed, and recommendations were suggested for providing all universities in Saudi Arabia with educational software, e-learning platform, teaching software and novice and experienced instructors of translation with new digital skills session, cybersecurity workshop and innovative digital skills training.

**Index Terms**—instructors of translation, novice and experienced, Saudi universities, technological pedagogical content knowledge, teaching professional development

## I. INTRODUCTION

The topic of technology in the classroom is so important that many prestigious academic publications in the field of social sciences devote an entire issue to it each year. Moreover, a growing number of institutions all over the world are utilizing technology in education and employing it in language teaching, training, translating, and learning which has also given it a great deal of attention (Salaberry, 2001; Alqurashi et al., 2017). The utilization of technology in education in general and translation in particular involves both novice and experienced translation instructors' instructional techniques and knowledge of technological applications and instruments (Alonso-Pérez & Sanchez Requena, 2018; AbdAlgane & Jabir Othman, 2023; Yeh, 2014). As a result, instructors of translation require to be tooled with high-tech information as an instrument and gadget for teaching and a foundational element of their understanding which is key to exemplifying their experience-based knowledge and gaining expertise to reach their goals.

Technological Pedagogical Content Knowledge (TPACK) is a rare type of expertise that extends beyond the usual categories of the three "core" components of education: content, pedagogy, and technology (Cox, 2008; Chai et al., 2013). When an individual understands these three core components, he or she will have a deeper understanding of technological pedagogical content (Ferdig, 2006; Koehler & Mishra, 2009; Graham, 2011). Indeed, knowledge of these three components is critical for successful, interesting, and stimulating technology-based training. Thus, TPACK is the cornerstone of the practical application and rational utilization of technology in the classroom.

Language teachers and novice and experienced translation instructors alike utilize TPACK to teach by merging their knowledge of educational technology, pedagogy, and content or subject (Turgut, 2017; Horlescu & O'Hagan, 2017; Hardisky, 2018). There is no holistic technical solution that acts for every instructor or educator, every syllabus, or

every educational concept because each situation instructors meet is a rare synthesis of the three components (Laurillard, 2013; Kessler, 2016; Alexander, 2008). When instructors find workable solutions, they must acquire skills in the three essential areas of technology, the interaction between them, and the characteristics of their respective situations (Harris et al., 2009; Koehler et al., 2013; Agyei & Voogt, 2012). A complete, adaptable, practical, and subtle knowledge of how technology can be applied in the classroom is necessary regarding TPACK as a body of professional expertise.

Instructors' TPACK is the key factor in identifying the nature and of application educational techniques and strategies (Lin et al., 2013; Benson & Ward, 2013). When teachers have in-depth knowledge of all facets of TPACK, they are more qualified to use that knowledge in the classroom. Through the vision of the TPACK body, novice and experienced instructors of translation can evaluate their own task of TPACK. Indeed, advancing TPACK is certain way to foster teachers to better address students' requirements in an educational environment. Moreover, opportunities for bettering the occupational skills of instructors are created by efficiently blending technology into the institution and working to amplify their TPACK.

This study has three major objectives: The first objective is to explore the perceptions of novice and experienced instructors of translation at Saudi universities toward Technological Pedagogical Content Knowledge (TPACK) and its influence on their professional development. The second objective is to probe how these translation instructors develop their technological knowledge for teaching professional development and further improve it. Finally, the third objective is to investigate factors that predict novice and experienced translation instructors' TPACK in using digital technologies to teach translation courses.

