

Methodological Challenges in Teaching Translation: The Singularity of the Discipline and the Plurality of Approaches

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Abstract

This study investigates the focal pedagogical dilemma in translator training & education: selecting and implementing effective teaching methods and strategies to train future translators. It starts with fundamental questions about the nature of translation—should it be taught as an art, as a science, or a craft? Or should the focus be on its practical applications, such as subtitling, dubbing, interpreting, communication, and intercultural mediation?

The core challenge stems from the proliferation of instructional choices, varied curriculum designs, and the difficulty of balancing theoretical knowledge with practical training. Unlike related linguistic disciplines, translation studies lacks a coherent methodological framework. Translation textbooks diverge significantly in their approaches, which raises essential questions about the discipline's scope, educational goals, and the criteria for selecting effective teaching materials.

Focusing exclusively on written translation of general, non-specialized texts, and excluding audiovisual translation and interpreting due to their specialized techniques, the study probes critical questions facing educators:

- What is the optimal ratio between theory and practice in translation instruction?
- Which pedagogical methods best equip students for translation tasks?
- Should instructional materials be authentic or specially crafted?
- What criteria should guide the selection of texts?
- Is it pedagogically advantageous to use pre-translated texts for analysis or fresh texts to stimulate original translation?
- Should instructors rely on their own translated works or on third-party texts for instructional objectivity?

Addressing three key dimensions—*theory–practice balance*, *text selection criteria*, and *effective pedagogical methods for translation students training*—this presentation concludes by proposing a general pedagogical framework for a model lesson in translation.

Keywords: Translation pedagogy, curriculum design, translator training, instructional texts, theory–practice balance, teaching methods, educational approaches, written translation, translation didactics, criteria for text selection.

الملخص الأكاديمي

تهدف هذه المداخلة إلى تسليط الضوء على إشكالية المقاربة التعليمية في تدريس الترجمة والصعوبات والتحديات المرتبطة باختيار الأساليب والاستراتيجيات البيداغوجية الفعالة في تكوين المترجمين المستقبليين من منظور المدرس للمادة. فبعد حسم الاختيارات الكبرى من قبيل لماذا ندرس الترجمة؟ هل ندرسها في حد ذاتها باعتبارها فناً أو علماً أو صنعة، أم ندرسها لتطبيقات لها بعينها أو أهداف مرتبطة بها (من قبيل الترجمة والدبلجة والترجمة الشفوية والتواصل والثقافة؟)، تبرز إشكاليات وتحديات أخرى متعددة، وعلى رأسها الإشكالية البيداغوجية المتمثلة في تعدد الخيارات التربوية، وتباين تصميم المناهج، وصعوبة تحقيق توازن فعلي بين البعدين النظري والتطبيقي مما يشكل عقبات وتحديات أمام المدرس. وتزداد حدة هذه الإشكالية في مجال الترجمة مقارنة بتخصصات لغوية أخرى، إذ تفتقر كتب الترجمة إلى الوحدة المنهجية والموضوعية التي تميز، على سبيل المثال، كتب اللسانيات، مما يثير تساؤلات عميقة حول طبيعة الترجمة ذاتها، ووحدة موضوعها، وأهداف تدريسها، ومحددات اختيار النصوص التعليمية الملائمة.

وبعد استبعاد فروع مثل الترجمة السمعية-البصرية (كالترجمة والدبلجة)، والترجمة الشفوية، نظراً لاختلاف مناهجها وأدواتها، تركز هذه الدراسة على "الترجمة التحريرية" بمعناها الضيق، وتحديدًا على تدريب الطلبة على ترجمة نصوص عامة غير تخصصية، دون الانخراط العميق في نظريات الترجمة إلا في الحدود التي تقتضيها الحاجة التعليمية. في هذا السياق، تطرح الورقة إشكالات مركزية تتعلق بعمل الأستاذ وممارسته التعليمية، من قبيل: - ما المستوى الأمثل لتحقيق التوازن بين الجانبين النظري والتطبيقي في الترجمة، من جهة، وتقوية القدرات في اللغتين (المترجم منها والمترجم إليها)، من جهة أخرى؟

