

# Towards a Standardized Translation Curriculum for Undergraduates in the English Studies departments

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## Abstract

A comparison between students of translation of different Moroccan universities led to the realization that their levels, competences and knowledge on the basics of the field were strikingly and notably contrasting and peculiar. Consequently, this causes a huge gap between students that cannot be overlooked; a balance between theory and practice must be covered during the first courses of translation in the English Studies Departments. This research will focus mainly on two major problems when it comes to translation studies and the process of teaching it as a known subject field: the involvement of other voices in the process of teaching that goes beyond the basic student-teacher transfer and the development of that involvement into a more detailed and diverse practical use of all the methods in the study. The procedure of the research will include surveys, workshops, assignments and other activities among the university classrooms, for the purpose of a complete introductory curriculum that could be integrated within the programs of Moroccan universities. This holds particular importance for Moroccan universities due to the absence of standardized curricula; each university currently designs unique programs, resulting in students acquiring diverse knowledge and training despite pursuing the same degree. Additionally, there is a substantial gap in both theory and practice of translation, with an overlap between the two and varying degrees of emphasis on each aspect. The central objective of this research is to establish a standardized curriculum, recognizing it as the foundational element in the study.

**Keywords:** Translation Studies, theory vs practice, curriculum building, language students in the classroom

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## 1. Introduction

The initial purpose of Translation studies as an interdisciplinary field was to blend theory and practice in order for students to exercise the competence necessary in the translation process (Julian House, 2018, *Translation: the basics*, Routledge). The problem arose when they started expressing dissatisfaction and frustration with theoretical considerations, which they believe have nothing to do with the activity of translating, hence the practical side of the whole process. This is not to mention of course the many scholars who scathingly criticize translators who refuse to investigate the theoretical basis of their work, reducing it to a mere practical skill, which is clearly inaccurate, lacking and misleading for the students. However now, the field goes way beyond that, and as many other aspects come into place to complete the field, a precise curriculum for translation is the most straightforward solution. This is why a detailed examination of the principles underlying the design of a specialized curriculum is considered monumental and the sole topic of this thesis, one that will be put together for the translation courses of the English studies department, underlying its rules and necessities and its difference from a syllabus or a study program, all while considering the most recent and critical works in translation. A study of translation students from several Moroccan institutions revealed that their levels, skills, and understanding of the fundamentals of the discipline were shockingly and noticeably divergent and distinctive. As a result, there is a significant disparity between students that cannot be ignored; a balance of theory and practice must be covered throughout the initial courses of translation in English Studies Departments. Translation theory is not just a set of ideas born exclusively of scholars' minds but also of the questions translators ask themselves whilst at work, which are eventually shared with the translators' community. Furthermore, the majority of students enrolling in the field of translation studies prefer practice-oriented courses to theoretical ones. And it appears that current programs offered by universities in the field do not reflect market needs, resulting in a high demand for more intensive practical courses that will strengthen their language, broaden their experience, and expand their range of practice. A closer look also reveals that the emphasis is on the many processes performed when translating, rather than how it is done or ought to be done in the first place, or what other voices are involved in the entire process.

Many factors must be addressed whether teaching translation or just translating a material. The first, and certainly most important, is to investigate the attributes of the translator, one of which has been the focus of practically all scholarly discussions: a decent, if not comprehensive, understanding of both the target and source languages. The second point is that the translator must be completely familiar with the social and cultural backgrounds of the two civilizations linked by the languages, which might range from the arts, history, and politics to literature, law, and customs. Third, the translator must be critical and punctilious while being modest,

since he must respect the original text while paying attention to every detail: style, meaning, registers, metaphors, wordplay, and so on. Cultural studies, terminology, terminology management, lexicography, subtitling, text analysis, interpreting and other disciplines will also need to be introduced and included. Students should be taught how to manage the text in their hands, understand the message, recognize culture, be sensitive to different styles, writing techniques and registers, manage terminology, categorize the text, underline proverbs and idioms, identify the writer's intention, respect punctuation, and many more, and ironically, even though these are introduced and taught to students through various theories, one can never truly excel in them.

Substantially, the scholars should be tutored how to successfully manage the textbook in their hands, understand the communication, recognize the culture, be sensitive to different styles, writing ways and registers, manage the language, classify the textbook and its environment, accentuate the sayings and expressions, identify the intention of the writer, admire the punctuation and much more. Ironically, regardless of this being introduced and tutored to undergraduates using colorful propositions, they are never fully acquired until they are put into practice. Another important reminder is that when presented with complicated and open-ended assignments, most students struggle since the tactics taught in schools and colleges just involve identifying and using the proper equations or approach to solve well-structured, algorithmic issues. Students must initially think that standardized procedural techniques will not always be enough to address engineering and scientific issues in order to enhance their abilities to solve ill-structured problems. We document the spectrum of problem-solving beliefs held by university students in this paper.

All of this lead us to one conclusion and what seems to be the most logical solution; is that Translation, as a significant pedagogical and instructional method, should have its own academic curriculum with planning focusing on how the whole program is to be conceived, produced, analyzed and delivered. The format of the curriculum is likewise determined by the level of students as well as the needs of the industry and job market. What would count as a right thought or valuable idea would be to measure and correlate translations programs and class performances in the English studies department in Moroccan universities to see if their methods and activities are traditionally referred to as being suitable for advanced-level students; logically, just like any subject within the department, there should be a somewhat unified curriculum for translation with the aim being performed within the rows of university classrooms to demonstrate its efficiency with the advantage of having a trilingual community of students, and at the same time ground and establish the discipline as any other. This will offer a broad and richer perspective, one that will go far beyond the success of the teacher and that will fill the void noticed in the field. This will be possible when representing and providing evolved ideas that might motivate as well as aid in the creation and development of an effective teaching and learning environment that favors teacher/student engagements and student involvement. Withal, it is immensely impressive that just with the actual possibility of a student to fully grasp the role of theory students may have further mastery of translating in its practical side, together with the qualities of the translator, his social and cultural history, and the pedagogical program of the subject.

