

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي  
جامعة سعيدة - الدكتور مولاي الطاهر  
كلية الآداب و اللغات و الفنون



الرقم: 0000... ن.ع.ك.أ.ل.ف / ج.س / 2026

سعيدة يوم: 2026/06/07

## مستخرج من محضر اجتماع المجلس العلمي

بناء على محضر إجتماع المجلس العلمي للكلية المنعقد يوم 2026/06/07 , وبناء على جدول الأعمال المتضمن المصادقة على نتائج الخبرة العلمية المتعلقة بالمطبوعات البيداغوجية وبعد الاطلاع على تقارير الخبرة الإيجابية الخاصة بالمؤلف البيداغوجي للأستاذة مهداوي عمارية من قسم الترجمة و المعنون ب: " A course to the module of research techniques directed to

first year students

صادق المجلس على التقرير الإيجابي للخبرة العلمية المنجزة من قبل الأستاذين الخبيرين :  
الأستاذة غونان نادية - جامعة سعيدة -  
الاستاذ خليل نصر الدين - معهد الترجمة وهران 01 -

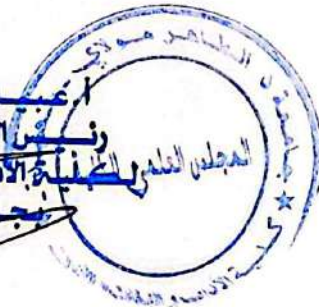
وبناء على الخبرة الإيجابية صادق المجلس العلمي على مضمونها

عميد الكلية

أ.د سعيدي بن يحي  
عميد كلية الآداب و اللغات و الفنون

رئيس المجلس العلمي

أ.عبد نصر الدين  
رئيس المجلس العلمي  
المجلس العلمي للكلية الآداب و اللغات و الفنون  
جامعة سعيدة



# A COURSE TO THE MODULE OF RESEARCH TECHNIQUES DIRECTED TO FIRST YEAR TRANSLATION STUDENTS



## Introduction

This course is designed to introduce first-year translation students to the foundational principles of research techniques, emphasizing ethical considerations, learning strategies, and practical skills essential for academic and professional success. The course integrates theoretical knowledge with hands-on activities, fostering critical thinking, active learning, and ethical awareness in translation research. Students will engage with texts in English, French, and Arabic, exploring cultural contexts, audience adaptation, and translation challenges.

## Teaching Objectives

By the end of this unit, students will be able to explore

### 1. Ethics in Research and Translation:

- Understand the importance of academic ethics and professional codes (e.g., plagiarism, confidentiality).
- Apply ethical principles to real-world scenarios in translation and research.

### 2. Learning Strategies:

- Identify their learning styles and multiple intelligences.
- Utilize active learning techniques (e.g., SQ3R, Feynman Technique).

### 3. Research Skills:

- Select appropriate research topics and methods.
- Avoid plagiarism and properly cite sources (APA, MLA).

### 4. Text Analysis:

- Recognize text types, tones, and cultural contexts in English, French, and Arabic.
- Adapt translations to different audiences.

## Expectations

Students are expected to develop critical thinking, learning strategies, and proficient management of translation from and to the three languages they are supposed to pursue in their cursus, i.e., Arabic, French, and English.

## Evaluation

Since the course is planned in the Ministry Caneva as a lecture and TD session, students are supposed to be evaluated both at the end of the semester TD session by a test, plus other evaluation criteria (attendance, participation, and homework), and next to a final exam by the end of the semester.

Attendance: 05%

Participation: 05%

Homework: 10%

TD Exam: 20%

Final Exam:60%

## Moral and Ethical Requirements

- ♣ Respect is a shared aspect between teacher and student and among students.
- ♣ No plagiarism is allowed.
- ♣ Attendance is obligatory during TD sessions.
- ♣ Deadlines for essays and homework should be respected.

## Time Provided for the Course

The academic year is divided into two semesters; each consists of 10-12 weeks, including the TD assessment exam. Two weeks after the end of each term will be for the final exams. The academic year consists of three holiday periods: autumn, spring, and summer. Other exceptional holidays may interfere with the program, for example, Labor Day (1st May), Independence Day (1st November), Eid al-Fitr, and Eid al-Adha, etc.

## Table of Contents

### UNIT ONE: ETHICS

- **Lecture 1: Ethics in Student Life**
  - Ethical dilemmas in academia (e.g., plagiarism, AI use).
  - Case studies and group discussions.
- **Lecture 2: Ethical Codes for Translators**
  - Professional conduct, impartiality, and confidentiality.
  - Comparative analysis of ethical codes (e.g., NAATI vs. EU guidelines).
- **Lecture 3: Ethics in Academic Research**
  - Risks in research (topic sensitivity, participant welfare).
  - Practical exercises on citation and paraphrasing.

### UNIT TWO: THE LEARNING JOURNEY

- **Lecture 1: Active vs. Passive Learning**
  - Edgar Dale's Cone of Experience and Universal Design for Learning (UDL).
- **Lecture 2: Multiple Intelligences**

- Howard Gardner's theory and self-assessment activities.
- **Lecture 3: University Study Skills**
  - Time management (Pomodoro Technique), note-taking, and critical reading.

### UNIT THREE: READING AND TEXT ANALYSIS

- **Lecture 1: Identifying Text Type and Purpose**
  - Analysis of news articles, editorials, and opinion pieces.
- **Lecture 2: Recognizing Tone and Style**
  - Formal vs. informal language; persuasive vs. descriptive texts.
- **Lecture 3: Understanding Cultural Context**
  - Idioms, cultural references, and translation challenges.
- **Lecture 4: Audience Adaptation**
  - Tailoring translations to specific audiences (e.g., children, experts).

# UNIT ONE

## Ethics

## Lecture One

### The Question of *Ethics* in Student Life

#### 1. Introduction

This lecture will be an introductory one for the research techniques module directed to first-year translation students. It has been compulsory to take advantage of the case and introduce new university students to the importance of ethics in higher education and research. Many in the field start their journey focusing on the what rather than the how. And the ethical problem has become a serious one within the field of research, especially with AI interfering with all types of research and academic writing. The AI, however, is not responsible for such deviations, as it is only a tool, an important one in the Anthropocene age, to aid but never to replace human beings' efforts to succeed.

Within each field, there has been a set of rules to guide and regulate the deviations that may take a human being astray from his/her right path. In regular life, religious, social, and cultural codes play the guiding role for a human being's welfare. Within different academic fields, most importantly sensitive areas like law, health, and journalism, for example, specific and firm codes are established. Translation as a field of research is one of those sensitive areas that one has to go through its ethical codes before indulging any further in the academic practices, or what we call research techniques.

The main **objectives** of this introductory lecture, hence, are

- To introduce students to the concept of ethics in higher education,

- To regulate their prior understanding of the concept of ethics from a social and cultural one to an academic one,
- To enhance not only their understanding of the code of ethics but also the usability of these codes in their everyday academic and social life.

The **learning outcomes** of this lecture are

- Students will be able to understand the importance of ethics in their academic journey.
- They will be able to recall the code of ethics principles.
- The students will be able to explain the ethical principles and daily practices.
- The students will be able to debate ethical principles and propose solutions to them through scenarios.

### 1.1- A Discussion of Ethics

The concept of ethics comes from the Greek word 'ethos,' meaning "*the characteristic spirit of a culture, era, or community as manifested in its attitudes and aspirations*" (online Google dictionary). It refers to those accepted principles that a given individual, society, institution, or government adopts to guide their actions and to determine what is right from what is wrong. At the higher education level, ethics *is also concerned with man's principles and his relationship with his counterpart in society*. It determines and motivates actions" (University Charter of Deontology and Ethics, 2023, p. 3). Ethics, hence, foster the positive traits that an individual or an institution possesses, like virtues of compassion, loyalty, honesty, and hard work. It also regulates the negative

facets that interfere with the implementation of positive traits, including treachery, disloyalty, and falsity.

## 1.2. The Nature of Ethics

The binary composition of right and wrong leads us to the debate about the nature of ethics. If we take the concept of ethics to mean what is 'morally good,' then we must accept it to mean 'right.' One example is the problem of cheating in exams, even if the exam in some cases means a definitive aspect of changing someone's life, like at the end of the academic year. Cheating in the final exam is considered ethically and morally wrong but may look like the right decision to save a student's future. Dilemmas like these arise in everyday student life, including the obligation/non-obligation of attending lectures, doing homework, respecting peers and university staff, and maintaining university equipment, to deeper, detailed practices like bringing original research topics, avoiding plagiarism, and not fully depending on AI tools for writing one's homework, research papers, and even theses.

The gravity of ethical dilemmas lies within the terms that we use to explain them. The term 'good,' for example, may be intertwined with what is ethical, but not all that is good is ethical. Making a nation prosperous is good, but the means to making it prosperous may lead to acts of colonizing other nations, stealing their raw materials, or even regulating international laws that facilitate one's prosperity at the expense of restricting their own prosperity. Using ethics interchangeably with other terms like *just*, *right*, and *good* has its own downfalls in daily practices. For that reason, there has been a set of codes of ethics for ethical matters, not as linguistic jargon but as a means of conduct. In other words, *knowing how* to conduct it in real-life practices.

### 1.3. Ethics and University Life

As we are concerned with ethics within the university sphere, the objective of our lecture returns to the problem of ethics in student academic life. The Algerian Ministry of Higher Education and Scientific Research issued the University Charter of Deontology and Ethics (2023), which sets a charter of rules that guide the ethical life of teachers, students, and administrative staff at the university level.

### 1.4. ETHICS BASIC PRINCIPLES

1.1- Basic Freedom

1.2- Respect of University Franchise

1.3- The Requirements for university  
truth, objectivity and critical thinking.

1.4- Responsibility and Competence

1.5- Integrity and Honesty

1.6- Mutual Respect

1.7- Digital Ethics

First TD Session

## Outcomes:

- Students will discuss the basic principles in the Higher Education University Charter of Deontology and Ethics (2023).
- Students will memorize necessary vocabulary, discuss it, and use it in real-life situations.
- Students will debate everyday scenarios that apply to ethical dilemmas.
- Students will propose plausible solutions to the ethical dilemmas.

## Exercise 1: Suggested Scenarios

- **Scenario 1:** Maise is a student, a hard worker in her class. Maise's best friend Laila asked her to leave her draft paper before leaving the exam with only keywords that will help her understand the answers. According to Laila, Maise is not really cheating because she is not giving the full answers, and Laila has to guess what is missing. The friendship of Maise and Laila will be at risk if the help is not provided because, after all, "a friend in need is a friend indeed," as the proverb says.

## Questions:

1. What ethical problems are the two friends facing at the academic level?
  2. How is it affecting their personal lives?
- 
2. What suitable solutions would you suggest in such a case?

- **Scenario Two:** Karim and Wael are preparing homework together for next week's session. The teacher asked them to provide a two-page essay about the benefits of internet use for research. While Karim collected information and wrote his own part, Wael copied and pasted his own part from a website without telling Karim about it. The essay is given to the teacher under both names, and the part from the internet is found to be not theirs.

**Questions:**

1. What ethical problem(s) are the two friends facing?
2. How is this going to affect their personal and academic life?
3. What solutions do you suggest to solve the problem?

**Exercise 2: Answer the following Questions**

- a) Why do we need to study ethics?

-----

-----

-----

-----

-----

**Glossary**

***Ethics:** Ethics is the science of human conduct. It is concerned with the ideals of highest Good.*

***Conduct:** The manner in which a person behaves, especially in a particular place or situation.*

***Reasoning:** It is a process of inferring conclusion from premises.*

***Fact:** Something that actually exists*

***Obligation:** Duty or commitment*

b. What is the significance of ethics at the university level?

-----  
-----  
-----  
-----  
-----

1.5. Conclusion

It is a matter of importance to know about one’s rights before entering any field at any level. However, it is an obligation to know about one’s responsibilities. The modern age has brought a lot of discussions about how to make a balance between rights and responsibilities to lead a peaceful life. Yet, without an ethical background, a human being falls into traps between what is good and what is bad within the scope of right and responsibility. Ethical codes are those guidelines that ensure deviations from the path are avoided.

References

Latif, M. M. A. (2020). *Translator and interpreter education research: Areas, methods and trends*. Springer Nature.

Saldanha, G., & O'Brien, S. (2014). *Research methodologies in translation studies*. Routledge.

University Charter of Deontology and Ethics. (August 2023). Ministry of Higher Education and Scientific Research.

## Lecture Two

### Ethical Codes for Translators and Interpreters

#### 2. Introduction

##### Learning Outcomes:

- ✓ Students will be able to discuss important vocabulary in ethical codes.
- ✓ Students will be able to discuss different ethical codes in their field of expertise from different countries.
- ✓ Students will be able to describe ethical competency and outline the ethical principles.
- ✓ Students will be able to debate different scenarios and provide suggestions to solve clashes.

##### 2.1. Ethical Frameworks: Different Approaches

There are many approaches (ways) to create ethical frameworks guiding human beings into the aspect of “what ought one to do” in different ethical situations within one’s professional journey. There are five models considered when formulating ethical codes: rights, virtues, justice, utilitarianism, and common good.

The *right* approach ensures that people affected by our actions are respected and that their lives are protected in the ethical quest of our profession.

The *virtue* approach urges one to be consistent with ideal virtues. Virtues like honesty, compassion, tolerance, and fidelity make human beings behave to their potential.

The *justice* approach holds that benefits and burdens are shared equally and fairly among all people with whom we act.

The *utilitarian* approach assures that our actions produce the greatest good and the least harm to people around us, our community, and our environment.

The *common good* approach entails that our actions impact not only our surroundings but also the whole. Compassion and respect apply to all for the common good.

These approaches may intermingle to codify a list of codes that apply to most critical situations, even the sensitive ones.

## 2.2. Professional Ethics

Professional ethics ensure that people engaged in a given profession, for example, doctors, lawyers, journalists, and translators and interpreters, will adhere to the *moral frameworks* within their field of expertise. They are specific to each profession: health ethics apply to doctors and physicians, interpreting ethics apply to interpreters, and scientific ethics apply to scientists. For that reason, codes of ethics have been developed in each area, while there are codes that govern many fields, for example, a translator or interpreter doing scientific research at the university level. We will go gradually from the translation-interpretation of known ethical codes to scientific ethical codes that you need to memorize.

A set of codes for translators and interpreters known at the international level includes (but is not limited to) these aspects:

- **Professional conduct:** do not be biased,

- **Confidentiality:** keep secrets,
- **Competence:** know your limitations,
- **Impartiality:** do not be biased (do not favor one side over the other).
- **Accuracy:** be faithful to the text/speaker.
- **Clarify your boundaries:** do not behave like a doctor or lawyer; you are the translator or the interpreter.
- **Maintaining professional relationships:** do not get into socializations and make sure you get paid properly.
- **Professional development:** keep learning,
- **Professional solidarity:** help other translators and interpreters.