- ما أفضل الطرق البيداغوجية لتدريب الطلبة؟ هل من خلال نصوص طبيعية معينة، أم من خلال تمارين معدة خصيصاً للمادة؟
- ما المعايير الواجب اعتمادها في اختيار النصوص التعليمية؟ هل من الأفضل اعتماد نصوص مترجمة سابقاً لأغراض المقارنة والتحليل، أم نصوص جديدة لتحفيز الطلبة على الإنتاج الترجماتي؟

- وهل يمكن استخدام نصوص سبق للأستاذ ترجمتها، أم ينبغي الاكتفاء على نصوص مترجمة للغير حفاظاً على الموضوعية؟
تعالج هذه المداخلة محاور ثلاثة أساسية: مستويات التوازن بين النظرية والتطبيق، ومعايير اختيار النصوص التعليمية، والأساليب البيداغوجية الفعالة في تدريب الطلبة على الترجمة. وتختتم بتقديم تصور مقترح لإطار عام لدرس نموذجي في الترجمة.

الكلمات المفتاحية:

بيداغوجيا الترجمة، تصميم المناهج، تكوين المترجمين، النصوص التعليمية، التوازن بين النظرية والتطبيق، طرائق التدريس، المقاربات التعليمية، الترجمة التحريرية، ديداكتيك الترجمة، معايير اختيار النصوص.

1. The Pedagogical Approach: Definition

Before exploring the importance of refining educational strategies to foster solid translation skills—along with practical examples demonstrating effective theory-practice integration, challenges, and proposed solutions—it is essential to define the concept of the *pedagogical or teaching approach* within a broader context.

A teaching approach is best defined as a set of principles, beliefs or ideas about the nature of learning and the purpose of teaching (e.g. Anthony, 1963: 63). In other words, an *approach* designates the structured method an educator employs to deal with learning situations, orchestrate the educational process, and achieve clearly articulated learning objectives. It involves thoughtful selection of teaching strategies, tools, and techniques to deliver material effectively and meaningfully.

More than just a set of tactics or procedures, a pedagogical approach subsumes a holistic vision of how learners acquire knowledge and develop skills (Richards & Rodgers, 2014: 20). An approach, which grounds instructional design in underlying educational philosophy, provides a coherent framework for instruction, learning activities, and assessment methods.

2. Why the Approach Matters for Translation Teaching

It was in his seminal article, "Approach, method, and technique", that Anthony (1963) provided definitions of key pedagogical terms, which that have become the basis for most later theorists. Equally important is Richards & Rodgers's (2001) *Approaches and Methods in Language Teaching*, which has become classic treatment of what an “approach” is.

When applied to translation pedagogy, clarity in defining the pedagogical approach becomes critical (Hall, 2018: 4). Indeed, an instructor might use:

- A **content-based approach** to put emphasis on the theoretical foundations of translation studies, translation terminology and lexical equivalence in different texts to gain “effective translation competence in specialized translation” (Radetska & Mazur, 2023: 157).
- An **objectives-driven approach** to specify, for example, that students will learn how to accurately render adverbial phrases, tenses or idioms in translation on their way to acquiring translation competence (e.g. Eser, 2014).
- A **competency-oriented approach** that encourages learners to apply translation strategies across contexts, facilitating autonomous skill transfer (Göpferich, 2008/2009).

Choosing the most appropriate approach—or blending them—depends on numerous factors: learning goals, student profiles, institutional context, and the evolving practice of translation itself. To deepen our understanding, the next section will discuss the related concepts of ‘method’ and ‘theory’ before examining each of these approaches in detail.