Utilizing all these important factors and previous theories in the field, a comprehensive, straightforward, and analytic study on designing an up-to-date, to-the-point, and fit-for-purpose curriculum for translation courses in the English Studies department will be carried out and successful results obtained. Considering how Translation Studies have only recently started to be seen as a separate field; a number of questions remain unresolved. One of which hasn't gained much coverage and it's the teaching of translation. Nonetheless, this rebirth of translation as an independent and significant area of research, particularly in the 1980s, still raises many questions: quite a large number of books were written on the topic of translation. However, as scholars argue, there are clearly broad gaps between the needs of translation pedagogy provided by a theory and the obligation to explore the particular specifications of its applied extensions: *"The teaching of translation has been seriously impeded by what can only be described as a great gulf between translation theory and practice. On the one hand, students express frustration at being burdened with theoretical considerations (both translation theory and general linguistics) which they feel have nothing to do with the activity of translating, and on the other hand scholars talk scathingly of translators who are unwilling to investigate the theoretical basis of their work, thus reducing it to a mere practical skill."* (Snell-Hornby, Mary: *"Dimensión & Perspective in Literary Translation"*).

A comparison between students of translation of different Moroccan universities led to the realization that their levels, competences and knowledge on the basics of the field were strikingly and notably contrasting and peculiar. Consequently, this causes a huge gap between students that cannot be overlooked; a balance between theory and practice must be covered during the first courses of translation in the English Studies Departments. Moreover, the majority of students taking translations studies prefer practice-oriented courses to theoretical ones, and it appears that the current programs granted by universities in the field do not mirror the market needs which leads to a high demand for more excessive practical courses which will strengthen their language, broaden their experience, and expand their range of practice. A more detailed comparison indicates that focus is being shed on the different steps taken while translating but not on how it is done or supposed to be done in the first place, or

what other voices take part in this whole procedure. This research will focus mainly on two major problems when it comes to translation studies and the process of teaching it as a known subject field: the involvement of other voices in the process of teaching that goes beyond the basic student-teacher transfer and the development of that involvement into a more detailed and diverse practical use of all the methods in the study; through surveys, workshops, assignments and other activities among the university classrooms, for the purpose of a complete introductory curriculum that could be integrated within the programs of Moroccan universities.

### **1.1 Significance of the study**

There are several conditions that should be considered when teaching translation or rather how to translate a text. The first and probably the most crucial one is to explore the qualities of the translator, one of those which has been the subject of almost all the discussions by most scholars (from Dryden, Nida and Newmark) is that he must have a good if not complete knowledge of the target language as well as the source language obviously. The second one is that the translator must have a perfect knowledge of the social and cultural background of the two cultures bound with the languages, namely the arts, history, politics, literature and so on... Thirdly, the translator must be critical and punctilious and that all while being humble, for he has to respect the original text but pay attention to every detail all together: the style, the message, the registers, metaphors, wordplay, etc.

All these qualities must be attributed in the teacher as well, because he must be a translator as well in order to teach it. The idea is that, inside the classroom, the teacher-translator has got to go through the same or at least similar experience as students do as they are engaging in translation, because they need to know how the field of translation works. The teacher should also bring the student into contact with major translation societies and seminars, both in his country and abroad, as well as with major magazines, publications and recent trends in the field. Being the one who steers the wheel of the classroom, it is upon the instructor to decide on the programme he will follow, what kind of knowledge and competence he has to transmit to his students. However, it isn't quite the same when it comes to the departments of English studies within faculties as it must go beyond that and take into account the needs of society and the market, hence the need for translators in so many fields (economics, law, science, medicine, technology, subtitling, dubbing, etc). This requires the introduction and inclusion of subjects such as cultural studies, terminology and terminology management, lexicography, subtitling, text analysis, interpreting and so on. The students are ought to be taught how to manage the text in their hands, understand the message, recognize the culture, be sensitive to different styles, writing techniques and registers. They should also learn how to manage the terminology, categorize the text, underline the proverbs and idioms, identify the intention of the writer, and respect the punctuation, etc. Practice here is fundamental.

### **1.2. Research problem**

Translating at a professional level requires more than just knowledge of multiple languages. Studying translation is a great way to learn the technical skills and nuances of the work, including specific technology, terminology, and industry norms and etiquette. It has long played a contentious role in teaching and learning English. It was widely overlooked as a legitimate activity for language practice and development. It may seem at first glance, that translation studies have taken over the many different higher education universities and conferences, and that over the past decades; the evolvement of this field and its practitioners namely theorists, translators, researchers and freelancers has been the subject of many discussions and debates in a more powerful and effective way. Here, when we say within the scope of universities, it is undeniable that we are disregarding the professionals who are the pioneers and sole reason behind those practitioners, those who prepare and train them to be future theorists and researchers; the teachers and professors within those establishments. Consequently, when we speak of teachers and professors, we directly think of university classrooms and the idea that connects automatically to that, or more like the other fundamental unit that makes the whole, which are the students. These are the two crucial elements that make academia now and the profession later on. Needless to say that the development of the field of translation has been significant as well as compelling when it comes to the theory, process and product; it is said that translators are theorizing all the time, meaning that once they have identified a problem, they come up with a series of solutions they could adapt to solve it, and once they do, they revive all their ideas about what translation is and how it is supposed to be done, therefore they are constantly theorizing as a natural part of the practice of the field. On the contrary, the practice of those theories isn't performed the same way.