The most important codes may be memorized as lists:

**CCC:** Conduct, Confidentiality, Competence.

**IAC:** Impartiality, Accuracy, Clarity.

**RDC:** Relationship, Development, Solidarity.

(Source: National Accreditation Authority for Translators and Interpreters—NAATI—Australia).

## Second TD Session

**Outcomes:**

- Students will be able to memorize the ethical code's necessary vocabulary.
- Students will be able to compare different ethical codes of different countries.
- Students will be able to debate critical principles through scenarios.
- Students will be able to draw conclusions that will help them resolve future situations.

**Exercise 1:** Compare and recall the following codes of principles and discuss the expected problems you may face during their application:

- Relationships and boundaries:

.....  
 .....

- Confidentiality

.....  
 .....

**Exercise 2:**

Discuss situations in the following scenarios and conclude them:

**Scenario 1:** You are working as an interpreter between a doctor and a patient, and the doctor forgets to ask the patient a question that, if forgotten, may lead to the death of your client.

- ♣ **Question:** Should you, as the interpreter, ask the important question? How does this affect your code of ethics, especially the aspect of professionalism and lines of boundaries?

**Exercise 2:** Here is a table comparing the code of ethics in Italy, Australia, and China and Australia.

(TAC 2020) compared with AUSIT (2017)

NAATI	TAC
Professional conduct	Professional attitude
Confidentiality	Keeping Secrets
Competence	Competence
Impartiality	Impartiality
Accuracy	Faithfulness and accuracy
Clarity of role boundaries	
Maintaining professional relationships	Contractual obligations
Professional development	Self-improvement
Professional solidarity	Cooperation and mutual assistance
	Proper Technology

---

(AITI 2013) compared with AUSIT (2017)

---

ITALY	AUSTRALIA
Do not change the ST for personal reasons	Professional conduct: Do not be biased
Lealtà e correttezza, obiettività ed equidistanza	Impartiality: Do not be biased.
Rapporto di fiducia con il committente	Accuracy: Be faithful to the text.
Do not benefit from information	
Fulfill contract with the client	
No conflict of interests	
Independence of decisions	
Confidentiality	Confidentiality: Keep secrets.
Competence in the subject matter	Competence: Know your limitations.
Translation into L1	
Update skills	Professional development: Keep learning
Do not denigrate other translators	Professional solidarity: Don't complain about other translators and interpreters
Be paid correctly	Maintain professional relationships: Make sure you can work properly.
	Clarity of role boundaries: Only translate and interpret

**Questions:**

- ♣ Discuss the similarities and differences between the codes of ethics.
- ♣ How does culture have an impact on the set of codes the countries have?
- ♣ How does ignorance about the cultural background of the client impact your professional decisions?

**Scenario 2:** There has been a fight between a Chinese gang and a white gang in a Chinese neighborhood. As an interpreter, Yung used the word *resisting* instead of *bullying* in a report she gave to the police since the report is addressing an issue where her neighborhood and people are involved.

**Questions:**

- ✓ How do you evaluate the interpreter's action?

- ✓ What consequences may arise because of her actions?
- ✓ At what level may the complication of the situation become sensitive?
- ✓ What solutions do you suggest for the may-happen problems?
- ✓ Apply this situation to more national and international situations and suggest a scenario of your own. Discuss it with your peers.

### 2.3. Conclusion

The code of ethics may appear like a set of codes that apply to formalities. However, professional codes of ethics have been created for given purposes, and for that reason, knowing them, memorizing them, and applying them as ways of conduct ensures better professional and ethical outcomes.

### References:

B. (2006). Cultural Translation: Why it is important and where to start with it. *European Institute for Progressive Cultural Policies*.

Fangyuan, Z. (2014). Towards a more critical socio-cultural approach to teaching Chinese translation classes.

<https://www.naati.com.au/>

Pym, A. (2023). *Exploring translation theories*. Routledge.

Pym, A. (2001). Introduction: The return to ethics in translation studies. *The Translator*, 7(2), 129-138.

## Lecture 3

### Ethics and Deontology in Academic Research

#### 3. Introduction

To know about the ethical issues you may encounter in writing your papers and while doing research will help you understand your rights, your responsibilities, and the risks you may be indulging in if you deviate from the right path. By knowing them, you will be aware that you are not only protected as students and future researchers but that your participants and university are equally protected (reputational damage). This lecture will enlighten your understanding of research risks and how to deal with them.

#### Outcomes

- Students will be able to share an understanding of ethics in the research process.
- Students will be able to identify factors that affect introducing them to risk in research.
- Students will be able to articulate ethical principles and evaluate the risks they may cause.
- Students will be able to consider challenging scenarios and find probable solutions.

#### 1.3. The Different Risks You May Encounter

Doing research starts from doing homework and assignments, mini-projects, and research proposals, to writing a thesis. Your work in general may be at risk because of the following criteria:

- ✚ Topic
- ✚ Method
- ✚ Research tools
- ✚ Participants
- ✚ Administrative Procedures
- ✚ Relationships

### 1- Topic

One of the most delicate and important aspects of doing research is the topic being searched for. If you are doing **homework**, the topic is either a task your teachers asked you to do or a suggested topic you agreed to work on. If the first, then the risks of choosing the topic are limited; if none, if you are the one choosing, then you take the responsibility of taking care of the nature of the topic (e.g., it is delicate to choose to discuss the right to own Black slaves in a multi-ethnic classroom). If you are answering an assignment, the questions are most of the time asked in the classroom with the guidance of a teacher. If you are writing an academic paper, project, article, or thesis, things are more delicate. Here is some advice:

- First, sensitive or embarrassing topics
- Second, topics that entail the potential to disclose criminal activity or abuse.

- Third, topics that may cause psychological or emotional damage to the participants
- Fourth, topics that involve political and religious misunderstanding.
- Finally, topics that cause stress and anxiety to you and your participants, if any.

It is better to discuss your choices with your teacher/supervisor before pursuing research, even if it is your own selection.

### TD Exercise 1

**Scenario 1:** Your teacher asked you to choose a famous scholar in language studies and introduce him/her to your peers. You select one famous Jewish scholar to discuss his works, but you keep bringing his ethnic belonging to your discussion:

#### Questions:

- ✓ What are the risks of your choice?
- ✓ What problems may take place within the scope of your discussion of the topic?
- ✓ How may your choice of the topic lead to exterior damages?

## 2- Method

After selecting a topic, there must be a need to choose the way to pursue your research; this is what we call a *method*. The online Google Dictionary defines method as “a particular procedure for accomplishing or approaching something, especially a systematic or established one” [emphasis mine]. By choosing the method, you have to consider the following:

- ✓ Evaluate the physical as well as the psychological risks (like stress, etc.)

- ✓ Evaluate time management, commitment, and necessary and prolonged data,
- ✓ Participant commitment and probable relation risks.

## TD Exercise 2

**Scenario 2:** Farid is writing a paper about refugees at the hospital in his town, where he is required to do interviews. Most of them are either injured or have injured family members. Farid thinks that it is the suitable time to ask them about the situation while it is still fresh.

### Questions:

- ✓ How is timing a risk factor in doing research?
- ✓ What other aspects may affect the success of the research?
- ✓ What are the probable solutions?

### 1.4. Research Tools

While doing research, students are open to a list of options as tools of research: buying/borrowing books, downloading from the internet, reading from websites, and other means. During this journey, they meet different subjects and topics discussing the data they need to collect. Within the process of collecting data, they have to take what people said about the topic, connect it with other perceptions and views, and make a synthesis of all the accumulated data they have collected. Synthesizing is different from collecting and analyzing. Vocabulary.com defines a synthesis as “*the act of combining elements to form something new.*”

The major problem students fall into while doing research is 'copy and paste' actions. This is known in academic research under a different name, known as 'plagiarism.' The University of Oxford defines plagiarism as "*presenting work or ideas from **another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement***" [emphasis mine]. By doing research, students are not only expressing their ideas, but they are responding to other people's ideas as well. They are making conversations with what they read, listen to, and write. Before dealing with a topic like smoking, for example, researchers have to know what people who have studied the phenomenon of smoking said about it. These are called 'scholars' in the field. Taking what they have said without referring to them is what all plagiarism is about.

How do we use sources? Here are some guidelines:

- ✓ Give credit to the research creator you are referring to,
- ✓ Show how the research you are referring to is a foundation for your own.
- ✓ Start by stating how your research is important and how the previous researchers you are referring to comply with your quest.
- ✓ Show how your research question fits into the body of knowledge you are collecting.
- ✓ Demonstrate how your work extends theirs.

To avoid plagiarism, you have to:

- ✓ Search for the pioneer researchers who dealt with the topic you are looking for.
- ✓ Learn writing citation style(s) (MLA, APA, Chicago...),

- ✓ Develop writing habits that organize your work,
- ✓ Know different ways of collecting data and practice them: the difference between note-taking, paraphrasing, quoting, and plagiarizing.

How to develop research habits? Here are some guidelines:

- Read about your topic from different sources,
- Take notes in an organized way,
- Keep track of the bibliography,
- Build a habit of finding connection(s) between the data you have collected,
- Conclude and start from there.

Here are the different plagiarism habits that you have to avoid according to international agreements:

1. **Verbatim:** This is a *word-for-word* copy and paste without the use of quotations and without referring to the source. It is very important to use quotations with clear acknowledgment of the source to avoid any misunderstanding and to clarify your own words from other people's words.
2. **Copying and pasting from the internet without acknowledgment:** this is another practice students may fall for by neglecting to acknowledge the source and even failing to insert it in their bibliography. It is a matter of importance to process data well that is collected from websites, as it may not all be reliable.
3. **Paraphrasing:** It is the process by which one changes words from the source into their own words, which may give the impression that they are his/her own ideas. One way to avoid the inconvenience is to introduce the original researcher before

inserting his/her ideas in your own words. This gives credit to the original creator of the information and facilitates paraphrasing without the involvement of plagiarism.

4. **Collusion:** This refers to the practice of involving a second party in your work without reference or acknowledgment. Asking a cybercafé person to produce the homework for you or your group is one example of collusion.
5. **Inaccurate citation:** This includes the practice of inserting references that you actually did not consult or you ignoring primary sources and referring only to secondary ones, which denies the first producer their right to originality.
6. **- Auto-plagiarism:** It is the act of using one's own work many times as if it is a new writing. This may happen by publishing the same work in different journals or in different essays without acknowledging it as a previous study.

**P.S.** It is not plagiarism if you discuss common knowledge without inserting a reference, since it is not attributed to one definite source.

### TD Exercise 3

**Scenario 1:** Aya participated in the writing of an article with her teacher for the journal of Translation Studies that is published in English. After the publication of the article, Aya thought it would be beneficial to translate it into Arabic and publish it in another journal.

#### Questions:

- What type of plagiarism is Aya guilty of?
- What are the consequences of her actions?
- How does it endanger her own career as both a future researcher and translator?

### 1.5. Conclusion:

It is the responsibility of any researcher to know the details of carrying out research, the methods to apply, and the dos and don'ts that accompany the process by which his/her research goes by.

# UNIT TWO

## THE LEARNING JOURNEY

Lecture One

How to Learn?

### Learning outcomes

- ✓ Students will be introduced to the nature and scope of learning

- ✓ They will discuss the importance of learning in their educational journey
- ✓ They will consider the difference between passive and active learning
- ✓ They will discover the numerous learning strategies they can adopt

## 1. Introduction

People acquire knowledge in different manners, or styles; hence, the sooner the student is aware of his/her potentials, the better and easier their learning journey will become. This lecture aims to make students discover the different learning styles and how to take advantage of them.

### 1.1. The Importance of Learning

Learning is a lifelong process. It is an instinct that pushes a human being to develop his/her cognitive and intellectual competencies to elevate to the highest stratum of knowledge and wisdom. Learning, above all, enlarges one's horizon. One becomes better at analyzing situations, making decisions, and differentiating between what is acceptable and what is not. It helps the individual to build a strong personality, not only at the educational and professional level but also at the social and religious level. It is by learning that a sense of competitiveness and a striving for success increase.

### 1.2. Passive versus Active Learning

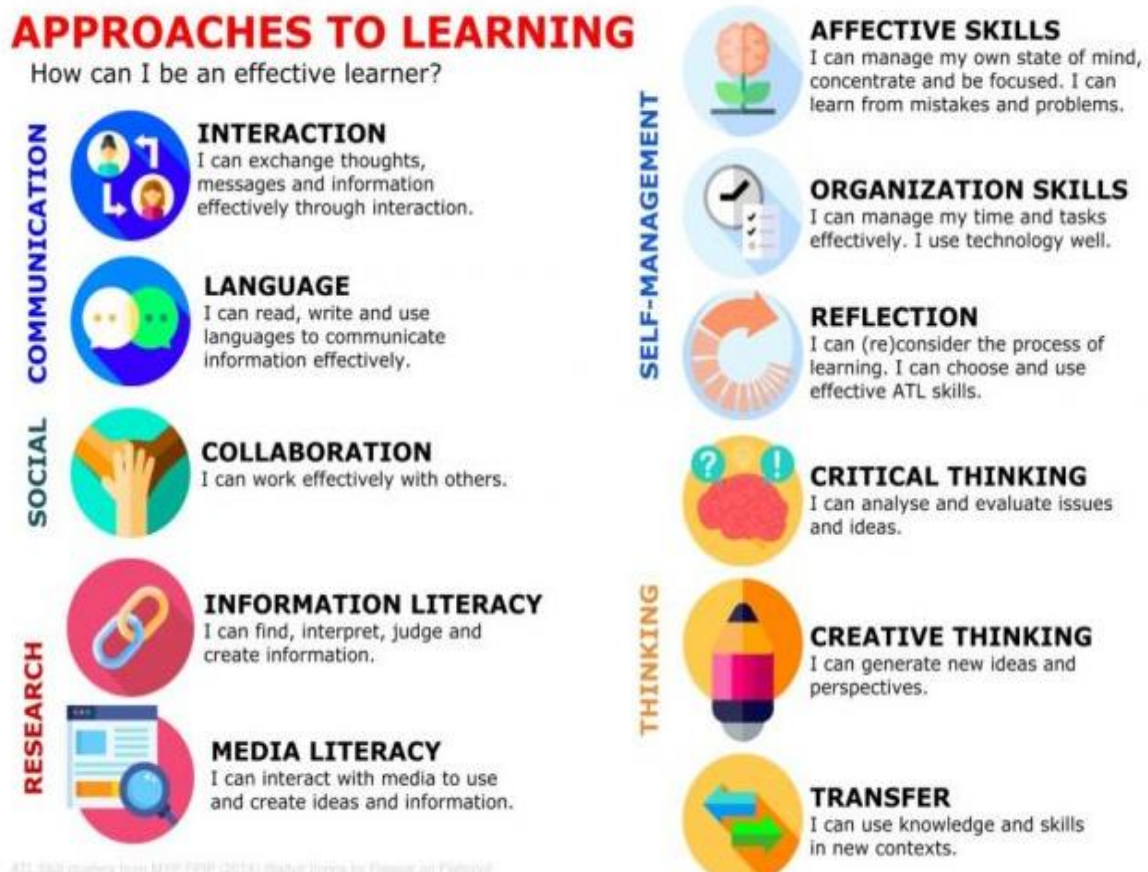
Learning is activated whenever we start to look for answers to the questions that interest us. At the educational level, learning becomes more systematic. It follows some guidelines that teachers and the educational board take part in. However, attending lectures, taking notes, drilling the collected data, and retrieving it on the day of the exam

is not really what we call learning. Learning at this level is passive because it stagnates at the level of receiving information without any interaction or direct engagement in the learning process. A student's success rests in the hands of a skillful teacher. If the teacher fails to achieve transmission of knowledge, a student fails as well. This happens because learning did not accomplish its own essence, which is application.