## II. LITERATURE REVIEW

### A. The Concept of Technological Pedagogical Content Knowledge (TPACK) in a Nutshell

Technological Pedagogical Content Knowledge (TPACK) is related to the knowledge of teaching any subject content with good pedagogy by employing adequate technologies (Koehler & Mishra, 2009). Koehler and Mishra (2009) originated a TPACK paradigm as a cognitive body to delineate teachers' awareness of technology incorporation in any field. TPACK is not just formed from its three essential sources of knowledge, i.e., technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) but likewise impacted by how instructors interconnect these into the middle knowledge categories of the above-mentioned three technological contents (Chukwuemeka, 2014; Sadeeq, 2020; Afari-Yankson, 2021). Basically, TPACK is a knowledge innovation that is externalized regarding how teachers utilize technology for their authentic pedagogical techniques (Choi & Young, 2021; Prasety et al., 2021; Parr et al., 2013). There is widespread recognition that the knowledge of TPACK, the profound TPACK expertise, and instructors' assumptions about technology and pedagogy are relevant factors in' instructors' adoption of technology into their educational technology or instructional methods.

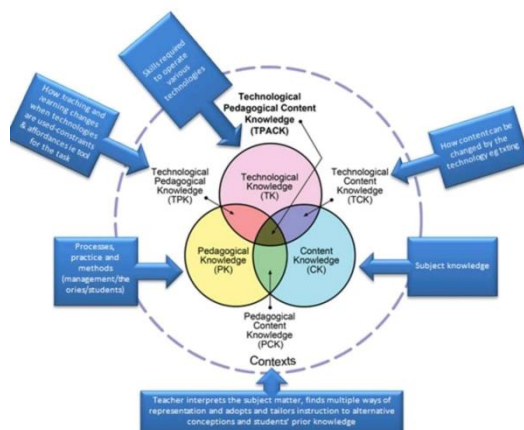


Figure 1. The Framework of TPACK (Koehler & Mishra, 2009)

### B. The Importance of Professional Teacher Development (TPACK) for Novice and Experienced Instructors of Translation

Novice and experienced instructors of translation can enhance their competence in allocating their time and alternate resources by taking part in staff development and job training activities. Conclusively, this assists them in saving time and conserves their strength, consequently enabling them to attach great importance to their students of translation. However, concerning their professional development, novice and experienced instructors of translation develop new skills and cultivate expertise and methods that can help improve their learning strategies and teaching processes (Koh et al., 2018; Quah, 2006). This is because novice and experienced instructors of translation who engage in career development programs are more competent in adapting their lessons and curricula to the requirements of their translation students (Venuti, 2016; Kelly, 2014; Kiraly, 1995). Nevertheless, evaluating the activity and assessing the

performance of such career development-aided changes in teaching practice is difficult since they are usually applied gradually (Reeves, 2010; Guskey, 2002; Diaz-Maggioli, 2004; Shabani et al., 2010). Career development for novice and experienced instructors of translation improves the effectiveness of presentations and course evaluation by orientating them with optional delivery methods, revisions, assessments, and testimonies (Herring & Swabey, 2017; Adipat, 2021; Ramanair et al., 2017; Kirana & Nabhan, 2021). Utilizing technology in the teaching process in general and teaching translation, in particular, is more than just the application of the software and the hardware. It also needs the knowledge of the instructors, their pedagogical and technological dimensions, and technological aspects.

To conclude technology, pedagogy, and subject content for English instructors in general and novice and experienced instructors of translation in particular offer a notion that can be employed in the process of learning and teaching English language and translation. Using technology in the teaching and learning process is one of the numerous difficulties related to teacher and novice and experienced translation instructor career development. Gathering instructors to tackle good quality 21<sup>st</sup> century education requires the expertise of teachers to deal with groups of tools, knowledge, and a career that is associated with computer assistance within the setting of the lessons. Teacher knowledge is all subject matter that instructors have gathered in a certain period which sustains their work. Moreover, it does not imply that all of their knowledge plays a part in every action or activity. Instructors' apprehension and knowledge are critical at all stages, as they must expand their expertise in finding opportunities that they can use to improve student understanding. When instructors optimize their knowledge to improve student learning, they are aiding in its successful application.

### C. Previous Studies

A small number of studies have reviewed perceptions of teachers of teaching English as a foreign language toward (TPACK). These studies investigated how these teachers view and self-assess content knowledge (CK), pedagogy knowledge (PK), and technology knowledge (TK) along with the interaction of these in cooperation with (TPACK) and the rudimentary powerful factors for TPACK structure.