There's no denying that there has been a lot of work on the formation and preparation of trainees and students of translation, but the focus has ultimately been shed on what occurs when translating or what should be taught in translation which leaves evocative and intriguing questions on how to tackle and approach it within the classrooms where elements like pedagogy and psychology (of both students and professors) are being neglected and forgotten. This means that the focus will be directed towards the students as the focal point and so will be the focus on getting to know their backgrounds, lifestyles, abilities, interests, strengths and weaknesses first. Then it will be directed towards the teacher who should reflect on three aspects which are the approach

(theoretical aspect of the subject field), the design (actual class dynamics) and the procedures (activities used) and that by utilizing the upgraded pedagogical tools, methods and techniques to build their translation competence and performance in the field. This would be regarded as a flexible pedagogical method for enhancing trust, critical thinking and intercultural competence of learners, both in curricular and extra-curricular environments. There's plenty of room for more than one approach to teaching translation that may include seminars, conferences, workshops and ateliers which can be combined in the course.

Furthermore psychology and pedagogy will be the key points into enhancing the student's involvement, motivation and participation by including diverse teaching and learning methods and styles, and more so by adapting the new generations with the latest developed equipment to not only work on the written form but expand it to the oral, non-verbal and even the audiovisual (radio talk, TV shows, talk shows, emails, applications, softwares and so on). The procedure here indicates the fact that teaching content is as important as the content itself so that students grasp the fact that efficient teaching raises questions as much as it answers them. Therefore translation as an important pedagogical method should have its own academic curriculum; putting in mind that curriculum planning should be resolved in how the curriculum is designed, developed and analyzed and describes the individuals and procedures involved in the development process. It should also be borne in mind that the form of translation curriculum should depend on the standard of students and on the demands of the industry.

The activities selected for it have to have for purpose to put in question cultural stereotypes, (inter)cultural and linguistic competences since throughout history, the understanding of it has developed from a strictly linguistic phenomenon to a mechanism that is profoundly rooted in a socio-cultural context. The idea is to compare translations classes used in the English studies department in Moroccan universities to see if their methods and activities are traditionally referred to as being suitable for advanced-level students; logically, just like any subject within the department, there should be a somewhat unified curriculum for translation with the aim being performed within the rows of university classrooms to demonstrate its efficiency with the advantage of having a trilingual community of students, and at the same time ground and establish the discipline as any other. In short, the aim of this study is to deal with translation training from a broad perspective, far beyond the special success of the teacher, and to contribute to filling the pedagogical vacuum by providing motivational ideas that can help to create a positive and successful teaching and learning atmosphere and favor teacher/student interaction and student interaction. Moreover, we believe that once students are made aware of the role that theory can play in their translation practice, they may achieve this. Translation theory then is not a set of ideas born exclusively of scholars' minds but also of the questions translators ask themselves whilst at work, which are eventually shared with the translators' community. It is mostly relevant to translators' education because it brings awareness of the translation process, helping translators to be more reflective about their work, and enabling them to produce more adequate translations. Thus, we shall propose translations tasks that will offer students the opportunity to combine theory and practice while they exercise the competence required in the translation process, the techniques will designed to lay the functional groundwork for immersive translation teaching, that is, to help students progress from the most fundamental level of the word to the more complex problems of grammar and, eventually, to those of cultural distinction. In addition, they aim to synthesize the different translation hypotheses, not just those focused on linguistics, but also those originating from cultural studies. Utilizing these important aspects and with the help of previous theories on the field, a comprehensive, straight-forward and analytic study will be achievable to carry out and get the successful results on designing an up to date, to the point and fit for purpose curriculum for translation courses in the English Studies department.

### 1.3. Research Questions

As explained by Piotr Kuhiwczak and Karin Littau in their book "A Companion to Translation Studies" (2007): *"Unlike in literary studies, where criticism and creative writing have, until very recently, only rarely been taught side by side in the same department, in translation studies it has been much more difficult to separate translation theory from translation practice. There is no point pretending that there has never been a conflict between translation and translating, but the gap between the two has never been vast because one simply cannot ignore translation practice while working in translation studies. There are moments, however, when practicing translators wonder why there is not a better interface between theory and practice."* The questions that arise from this are clearly whether it is possible to build a bridge between theory and practice when it comes to translation studies? If yes, then how can it be done? Can theory overtake translation studies? Can practice be overlooked? How does each of them transform the other? To what extent is either of them necessary to the education of the translator? What do students need to know in order to become good translators?

### 1.4. Research hypothesis and objectives

Considering the fact that this project revolves entirely around the field of teaching translation and goes beyond that to cover other subject fields such as cultural studies, terminology, applied linguistics and lexicography, its

most crucial aim is to connect theory to practice and to investigate and analyze the processes and challenges involved with translation teaching, student-teacher interaction and the exploration of the many aspects of translation. In other words, the central point is whether we can apply the theory to practice and whether the approach of working on many theories and putting them all to practice is applicable in within the university classroom. This is due to the gradual increase in the number of texts being written which considerably contributes to a large increase in the number of texts being translated; this obviously leads to advanced professionalization of the translator's work, as well as its diversification into specialties, such as subtitling, dubbing, interpreting, localization, etc.

Clearly, nowadays anyone can be a translator to some extent, people with no training are able to translate and do so professionally. This does not mean that actual official programs for that aren't needed, quite the opposite: the growing numbers of people who are engaged as practitioners in the field combined with the globalization of university education in most countries are reason enough. With this kind of courses being set up and broadened to provide people with the necessary academic knowledge; results in a vast number of translator training programs of varying lengths and nature developed worldwide. Part of this research is thus to analyze those programs within the Moroccan universities and their objectives, in both graduate and post-graduate programs and suggest alternatives to enhance the methods and techniques used there.