Active learning, on the other hand, refers to the process by which learners become involved in the learning journey by engaging in the discussion and the application of the learned subject. This happens when learners share and collaborate in critical thinking, analyzing, and synthesizing knowledge in their hands.

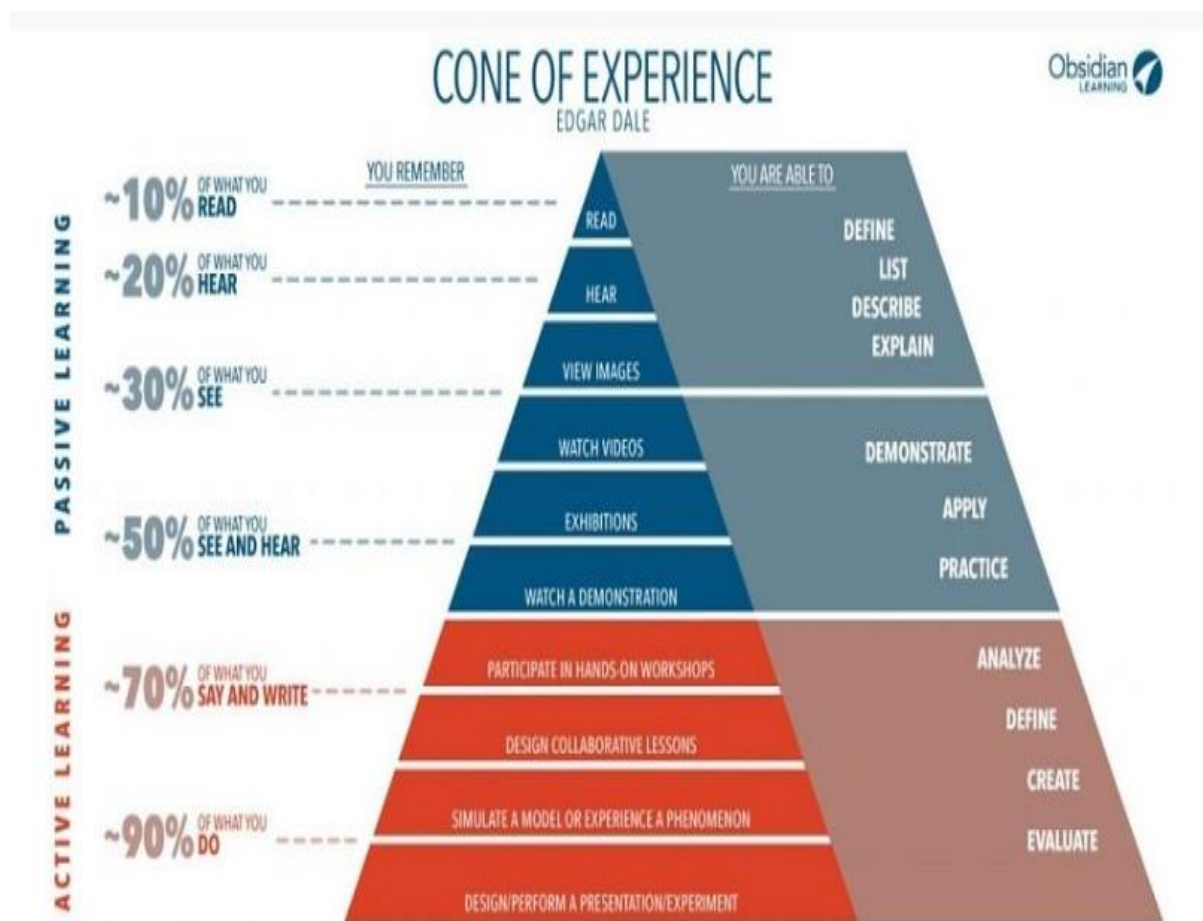
### 1.3. How to Become an Active Learner?

Many ways help learners become more active.



## 1.4. Active Learning in Theory

Theoretically speaking, active learning happens when learners engage in sensory and participatory activities. Edgar Dale (1946) proposed a model illustrating how different types of learning experiences vary in their effectiveness in achieving deeper learning scales.



## 2. Edgar Dale's Cone of Experience

<sup>1</sup> <https://simprug.binus.sch.id/2024/03/09/ib-skill-myp/>

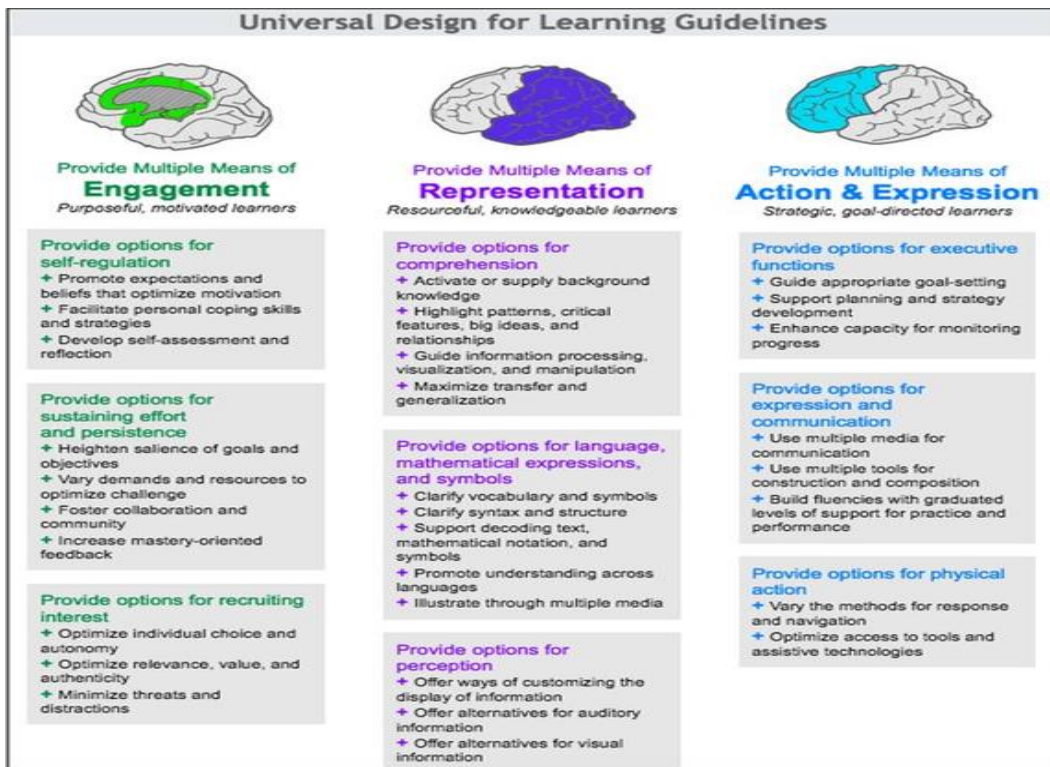
<sup>2</sup> <https://elearningindustry.com/cone-of-experience-what-really-is>

Dale's cone of experience is an illustration of how (1) **experiences develop from concrete** (direct and hands-on experiences like role-playing or scientific experiments) to **abstract skills** (like reading, watching a demonstration, or viewing diagrams). This leads to better retention of information. (2) According to Dale's cone of experience, the more the learning **methods are active**, the **better learners become engaged** with the material. (3) It also implies that the more the senses (seeing, hearing, and touching) are developed, the more the learner remembers. (4) The cone suggests that learners who include more **experimental, participatory, and multi-sensory** activities in their learning schedules will better retrieve the required knowledge.

Another modern theory of active learning is the UDL (standing for Universal Design Learning), which opts to provide learners with varied means of engagement through the use of visual demonstrations, such as the use of media and different means of representation. As Nelson (2014) argues, "*UDL is a framework that guides the shift from learning environments and lessons with potential barriers to designing barrier-free instructionally rich learning environments and lessons*" (p.2).<sup>3</sup>

---

<sup>3</sup> Nelson, L. L. (2014). Design and deliver: Planning and teaching using universal design for learning. (Paul H. Brookes).



<sup>4</sup>UDL

The three principles the graphic above illustrates are the overarching organizers of UDL. The what, the why, and the how refer to engagement, representation, and action and expression organizers. These are related directly to what neuroscience classifies as the entities of our brain that are interconnected. For that reason, it is crucial to provide learners with different engagements. The first one is **the effective network** of learning, which concentrates on how the emotional aspects like motivation, positivity towards learning, and respect for differences correlate. The representation network is the recognition network of our brain that entails the *what* aspect. This is where we make sense of the simple and complex information we collect. Learners need to make a connection between their prior knowledge and the new data exposed to them to make

<sup>4</sup> Meyer et al. (2014).

[https://www.researchgate.net/publication/355474079\\_Innovative\\_learning\\_spaces\\_class\\_management\\_and\\_universal\\_design\\_for\\_learning/figures?lo=1](https://www.researchgate.net/publication/355474079_Innovative_learning_spaces_class_management_and_universal_design_for_learning/figures?lo=1)

sense of the representation they are exposed to. **Action and Expression** is the network where strategic actions entail planning, executing, and monitoring. It is where the how to apply what we have learned takes place.

### 1.5. Conclusion

Learning takes place at every corner of our lives. When well-structured and enveloped within guidelines, it benefits the learner and facilitates his/her learning journey. A shift between different learning networks and strategies applies to all learning situations. It helps them to become expert learners, purposeful, motivated, and inventive.

## TD Session 1

### Learning Outcomes:

- Students will be able to apply what they have acquired during the lecture about active versus passive learning
- They will assess their own learning strategies and reformulate an active understanding and application of their learning strategies.

**Task One:** Answer the following questionnaire

Items	Questionnaires	Styles	
		Answer A (active ways)	Answer B (passive ways)
1	I understand something better after I ____ (a) try it out (b) think it through		
2	When I am learning a new subject, I prefer to ____ (a) stay focused on that subject, learning it with my partners. (b) stay focused on that subject, learning it alone.		
3	I would rather first ____ (a) try it out. (b) think about it carefully before doing.		
4	When I am learning something new, it helps me to (a) talk about it. (b) think about it.		
5	When I think about what I did yesterday, I am most likely to present by ____ (a) words (b) pictures in mind		
6	In a study group working on difficult material, I am more likely to ____ (a) jump in and contribute ideas (b) sit back and listen		
7	At home, I spend much more time studying ____ (a) speaking and writing skills (b) listening and reading skills		
8	Before doing a test, I usually review lessons ____ (a) with friends (b) alone		
9	In classroom, when I don't understand something I usually ____ (a) ask my teacher (b) ask my partners		
10	When I think something up, I usually ____ (a) talk it with friends (b) write it down		

5

**Task Two:** Nadir is a hard-working student who spends double time his friends do in his studies, yet finds himself getting the same grades, if not less sometimes. The teacher gave him a small list to check whether he is using passive or active learning strategies. Here are the strategies Nadir uses. Check their effectiveness.

Strategy	Affective/ Ineffective
	Why?

<sup>5</sup> Adapted from Felder and Solomon's (2004) learning style questionnaire in Ho, V. H. (2015). A survey of english major juniors' active versus passive learning styles at buu.

1. He reads from different websites about the subject	
2. He checks the dictionary for the vocabulary he does not understand	
3. He stays until late at night revising and gets up early	
4. He studies with his friends in groups	
5. He likes to highlight every detail because colors help him concentrate	
6. He pays attention during lectures in order not to miss anything, but does not take any notes	
7. He uses flash cards and mind maps to revise for the lesson	

### Questions:

- ✚ What other suggestions can you provide Nadir to become more successful?
- ✚ What are the most likely passive strategies he has to get rid of?

### References

Anderson, H. M. (n.d.). *Dale's cone of experience*. Queen's University.

[https://www.queensu.ca/teachingandlearning/modules/active/documents/Dales\\_Cone\\_of\\_Experience\\_summary.pdf](https://www.queensu.ca/teachingandlearning/modules/active/documents/Dales_Cone_of_Experience_summary.pdf)

Felder and Solomon's (2004) learning style questionnaire in Ho, V. H. (2015). A Survey of English Major Juniors Active Versus Passive Learning Styles at bvu.

<https://elearningindustry.com/cone-of-experience-what-really-is>

<https://simprug.binus.sch.id/2024/03/09/ib-skill-myp/>

Meyer et al. (2014).

[https://www.researchgate.net/publication/355474079\\_Innovative\\_learning\\_spaces\\_class\\_management\\_and\\_universal\\_design\\_for\\_learning/figures?lo=1](https://www.researchgate.net/publication/355474079_Innovative_learning_spaces_class_management_and_universal_design_for_learning/figures?lo=1)

Nelson, L. L. (2014). Design and deliver: Planning and teaching using universal design for learning. (Paul H. Brookes).

## Lecture 2

### Multiple Intelligences

#### 2. Learning Outcome

- ✧ Students will be able to discover different intelligences
- ✧ They will be able to identify their type of intelligence
- ✧ They will develop an awareness of how to strengthen different intelligences

## 2.1. Introduction

After discovering styles of learning, you are open to tackling the subject of differences in terms of competencies. To discover the type of intelligence, let us first take an assessment test where you are asked to answer some questions. Your answers will decide what type(s) of intelligence you possess and what type(s) you need to develop if needed for your field of study. As future translators and interpreters, it is clear that linguistic intelligence is the most important type you have to work on. This, however, does not mean that other types of intelligences must be neglected. They may even strengthen the core type.

### Assessment Test:

#### **MULTIPLE INTELLIGENCES CHECKLIST**

##### **INSTRUCTIONS:**

It is hoped that this check-list will be fun to do and will help you discover your many gifts. This is not a test – it's just for your own information – but it is based on wonderful studies done by many wise people about how we learn and why it is really great to know our own preferences; each one of us is unique and our preferences help us understand our special ways of learning and knowing.