Several research papers have been carried out to examine the impact of TPACK on EFL teachers and the prevailing rudimentary factors for TPACK construction in education, language teaching and learning. A small number of studies have also investigated EFL teachers' perceptions of Technological Pedagogical Content Knowledge (TPACK). Until now, however, no single research has been conducted to explore the perceptions of novice and experienced instructors of translation at Saudi universities toward TPACK for teaching professional development. Consequently, it is extremely important to carry out investigations that focus on these perceptions.

Again, it is particularly relevant to indicate that a plethora of researchers have examined the utilization of Technological Pedagogical and Content Knowledge (TPACK) as one of the present-day frameworks that integrates technology in the teaching and learning process. For example, in their study, Kirana and Nabhan (2021) found that there are three main issues facing English instructors. First is their knowledge of TPACK, followed by the procedures of acquiring TPACK, and finally, the English instructors' challenges with TPACK. The English instructors had a different understanding concerning TPACK, and they implemented several strategies for acquiring TPACK. However, the teachers encountered difficulties in applying TPACK.

Chukwuemeka (2014) found that teachers' perceptions toward TPACK were significantly positive throughout the knowledge gauge, and there were statistically significant differences in how teachers perceived TPACK in accordance with the enumerated variables of the study.

Bingimlas (2018) found that many of the instructors indicated that they had an average conviction level of knowledge regarding the TPACK context. Special differences Occurred amongst instructors predicated on gender, teaching courses, and teaching experience. Statistically, a significant difference was indicated between technological content knowledge and teaching experience.

Absari et al. (2020) stated that pedagogy knowledge (PK) has a positive influence on TPACK, while technology knowledge (TK) and content knowledge (CK) do not have a positive impact on TPACK. The study also indicated that age affects the development of technological knowledge, and if one of the subjects of study is not dominated by an instructor, the learning process will attain maximum results. Shi and Jiang (2022) stated that EFL teachers have deep beliefs in the value of PK, CK and PCK. The study also revealed that EFL teachers have highly constructive attitudes about technological applications in EFL.

## III. METHODOLOGY

### A. Questions of the Study

To reach the three main objectives of the study previously mentioned in the introduction, the following questions must be answered: requires the following questions of the study be answered:

1. What are the perceptions of novice and experienced instructors of translation at Saudi universities toward Technological Pedagogical Content Knowledge (TPACK) and its influence on their professional development?
2. To what extent do these translation instructors develop their technological knowledge for teaching professional development to boost their professional development?

3. What factors predict novice and experienced translation instructors' TPACK for using digital technologies to teach translation courses?

#### B. Study Participants

This study included 100 novice and experienced instructors of translation who were randomly chosen from selected Saudi Universities including King Khalid University, Jazan University, Najran University, and the University of Bisha.

TABLE 1  
DISPERSION OF STUDY SAMPLE IN ACCORD WITH FOUR UNIVERSITIES IN SAUDI ARABIA

The Universities	Frequency	Percentage
King Khalid University	25	25.0
Jazan University	25	25.0
Najran University	25	25.0
University of Bisha	25	25.0
Total	100	100.0

#### C. Investigative Tools

Considering the three purposes of this study and its three inquiries, a descriptive survey method was regarded the most suitable for procuring the perceptions of novice and experienced instructors of translation at some selected Saudi universities toward Technological Pedagogical and Content Knowledge (TPACK) being utilized for teaching professional development. Moreover, a written informed agreement was gathered from all the participants before the study was carried out by the two researchers.