3. Terminological Disambiguation: Approach, Method and Theory

Pedagogical terminology can sometimes be confusing. Hence, we will attempt in this section, to disambiguate the following terms: Approach, Method and Theory. One way of disambiguating the three

is to say that Approaches give rise to *methods*, which use *techniques* or, in other words, classroom activities. *A method is the way of teaching something whereas techniques refer to the specific actions teachers use to engage students and facilitate learning. Methods and techniques include both traditional and innovative “approaches” (in a non- technical sense) like lectures, group discussions, inquiry-based learning, project-based learning, gamification, exercises, quizzes, etc. to help learners learn.*

Pedagogical approaches incorporate *theories of learning and cognition*, as well as frameworks for motivation, engagement, and comprehension. They inform curricular and programmatic design, ensuring alignment with both educational goals and the needs of learners.

What normally characterizes a theory is that it is a thoroughly tested and well-supported explanation for an observed phenomenon. A theory is not just an intuition or speculation. It is a comprehensive and systematic explanation albeit focusing on different aspects like linguistic equivalence, communicative function, cultural context, and literary style. Translation theorists (e.g. Munday, 2008) usually recognize all or some of the following translation theories: the *linguistic* theory (which emphasizes structural differences between languages), the *literary* theory (about the esthetics of texts), the *semiotic* theory (which emphasizes the transition from one semiotic system, the SL, to another, the TL), the *sociological* theory (highlighting the influence of social context and the translator's background), the *communicative theory* (focusing on conveying the intended meaning rather than the literal meaning), the *hermeneutic theory* (viewing translation as a process of interpreting and recreating meaning), and the *functionalist* theory (including the Skopos theory, which prioritizes the translation's purpose).

4. Types of Pedagogical Approaches

There are three main pedagogical approaches: a Content-Based Approach, an Objectives-Based Approach and a Competency-Based Approach. These approaches will be discussed in turn in the next sub-sections. While there are not many references that discuss all three objectives, there still a few pedagogical sources where all three approaches are discussed (e.g. Ornstein & Hunkins, 2017, Print, 1993/2020, Posner, 2004).

4.1 Content-Based Approach

Often referred to as the Content-only Approach or Content-based Instruction (CBI), this is one of the most traditional pedagogical models. It is characterized by the following. The instruction is teacher-centered, primarily through lectures. Students are passive recipients; the instructor is viewed as the sole authority. There is one-way, top-down communication between teacher and learner. Theoretical knowledge is prioritized over practical skill development. There is heavy reliance on memorization, with little regard for individual learning differences. Conventional teaching tools are used. Assessments focus on recall rather than application of knowledge.

This method typically emphasizes the theoretical dimensions of translation. I'm reminded of a humorous moment that illustrates its limitations. To encourage deeper engagement, I often ask

students—especially during final exams—to submit reflective notes alongside their translations, detailing the challenges they encountered and the strategies they employed. Many students find this difficult and prefer to skip it. I insist, explaining that just as a skilled chef can describe their choice of ingredients and improvisations, a competent translator should be able to articulate their decision-making process.

During one session, students pleaded for guidance on how to write the reflection. I obliged and wrote a sample on the board. Later, while grading the exams, I was amused to discover that one student had copied my example word-for-word—without adapting it to their specific translation. A perfect illustration of the pitfalls of rote learning!

4.2 Objectives-Based Approach

Rooted in behaviorist theory—particularly the stimulus–response model—this approach, which is also known as the Objectives-Oriented Approach, centers on defining precise learning objectives across cognitive, affective, and psychomotor domains. These objectives are designed to be observable, measurable, and tailored to each learning activity. Key features include clearly defined and assessable learning outcomes, structured focus on what to learn, why it matters, and how to achieve it and teacher-directed instruction, with the educator managing time and guiding learners toward specific goals. This method ensures a systematic progression through content, aligning instruction with predetermined outcomes.

4.3 Competency-Based Approach

This approach is based on a mix of educational theories along with modern teaching methods such as project-based learning, and problem-solving. It is an “educational paradigm with the primary goal of combining theoretical knowledge and practical skills, giving students the opportunity to effectively apply learning outcomes in real-life situations. This approach focuses on preparing students for life’s challenges by nurturing them as independent, critical, and creative thinkers who can adapt to an ever-changing environment.” (Ponomariovienè, 2025: 1). In this paradigm, the teacher acts as a facilitator rather than the sole authority. Learners are encouraged to apply knowledge in real-world contexts, engage in collaborative and constructivist learning, and participate in instruction that reflects their social, cultural, and professional realities. Prior knowledge and experience are integrated to address current challenges effectively.