Check any items that seem to apply to you. You may check as many as you like. Please have a good time and enjoy yourself!

1.     \_\_\_ I enjoy reading books.
2.     \_\_\_ I have always liked math and science classes best and I do well in them.
3.     \_\_\_ I enjoy drawing, painting and doodling.
4.     \_\_\_ I love being outdoors and enjoy spending my free time outside.
5.     \_\_\_ I have a pleasant singing voice and I like to sing.
6.     \_\_\_ I'm the kind of person others come to for advice.
7.     \_\_\_ I have some important goals for my life that I think about often.

8. \_\_\_ I love animals and I spend a lot of time with them.
  9. \_\_\_ I like English, social studies and history better than maths and science.
  10. \_\_\_ I try to look for patterns and regularities in things, such as every third stair on the staircase has a notch in it.
  11. \_\_\_ I like to figure out how to take apart and put back together things like toys and puzzles.
  12. \_\_\_ I am an active person and if I can't move around I get bored.
  13. \_\_\_ I frequently listen to music because I enjoy it so much.
  14. \_\_\_ I like going to parties and social events.
  15. \_\_\_ I think I am a very independent person.
- 
16. \_\_\_ I enjoy watching nature shows on television like the Discovery Channel, National Geographic and Nova.
  17. \_\_\_ I am good at using words to get others to change their mind.
  18. \_\_\_ I enjoy playing around with a chemistry set and am interested in new discoveries in science.
  19. \_\_\_ When I watch a movie or video, I am more interested in what I see than what I hear.
  20. \_\_\_ I think I am well coordinated.
  21. \_\_\_ I can play a musical instrument.
  22. \_\_\_ I don't like to argue with people.
  23. \_\_\_ Sometimes I talk to myself.
  24. \_\_\_ It's fun to watch birds or other animals, to watch their habits, and to learn more about them.
  25. \_\_\_ I'm good at Scrabble and other word games.
  26. \_\_\_ I believe that almost everything has a logical explanation.
  27. \_\_\_ When I close my eyes, sometimes I can see clear images in my head that seem real.

28. \_\_\_ I have good skills in one or more sports and learn new sports quickly.
29. \_\_\_ I can easily keep time to a piece of music.
30. \_\_\_ I enjoy getting other people to work together.
31. \_\_\_ I like to spend time alone thinking about things that are important to me.
32. \_\_\_ I'm very good at telling the difference between different kinds of birds, dogs, trees and stuff like that.
33. \_\_\_ I like to learn new words and know their meanings.
34. \_\_\_ I like to play games and solve brainteasers that require tactics and strategy.
35. \_\_\_ I am good at reading maps and finding my way around unfamiliar places.
36. \_\_\_ I don't like organized team sports as much as individual sports activities, such as tennis, swimming, skiing, golf or ballet.
37. \_\_\_ I know the tunes and titles of many songs and musical pieces.
38. \_\_\_ I consider myself a leader (and others call me that).
39. \_\_\_ I would rather spend a vacation in a cabin in the woods than at a fancy resort.
40. \_\_\_ I enjoy visiting zoos, natural history museums or other places where the world is studied.
41. \_\_\_ It's easy for me to memorize things at school.
42. \_\_\_ It is fun for me to work with numbers and data.
43. \_\_\_ I like some colors better than others.
44. \_\_\_ I don't mind getting my hands dirty from activities like painting, clay, or fixing and building things.

45. \_\_\_ Sometimes I catch myself walking along with a television jingle or song in my mind.
46. \_\_\_ When I have a problem, I'll probably ask a friend for help.
47. \_\_\_ I think I know what I am good at and what I'm not so good at doing.
48. \_\_\_ I like being outside whenever possible; I feel confident and comfortable there.
49. \_\_\_ I like to look things up in the dictionary or any encyclopaedia.
50. \_\_\_ I like to ask people questions about how things work or why nature is the way it is.
51. \_\_\_ I sketch or draw when I think.
52. \_\_\_ Sometimes when I talk with people, I gesture with my hands.
53. \_\_\_ I like to make up my own tunes and melodies.
54. \_\_\_ I have at least three close friends.
55. \_\_\_ I have hobbies and interests that I prefer to do on my own.
56. \_\_\_ I like camping and hiking.
57. \_\_\_ I like to talk to friends and family better than watching TV.
58. \_\_\_ I have an easy time understanding new maths concepts in school.
59. \_\_\_ I enjoy reading things more when they have lots of pictures and drawings.
60. \_\_\_ I would rather play a sport than watch it.
61. \_\_\_ Often I keep time to music by tapping to the beat or humming the tune when I am studying or talking on the phone.
62. \_\_\_ I am easy to get to know.
63. \_\_\_ I want to be self-employed or maybe start my own business.
64. \_\_\_ I want to become a volunteer in an ecological organization (such as Greenpeace or Sierra Club) to help save nature from further destruction.

65. \_\_\_ I like to write things like stories, poems and reports.
66. \_\_\_ I like things better when they are organized, categorized or measured.
67. \_\_\_ I am good at doing jigsaw puzzles, and solving mazes.
68. \_\_\_ I like to "ham it up" in skits, plays, speeches, sports or other types of activities.
69. \_\_\_ I can tell when notes are off-key.
70. \_\_\_ I feel comfortable most of the time, even in the midst of a crowd.
71. \_\_\_ I like to spend time by myself thinking about things that I value.
72. \_\_\_ When I was younger I used to dislodge big rocks from the ground to discover the living things underneath.
73. \_\_\_ I'm really good at describing things in words.
74. \_\_\_ I think I am good at working with numbers and data.
75. \_\_\_ I am better at remembering faces than names.
76. \_\_\_ I like working with my hands in activities such as sewing, carving, or model-building.
77. \_\_\_ I know what I like and don't like in music.
78. \_\_\_ I am good at making new friends.
79. \_\_\_ I like to think about things before I take any action.
80. \_\_\_ I have a green thumb and I am really good at keeping plants alive and healthy.

Circle the numbers below that you checked on your Multiple Intelligence check-list. Then count how many **circles** you have in each **column**, and write that number at the bottom of each column.

	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16
	17	18	19	20	21	22	23	24
	25	26	27	28	29	30	31	32
	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48
	49	50	51	52	53	54	55	56
	57	58	59	60	61	62	63	64
	65	66	67	68	69	70	71	72
	73	74	75	76	77	78	79	80
<b>How many circles in each column?</b>								
	LIN	<u>I-M</u>	SP	B-K	MU	NTER	NTRA	NAT

Look at the columns where you counted the most circles. You may have one, two or three areas that stand out. It doesn't matter how many, but rather what "fits" and seems right for you. See the key below to discover your natural preferences!

LIN	=	Linguistic	MU	=	Musical
L-M	=	Logical-Mathematical	NTER	=	Interpersonal
SP	=	Spatial	NTRA	=	Intrapersonal
B-K	=	Bodily-Kinesthetic	NAT	=	Naturalist

Congratulations! You are a unique and special individual with many wonderful abilities, gifts and talents!

6

## 2.3. Multiple Intelligences

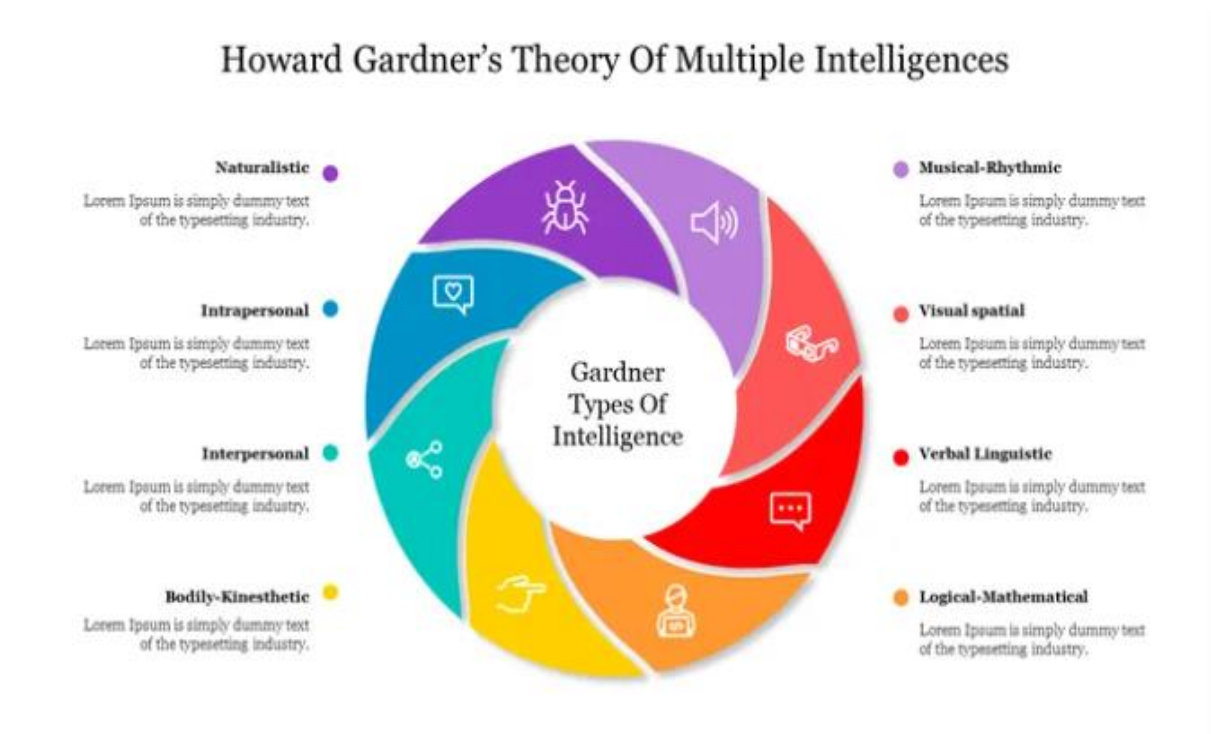
### Learning outcomes:

- ❖ Students will be able to identify their types of intelligence

<sup>6</sup> Multiple Intelligence Check-list at DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

- ❖ They will learn how to develop them

## 2.4. The Theory of Intelligence according to Howard Gardner



According to Howard Gardner's Theory of Multiple Intelligences, humans possess eight main types of intelligences, with the possibility of a ninth. This theory, introduced in 1983, expanded the traditional view of intelligence beyond linguistic and mathematical capabilities. Here is a summary of the intelligences:

- **Linguistic Intelligence:** Sensitivity to spoken and written language, the ability to learn languages, and use language effectively (e.g., writers, poets).
- **Logical-Mathematical Intelligence:** Ability to analyze problems, perform mathematical operations, and think logically (e.g., scientists, mathematicians).

- **Musical Intelligence:** Skill in performing, composing, and appreciating musical patterns (e.g., musicians, composers).
- **Bodily-Kinesthetic Intelligence:** Control over bodily motions and the ability to handle objects skillfully (e.g., dancers, athletes).
- **Spatial Intelligence:** Ability to recognize and manipulate patterns of space (e.g., architects, artists).
- **Interpersonal Intelligence:** Sensitivity to the moods, feelings, and motivations of others; effective in communication and teamwork (e.g., teachers, therapists).
- **Intrapersonal Intelligence:** Capacity to understand oneself and one's own emotions and motivations (e.g., philosophers, psychologists).
- **Naturalistic Intelligence:** Ability to recognize and categorize natural objects, such as plants and animals, and work with elements of the natural environment (e.g., biologists, conservationists).
- **The Possible Ninth Intelligence: Existential Intelligence (proposed):** Concerned with deep questions about existence, such as the meaning of life and human mortality.

Gardner's theory emphasizes that everyone has a unique combination of these intelligences, which can be cultivated and applied in different contexts.

### TD Session Activities for Multiple Intelligences

#### 1- Linguistic Intelligence

**Exercise One:** Guess what suitable word can be used in each sentence

1. Let's just leave. I am ..... of waiting for John

My aunt was so.... She could not go to the meeting yesterday.

2. A ... of people moved through the streets celebrating New Year's Eve.

The weather was so cold that the .... Was freezing.

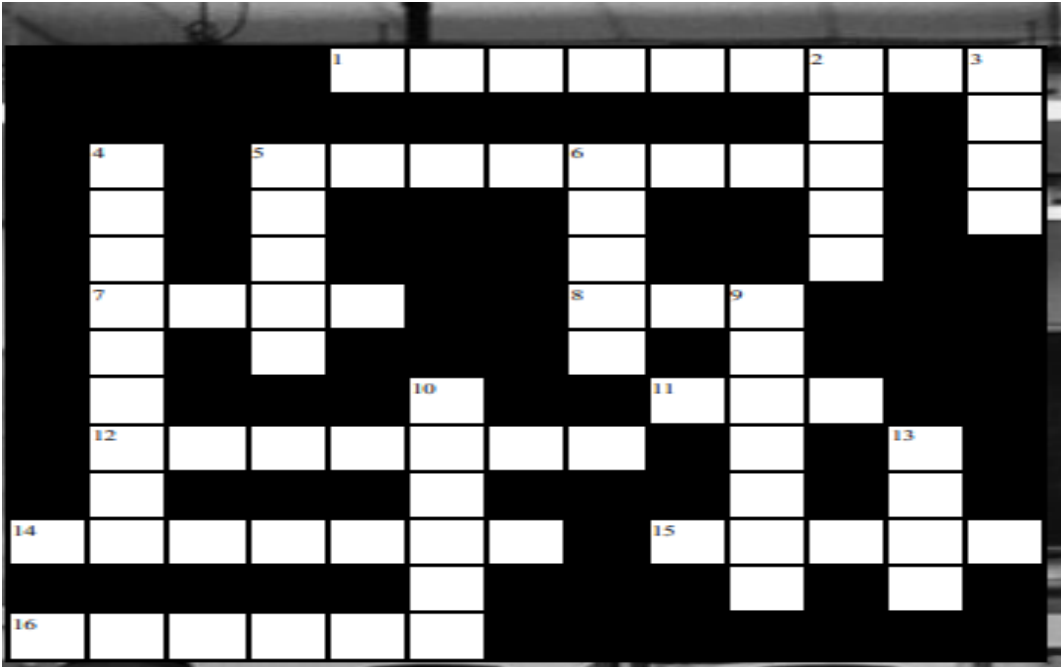
3. You need to ..... so everyone can hear you.

Actions .... than words.

4. I am so tired I would .... For an hour of sleep.

He was imprisoned for the .... Of his neighbor last week.