To provide evidence supporting my argument, I've compiled a comprehensive list of Moroccan universities that offer English language programs. Specifically, I've focused on the second to third year semesters which include the translation modules (s3 to S6) of these programs, paying special attention to translation classes they offer and the objectives of each module.

The chart I've created contains the names of the universities, the English department courses they offer, and the translation modules highlighted in red, accompanied by feedback from students about their experiences with these modules. Through this detailed analysis, I hope to shed light on the state of English language education and translation instruction in Moroccan universities.

Table 1. Moroccan Universities, English departments, Translation courses

<b>Faculties of Letters and Human Sciences</b>	
University of Cadi Ayyad - Marrakech	
<p><b>Semester 3:</b>                      Extensive reading                      Composition III                      Grammar III                      Public speaking and debating                      British culture and society                      Initiation to translation</p> <p><b>Semester 4:</b>                      Introduction to literature                      Advanced composition &amp; intro to research                      Intro to linguistics                      Intro to media studies                      Intro to cultural studies                      Translation (Arabic-English-Arabic)</p>	<p><b>Semester 5 (linguistics):</b>                      Novel I                      Applied linguistics                      Stylistics                      General communication theory                      Advanced translation studies                      African literature</p> <p><b>Semester 6 (linguistics):</b>                      Phonetics/Phonology/Morphology                      Syntactic analysis                      Semantics and pragmatics                      End term student project</p>
<b>Students' Commentaries:</b>	
<p><b>Student 1:</b> "During my English studies at Cadi Ayyad University, located in the faculty of letters and human sciences in Marrakech, we were exposed to two different courses focused on translation: one from English to Arabic and the other from Arabic to English. The first and second courses were held during the third and fourth semesters and covered a broad range of topics. We were introduced to various theories of translation and the pioneers who developed them, as well as the techniques and methods used in translation."</p> <p>"Our final exam for this course consisted of a text that we were required to translate, with access to all kinds of dictionaries, except our phones. In the third course, held during the fourth semester, we delved into the practical side of translation. During our classes, we engaged in various translation practices, including translating and discussing Arabic tales and exploring a set of Arabic proverbs. These exercises provided us with an opportunity to apply our knowledge and develop our translation skills. At the end of the course, our final exam required us to translate two texts, one from Arabic to English and the other from English to Arabic. We were allowed to use our dictionaries to assist us in this task."</p> <p>"Overall, these courses offered a comprehensive and in-depth introduction to the field of translation. They not only provided us with the theoretical knowledge needed to understand the principles of translation, but also gave us ample opportunity to practice and hone our skills. As a result, we were well-prepared to pursue careers in</p>	

translation or continue our studies in this field.”	
University of Hassan II - Mohammedia	
<p><b>Semester 3:</b>                  Extensive reading                  Composition II                  Grammar III                  Spoken English Oral communication                  British/American culture and society                  Introduction to cultural studies                  Initiation to translation</p> <p><b>Semester 4:</b>                  Introduction to literature                  Advanced composition &amp; intro to research                  Intro to linguistics                  Intro to media studies                  Intro to cultural studies                  Translation (Arabic-English-Arabic)</p>	<p><b>Semester 5 (linguistics):</b>                  Semantics and pragmatics                  Phonology and Phonetics                  Morphology                  Syntax                  Translation studies                  Research project</p> <p><b>Semester 6 (linguistics):</b>                  Sociolinguistics                  Morphology - Phonology                  Applied linguistics &amp; discourse analysis                  General linguistics                  Practical monograph                  Theoretical monograph</p>
<b>Students' Commentaries:</b>	
<p><b>Personal statement:</b> “During my undergraduate studies in English Studies, I vividly remember encountering two translation courses during my third and fourth semesters. Despite being intrigued by the prospect of exploring the world of translation, I was taken aback by the nature of the courses. The first class involved an immediate translation exercise, with no prior theoretical coverage, which left me and my classmates in a state of surprise. Although we did our best to translate the text, we were well aware that the outcome would not be entirely accurate.”</p> <p>“The professor leading the course took an unorthodox approach to teaching translation by challenging the traditional process of translating and emphasizing the implications of language differences. Although the focus of the course was on translating between Arabic and English, the implications of language differences extended far beyond the two languages. Despite the challenges and shortcomings of the methodology offered in my undergraduate studies, I have always been deeply interested in studying translation and broadening my understanding of it. While the courses did not fully meet my expectations, they did spark my interest in the field, and I continue to pursue my passion for translation to this day.”</p>	
University of Hassan II – Casablanca Ain Chock	
<p><b>Semester 3:</b>                  Extensive reading                  Composition II                  Grammar III                  Public speaking and debating                  British/American culture and society                  Initiation to translation</p> <p><b>Semester 4:</b>                  Introduction to literature                  Advanced composition &amp; intro to research                  Introduction to linguistics                  Introduction to media studies                  I Introduction to cultural studies                  Translation (Arabic-English-Arabic)</p>	<p><b>Semester 5 (linguistics):</b>                  Semantics and pragmatics                  Phonology and Phonetics                  Morphology                  Syntax                  Translation studies                  Research project</p> <p><b>Semester 6 (linguistics):</b>                  Sociolinguistics                  Psycholinguistics &amp; Neurolinguistics                  EL Teaching                  Stylistics                  Topics in Moroccan Linguistics                  Research Project</p>
University of Mohammed V - Rabat	
<p><b>Semester 3:</b>                  Extensive reading across disciplines                  Composition II                  Grammar III                  Studies in Media &amp; Cyber culture                  Culture &amp; society in the USA                  Initiation to translation</p> <p><b>Semester 4:</b>                  Introduction to literary studies                  Advanced writing                  Introduction to language                  Introduction to linguistics</p>	<p><b>Semester 5 (linguistics):</b>                  Translation 1                  Sociolinguistics                  Discourse analysis                  Syntax                  Phonology                  Seminar readings &amp; research tools</p> <p><b>Semester 6 (linguistics):</b>                  Translation 2                  Psycholinguistics                  TEFL Methodology                  Semantics &amp; pragmatics</p>