#### D. Data Gathering Procedures

The necessary data was collected through a 20-item questionnaire, and which its items were relevant to the three aims of this paper. The draft of the questionnaire was given to ten EFL specialists to confirm the suitability of the questionnaire points and the range and scope to which they were adequate for the participants. The final version of the questionnaire was enhanced after bearing in mind the criticisms, remarks and assessments given by the EFL specialists. Furthermore, the questionnaire was piloted by a panel of 20 novice and experienced instructors of translation at some selected universities in Saudi Arabia. The two authors carried out pilot research before dispensing and circulating the questionnaire to all of the research participants; moreover, they also submitted the survey to a randomly chosen sample of 20 respondents. They reported that points were obvious and convenient to grasp. Also, the pilot study permitted the two authors to identify time difference between when the first respondent completed the survey and when the last respondent completed theirs which was 15 minutes. The stability factor (tau-equivalent reliability or coefficient alpha) of 0.992 displayed a good level of reliability.

TABLE 2  
TAU-EQUIVALENT RELIABILITY OR COEFFICIENT ALPHA OF THE QUESTIONNAIRE: N=100

Items	No. of Items	Coefficient Alpha
The overall reliability of the survey	20	0.992

## IV. RESULTS AND DISCUSSION

The analysis of the survey data enabled the two authors to reach a conclusion regarding obtaining the views of perceptions of novice and experienced instructors of translation at some selected Saudi universities toward technological pedagogical content knowledge for teaching professional development. Statistical assessment was utilized to compute the percentages of each item.

TABLE 3  
RATING SCALE

Disagree	Strongly Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

TABLE 4  
PERCEPTIONS OF NOVICE AND EXPERIENCED TRANSLATION INSTRUCTORS AT SAUDI UNIVERSITIES TOWARD TECHNOLOGICAL PEDAGOGICAL  
CONTENT KNOWLEDGE FOR TEACHING PROFESSIONAL DEVELOPMENT

Statements		N 1	VL 2	SI 3	QA 4	GD 5	Mean	St. Deviation	Ranking
1. I can use input devices such as scanner, touch screen, portable keyboard, wireless mouse, and iPhone etc.	F	0	6	19	27	12	3.70	.885	14
	%	%	9.4%	19.7%	42.2%	28.7%			
2. I can aptly utilize input devices such as a computer monitor, projector, printer, headphones, and computer speakers.	F	0	4	16	33	11	3.79	.800	13
	%	%	6.2%	15%	51.6%	27.2%			
3. I can adapt and adjust computer settings such as desktop background or modify Internet settings and open the control panel, etc., properly.	F	0	8	18	25	13	3.67	.943	15
	%	%	12.5%	18.1%	39.1%	30.3%			
4. I can fix and solve common computer problems independently.	F	8	15	20	14	7	2.95	1.18	20
	%	10.5%	13.4%	11.3%	31.9%	32.9%			
5. I can use interactive whiteboards and smart projection systems, tablets and eBooks, and digital podiums professionally.	F	5	19	11	20	9	3.14	1.21	19
	%	7.8%	19.7%	10.2%	31.2%	31.1%			
6. I can employ collaboration tools in my teaching that offer short time messaging, group discussion, exchange of files, planning of projects, and digital communication service and group communication service.	F	0	5	15	28	16	3.85	3.85	11
	%	%	7.8%	23.4%	43.8%	25%			
7. I can learn software that helps me complete breed of translation tasks more competently.	F	0	12	22	18	12	3.46	1.00	17
	%	%	18.7%	24.4%	28.1%	28.8%			
8. I can expertly utilize Microsoft Office programs (Word, PowerPoint, etc.).	F	0	2	7	39	16	4.07	.697	8
	%	%	3.1%	10.9%	51%	35%			
9. I can use teaching methods and techniques that are suitable for an educational environment.	F	0	0	10	24	30	4.31	.731	1
	%	%	%	15.6%	37.5%	46.9%			
10. I can plan a good learning opportunity that is apt for the level of students of translation.	F	0	0	12	24	28	4.25	.755	2
	%	%	%	18.7%	37.5%	43.8%			
11. I can help translation students' learning as per their academic, keen, social, and cultural variances.	F	0	0	17	17	30	4.20	.839	3
	%	%	%	26.6%	36.6%	46.8%			
12. I can ponder the experiences that I benefit from professional development programs in my learning and teaching journey.	F	0	0	16	23	25	4.14	.794	5
	%	%	%	25%	35.9%	39.1%			
13. I can use Web 2.0 tools (animation tools, digital story tools, etc.) to encourage collaboration and teamwork among students of translation, allow them to become active participants in their education and promote 21st-century learning skills.	F	0	8	19	25	12	3.64	.932	16
	%	%	12.5%	19.7%	39%	28.8%			
14. I can support my professional development by employing technological tools and resources to constantly better the translation teaching process.	F	0	2	8	27	27	4.23	.791	4
	%	%	3.1%	12.5%	42.2%	42.2%			
15. I can help translation students' out-of-class work to promote their self-regulated learning.	F	0	12	18	21	13	3.54	1.02	18
	%	%	18.8%	18.1%	32.8%	30.3%			
16. I can employ relevant teaching methods and techniques to sustain students of translation in developing their translation skills.	F	0	3	17	23	21	3.96	.890	10
	%	%	4.7%	26.6%	35.9%	32.8%			
17. I can prepare curricular activities that develop translation students' translation skills.	F	0	0	12	32	20	4.12	.701	7
	%	%	%	18.7%	50%	31.3%			
18. I can meet translation students' individualized needs by employing Blackboard and other information technologies.	F	0	3	14	25	22	4.03	.872	9
	%	%	4.7%	21.9%	39%	34.4%			
19. I can support students of translation as they utilize technology to enhance language proficiency independently	F	0	4	22	21	17	3.79	.911	12
	%	%	6.2%	24.4%	32.8%	36.6%			
20. I can utilize multimedia such as text materials, audio files video presentations, and translation websites to promote translation students' language learning.	F	0	2	10	28	24	4.15	.801	6
	%	%	3.1%	15.6%	43.8%	37.5%			