**Exercise Two:**



ACROSS	DOWN
1 A class schedule. (9)	2 A chance to rest during the school day. (5)
5 If you want to be a doctor, you need to study _____. (8)	3 A formal test of a student's ability. (4)
7 To be unsuccessful in an exam. (4)	4 An important academic in a university. (9)
8 A very creative subject. (3)	5 You might learn to play an instrument if you study this subject. (5)
11 If you want to be a lawyer or a judge, you should study this subject. (3)	6 Sometimes naughty students do this in an exam. (5)
12 Someone who studies at university. (7)	9 A person who helps you learn. (7)
14 Children go to ____ school before secondary school. (7)	10 If you complete your university studies, you get one of these. (6)
15 To gain knowledge or skill. (5)	13 A period of the school year. (4)
16 You should do this before an exam. (6)	

## 2- Mathematical Intelligence

### Exercise One: Guess what?

**A-** From a word of 5 letters, take 2 letters and have 1?

**B-** I have three letters.

I read the same forward and backwards.

I know you'll get the answer, I know you'll see.

It's a word that is important to you and me.

What word am I?

**C-** What begins with T, ends with T, and has T in it?

**D-** What has words but never speaks?

**E-** Had at work day and night, it counts the numbers over and over. Although it counts all its life, it never gets past twelve.

### 3- Exercise Two: Sentence Logic Practice Questions

1. The Silver fish can swim faster than the black fish. The gold fish can swim faster than the black fish. The gold fish can swim faster than the silver fish.

If the first 2 statements are true, then the third statement is:

True   False   Uncertain

3. All rabbits have fur. Some rabbits are pets. Some pets have fur.

If the first 2 statements are true, then the third statement is:

True   False   Uncertain

4. Deciduous trees drop their leaves in the fall. Conifers keep their leaves all year round. Conifers are deciduous.

If the first 2 statements are true, then the third statement is:

True   False   Uncertain

5. No homework is fun. Reading is homework. Reading is not fun.

If the first 2 statements are true, then the third statement is:

True   False   Uncertain

6. All informative things are useful things. Some websites are not useful. Some websites are not informative.

If the first 2 statements are true, then the third statement is:

True   False   Uncertain

The rest of the activities will be provided in the field of translation to let students = both practice their intelligences and translation techniques as well. Here are specific non-

literary English passages along with probable Arabic translations. These focus on different genres to cover a wide range of skills for translation students.

### 1. Social Media Post Translation (Linguistic Intelligence)

**Passage:** "Join us for a journey of a lifetime! Discover new flavors, sights, and experiences with our exclusive travel packages. #Wanderlust #TravelWithUs"

**Question:** Provide a different translation of the above quote.

### 2. Technical Manual Translation (Logical-Mathematical Intelligence)

**Passage:** "Step 1: Insert the battery with the positive side facing up. Step 2: Close the battery compartment until it clicks. Step 3: Press the power button to turn the device on."

**Question:** Provide a word-for-word translation, then a professional translation.

**Task:** Translate, but keep in mind that the language needs to stay direct and clear, focusing on straightforward instructions.

### 3. Infographic Text (Spatial Intelligence)

**Passage:** "Did you know? Over 70% of the Earth's surface is covered by oceans, providing a habitat for thousands of species and essential resources for humanity."

**Task:** translate and aim for concise language that fits visually and maintains the factual tone.

### 4. Customer Service Interaction (Bodily-Kinesthetic Intelligence)

**Passage (Scenario):** A customer asks about a refund policy.

Customer: "If I'm not satisfied with the product, can I return it for a full refund?"

Agent: "Yes, as long as it's within 30 days and in its original condition."

**Task:** Provide a suitable translation with a suitable tone and gestures.

### 5. Advertising Tagline (Musical Intelligence)

**Passage:** "Taste the difference with every sip."

**Task:** translate and keep it catchy and rhythmic, which helps maintain the marketing appeal.

### 6. Public Notice (Interpersonal Intelligence)

**Passage:** "Stay safe during hot weather! Drink plenty of water, avoid outdoor activities in extreme heat, and seek shade whenever possible."

**Task:** provide translation with the use of inclusive, accessible language to communicate to a broad audience.

### 7. Interview Transcript (Intrapersonal Intelligence)

**Passage:** "Journalist: 'What was the hardest part of your journey?' Guest: 'Honestly, staying motivated every day. There were days I just wanted to give up.'"

**Task:** translate and maintain a conversational tone, capturing the personal emotions of the guest.

### 8. Environmental Report (Naturalistic Intelligence)

**Passage:** "The deforestation in this region has led to a significant decrease in biodiversity, impacting both local wildlife and the ecosystem's resilience."

**Task:** Translate and use precise terminology for scientific and environmental concepts, maintaining a formal tone.

These specific examples provide opportunities to discuss word choice, register, tone, and formatting, all of which are essential in translating non-literary texts.

## 2.5. Conclusion

We usually classify people in terms of knowledge as intelligent and non-intelligent. However, such classification does not exist as we are born with abilities and types of intelligence different from each other. Try to imagine a fish and an elephant and assess their abilities, and you will see an elephant as powerful and a fish as weak. Put them into a swimming competition, and you will see how powerful a fish is as well. It is the competences that we possess that decide what kind of people we are, not the environment or circumstances. Albert Einstein once said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

## 2.6. References

Armstrong, T. (2009). *Multiple intelligences in the classroom*. Ascd.

Davis, K., Christodoulou, J., Seider, S., & Gardner, H. E. (2011). The theory of multiple intelligences. *Davis, K., Christodoulou, J., Seider, S., & Gardner, H. (2011). The theory of multiple intelligences. In RJ Sternberg & SB Kaufman (Eds.), Cambridge Handbook of Intelligence, 485-503.*

Campbell, L., Campbell, B., & Dickinson, D. (1996). *Teaching & Learning through Multiple Intelligences*. Allyn and Bacon, Simon and Schuster Education Group, 160 Gould Street, Needham Heights, MA 02194-2315 (Order No. H63373, \$27.95, plus shipping and handling).

## Lecture Three

### University Study Skills

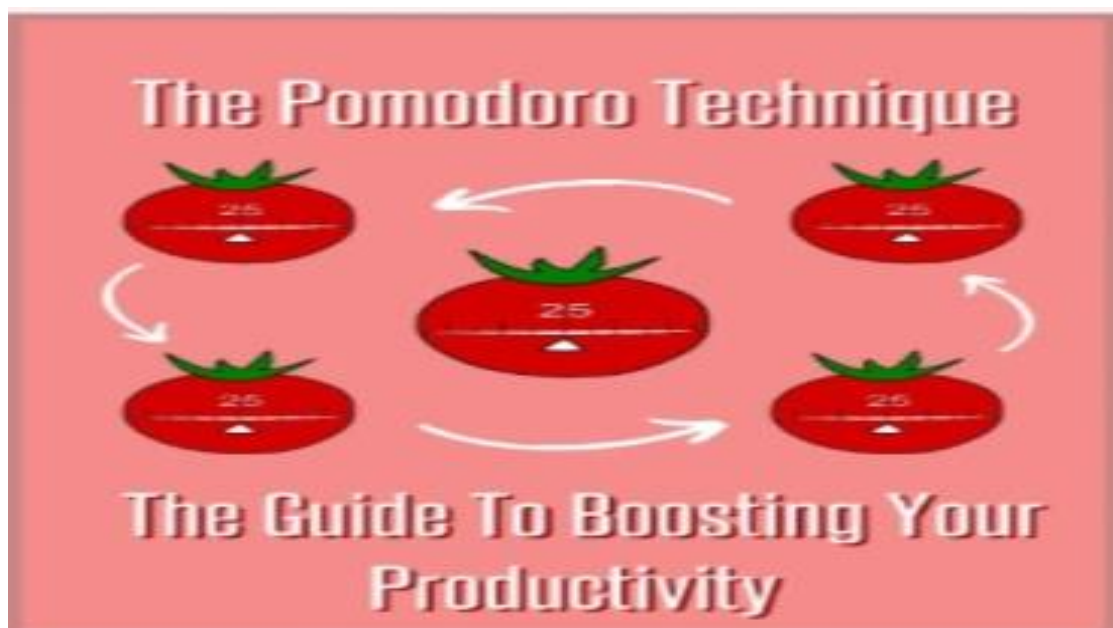
#### Learning Outcomes

- Students will discover new study techniques
- They will learn how to apply them in their daily revision schedules

#### 3. Introduction

Study skills refer to the techniques and strategies that help students effectively learn, remember, and apply knowledge they have acquired. They differ from one level to another, and students' types of intelligences interfere with their effectiveness. In this lecture, we will focus on different time management and learning techniques that help you organize your revision, save time, and memorize your lessons.

#### 3.1. Pomodoro Technique



**Pomodoro technique** is a time management method developed by Francesco Cirillo in the late 1980's. It is a technique that aims to divide your lesson or project, or even work, into intervals, traditionally to 25 minutes in length, separated by 5-minute breaks to improve your focus and productivity.

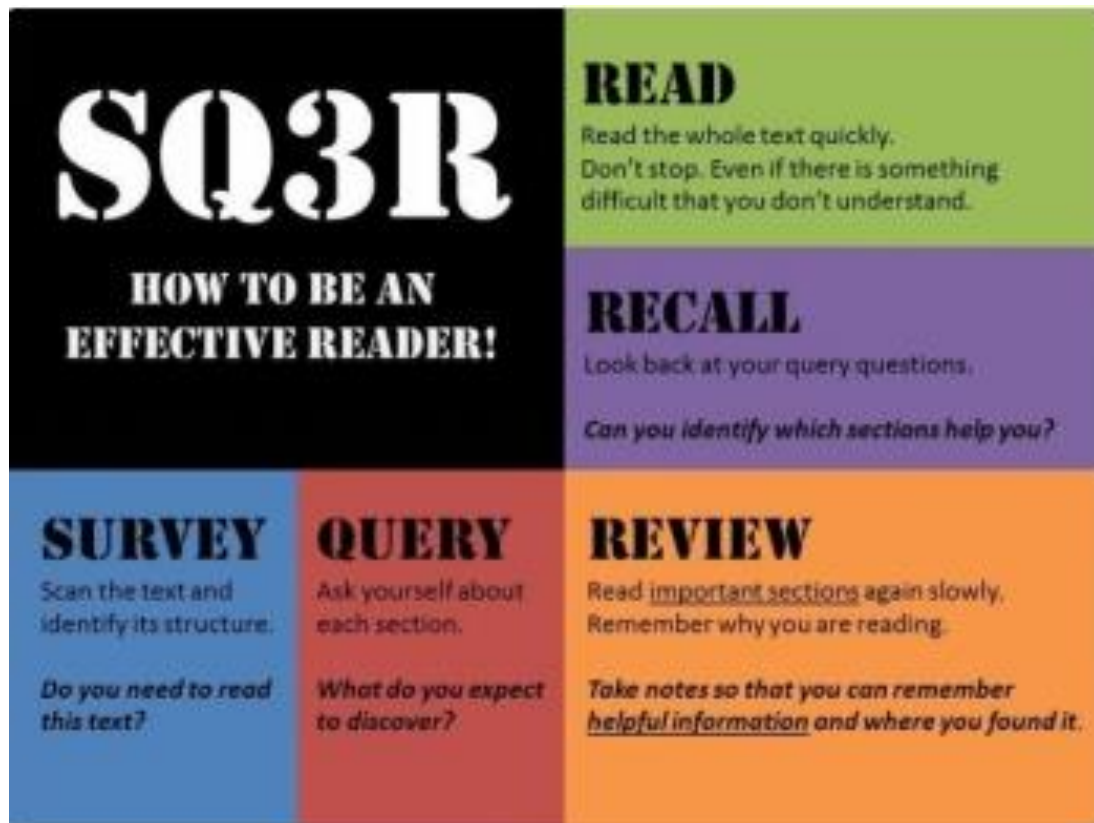
#### **Steps to the Pomodoro Technique:**

- 1) **Select a task:** choose a lecture you want to revise for the end-of-week test.
- 2) **Set a timer:** set your watch to the time app to 25 minutes for each Pomodoro.
- 3) **Work on the task:** stay focused on the task for the time you set.
- 4) **Take a short break:** once your 25 minutes are up, take a break: have a snack, check your messages, or breathe fresh air from the window.
- 5) **Repeat:** do this for four promoters, then take a longer break (30minutes).

#### **Benefits of the Pomodoro Technique:**

- 1) **Enhancing Focus:** By using this technique, your focus will improve, and distraction problems will be minimized.
- 2) **Reduce Burnout:** regular breaks within the Pomodoro technique ensure preventing sense of fatigue and maintain a high productivity level.
- 3) **Time Management:** This technique will ensure that whatever schedule you have planned will be achieved, making it easier to track and finish.
- 4) **Increasing Motivation:** by breaking tasks into segments, it becomes easier to manage them and makes difficult projects feel easy to grasp.
- 5) For more, check at <https://www.youtube.com/watch?v=mNBmG24djoY>

## 3.2. SQ3R Method



The SQ3R method is a study technique that was proposed by American psychologist F. P. Robinson in his book *Effective Study* (1946). SQ3R is an acronym standing for Survey, Question, Read, Recite, and Review. These are the five steps that Robinson proposes as a sequence to facilitate text reading and understanding. It fosters intentional engagement in the before, during, and after reading process.

- 1) **Survey:** By survey, we mean the quick scan of the text to get an overview of its content. To do that, you have to look for titles, headings, sub-headings, introductory and concluding sections, and charts and graphs, if there are any. Words in bold and italics are also important.
- 2) **Question:** When you collect the previously mentioned segments, turn them into questions. Example: if the lecture title is Definition of Language, you can ask

questions like: what do we mean by language? What do I benefit from learning what language is?