Introduction to cultural studies Translation	General linguistics End of studies project
University of Ibn Zohr - Agadir	
<b>Semester 3:</b> Extensive reading Composition II Grammar III Public speaking British / American culture & society Initiation to translation <b>Semester 4:</b> Introduction to literature Advanced composition Intro to linguistics Studies in Media Intro to cultural studies Translation & Interpretation	<b>Semester 5 (linguistics):</b> Phonetics Research project 1 Morphology Sociolinguistics Applied linguistics Educational psychology <b>Semester 6 (linguistics):</b> Phonology Research project 1 Syntax Semantics & pragmatics Applied linguistics Stylistics
<b>Students' Commentaries:</b>	
<p><b>Student 1:</b> "During my Bachelor of Arts program at Ibno Zoher University in Agadir, the translation module was a key component of our coursework. The primary focus of this module was on practical application, which involved extensive practice translating a variety of texts. As part of this practical approach, we started with basic translation exercises such as translating article titles and short phrases, before moving on to more complex tasks such as translating small paragraphs. Through these exercises, we were able to hone our translation skills and develop a deeper understanding of the rules and principles of translation that we needed to apply in our work. In particular, we were encouraged to pay close attention to issues such as grammar, syntax, and vocabulary in both the source and target languages. We also learned about the importance of context, tone, and style in producing effective translations."</p> <p>"Overall, the translation module was a valuable part of my undergraduate studies, as it provided me with the practical skills and knowledge I needed to pursue a career in translation. Through this program, I was able to develop a strong foundation in translation theory and practice, which has served me well in my professional endeavors."</p>	
University of Abdelmalek Essaadi - Tetouan	
<b>Semester 3:</b> Extensive reading Composition II Grammar III Public speaking and debating Culture & society in the USA/UK Initiation to translation <b>Semester 4:</b> Introduction to literature Introduction to advanced composition Introduction to media studies Introduction to linguistics Introduction to cultural studies Translation (Arabic-English-Arabic)	<b>Semester 5 (linguistics):</b> Translation 1 Novel Rhetorics Phonetics & phonology Morphology & syntax Semantics Sociolinguistics <b>Semester 6 (linguistics):</b> Applied linguistics Pragmatics Advanced syntax Advanced phonology Final study project
University of Sultan Moulay Slimane – Beni Melal	
<b>Semester 3:</b> Extensive reading Composition II Grammar III Public speaking British / American culture & society Initiation to translation <b>Semester 4:</b> Introduction to literature Advanced composition Introduction to media studies Introduction to linguistics	<b>Semester 5 (linguistics):</b> Novel Phonetics & phonology Morphology & syntax Applied linguistics Sociolinguistics Translation & Interpretation <b>Semester 6 (linguistics):</b> Discourse analysis Semantics & Pragmatics Morphology-syntax English language teaching

Introduction to cultural studies Translation	Research project 1 & 2
University of Ibn Tofail – Kenitra	
<b>Semester 3:</b> Extensive reading Composition II Grammar III Public speaking and debating British / American culture & society Initiation to translation <b>Semester 4:</b> Introduction to literature Intro to research & advanced composition Introduction to media studies Introduction to linguistics Intro to cultural studies Translation (Arabic-English-Arabic)	<b>Semester 5 (linguistics):</b> Translation I 20 <sup>th</sup> Century novel Study skills & research methods Applied linguistics Media visual studies Socio-pragmatics Critical thinking & analysis <b>Semester 6 (linguistics):</b> Classical & Modern drama Intercultural communication Language & professional life Modern & postmodern thought Project tutore
University of Sidi Mohamed Ben Abdellah – Fes	
<b>Semester 3:</b> Extensive reading Composition II Grammar III Public speaking British / American culture & society Initiation to translation <b>Semester 4:</b> Introduction to literature Advanced composition Introduction to media studies Introduction to linguistics Introduction to cultural studies Translation (Arabic-English-Arabic)	<b>Semester 5 (linguistics):</b> World literature Advanced research skills Stylistics Introduction to film studies Inter-faith dialogue Translation & Interpretation: Advanced practicum <b>Semester 6 (linguistics):</b> General linguistics Semantics & Pragmatics Sociolinguistics Applied linguistics Monograph 1 & 2
<b>Students' Commentaries:</b>	
<p><b>Student 1:</b> “Throughout my time studying English at the Bachelor's level in Fes, Morocco, the translation modules I undertook were heavily practice-oriented. Right from the start, in the introductory class, the primary focus was on the practical application of translating materials from English to Arabic and vice versa. While we weren't given a detailed explanation of the specific types of texts we'd be working with, it became clear that the majority of the materials provided for translation were newspaper and movie titles, headlines, subtitles, and occasional political texts. This narrow range of materials and topics restricted our approach to translation, leaving little room for creativity and innovation. As a result, we were often compelled to use a straightforward approach to translation, which, in my opinion, has room for improvement.”</p>	

By examining each university's English department in detail, I was able to identify key areas of focus and determine which institutions offered the most relevant courses and programs for my research. This helped me to streamline my efforts and prioritize my research tasks, which in turn allowed me to make significant progress in a short period of time. Ultimately, this thorough approach to research and writing proved to be highly effective, as it allowed me to address each of the professor's comments and suggestions in a systematic and organized manner. Having taken the time to carefully analyze each detail of the article, and utilizing a range of resources to substantiate my research, I was able to produce a high-quality piece of writing that was ready for publication. It is thus apparent from the chart that the curriculums and approaches to teaching differ among professors and institutions, regardless of the original purpose of the program. According to the students, the focus in translation classes is primarily on practice rather than theory. Although this is taught in different ways depending on the instructor and students, it is not necessarily a disadvantage, but rather an opportunity for more varied and interesting pursuits in the future.