In response to the statement “I can use teaching methods and techniques that are suitable for an educational environment”, 37.5% of the respondents agreed and 46.6% strongly agreed (ranking first in order of importance). This

finding suggests both novice and experienced translation instructors can use teaching methods and techniques that are suitable for an educational environment.

In response to the statement “I can plan a good learning opportunity that is apt for the level of students of translation”, 37.5% of respondents agreed, and 43.8% strongly agreed, ranking this statement second. This positive finding is evidence that novice and experienced translation instructors can plan a good learning opportunity that is apt for the level of their translation students.

In response to the statement “I can help translation students’ learning as per their academic, keen, social, and cultural variances”, 36.6% of respondents agreed, and 46.8% strongly agreed, ranking this statement third. This positive finding is evidence that novice and experienced translation instructors can help translation students’ learning as per their academic, keen, social, and cultural variances.

Ranking fourth is the response to the statement “I can support my professional development by employing technological tools and resources to constantly better the translation teaching process.” where 42.2% of respondents agreed, and 42.2% strongly agreed. This positive finding revealed that novice and experienced translation instructors can support professional development by employing technological tools and resources to constantly better the process of teaching translation teaching.

In response to the fifth highest ranking statement “I can ponder the experiences that I benefit from professional development programs to my learning and teaching journey”, 35.9% of respondents agreed, and 39.1% strongly agreed. This finding demonstrated that novice and experienced translation instructors can ponder the experiences that they benefit from professional development programs in their teaching and learning journey.

In response to the statement “I can utilize multimedia such as text materials, audio files video presentations, and translation websites to promote translation students’ language learning”, 43.8% of respondents agreed, and 37.5% strongly agreed, ranking the statement in sixth place. This positive finding showed novice and experienced translation instructors can utilize multimedia such as text materials, audio files video presentations, and translation websites to promote translation students’ language learning.