- 3) **Read (R1):** This is the step where you start engaging with the content of the text with the help of the previous steps. Main ideas, key details, and important concepts are collected and clarified.
- 4) **Recite (R2):** Also called retrieve or recall, this is where you start rehearsing the answers to your questions and reformulating them into your own words. This can be done in oral or written form. It facilitates retention and conceptualization of the learned data.
- 5) **Review (R3):** After finishing your reading, start reviewing the lesson or the text by outlining the main ideas. You have to revisit the material periodically to retain the information. The next chart will bring the techniques and their importance to your reading skill development. For more, watch at [https://www.youtube.com/watch?v=0dhcSP\\_MyJg](https://www.youtube.com/watch?v=0dhcSP_MyJg)

**STRATEGIES TO USE TO PREPARE FOR READING, ENGAGE IN READING, AND REVIEW READING**

SQ3R READING STRATEGY	HOW TO SURVEY	HOW TO QUESTION	HOW TO READ	HOW TO RECITE	HOW TO REVIEW
	<ul style="list-style-type: none"> <li>Look over the material: title, preview, headings, visuals, bolded words, summary</li> <li>Read the summary if possible</li> <li>Think about background knowledge or information</li> </ul>	<ul style="list-style-type: none"> <li>Turn headings into questions</li> <li>Ask what? Who? Why? And How?</li> </ul>	<ul style="list-style-type: none"> <li>Look for answers to your questions</li> <li>Write in the margins</li> <li>Underline or highlight important concepts</li> <li>Break up the reading into chunks</li> <li>Take breaks when needed</li> </ul>	<ul style="list-style-type: none"> <li>Say it out loud in your own words</li> <li>Write a summary of the paragraph or section</li> <li>Write notes or notecards for information</li> <li>Create a mind map or graphic organizer of the ideas and how they relate</li> </ul>	<ul style="list-style-type: none"> <li>Look over your reading notes and quiz yourself on the information</li> <li>Make connections between readings and notes from class</li> <li>Revisit it weekly and test yourself on new and old material each week</li> </ul>
FUN-DAMENTALS	<p><b>WHY SURVEY?</b></p> <ul style="list-style-type: none"> <li>It gives you the big picture</li> <li>It helps you decide what's important</li> <li>You can connect information to what you already know</li> <li>It prepares you to read</li> </ul>	<p><b>WHY QUESTION?</b></p> <ul style="list-style-type: none"> <li>It helps you stay focused on the reading</li> <li>It gives you a purpose (looking for the answer) and creates interest</li> <li>It's good practice for quizzing yourself on topics</li> </ul>	<p><b>WHY READ?</b></p> <ul style="list-style-type: none"> <li>It's how to get information from the textbook</li> <li>It's good preparation for your lectures &amp; discussions</li> <li>It's an essential part of test preparation</li> </ul>	<p><b>WHY RECITE?</b></p> <ul style="list-style-type: none"> <li>It helps you retain information after you read it</li> <li>It checks for your level of understanding</li> <li>It's a way to interact with the reading and stay awake</li> </ul>	<p><b>WHY REVIEW?</b></p> <ul style="list-style-type: none"> <li>It helps you retain information from week to week</li> <li>It helps you prepare for exams, papers, and assignments</li> </ul>

<https://miuc.org/sq3r-study-method/>

### 3.3. Feynman Technique

According to Einstein, “If you can’t explain it simply, you don’t understand it well enough.”

Named after Nobel Prize winner Richard Feynman, this is a method for learning and understanding concepts by breaking them down into simple components and explaining them to yourself or to others. By doing this, you can find gaps in your understanding and fill those gaps.

#### 3.3.1. Steps of the Feynman Technique

- 1) **Choose a concept:** While you study, you will encounter difficult concepts and ideas you need to clarify better to remember. Collect them.
- 2) **Teach it to Someone Else:** Teaching others helps us get a better understanding because not only do we simplify it for others, but also, we feel responsible for their achievement of understanding as well. Using clear, forward, and simple words forces your brain to consciously focus on the teaching aspect while unconsciously retaining the information yourself.
- 3) **Identify Gaps:** While explaining, you will realize what is missing. Through the learner and you as teacher interactions, you will identify the gap(s) in your knowledge and go back to the source material to fill them.
- 4) **Review and Simplify:** It is only when you address the gaps, repeat the explanation, and convey simpler and concise meaning that you will achieve full grasp.

#### 3.3.2. Benefits of the Feynman Method

- 1) Deeper understanding

- 2) Clarification
- 3) Retention of knowledge
- 4) Social interaction.

## References

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Belknap Press.
- Burns, T., & Sinfield, S. (2022). *Essential study skills: The complete guide to success at university* (5th ed.). SAGE Publications.
- Cottrell, S. (2019). *The study skills handbook* (5th ed.). Red Globe Press.
- Drew, S., & Bingham, R. (2001). *The student's guide to studying psychology* (2nd ed.). Psychology Press.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4–58.
- Northedge, A. (2005). *The good study guide*. Open University Press.
- Oakley, B. (2014). *A mind for numbers: How to excel at math and science (even if you flunked algebra)*. TarcherPerigee.
- Van Blerkom, D. L. (2018). *College study skills: Becoming a strategic learner* (9th ed.). Cengage Learning.

# UNIT THREE

## Reading and Text Analysis

### Unit Three Main Objective:

To equip students with the ability to identify key textual elements and understand the contextual factors influencing meaning, enabling more accurate and nuanced translations.

#### **Exercise 1: Identifying Text Type and Purpose**

English: A news article from BBC News.

French: An editorial from Le Monde.

Arabic: An opinion piece from Al Jazeera.

#### **Exercise 2: Recognizing Tone and Style**

English: A formal letter from The Economist/ an informal blog post.

French: A satirical article from Charlie Hebdo/ a serious essay from Le Figaro.

Arabic: A classical Arabic poem/ a modern Arabic short story.

#### **Exercise 3: Understanding Cultural Context**

English: An excerpt from a novel set in London with a dialect.

French: A passage from a book on French cuisine describing a traditional dish.

Arabic: A section from a text discussing Islamic traditions or a cultural event.

#### **Exercise 4: Identifying Author's Intended Audience**

English: A scientific abstract.

French: An article from a teen magazine.

Arabic: A political speech.

## Lecture 1

### Identifying Text Type and Purpose

**Main Objective:** The main focus of this lecture is to:

- ♣ Introduce students to different text types (e.g., journalistic, academic, literary, technical) and their typical features.
- ♣ Provide a discussion of how the author's purpose shapes the text and influences translation strategies.
- ♣ Examples will be provided in English, French, and Arabic.

#### 1. Introduction

**Text type** refers to the classification of texts based on their structure, purpose, and communicative functions. This concept helps in understanding how different forms of communication fulfill specific roles in society and how they influence the way we interpret information. The following part will present three types of texts. Read the texts and answer the following question.

#### Text 1

**Has London's cultural scene recovered from the COVID lockdown?**

**By Alice Bhandukravi & James W Kelly**

London's cultural scene was among the sectors hardest hit when the first Covid lockdown began in March 2020, and five years on, some in the industry say it is still finding its feet.

Those working on theatre productions were among the workers facing the most uncertainty, with many on freelance contracts and not knowing when the curtains would go up again.

"It was just absolutely horrendous because we didn't know how long it was going to last," theatre producer Eleanor Lloyd said.

"The income went from a very healthy business that we'd been running here already for a year and a half, to zero income - I mean absolutely nothing."

Ms. Lloyd, who produces *Witness for the Prosecution* on the West End, said theatres faced many false starts over the course of the pandemic, which added to the uncertainty for her and her 45 employees.

Some in the sector went on to find other forms of income, including actor Serene Sabah, who decided to open an ice cream parlour.

"I remember having a conversation on a Zoom [call] with other theatre makers where we were being told that it might be that we never go to their theatre again," she said.

"Will it ever come back?"

Despite being among the hardest hit, theatre-goers did come back and relatively quickly, with numbers surpassing pre-pandemic as soon as 2022, according to the Creative Industries Council.

## Text 2

### Les entreprises françaises en difficulté, des emplois menacés Par Bastien Bonnefous

Dans de nombreux secteurs, les annonces de défaillances se multiplient, avec des centaines d'emplois menacés. Une situation provoquée par la baisse de la demande et les difficultés à rembourser les aides versées par l'Etat durant la pandémie.

C'est une liste inquiétante, qui s'allonge jour après jour, à bas bruit. Caddie, l'ancien numéro un mondial du chariot de supermarché, est placé en liquidation judiciaire – 108 emplois sont menacés à Dettwiller (Bas-Rhin). Bosch, l'équipementier automobile, va fermer son usine de Mondeville (Calvados) en 2026, faute de repreneur – 413 salariés sont concernés. Valeo, autre grand nom de la sous-traitance automobile, se sépare de ses sites de L'Isle-d'Abeau (Isère) et de La Suze-sur-Sarthe (Sarthe) ainsi que de son centre de recherche de La Verrière (Yvelines) – 1 000 emplois sont en jeu.

Bolton Food ferme sa dernière usine Saupiquet à Quimper – 155 salariés sont menacés. Mais il y a aussi Metalliance, le fabricant d'engins de manutention basé à Saint-Vallier (Saône-et-Loire), 180 salariés, lui aussi en redressement judiciaire. Comme le papetier Stenpa et ses 130 salariés à Stenay (Meuse), ou l'usine pharmaceutique Recipharm à Monts (Indre-et-Loire), 222 emplois, sous la menace d'une fermeture...

## Text 3

كوفيد-19 ما زال معنا بعد 5 سنوات على ظهوره

بعد 5 سنوات من ظهور كوفيد-19 وانتشاره في مختلف أنحاء العالم، ما زال الفيروس يتسبب بالمرض ويوقع وفيات، وإن كان بمستويات أقل بكثير مما كانت عليه في ذروة الجائحة.

ما زال معنا

سُجّلت نحو 777 مليون إصابة بكوفيد-19 وأكثر من 7 ملايين حالة وفاة رسمياً منذ ظهور الإصابات الأولى في ديسمبر/كانون الأول 2019، وفقاً لمنظمة الصحة العالمية. ومع ذلك، يُعتقد أن العدد الحقيقي للوفيات أعلى من ذلك بكثير. كذلك، أدت الجائحة إلى شل الأنظمة الصحية وانهيار الاقتصادات ودفعت العديد من البلدان إلى فرض الحجر الصحي. في النصف الثاني من عام 2022، انخفضت معدلات الإصابة والوفيات بفضل تحسين المناعة إثر حملات التطعيم أو العدوى السابقة. كذلك، تحور الفيروس ليصبح أقل حدة.

في مايو/أيار 2023، أعلنت منظمة الصحة العالمية انتهاء مرحلة الطوارئ من الجائحة. ومنذ ذلك الحين، يبدو أن الفيروس أصبح متوطناً تدريجياً، وفقاً للخبراء، مع ظهور حالات جديدة عرضية مثلما يحدث مع الإنفلونزا، وإن لم تكن موسمية. كذلك، تراجع إلى حد كبير عن أن يكون حديث الناس عموماً.

وقالت ماريا فان كيركوف، مديرة الاستعداد للجائحة بمنظمة الصحة العالمية الشهر الماضي "يريد العالم أن ينسى هذا العامل المسبب للمرض الذي ما زال معنا، وأعتقد أن الناس يريدون أن يحيلوا كوفيد على الماضي، كما لو أنه انتهى وأن يتناسوا أمره وكأنه لم يكن، لأنه كان صادماً جداً."

## TD Session Activities

### Activity Title: Decoding Texts: Type, Purpose, and Translation Choices

#### Main Objectives:

- ♣ Students will accurately identify the text type of each excerpt.
- ♣ Students will describe the primary purpose of each text.

- ♣ Students will explain how text type and purpose can influence translation decisions.

### **Materials:**

Copies of the three excerpts for each student.

Handout with guiding questions (see below).

### **Task 1:**

Briefly review text types (news article, opinion piece, etc.) and purposes (to inform, persuade, entertain).

1. Emphasize the importance of understanding these elements for effective translation.

### **Task 2: Individual Analysis**

1. Read each excerpt individually and complete the guiding questions handout.
2. Students form small groups (3-4 students).
3. Each group discusses their answers and comes to a consensus on the text type, purpose, and translation considerations for each excerpt.

### **Class Discussion:**

1. Each group presents its findings to the class.
2. Facilitate a class discussion, highlighting different perspectives and insights.
3. Summarize key points and emphasize the connection between text analysis and translation quality.

### **Task 3: Guiding Questions Handout**

**For each excerpt, answer the following questions:**

1. **Text Type:** What type of text is this (e.g., news article, editorial, report)? Justify your answer with specific features from the text.
2. **Purpose:** What is the main purpose of this text (e.g., to inform, persuade, analyze, entertain)? Provide evidence from the text to support your answer.
3. **Audience:** Who is the intended audience for this text? What clues in the text suggest this?
4. **Tone and Style:** Describe the tone and style of the text (e.g., formal, informal, objective, subjective). How do these elements contribute to the overall message?

#### **Task 4: Discussion of Translation Challenges**

1. Based on the text type and purpose, what are some potential challenges in translating this text into another language (Arabic, French, or English)?
2. How might the translator need to adapt the text to maintain its intended effect on a different audience?
3. Are there any cultural considerations that would impact the translation?

#### **Activities Implementation:**

**Copies of the excerpts and the guiding questions handout are distributed to each student. The teacher** instructs students to read each excerpt carefully and answer the questions on the handout. Students are encouraged to highlight or annotate the texts to support their answers.

#### **Small Group Discussion:**

The class is divided into small groups (3-4 students per group):

1. Each group is instructed to compare their answers for each excerpt and come to a consensus.
2. Students are encouraged to discuss their reasoning and provide evidence from the texts to support their claims.
3. Each group should designate a spokesperson to present their findings to the class.

**Class Discussion:**

1. Each group is invited to present their findings for one of the excerpts.
2. After each presentation, the floor is opened for questions and comments from other students.

**Example Discussion Answers:**

**BBC Article:**

1. The article is a news report; its purpose is to inform.
2. Translation might require adapting cultural references for a non-British audience.

**Le Monde Article:**

1. The article is an economic news piece; its purpose is to inform and analyze.
2. Translation challenges might involve accurately conveying economic terminology and cultural context related to French business practices.

**Al Jazeera Article:**

1. The article is a health news report; its purpose is to inform.
2. Translation might involve adapting medical terminology and considering cultural sensitivities related to health information.

## Conclusion

By the end of this activity, students should have a deeper understanding of how to analyze texts for their type and purpose and how these factors influence translation choices.

## References:

<https://www.bbc.com/news/articles/cx20ym48jwlo>

[https://www.lemonde.fr/economie/article/2024/07/28/les-entreprises-francaises-en-difficulte-des-emplois-menaces\\_6260026\\_3234.html](https://www.lemonde.fr/economie/article/2024/07/28/les-entreprises-francaises-en-difficulte-des-emplois-menaces_6260026_3234.html)

<https://www.aljazeera.net/health/2025/1/9/%D9%83%D9%88%D9%81%D9%8A%D8%AF-19-%D9%85%D8%A7-%D8%B2%D8%A7%D9%84%D9%85%D8%B9%D9%86%D8%A7-%D8%A8%D8%B9%D8%AF-5%D8%B3%D9%86%D9%88%D8%A7%D8%AA-%D8%B9%D9%84%D9%89-%D8%B8%D9%87%D9%88%D8%B1%D9%87>

## Lecture 2

### Recognizing Tone and Style

**Main Objective:** This lecture aims at:

1. An Exploration of tone (e.g., formal, informal, ironic, serious) and style (e.g., descriptive, persuasive, narrative).
2. It delves into an explanation of how tone and style are conveyed through linguistic choices (e.g., vocabulary, sentence structure, figurative language).
3. Texts are suggested in English, French, and Arabic.