The advantage of having practical classes taught in different ways is that students can bring a wealth of knowledge to the table when they pursue a master's degree in translation, for example. When they gather in one classroom, all having different backgrounds and graduated from different universities; students can share their individual perspectives, approaches, and methodologies, which can lead to a more vibrant and dynamic learning experience. However, it is crucial to recognize that the presence of theory is non-negotiable. To translate effectively, one must have a solid foundation of knowledge about the text and its context. Therefore, it is



essential for students to start with a study of the rules and the scholars who have developed them, which can provide a broader range of options and alternatives when translating, such as translation methods, text type, cultural bounds, and text for specific purposes.

In summary, while the primary focus of translation classes may be on practical application, the incorporation of theory is necessary to ensure a well-rounded education and a deeper understanding of the discipline. By combining practical and theoretical approaches, students can develop a strong foundation of knowledge and skills, which can lead to more successful and fulfilling careers in translation.

### 1.5. Literature review

Ever since Translation turned into a discipline of its own, it has gained a wide range of recognition worldwide and in several domains making it one of the most developed and evolving fields that make part in many others. According to Munday (2001), "By its nature it is a multilingual and also interdisciplinary, encompassing languages, linguistics, communication studies, philosophy and a range of types of cultural studies. Because of this diversity, one of the biggest problems in teaching and learning about translation studies is that much of it is dispersed across such a wide range of books and journals." He proceeds to speak in his book: "Introducing Translation Studies" to speak of all the fundamental issues in the field chronologically which we will discuss thoroughly and separately as they are the pioneer concerns in translation studies.

Julian House's 'Text and Context in Translation' proved to be an explicitly rich and ambitious work for those prospering in the disciplines of applied linguistics and translation. In the provided excerpt, House turns her attention to the study of context and its relationship to text, beginning with a wide overview of past theorists' perspectives in many fields and then narrowing it down to the subject of Translation. Naturally, as texts travel across time, space and different orders of indexicality (shift from context to context) in translation, they must be categorized by context. Exploring texts in context is thus the only way of exploring them for the purposes of translation, namely the concept of re-contextualization. She examines the concept of text and context in a variety of contexts, corresponding with the growth of Translation Studies in the second part of the twentieth century and into the new millennium. As opposed to research on texts which has known a large and significant impact on translation studies, context on the other hand hasn't. Thankfully, tables turned considerably in the last several decades when context as well as its relation to text translation has become an increasingly essential criterion by which study in nearly every field of knowledge has been conducted. It has quickly become a major field of study in linguistic and pragmatic studies, as well as cultural and literary studies, because it is so closely connected to the formation and interpretation of meaning. This recognition which has flourished in the 1960s was a significant advance when it comes to text having a communicative role rather than static and works within a certain socio-cultural environment. House (2018) also speaks on this in her book "Translation Studies: The Basics" and focuses on how the credibility and reputation of translators has evolved over time and what influence translation has on the development of vernacular language. She moves on to speak of translation competence as well as other important points; the common negative and positive aspects of translation being one of them, where she describes the nature of translation as essentially a secondary type of communication involving two phases: the first phase in which the translator receives and understands the source text, and the second phase in which the interpretation of the first phase is rendered in the target text. Two other points she has tackled which we will be working with are the dichotomies of whether translation should be considered an art or a science, and human versus computer-mediated translation.

The research carried out by translation theorists (Pym, 2003 and 2011, Schäffner, 2000, Alves; Magalhães & Pagano, 2002; Hurtado Albir & Alves, 2009) about translation competence suggests that: "As educators, we are well-aware that undergraduate students are avid for translation practice." According to Claramonte (1994): "Students express frustration at being burdened with theoretical considerations (both translation theory and general linguistics) which they feel have nothing to do with the activity of translating". Nevertheless, we believe that once students are made aware of the role that theory can play in their translation practice, they may overcome this frustration." This may therefore be the right moment in time to pose questions about the application of the concepts that translation theory has developed, that is, the applicability of theory in practice.

Reading 'Translation: an advanced resource book' felt like a more detailed and exemplified read of Jeremy Munday's book 'Introducing Translation Studies', with the assistance of Basil Hatim, this version strives to study both the practice and theory of translation in a methodical and understandable manner. It is tailored to the requirements of candidates pursuing PhDs and Master degrees, final year undergraduates in translation or applied linguistics, research students just starting out in the area, and practicing translators who want to dig deeper into the theory underlying the practice. What is more striking about this book is how it also highlights the fundamental principles of each translation field and gives reflection exercises and tasks to enable the reader to think through the theory, through relative and relevant insights and examples for more experienced scholars. Munday and Hatim work their way from theory to theory to cover all the approaches, arguments and major works of scholars through the years where Translation thrived and grew more and more into being recognized by

S. Holmes (1972) as a science and a major academic field of study divided into two major objectives: description of the phenomena of translation and establishment of its general principles. It is also considered to be interdisciplinary as it interfaces with various other disciplines namely cultural studies, languages, literary studies, philosophy...