In translation education, the competency-based approach fosters a dynamic balance between theory and practice. While each pedagogical model offers distinct advantages, the most effective instruction often results from thoughtfully blending approaches to suit the lesson’s objectives and the learners’ needs.

The table below outlines the three pedagogical approaches. Instead of reiterating the full descriptions provided earlier, the present table focuses exclusively on the strengths and weaknesses associated with each approach and its relevance to translation education.

Summary Table of Pedagogical Approaches

Aspect	4.1 Content-Based Approach	4.2 Objectives-Based Approach	4.3 Competency-Based Approach
Strengths	Strong theoretical foundation; structured content	Clear expectations; systematic progression	Develops autonomy, critical thinking, real-world readiness
Weaknesses	Rote learning; limited practical skills; low student engagement	May result in a constrained learning process dominated by fixed objectives	Resource-intensive; requires skilled facilitation
Relevance to Translation Education	Emphasizes translation theory but weak on strategy awareness	Ensures structured skill development	Encourages strategic thinking, creativity, and real-world translation competence

5. Examples of Translation Textbooks and their Approaches

Before addressing the challenges faced by translation instructors, it is useful to briefly examine the types of translation textbooks commonly used in the field. These resources reflect broader pedagogical orientations and theoretical debates within translation studies (e.g., prescriptive vs. functionalist models). Textbooks can generally be categorized based on their focus, balance between theory and practice, target audience, and instructional methodology:

5.1. General Translation Textbooks

These books encompass key concepts, techniques, and strategies in translation. They delve into topics such as equivalence, translation shifts, and fidelity in rendition, offering illustrative examples that reinforce these ideas. Nonetheless, we can recognize three main tendencies.

5.1.1 Theoretical & Conceptual Textbooks

Some works lean toward a more theoretical orientation providing deep conceptual foundation, frameworks, and translation theories. For example, *In Other Words: A Coursebook on Translation* (by Mona Baker, 2018, 3rd edn) combines theoretical frameworks with practical insights. It introduces core translation concepts like linguistic, textual, pragmatic and semiotic equivalence, highlights sources of translation difficulty, outlines various strategies, and includes when necessary authentic examples and exercises. In the publisher's words, this textbook "has been the definitive coursebook for students studying translation for nearly three decades ...it offers a practical guide based on extensive research in areas as varied as lexis, grammar, pragmatics, semiotics and ethics." *A Textbook of Translation* (by Peter Newmark, 1988) is another foundational classic in translation studies. It thoroughly covers subjects such as the translation process, text analysis, various translation methods and procedures, cultural factors, metaphor translation, technical vs. literary translation, revision techniques, and more. Newmark's work is particularly noteworthy for its systematic categorization of translation types (literary, technical, legal) and his exploration of strategies like word-for-word, literal, faithful, and free translation. He also stresses the importance of cultural sensitivity, translation ethics, and offers when

necessary practical examples. Known for recognizing semantic versus communicative translation approaches—semantic being source-centered and faithful to the original, communicative being more target-oriented—his prescriptive, applied methodology makes him a pillar of translation theory.

Both textbooks are foundational texts in translation studies. Nonetheless, they differ in some important respects. Newmark's work is more traditional and practical, often focusing on translation as a craft, explaining established methods and procedures, which makes his work descriptive and at times prescriptive. Baker's book, which was published a few years after Newmark's, is more aligned with modern linguistic theory and has a greater focus on the role of context and the translator's decisions within a social and cultural framework.