## 2. Introduction

Recognizing tone and style while studying a text is essential for several reasons, particularly in understanding its meaning, impact, and the nuances of communication. It helps readers in many ways, including understanding authorial intent (what the author wants to say), interpretation of meaning (the tone may be sarcastic, literal, or critical), engaging the audience, enhancing analysis skills, and facilitating translation. Read the following texts and practice in the recognition of tone and style.

### Text 1

**Cuts to foreign aid will harm Africa's future: Global Alliance for Improved Nutrition.**

**By Dr Lawrence Haddad (Executive Director)**

There is plenty of evidence to show that aid works well at the local if not the national level. For instance, aid has been used to create links between small-scale farmers and large-scale agribusinesses that are often funded by development- finance agencies, such as British International Investment and the International Finance Corporation. These success stories run in parallel with big increases to yields in food crops such as cassava and rice. Locally embedded R&D has delivered improved varieties of crops often with voluntary and governmental aid organizations working together. The

withdrawal of USAID and the cuts to British and EU aid are acts of gross negligence that will harm Africa's future.

<https://www.economist.com/letters/2025/03/20/cuts-to-foreign-aid-will-harm-africas-future>

## Text 2

### Face à l'obscurantisme woke (Amazon Review)

Le wokisme est aujourd'hui un mouvement bien identifié et analysé. Se parant de la légitimité universitaire et se réclamant d'une démarche scientifique, cette idéologie n'en constitue pas moins une formidable régression de la rationalité et de l'universalisme : sous ses atours vertueux, ce dogmatisme fait le lit de l'obscurantisme. Née dans les départements de sciences humaines, la pseudo-science militante envahit désormais la médecine et les sciences dures et étend son influence bien au-delà de l'Université. Elle s'impose par l'intimidation et récuse toute critique en l'assimilant à une « panique morale ». C'est pourtant une réalité : la déconstruction systématique du savoir trahit l'esprit scientifique au cœur des institutions chargées de sa défense, et, en aggravant le déclin de l'enseignement, forge un monde de post-vérités où s'engouffre une jeune génération condamnée à la déraison. En fragilisant le socle de références communes, ce courant alimente le communautarisme et fracture la nation en un véritable kaléidoscope identitaire. Vingt-six universitaires révèlent les implications multiples de ce recul du savoir d'où menace d'émerger une humanité diminuée.

<https://www.amazon.fr/Face-l'obscurantisme-woke-Pierre-Vermeren/dp/213084913X>

### Text 3

سافر تجد عوضا عن تفارقه

ما في المقام لذي عقلٍ وذي أدبٍ

من راحةٍ فدع الأوطانَ واعترب

سافر تجد عوضا عن تفارقه

وأنصبَ فإنَّ لذيذَ العيشِ في النَّصبِ

إني رأيتُ وقوفَ الماءِ يفسدهُ

إن سآحَ طابَ وإن لم يجرِ لم يطبِ

والأسدُ لولا فراقُ الأرضِ ما افترست

والسَّهمُ لولا فراقُ القوسِ لم يصب

والشمسُ لو وقفت في الفلكِ دائمة

لملأها النَّاسُ من عجمٍ ومن عربِ

والتَّبرُ كالتُّرْبِ مُلقَى في أمأكنه

والعودُ في أرضه نوعٌ من الحطبِ

فإن تغرَّبَ هذا عزٌّ مطلبه

وإن تغرَّبَ ذاك عزٌّ كالدَّهَبِ

### TD Session Activities

#### Main Objectives:

1. Students will accurately determine the tone and style of each excerpt.

2. Students will identify specific linguistic features that contribute to the tone and style.
3. Students will discuss the challenges in maintaining tone and style during translation.

#### Introduction:

1. Briefly review tone (e.g., formal, informal, objective, subjective, persuasive) and style (e.g., descriptive, narrative, argumentative).
2. Discuss how linguistic features (vocabulary, sentence structure, figurative language) contribute to tone and style.

#### Individual Analysis:

Read each excerpt individually and complete the guiding questions handout.

#### Pair Discussion:

1. Students form pairs.
2. Each pair discusses their answers and identifies the key linguistic features that contribute to the tone and style of each excerpt.

#### Class Discussion:

1. Each pair presents their findings to the class.
2. Facilitate a class discussion, highlighting different perspectives and insights.
3. Summarize key points and emphasize the connection between tone, style, and translation.

#### Guiding Questions Handout:

For each excerpt, answer the following questions:

1. **Overall Impression:** What is your overall impression of the text? How does it make you feel?
2. **Tone:** What is the tone of this text (e.g., formal, informal, urgent, reflective, critical)? Provide specific evidence from the text to support your answer.
3. **Style:** Describe the style of this text (e.g., academic, journalistic, literary, persuasive). What are the main characteristics of the writing?

#### Linguistic Features:

1. Identify specific linguistic features (e.g., vocabulary, sentence structure, figurative language) that contribute to the tone and style.
2. Provide examples from the text.
3. **Purpose and Audience:** How do the tone and style relate to the text's purpose and intended audience?

#### Translation Challenges:

1. What are some potential challenges in maintaining the tone and style of this text during translation into another language (Arabic, French, or English)?
2. How might the translator need to adapt the text to maintain its intended effect on a different audience?
3. Are there any specific words, phrases, or cultural references that would be particularly difficult to translate while preserving the tone and style?

#### Activity Implementation:

#### Individual Analysis:

1. Students read the texts separately.
2. They have to read each excerpt carefully and answer the questions on the handout.
3. Students are encouraged to underline or highlight key linguistic features in the texts.

#### Pair Discussion:

1. The class is divided into pairs.
2. Each pair compares their answers for each excerpt and discusses their reasoning.
3. Students are encouraged to challenge each other's interpretations and provide alternative perspectives.
4. Each pair should prepare to present their findings to the class.

#### Class Discussion:

1. Each pair is invited to present their findings for one of the excerpts.
2. After each presentation, the floor is open for questions and comments from other students.
3. Discussion will include the following:
4. Summarizing key points.
5. Asking probing questions.
6. Relating the discussion to translation challenges.

#### Example Discussion Points:

#### The Economist Letter:

1. **Tone:** Formal, urgent, concerned.
2. **Style:** Argumentative, persuasive.
3. **Linguistic Features:** Strong verbs, direct appeals.
4. **Translation Challenge:** Maintaining formality across languages.

#### Amazon Review of "Face à l'obscurantisme woke":

1. **Tone:** Critical, academic, somewhat alarmist.
2. **Style:** Analytical, intellectual.
3. **Linguistic Features:** Abstract vocabulary, complex sentence structure.
4. **Translation Challenge:** Conveying complex concepts accurately.

#### Arabic Poem:

1. **Tone:** Reflective, encouraging, wise.
2. **Style:** Lyrical, metaphorical.
3. **Linguistic Features:** Classical Arabic, imagery.
4. **Translation Challenge:** Capturing the beauty of the Arabic language.

#### Conclusion

By the end of this activity, students should have a solid understanding of how to identify and analyze tone and style in different types of texts.

#### References

- Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.
- Boase-Beier, J. (2006). *Stylistic approaches to translation*. Routledge.
- Fawcett, P. (1997). *Translation and language: Linguistic theories explained*. St. Jerome Publishing.

- Hatim, B., & Mason, I. (1990). *Discourse and the translator*. Longman.
- Hermans, T. (2011). Translation, ethics, politics. In C. Buffagni, B. Garzelli, & A. Zanotti (Eds.), *The translator as author* (pp. 93–109). Lit Verlag.
- Leuven-Zwart, K. M. van. (1989). Translation and original: Similarities and dissimilarities, part II. *Target: International Journal of Translation Studies*, 1(2), 69–95. <https://doi.org/10.1075/target.1.2.03leu>
- Munday, J. (2012). *Evaluation in translation: Critical points of translator decision-making*. Routledge.
- Newmark, P. (1988). *A textbook of translation*. Prentice Hall.
- Nida, E. A. (1964). *Toward a science of translating*. Brill.
- Venuti, L. (2008). *The translator's invisibility: A history of translation* (2nd ed.). Routledge.

## Lecture 3

### Understanding Cultural Context

#### Main Objectives:

1. Discussion on the importance of cultural context in understanding texts.
2. Focus on identifying cultural references, idioms, and allusions.

3. Understanding how cultural differences impact translation, particularly in Arabic, French, and English.
4. Analyzing culturally specific expressions and references in texts from different linguistic backgrounds.

### Text 1

#### *Beneath the Smoke*

The market was just wakin' up when Ruby pushed past the shutters, coat collar turned up, breath mist in' in the air. The street was already hummin'—old Mrs. Patel shoutin' somethin' about bruised tomatoes, and Len the fishmonger slappin' haddock onto crushed ice like he had a vendetta.

“Oi, Ruby!” someone called from across the way. It was Jay, leaned up against his dodgy old van, roll-up hangin' off his lip. “Thought you was still on nights at the care home?”

“I was,” she said, brushing hair out her face. “Didn't sleep. Mum's boiler's packed in again.”

Jay tutted. “Council's useless. You'd think with all the tax they nick off us, they'd fix a bleedin' pipe.”

Ruby shrugged. “Ain't nothin' new, is it? Same old London, innit—shiny for the tourists, but rot underneath.”

Jay laughed, low and bitter. “Ain't that the truth.”

### Text 2

#### *Les saveurs de la Provence*

Sous le soleil brûlant de l'été en Provence, la ratatouille est un festival de couleurs et de saveurs. C'est un plat végétarien par excellence, simple mais ô combien savoureux. Des aubergines fondantes, des courgettes croquantes, des poivrons sucrés et des tomates juteuses se mêlent dans une danse délicate d'huile d'olive, d'ail et d'herbes de Provence.

La clé de la ratatouille, c'est la cuisson lente, patiente. Chaque légume est saisi séparément, pour préserver son goût unique et sa texture. Une fois qu'ils sont tous rassemblés dans une grande cocotte, l'odeur emplit la cuisine, une promesse de chaleur estivale, d'une générosité rustique qui se marie parfaitement avec une baguette fraîche ou un peu de fromage de chèvre.

La ratatouille, c'est plus qu'un simple plat de légumes. C'est une invitation à la simplicité et à la saisonnalité, un hommage à la richesse de la terre provençale. Qu'elle soit servie chaude ou froide, elle évoque la convivialité, le partage entre amis ou en famille.

### Text 3

#### عيد الفطر: فرحة بعد الصيام

يعد عيد الفطر من أهم المناسبات في حياة المسلمين، حيث يأتي بعد شهر رمضان، شهر الصوم والتقوى. يشهد هذا اليوم احتفالاً روحياً واجتماعياً، يختلف عن أي يوم آخر في السنة. يبدأ العيد بصلاة فجر جماعية في المساجد، حيث يجتمع المسلمون في الساحات والمساجد الكبرى للصلاة وتبادل التهاني. بعد الصلاة، يزور الناس أقاربهم وأصدقاءهم، ويقدمون الهدايا والتبريكات.

يعتبر عيد الفطر مناسبة للتكافل الاجتماعي، حيث يُحث المسلمون على دفع الزكاة، التي تُسمى زكاة الفطر، قبل أداء الصلاة. هذه الزكاة ليست فقط عبادة، بل هي وسيلة لإعانة الفقراء والمحتاجين على الاحتفال بالعيد، مما يعزز من روح التعاون والتعاطف بين أفراد المجتمع.

ويُحتفل بهذا اليوم بالأطعمة التقليدية التي تختلف من بلد لآخر، ولكنها جميعاً تجمع بين الطابع الديني والتقاليد الثقافية. في بعض المناطق، يتزين الشوارع بأضواء الزينة وتُقام الاحتفالات الشعبية، حيث يرتدي الجميع ملابس جديدة تعبيراً عن فرحتهم بنهاية شهر رمضان.

في النهاية، يظل عيد الفطر تجسيداً للفرح بعد الصبر، وللتضامن بين المسلمين في أنحاء العالم، ليكون علامة فارقة في حياة المؤمنين.

- **Objective:**

To activate prior knowledge, engage students with the topic, and introduce the session's key concepts.

- **Activity Questions:**

- i. What challenges do you think translators face when translating texts from one language to another?
- ii. What is the importance of cultural context in translation?
- iii. Where do you think translation can lead to misunderstandings due to cultural differences (e.g., idioms, humor, societal norms)?
- iv. Example questions:
  1. "What happens when an idiom in one language doesn't exist in the target language?"
  2. "Can you think of a culturally specific reference that would be hard to translate?"

## 2. Group Activity 1: Cultural Context Analysis

- **Objective:** Identify cultural references, idioms, and allusions in the provided texts and discuss their implications for translation.

- **Activity:** the class is split into three groups. Each group is assigned one of the texts provided (French, Arabic, and English) to analyze.
  1. **Group 1:** Analyze the cassoulet passage (French) and identify any cultural references, idioms, and expressions specific to French culture.
  2. **Group 2:** Analyze the Daube provençale passage (French) and look for similar cultural references and idioms.
  3. **Group 3:** Analyze the Eid al-Fitr passage (Arabic) and focus on Islamic cultural references and terminology specific to Arab traditions.
- **Activity:**

Each group should:

1. Underline or highlight any expressions, idioms, or culturally significant terms that are specific to the culture described in the passage.
  2. Discuss how these elements would be understood by a native speaker of that language versus how they might be understood by someone from a different culture.
  3. Consider how these references might be translated into English and what strategies could be used to convey the same meaning while maintaining cultural nuances.
- **Outcome:** At the end of this activity, each group will present their findings to the rest of the class, highlighting key cultural expressions and discussing possible translation strategies.

### 3. Class Discussion: Translation Strategies

- **Objective:** Focus on how translators deal with cultural references and idioms in practice.
- **Activity:**
  - After the group presentations, engage the class in a broader discussion about translation strategies for handling culturally specific content. Some potential strategies include:
    - **Adaptation:** Replacing a culturally specific reference with one that is more familiar to the target audience (e.g., translating "cassoulet" as "a traditional French stew" if the audience is unfamiliar with French cuisine).
    - **Foreignization:** Keeping the original cultural reference intact and providing a footnote or explanation (e.g., leaving "cassoulet" untranslated and explaining it in a glossary).
    - **Omission:** Removing a reference entirely if it's not crucial to understanding the text.
    - **Equivalence:** Finding a culturally equivalent expression in the target language (e.g., translating "Eid al-Fitr" with the phrase "the Muslim holiday of Eid" to make it more universally understandable).
  - Questions for discussion:
    - How does cultural proximity affect a translator's choice of strategy?
    - Can a translator make cultural references "invisible" to the reader, or does it dilute the authenticity of the original text?

- How might strategies differ when translating for a specialized audience versus a general audience?