'A companion to Translation Studies' by Piotr Kuhlczak & Karin Littau gives a more cornered and specific intake on some of the most perplexing and significant fields of study and their relationship with each other. As a result, dictionaries, encyclopedias, and anthologies began to appear with startling regularity in an attempt to direct, but also channel, field reading. Following this schematic record of publication throughout time in the field of translation, the writers makes sure to shed light on the fact that not all these works would be discussed in the book, and that it is very unfortunate that it won't give justice to the vast research done in its unity. The relevance of the flood of theory, which has so radically altered how we now conceive of language, approach literature, and research culture, has come from outside of an Anglo-American framework where translation practice has played a significant influence in the dissemination of ideas. In contrast to literary studies, where criticism and creative writing were rarely taught in the same department until recently, it has been considerably more difficult to separate translation theory from translation practice in translation studies. It is pointless to pretend that there has never been a conflict between translation and translating, yet the distance between the two has never been large since one cannot engage in translation studies while ignoring translation practice. However, there are times when working translators ask why there isn't a better interaction between theory and practice. For this reason; Emma Wagner suggests we consider academic translation studies and professional translation practice to be two distinct businesses, each with its own set of priorities and limits, as well as its own production line and goals, this way translators and scholars can work together in a more pertinent and beneficial way.

Teaching the history of translation as spoken of by Cay Dollerup (1995) is very crucial and should be focused on by practitioners since, generally, having common knowledge on the history of a discipline is one factor to attain in order to obtain a certificate or degree in most areas of expertise. And because academic programs or even whole university departments have developed out of curiosity in the history of a given area, it is relevant for translation departments to do the same, whether through programs, courses or even integrated historical approaches in those courses: "Whether or not the study of history has any immediate or discernible practical value, it is a key to the understanding of society and humanity in general. As Tolstoy wrote, the object of the science of history is the "self knowledge of nations and of humanity" (as quoted in Bradley *et al* 1969: 363)."

It is important to tackle the different aspects of translation as a practice, Maria González Davies (2004) suggests different training activities up to date since translation teaching isn't like most subjects; taught through textbooks and suitable practices, despite the fact that it is not recent and has developed greatly throughout the years, which explains why approaches cannot be the same because translation competence goes beyond language learning and has various goals. She goes on to prove that bridges can be built to overcome that through three main learning approaches that are relevant to translation especially when it comes to classroom dynamics and discussion. She goes on further to speak of other approaches that are essentially important for students to know and experience and eventually affect their translation choices namely: the linguistic-based approach, the cultural studies approach, the cognitive approach, the functionalist approach and the philosophical and poetic approach. To summarize, it is essential to stress how students are critical agents in the language learning process, whose multilingual voices are acknowledged and recognized, by giving them a vision of modern Italy that resists generalizations and stereotypes. The activities outlined by the authors demonstrate how translation may improve students' overall language skills and add to their broader international competency, both of which are required for a Modern Languages degree. Finally, nurturing a multilingual sense of self should be a primary goal of language education and learning. Translation has good chances of establishing good educational practices at a time when higher education is becoming more internationalized and students seeking Modern Languages degrees are typically learning two or three languages. It also provides us with a variety of activities and ideas on how to introduce integrate and benefit from translation in language acquisition, although more study is needed to assess the impact of the provided methodologies, yet it doesn't hinder the fact it is an excellent read and a exceptional addition for translation enthusiasts as who believe that translation has the potential to enhance multilingual competence, intercultural awareness, and critical thinking abilities.

According to Yves Gambier (2014) the world's development in communication, information and computer technologies affected translation in a considerable way leading to a significant break in its practices as well as theories. Consequently, the evolvement of computing influenced the translator's pace and resources and reduced the wide range of his opportunities leading to what he calls: amateur translation which aggravates the situation for the real practitioners of the profession. However, he concludes that there's always a chance to take part in that situation by integrating computer-assisted translation into courses to become more familiar with the changes they bring into the field.

Pym (2011) suggests that in the age of electronic communication, technology has had the greatest impact on memory as a process. With this in mind, the technological evolution in the field of Information Technology (IT) has contributed immensely to the growth of the computer industry in the 21st century and as such in many other fields as well. Translation being part of those, it is essential to speak of those effects and developments on translation teaching in particular as done in this article entitled 'The effects of technology on translation students in academic translation teaching' which aims at following a descriptive and comparative methodology in explaining how technology and its development has encouraged the translation industry, also labeled localization industry, in adopting new tools in the translation process. And with the introduction of Translation memories by Pym (2011) Translators or translation students no longer had to begin a translation project using the original material, but rather with saved or prior translations in translation memory databases. As a result, they are only responsible for interpreting sentences that aren't in the database. The most important distinction made in this part for me and a considerable variation in attitude between old and modern, is that in old times, and because they were bound by the original material, translators used to translate on a sentence-by-sentence basis. There is no one source text in the digital era, but rather a collection of source materials and their translations. So, unlike classical translation theories, the goal of digital era translators is to translate the material on time and properly by taking use of so-called artificial equivalence, which is related with employing a digital environment other than the single ST.