In response to the seventh-ranked statement “I can prepare curricular activities that develop translation students’ translation skills”, 50.0% of respondents agreed, and 31.3% strongly agreed. This positive finding showed novice and experienced translation instructors can prepare curricular activities that develop translation students’ translation skills.

In response to the statement, “I can expertly utilize Microsoft Office programs (Word, PowerPoint, etc.)”, 51.0% of respondents agreed and 35.0% strongly agreed ranking the statement in eighth place. This finding indicated that novice and experienced translation instructors can utilize Microsoft Office programs (Word, PowerPoint, etc.) expertly.

In response to the statement “I can meet translation students’ individualized needs by employing Blackboard and some information technologies”, 39.0% of respondents agreed, and 34.4% strongly agreed, ranking this statement ninth. This finding showed that novice and experienced translation instructors can meet translation students’ individualized needs by employing Blackboard and other information technologies.

In response to the statement “I can employ relevant teaching methods and techniques to sustain students of translation in developing their translation skills”, 35.9% of respondents agreed, and 32.8% strongly agreed, ranking this statement 10th. This finding showed that novice and experienced translation instructors can employ relevant teaching methods and techniques to sustain students of translation in developing their translation skills.

In response to the statement “I can employ collaboration tools in my teaching that offers short time messaging, group discussion, exchange of files, planning of projects, and digital communication service and group communication service.”, 43.8% of respondents agreed, and 25% strongly agreed, ranking this statement 11<sup>th</sup>. This finding showed that novice and experienced translation instructors can employ collaboration tools in their teaching that offers short time messaging, group discussion, exchange of files, planning of projects, and digital communication service and group communication service.

In response to the statement “I can support students of translation as they utilize technology to enhance language proficiency independently”, 32.8% of respondents agreed, and 36.6% strongly agreed, ranking this statement 12th. This finding showed that novice and experienced translation instructors can support students of translation as they utilize technology to enhance language proficiency in an independent manner.

In response to the statement “I can aptly utilize input devices such as a computer monitor, projector, printer, headphones and computer speakers”, 51.6% of respondents agreed, and 27.2% strongly agreed, ranking this statement 13th. This finding showed that novice and experienced translation instructors can aptly utilize input devices such as a computer monitor, projector, printer, headphones, and computer speakers.

In response to the statement “I can use input devices such as scanner, touch screen, portable keyboard, wireless mouse, and iPhone etc.”, 42.2% of respondents agreed, and 28.8% strongly agreed, ranking this statement 14th. This finding showed that novice and experienced translation instructors can use input devices such as a scanner, touch screen, portable keyboard, wireless mouse, and iPhone etc.

In response to the statement “I can adapt and adjust computer settings such as desktop background or modify Internet settings and open the control panel, etc., properly”, 39.1% of respondents agreed, and 30.3% strongly agreed, ranking this statement 15<sup>th</sup>. This finding showed that novice and experienced translation instructors can adapt and adjust

computer settings such as desktop background or modify Internet settings and open the control panel, and so on properly.

In response to the statement “I can use Web 2.0 tools (animation tools, digital story tools, etc.) to encourage collaboration and teamwork among students of translation and allow them to become active participants in their education and promote 21st-century learning skills”, 39% of respondents agreed, and 28.8% strongly agreed, ranking this statement 16th. This finding showed that novice and experienced translation instructors can use Web 2.0 tools (animation tools, digital story tools, etc.) to encourage collaboration and teamwork among students of translation and allow them to become active participants in their education and promote 21st-century learning skills.

In response to the statement “I can learn software that helps me complete breed of translation tasks more competently”, 28.1% of respondents agreed, and 28.8% strongly agreed, ranking this statement 17th. This finding showed that novice and experienced translation instructors can learn software that helps them complete breed of translation tasks more competently.

In response to the statement “I can help translation students’ out-of-class work to promote their self-regulated learning”, 32.8% of respondents agreed, and 30.3% strongly agreed, ranking this statement 18th. This finding showed that novice and experienced translation instructors can help translation students’ out-of-class work to promote their self-regulated learning.