5.1.2 Skills-Focused & Practical Textbooks

Other titles prioritize hands-on training and real-life case studies to favor the development of practical skills. Examples include: Mohamed Enani's *The Art of Translation* (فن الترجمة) and 'Izz al-Dīn Muḥammad Najīb's *Foundations of Translation from English into Arabic and Vice Versa* (أسس الترجمة من الإنجليزية إلى العربية وبالعكس). These handbooks focus on developing applied skills through practical exercises, case studies, and real-world translation scenarios.

5.1.3 Balanced: Theory Meets Practice

Some works offer a balanced blend of both, integrating theoretical grounding with substantial practice and genre diversity. For example, *Thinking Arabic Translation* (by James Dickins, Sándor Hervey & Ian Higgins) is structured as a translation methods course, combining theoretical insight with extensive practical exercises. A chapter-by-chapter progression covers issues like translation freedom, cultural transposition, semantic and structural concerns, and genre-specific challenges. Each chapter concludes with at least three full-length translation exercises across diverse text types—ranging from technical and legal documents to literary and journalistic texts—that train students to analyze the source text, devise strategies, and craft effective target translations.

5.2 Specialized Translation Textbooks

These focus on specific areas of translation. Here are some examples of such works:

- Legal: *Legal Translation Explained* (Enrique Alcaraz & Brian Hughes).
- Medical: *Medical Translation Step by Step* (Vicent Montalt & María González-Davies).
- Technical/Scientific: *Scientific and Technical Translation Explained* (Jody Byrne).

5.3 Literary Translation

These books examine the translation of novels, poetry, and plays, addressing stylistic, cultural, and linguistic challenges. Examples include: *Literary Translation: A Practical Guide* (Clifford E. Landers).

5.4 Audiovisual Translation

These books cover techniques such as dubbing, subtitling, and voice-over. They address issues of timing, synchronization, and the use of software tools, as in: *Audiovisual Translation: Subtitling* (Jorge

Díaz Cintas & Aline Remael).

5.5 CAT & Machine-Assisted Translation

These books discuss modern technology, artificial intelligence, and computer-assisted translation. They explain the use of software such as Trados, MemoQ, and Google Translate. Examples include: *Computer-Aided Translation Technology* (Lynne Bowker & Jairo Buitrago Ciro).

5.6 Interpreting (Oral Translation)

These books focus on techniques for consecutive and simultaneous interpreting. They cover note-taking methods, memory exercises, and ethical considerations. Examples include: *Conference Interpreting: A Student's Practice Book* (Gillies, A.) and *Introduction to Court Interpreting* (Holly Mikkelsen).

In order to base the research on practical data, we will refer to the first group of commonly used academic textbooks, which can be considered suitable sources in introductory translation courses.

6. The Pedagogical Approach & Translation

No academic discipline wrestles with pedagogical diversity quite as intensely as translation. Even the term translation is inherently ambiguous. Already in 1959 in a seminal article, Roman Jakobson recognized three major forms of translation: intra-lingual, inter-lingual, and inter-semiotic forms—though he overlooked what could be described as the metaphorical meaning of translation, which is present, for instance, in the phrase “translating words into actions.”

Unlike introductory linguistics textbooks, which tend to follow a standardized structure and pedagogical approach, translation textbooks vary widely—even at the same instructional level. This divergence becomes especially evident when attempting to write a foundational textbook in translation studies; one quickly encounters the field's fragmented methodologies, competing priorities, and shifting balances between theory and practice.

The issue begins with the subject-matter of translation itself—its scope. For example, what is meant by translation? Is it the history of translation? Or translation theories? Or exercises in the form of progressively graded texts in translation? Then, there are subcategories within translation based on specialized cognitive fields, such as legal translation, scientific translation, and literary translation, among others. There is also the distinction between written and spoken (i.e., written translation and oral translation modes), or translation within specific professional domains, such as subtitling and dubbing.

Further complexity arises from longstanding theoretical dichotomies—literal vs. free, faithful vs. beautiful, communicative vs. semantic, foreignizing vs. domesticating—as well as the wide range of pedagogical approaches employed in translation instruction.