'Fundamentals of Curriculum Design for Translation Courses in Social Sciences' by Ayhan Yavuz (2011) is an article that shows how important it is to ensure that trainees have the greatest academic or vocational qualifications available in order to give them a realistic chance of success in today's highly competitive labor market. To achieve this purpose, the most appropriate training techniques for these disciplines will be applied in parallel with students' requirements or capacities, allowing them to get the greatest advantages from these sciences. Curriculums come in handy in these situations when we're seeking that maximum level of advantages, however, it is of utmost necessity for the design of those curriculums to be goal-oriented which preparation requires for all critical parts to be strictly adhered to, in addition to the fact that many parties are involved in the fulfillment of the task namely applied is shaped by many entities, including public institutions, policymakers, ministers, the media, the private sector, and direct participants. The writers make note of an important point in regard of the professionals assigned to the task, each is shaped by a different and specific constellation in his or her country and region, which means that this will directly affect the curriculums as well given the fact that they will differ substantially from one another. But the unchanging fact will always remain the same; functional or goal-oriented curricula for any kind of lesson will serve the ultimate success of students. The author makes important note of how up until today, people still confuse a curriculum to a syllabus which are in fact very different. Essentially, a syllabus is a succinct and concise summary or table of the heads of a discourse, the contents of a treatise, and the topics of a series of lectures. In general, a syllabus will not identify the relative significance of its subjects or the sequence in which they will be covered. A curriculum, on the other hand, is put together following a plan of action that contains tactics for reaching the exact desired outcomes. Moreover, curriculum design has to do with how it is developed, executed and assessed without neglecting the people and processes undergone in its creation.

'Translation as Problems and Solutions' by Hasan Ghazala is a textbook on translation from English to Arabic written for Arab and Arabic-speaking university undergraduate translation students. Reading through its pages has been beneficial to aspiring translators such as myself as it takes a practical approach to translation, viewing the entire subject in terms of problems and solutions rather than general theory and application. In this sense, translation is viewed as a subject that generates various types of problems, such as grammatical, lexical, stylistic, and phonological problems, which necessitate appropriate, practical, and possible solutions. When we translate, we encounter these issues, prompting us to pause, reflect, and possibly consult a reference or a dictionary of some kind, monolingual (English-English/Arabic-Arabic), bilingual (English-Arabic-English), or trilingual (English-Arabic-English). These issues necessitate acceptable and feasible solutions based on practical, solid foundations. When the Source Language (English) is translated into the Target Language (Arabic), which has different grammar and sometimes different words, sounds, and style, translation problems arise. Solutions to these issues are proposed based on the type of text, context, readership, grammatical differences, and so on. Thus, this approach is entirely practical, consisting of problems and solutions for translating various types of possible, real, and natural texts. The writer starts by defining translation as a subject field that mainly points to the many processes and methods applied when rendering or transferring the meaning of the source text in a source language to the target language as closely, accurately and accordingly using multiple structures such as words and phrases that already have a direct equivalent in Arabic; new words or phrases for which there are no ready-made equivalents in Arabic; foreign words or phrases written in Arabic letters as pronounced in their native origin; and finally foreign words or phrases adapted to Arabic pronunciation, spelling, and grammar.

## 2. Methodology

The first part of the research will be based mainly on theoretical issues, namely the history of translation, the basic theories, the significant issues, the dynamics of the translation classroom, the students of the field as well as the teachers and mainly every other aspect that influences, takes part and make the translation classroom a complete and successful one; thus we will examine the principles underlying the design of a specialized curriculum for the translation courses of the English studies department, considering the most recent and critical works in translation. The study then will take a turn towards the curriculum creation and its rules and necessities and its difference from a syllabus or a study program. The issues presented in the first chapter will be tackled in relation to the practical side of the research and the nature of the project and its resources: human, time, references, tools as well as the kind of tasks and steps followed.

The chapter also presents the methodology which will start by a series of surveys and questionnaires, each written and put together for specific purposes; the first will be planned for the students from different universities in Morocco to ask about their opinions of the courses they're taking in translation as well as they're expectations and requirements, the second will be designed for the professors and translators to have an insight on their opinions, critics and suggestions of the old and new curriculum, the third will be arranged to compare the courses in the universities here and abroad to show the similarities and stress on the important differences in order overcome them. Another activity will be planned that includes the participation of a group of students, precisely the ones interested in continuing their studies in the field, into a number of extra classes to teach them all the basics on translation and test the sample that is ought to be standardized. Finally, the last part will lay out the data collected over the course of three years of work, stating the results, difficulties and solutions.

### 2.1. Expectations

Four decades has passed over the founding theory or statement on Translation studies, since then, a lot has changed and developed in the field, evidently each theory has its strengths and weaknesses, and that can only be shown through practice. This paper will accordingly deal with topics that are important to today's understanding of translation studies, such as the essence of translation, the scope of translation studies (worldwide and in Morocco), theory and practice in translation and their relationship, the unification of the curriculum of translation studies and the interaction between students and teachers in the translation classroom. The analysis of these concerns suggests that the field of translation studies is increasingly growing and there is a need to settle on a unified and standardized educational program for it otherwise there will still be imbalances and misconceptions for students when it comes to the methods and approaches to translation, especially when it regards theory and practice. There is a growing difference between the philosophy of translation and the implementation. This paper aims to investigate the explanations for these trends and present insights on how to achieve a shared disciplinary and technical standard.

### 2.2. Potential users

Given that this is an action research, it is evidently one that could be used by a variety of people in the field, from university students to compilers of specialized dictionaries to researchers to terminologists to language planners and academic translators. As stated before, since this started between students and professors as a group of people, it will extend the same way to people from many fields and professions as it is a unified and collective collaboration and it will certainly spread among other specialists, and that probably even before its release and publication.

## Conclusion and future endeavors

Building on the previous research, my next focus as a writer in this field would involve delving into the realm of terminology in translation. This area, a significant subfield in translation, often lacks the attention it truly deserves, particularly in the context of undergraduate translation education. The objective would be to emphasize the importance of incorporating terminology classes into the curriculum. These classes would aim to familiarize students with essential elements crucial for their future roles as translators, including term banks, glossaries, machine translation tools, and other relevant tools and resources.

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