In response to the statement “I can use interactive whiteboards and smart projection systems, tablets and eBooks, digital podium professionally”, 31.2% of respondents agreed, and 31.1% strongly agreed, ranking this statement 19th. This finding showed that novice and experienced translation instructors can use interactive whiteboards and smart projection systems, tablets and eBooks, and digital podiums professionally.

Finally, in response to the statement “I can fix and solve common computer problems independently”, 31.9% of respondents agreed, and 32% strongly agreed, ranking this statement 20th. This finding showed that novice and experienced translation instructors can fix and solve common computer problems independently.

To answer research question 1, “What are the perceptions of novice and experienced instructors of translation at Saudi universities toward Technological Pedagogical and Content Knowledge (TPACK) and its influence on their professional development?”, the qualitative data revealed that many novice and experienced translation instructors had positive attitudes towards technological applications in English as a Foreign Language (EFL). Moreover, many novice and experienced translation instructors showed that they had an average level of knowledge regarding the technological pedagogical content knowledge context. The findings of the study also revealed that novice and experienced instructors’ perceptions toward Technological Pedagogical and Content Knowledge (TPACK) were significantly positive. The results of this question confirmed the findings of previous studies that explored EFL instructors’ perceptions toward technological pedagogical content knowledge (Nabhan, 2021; Chukwumeka, 2014; Shi & Jiang, 2022).

To answer research question 2, “To what extent do these translation instructors develop their technological knowledge for teaching professional development to boost their own professional development?”, the results revealed that novice and experienced instructors view that they can learn from the experiences that they benefit from when participating in professional development programs and apply them to their learning and teaching journey. The participants’ positive responses showed that they can support their professional development by employing technological tools and resources to constantly better the translation teaching process.

To answer research question 3, “What factors predict novice and experienced translation instructors’ TPACK for using digital technologies to teach translation courses?”, the qualitative evidence indicated that planning a good learning opportunity that is apt for the level of their translation students; utilizing multimedia such as text materials, audio files video presentations, and translation websites to promote translation students’ language learning; utilizing office programs (Word, PowerPoint, etc.); meeting translation students’ individualized needs by employing Blackboard and some information technologies; and using interactive whiteboards and smart projection systems, tablets and eBooks, and digital podiums professionally; and using specific techniques such as translation online lessons are the principle factors that affect the novice and experienced instructors’ perspectives on technological pedagogical content knowledge for teaching professional development. The answer to this question verifies that educational level and experience in digital technologies play a significant role in the professional development needs of both novice and experienced translation instructors at Saudi universities.

## V. CONCLUSION

### A. Study Findings

The findings of this study revealed that many of the novice and experienced male and female translation instructors had positive attitudes towards the use of technological applications in teaching English as a Foreign Language (EFL) and translation. Moreover, many of novice and experienced translation instructors showed that they had an average conviction level of knowledge regarding the technological pedagogical content knowledge context. The findings of the study also revealed that novice and experienced instructors’ perceptions toward technological pedagogical content knowledge were considerable. It was also evident that some professional development needs were obtained from the questionnaire as knowledge of utilizing multimedia such as text materials, audio files video presentations, and

translation software needs development when it comes to preparing curricular activities that develop translation students' translation skills.

### B. Study Implications

This study might have implications in providing direction to novice and experienced instructors of translation professional development. Moreover, novice and experienced instructors of translation should aspire to give emphasis and practice the identified needs of professional development when training and teaching translation students. The other implication is that novice and experienced instructors of translation should aim to enhance their knowledge and skills to achieve professional development.

### C. Recommendations for Future Studies

A recommendation arising out of the results was that novice and experienced instructors of translation need to change their teaching style from traditional to computer-assisted learning with the use of technology. In addition to this, the Saudi Ministry of Education should focus on providing colleges with technology-enhanced learning, e-learning platform, virtual learning software and novice and experienced instructors of translation with technology training, special training and appropriate professional training.

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