7. Primary Pedagogical Considerations in Teaching Translation

Key pedagogical considerations in teaching translation include:

7.1 Balancing Translation Theory, Translation Practice and Language Proficiency in Translator Training

A key challenge in translation studies is for instructors to strike the right balance between theoretical frameworks and practical skills. This dichotomy between theory and practice is a persistent challenge in the field. Some educators argue that a strong theoretical foundation gives students a deeper understanding of translation principles, while others advocate for a practical focus to develop hands-on competence. While textbook authors generally agree on the need for a combined approach, they often disagree on the precise ratio between the two. For instance, some scholars like Peter Newmark (1988) and Mona Baker (2018) prioritize theory, whereas others, such as Mohammed Enani (2000) and 'Izz al-Dīn Muḥammad Najīb (2005), concentrate on practical exercises designed to train students in real-world translation. Others still, like James Higgins et al. (2017), seek to integrate the two. Ultimately, theory and practice are inextricably linked. Effective translation cannot be performed without a guiding theoretical framework—be it simple or complex—even if the relative emphasis on each varies. Therefore, it is essential for students to understand the fundamental concepts of translation like equivalence, fidelity, loss, and compensation. Conversely, a theory that is not grounded in the realities of translation practice is of little practical value.

7.2 Selecting Appropriate Teaching Methodologies

Options include lectures, workshops, case studies, and project-based learning. Instructors must determine which of these methods are most suitable for teaching the various skills and concepts in the field of translation. Assuming an instructor has decided to combine theory and practice in their lessons, allocating three-quarters of class time to the practical side in the form of exercises and one-quarter to theory (focusing only on what serves the exercises), other questions arise.

7.2.1 Source of Exercises: Authentic vs. Didactic Texts

Once you've decided to prioritize exercises, the next question is their origin. Should the exercises come from *authentic, natural texts* or from *didactic texts* specifically created to isolate and focus on particular translation problems (e.g., adverbs or idioms)? or those that are thematically engaging to students, with translation problems being pointed out incidentally? Each choice has its advantages and disadvantages. When a text is chosen for its thematic or literary significance—perhaps it is an excerpt from a major writer or perhaps it deals with a current topic or an issue of direct concern to students—the students will engage with it. However, the pedagogical gains in terms of acquaintance with translation methods and strategies may not be very important. Conversely, when a text is carefully selected because it contains a large number of translation problems and difficulties that are the focus of the lesson, the gains in translation skills are very important, even if the text itself is less appealing thematically.

This prompts a fundamental pedagogical inquiry into the relative merits of using authentic (natural) versus didactic (specifically prepared) texts in translator training. While instructors can devise their own didactic materials—a task that can be facilitated by artificial intelligence—an approach grounded in the

instructor's own professional praxis offers distinct advantages. For the translator-practitioner serving as an educator, their portfolio of published translations constitutes a rich reservoir of teaching material. This experiential knowledge allows for the purposeful selection of texts that exemplify particular translation problems. The pedagogical value of this methodology is considerable, as the instructor is uniquely equipped to elucidate the intricacies of the translation process, offering firsthand commentary on the strategic decisions and techniques applied to a work with which they possess profound familiarity.

7.2.2 Selecting an Appropriate Text Structure

Another key choice is text structure: should a lesson focus on a *single, cohesive passage* or on *multiple, shorter exercises*? The best approach is determined by the lesson's goal. For example, when teaching the translation of proverbs or idioms, spontaneous interaction with short examples often works best. Instead of using a prepared list, an instructor can ask students to suggest idioms to translate on the spot. This encourages active participation, though it's always wise to have backup examples ready in case students are hesitant to share.

7.3 Addressing Diverse Learning Needs

Translation students often have varied language proficiency in the Source and Target languages, different social backgrounds, and diverse learning styles. Assuming a student perfectly knows his mother tongue, let's say language A, nothing guarantees he/she is equally fluent in language B, still less in language C. Cultural and social backgrounds influence perspectives, and contextual understanding. Learning styles or preferences vary between, auditory, visual, kinesthetic, analytical, social, etc.). Flexible and inclusive methods are necessary to accommodate individual differences.

7.4 Incorporating Technology

Technology plays a growing role; instructors must integrate CAT tools and other online or electronic resources in their curriculum while ensuring that students grasp core translation principles and acquire necessary translation skills. The rapid developments in machine translation and A.I. introduced significant challenges, especially in grading students' written translations, which is something that necessitates revising the traditional ways of testing. We will briefly refer to this in the following sub-section.

7.5 Assessing Translation Competence

Evaluating translation quality is tricky because translation is both a science and an art. There's rarely a single, objectively "correct" answer. A translation that is perfect for one purpose or audience might be completely wrong for another. This inherent *subjectivity* makes grading a significant challenge for instructors, who need reliable, valid assessment methods to measure student performance and provide constructive feedback. Artificial Intelligence has only made the tutor's task of evaluation more difficult. The latter now has to make sure that the translation that the student claims is his/her own, is not the simply the product of machine translation (see Darir 2024).

7.6 Preparing Students for the Profession

Training translation students should align with market demands—developing professional competencies, ethical awareness, and the ability to work in various translation environments. Indeed, Studies have consistently revealed a gap between what some translation programs teach and what the professional market requires. Although students may develop core translation skills, many are underprepared for real-world demands—such as technology use (Proficiency with CAT tools, terminology management, localization platforms, and Machine Translation), Adaptability to emerging jobs like localization, subtitling, editing, etc., legal and commercial aspects of business practices, and ethical complexities.

In the following section we provide a guide for translation educators and students to highlight and explore the delicate balance between translation theory, translation practice, and emerging technological advancements.

8. A Model Lesson Plan for the Translation Classroom A

90-Minute Class Structure

First: Introduction of the session' central Phenomenon, Problem, or Difficulty (15 minutes)

It's best for this introduction to be an **interactive dialogue** between the instructor and the students or targeted questioning. This introduction serves as a preliminary presentation of the theoretical aspects that will frame the lesson.

Second: Practical Application (The Representative Text) (45 minutes)

A. Text Comprehension:

- The instructor naturally reads the text aloud from start to finish.
- One or two students read the same text aloud from start to finish.
- The instructor rereads the text, this time pausing at relevant sections to highlight the various difficulties it presents in terms of vocabulary, syntax, meaning, etc. It isn't necessary to finalize any of these points at this stage.

B. Collaborative Translation of the Text:

- The instructor pauses after reading each sentence and asks for a student volunteer to suggest a suitable translation.
- The instructor points out the main errors in the student's response and writes the *model translation* they deem appropriate on the board.
- Sentence-by-sentence class contributions; the instructor corrects and records the model translation.

C. Polishing the Final Text.

Third: Varied Exercises (15 minutes)

The instructor uses these 15 minutes for one of the following reinforcement activities:

- **Sight Translation:** Ask a student to perform a sight translation of the original text after hiding the final version.
- **Back-Translation:** Have a student translate the new version back into the source language orally.

Fourth and Finally: Conclusions and Summary (10 minutes)

The instructor underscores key issues raised and previews the next lesson.

Unfortunately, given the limitations of space, it is not possible in this paper to provide a concrete lesson following the aforementioned directives. Irrespective of this, the teacher may find it more productive, creative and stimulating to adjust the directives to their students needs. Many a time, I found it more effective and rewarding to adjust a particular lesson plan I had in mind to address difficult aspects of the lesson or go into more details when students become enthusiastic about a particular point.

Conclusion

It is important to develop integrated pedagogical approaches to ensure students build robust translation skills. It is also crucial to enrich these approaches to keep pace with the multi- dimensional nature of translation. The time has come for the field of translation studies to reflect on its own discourse, reconsider current challenges, and propose solutions for achieving an optimal balance between theory and practice in translator training while at the same time keeping track of the emerging technological advancements. Furthermore, it is essential for instructors to continuously develop their skills in line with the rapid advancements in this ever-evolving field.

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