#### 4. Practical Translation Exercise

- **Objective:** Apply translation techniques in a hands-on exercise.
- **Activity:** Students are given a short text that contains several culturally specific references (it could be a short passage from a novel, a dialogue, or a news article). Include examples from Arabic, French, and English.
  1. Students are instructed to work individually or in pairs and translate the text into English.
  2. Students should focus on identifying idioms, references to food, holidays, societal customs, etc., and decide on the best strategy for translating them.
  3. Afterward, students are asked to write a brief justification for the translation choices they made, especially for terms that don't have a direct equivalent in English.

#### 5. Reflection Activity

- **Objective:** Summarize key takeaways from the session and reflect on the importance of cultural context in translation.
- **Activity:**
  1. Have students reflect on the session by asking: "What have you learned about how cultural context influences translation?"
  2. Encourage students to share any challenges they faced during the translation exercise and how they overcame them.

### 3. Conclude with a summary of the key points:

- Translating idiomatic expressions and culturally specific references is one of the most challenging aspects of translation.
- Understanding the cultural context behind a text is essential to accurately conveying its meaning in another language.
- There is no one-size-fits-all strategy for translation—context, audience, and purpose all play a role in determining how cultural references are handled.

#### Assessment:

- Students are evaluated based on their participation in the group activities, their translation exercise, and the justifications they provide for their translation choices.

#### Conclusion

This lesson provides students with a deeper understanding of how cultural context impacts translation, helping them develop a more nuanced approach to translating texts between Arabic, French, and English.

#### References

Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.

Bassnett, S. (2014). *Translation studies* (4th ed.). Routledge..

Hatim, B., & Mason, I. (1997). *The translator as communicator*. Routledge..

House, J. (2015). *Translation quality assessment: Past and present* (2nd ed.). Routledge.

Venuti, L. (1995). *The translator's invisibility: A history of translation*. Routledge.

Snell-Hornby, M. (2006). *The turns of translation studies: New paradigms or shifting viewpoints?* John Benjamins.

Cronin, M. (2003). *Translation and globalization*. Routledge.

Toury, G. (2012). *Descriptive translation studies – and beyond* (2nd ed.). John Benjamins.

Nida, E. A., & Taber, C. R. (2003). *The theory and practice of translation*. Brill.

Katan, D. (2014). *Translating cultures: An introduction for translators, interpreters and mediators* (2nd ed.). Routledge..

## Lecture 4

### Identifying the Author's Intended Audience

#### Main Objectives:

1. To focus on how the intended audience shapes the text.
2. To identify clues within the text that indicate the target audience (e.g., level of formality, assumed knowledge, specific references).
3. To examine texts targeted at different audiences, such as children, experts, or the general public.
4. Texts in English, French, and Arabic will be used for illustration.

#### Text 1

## **Abstracts of research articles: Problems of translation by Sylwia Ufnalska**

The most important problems related to the translation of abstracts of research articles into English are the shortage of professional scientific translators and the insufficient knowledge of non-native-speaker researchers about the proper style and structure of scientific abstracts in English. In this paper, special attention is paid to the differences between scholarly registers in English (which is classified as a writer-responsible language: writers are responsible for making their texts understandable) and in several Central European languages (which are reader-responsible: authors do not need to write understandably because readers are responsible for understanding). Possible solutions to these problems are close cooperation between author and translator, postgraduate courses in academic writing in English, and wider use of structured abstracts.

### **Text 2**

#### **A Letter to My Future Self by Samantha Ferrer**

**Dear Future Self,**

I hope when you read this, you are okay. You are not sad, or anxious, or scared. I hope you accomplished everything you wanted to accomplish. I can only hope, for I don't know what the I hope your friends are doing well, I hope you still have the same friends you have had. I hope you still remember it's the quality of friends, and not the quantity. If you still have at least one of the same friends, I want you to contact them right now and tell them how much you appreciate them for staying in your life this long.

I'm surprised to see who stayed and who left, and what changed in the friendship. I hope you made good memories over the years with the friends you have now. I really want you to appreciate what little moments we have with friends, before they're gone.

I want you to remember who they were, before life changed them. I hope you laughed, as well as cried with them. Those are the friendships that stay together. future holds.

I hope you are still close with your family. No matter what they say or do, they are still your family. Don't let an argument or a fight stand in the way of talking to them.

I hope mom and dad are okay and are doing well physically, emotionally, and mentally. I hope you are close with your sister, because she is the only sibling you have. Although you two may sometimes fight, you have to love her.

There is no one out there like her. You may have friends that you are close with, and they may act as your "siblings", but she is the only one that is truly blood related and you can't change that no matter how bothersome she may get. I really do hope she is doing well, I hope you two are close and have a strong bond with each other...

I hope that you get out of your comfort zone. Try something new, learn, try, fail, do it all. Take the chance, take the risk.

Doing something new and different could be exciting, you'll never know unless you try. Please try. Be more outgoing, be different.

You might end up liking something you'd never thought of liking. I want you to be proud of the chances and risks you took, because it made you a better, stronger person. You'll never grow unless you try new things and step out of your comfort zone.

I hope you don't become the same person that you are now, because that means you never experienced new things or stepped out of your comfort zone. I want to have hope for the choices and decisions you choose to make in the future. Trust and believe that it will work out in the end.

I hope life has changed you for the better because of it. I don't want you to look back on life and regret not taking that opportunity or seizing that moment. Please don't live life with regrets of anything.

Do it all if possible. Travel, love, cry, experience life's beautiful moments. Even if you fail, every choice you make will shape you into a different person. I can only hope.

I hope you are happy, truly, genuinely happy. Happy with your life, your friends, family, happy with yourself. I hope you are successful with your career, life, social life, as well as accomplishments and goals.

I hope you take risks and still end up happy, no matter what happened in the end. I hope you lost as well as found something. I hope you become happy with your choices, your goals, as well as your failures.

Be happy in life. Do what makes you happy, not what others want for you. Express and impress yourself, not others.

It's your life, you choose whether you want to be positive in life. Choose to be happy, life is better when you are happy. Life is too short for what ifs or possibilities.

Take the risk, take the opportunity. Meet new people, affect others, start a chain reaction, make a difference in the world. Change your attitude, impact others with your actions and words.

You are valued, you are important. Make the choice to be happy.

Sincerely,

Me, Your Past Self

### Text 3

الْحَمْدُ لِلَّهِ الَّذِي أَرْسَلَ رَسُولَهُ بِالْهُدَى وَدِينِ الْحَقِّ لِيُظْهِرَهُ عَلَى الدِّينِ كُلِّهِ وَكَفَى بِاللَّهِ شَهِيدًا؛ وَأَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ إِفْرَارًا بِهِ وَتَوْجِيدًا؛ وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ. صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ تَسْلِيمًا مَزِيدًا

أَمَّا بَعْدُ

أيها الناس: علمنا أن السياسة هي جزء من الدين، وركن ركين فيه، وأن الله أنزل دينه وأتى بشره ليسوس الناس به، ويحكمهم بما جاء فيه، وليس فقط لمجرد أن تبقى أحكام الدين أحكاماً نظرية لا تطبيق لها على الواقع، ولا وجود لها في حياة الناس وحكمهم. لكن يجب أن نعلم أمراً مهماً جداً في غاية الأهمية، وهو أن السياسة التي تعد من الدين وجزء منه هي السياسة التي جاء بها الله وذكرها في كتابه، وحكم الناس بها رسوله -صلى الله عليه وسلم- والأنبياء قبله.

أما السياسة المحرفة، والقوانين الطاغوتية، والأحكام البشرية، والدساتير الوضعية، التي نحكم بها اليوم، وتفرض علينا بقوة الحديد والنار، وتلزم الدول الإسلامية بالحكم بها والتحاكم إليها فإنها ليست من الدين في شيء، بل هي من نواقض الدين، ونوع من أنواع المحادة لله ولرسوله -صلى الله عليه وعلى آله وصحبه وسلم-. [إِنَّ الَّذِينَ يُحَادُّونَ اللَّهَ وَرَسُولَهُ كُتِبُوا كَمَا كُتِبَ الَّذِينَ مِنْ قَبْلِهِمْ وَقَدْ أَنْزَلْنَا آيَاتٍ بَيِّنَاتٍ وَلِلْكَافِرِينَ عَذَابٌ مُهِينٌ] (المجادلة:5). [يقول -سبحانه-]: أَلَمْ يَعْلَمُوا أَنَّهُ مَنْ يُحَادِدِ اللَّهَ وَرَسُولَهُ فَأَنَّ لَهُ نَارَ جَهَنَّمَ خَالِدًا فِيهَا ذَلِكَ الْخِزْيُ الْعَظِيمُ] (التوبة:63).

روى أبو يعلى الموصلي في مسنده عن أَبِي هُرَيْرَةَ -رضي الله عنه- قَالَ: قَالَ رَسُولُ اللَّهِ -صلى الله عليه وسلم-: "إِنَّ بَنِي إِسْرَائِيلَ كَانَتْ تَسْؤُسُهُمْ أَنْبِيَائُهُمْ، كُلَّمَا ذَهَبَ نَبِيٌّ خَلَفَ نَبِيٌّ، وَإِنَّهُ لَيْسَ كَانَتْ فِيكُمْ -يَعْنِي نَبِيًّا-، قَالُوا: فَمَا يَكُونُ يَا رَسُولَ اللَّهِ؟ قَالَ: تَكُونُ خُلَفَاءُ وَتَكْتُرُ، قَالُوا: كَيْفَ نَصْنَعُ؟ قَالَ: أَوْفُوا بِبَيْعَةِ الْأَوَّلِ فَالْأَوَّلِ، وَأَدُّوا الَّذِي عَلَيْكُمْ، وَسَيَسْأَلُهُمُ اللَّهُ عَنِ الَّذِي عَلَيْهِمْ]" مسند أبي يعلى الموصلي (6211) وقال الشيخ الألباني: (صحيح) كما في صحيح الجامع برقم [4466]:

خلاصة الكلام -يا عباد الله- في هذه المسألة هو أن نعلم أن السياسة هي من صميم الدين وأساسه، ولكن المقصود بذلك هي السياسة الشرعية لا السياسة الوضعية. ومن اعتبر أن السياسة القائمة اليوم والتي يحكم بها الناس في معظم الدول الإسلامية

من اعتقد أن هذه من السياسة الدينية فهو مخطئ، ومن أنكر أن تكون السياسة من أصلها من الدين وقطع السياسة عن الدين فهو أيضا مخطئ.

والقول الوسط هو الاعتقاد أن السياسة التي هي من صلب الدين ومن أسسه هي السياسة الشرعية المبنية على منهج الله، القائمة على أحكامه المستمدة من شرعه المتين، فهذه هي السياسة الشرعية التي حكم بها الأنبياء، وساسوا بها أقوامهم وأتباعهم، والتي ذكرها العلماء وألفوا فيها كتباً كثيرة تحمل عناوين عريضة عن السياسة الشرعية ومعالمها وخصائنها وتفصيلاتها.

صلوا وسلموا وأكثروا من الصلاة والسلام على من أمركم ربكم بالصلاة والسلام عليه، فقال عز من قائل كريم: إِنَّ اللَّهَ

وَمَلَائِكَتُهُ يُصَلُّونَ عَلَى النَّبِيِّ يَا أَيُّهَا الَّذِينَ آمَنُوا صَلُّوا عَلَيْهِ وَسَلِّمُوا تَسْلِيمًا [الأحزاب: 56].

اللهم صلي على محمد وعلى آل محمد، كما صليت على إبراهيم وعلى آل إبراهيم، وبارك على محمد وعلى آل محمد، كما باركت على إبراهيم وعلى آل إبراهيم، إنك حميد مجيد.

## TD Session Activities

### Main Objectives:

1. Determine the intended audience for each text.
2. Explain how the text is tailored to that audience.
3. Discuss how audience awareness affects translation decisions.

### 1. Warm-up and Introduction to the Topic

**Objective:** Introduce the importance of the audience in translation and activate prior knowledge.

#### Activity:

1. “Why is knowing the intended audience important when translating a text?”

2. How does understanding the target audience influence decisions such as tone, formality, and choice of vocabulary?
3. How does audience knowledge impact the translation process (e.g., formal vs. informal language in business vs. personal letters, technical vs. layman's language in research papers)?

## 2. Group Activity: Identifying the Audience and Tailoring the Text

**Objective:** Students will engage in analyzing the target audience of the three texts and discussing how each is tailored to them.

**Activity:** The class is divided into three groups, and each group is assigned one of the three texts (Text 1, Text 2, Text 3). Each group should:

1. Identify the intended audience: Who is the text written for? (Consider aspects like age, education level, professional background, cultural context, etc.)
2. Explain how the text is tailored to this audience: What choices in language, tone, and content are made to engage this audience?
3. Discuss how these choices might influence translation: How would the translation need to shift for a different audience?

### Group Assignments:

1. **Group 1:** Text 1 (Research Abstract) – Discuss the scholarly audience (e.g., academic researchers, professionals). Focus on how the formal tone and technical vocabulary reflect this audience.

2. **Group 2:** Text 2 (Personal Letter) – Discuss the informal and personal nature of the letter. Consider the emotional intimacy of the language and how it would be received by a personal audience.
3. **Group 3:** Text 3 (Religious Speech) – Analyze the religious and possibly political context. Discuss how the formal, authoritative tone and religious references are tailored to a faith-based or culturally specific audience.

**Expected Outcomes:** Each group should present their findings with examples of language choices that are audience-specific.

### 3. **Class Discussion:** Audience Awareness in Translation

**Objective:** Facilitate a deeper understanding of how awareness of the audience impacts translation choices.

**Activity:** After the group presentations, conduct a whole-class discussion about the relationship between audience and translation.

#### **Ask guiding questions:**

- How does the audience's background influence the translator's choice of words, tone, and structure? (e.g., formal vs. informal, academic vs. layman's language)
- If translating for a different audience, how might your approach change? For example, how would you translate the technical terms in Text 1 (the research abstract) for a general reader versus a specialized scholar?

- Would translating Text 2 (the personal letter) for a professional audience require significant changes? What about translating Text 3 (the religious speech) for an audience with a different faith background?

Use specific examples from the texts to think critically about how the audience shapes the text and, by extension, the translation.

#### 4. Practical Translation Exercise

**Objective:** Students are provided with the opportunity to apply their understanding of audience to a practical translation task.

#### Activity:

- 1- Translate a section from each text into a target language (Arabic, French, or English, depending on the student's specialization).
- 2- Adjust the tone, style, and vocabulary to suit the audience. For instance:

**If translating Text 1** (Research Abstract), how would you adapt technical language for a non-specialist audience (e.g., simplifying scientific terms)?

**For Text 2** (Personal Letter), how would you adjust the level of intimacy or emotional appeal if translating it into another language for a more formal or distant audience?

**For Text 3** (Religious Speech), how might the cultural and religious references need to be adapted or clarified for a non-Muslim audience?

After completing the translation, students are asked to justify their choices. Which words or phrases did they adapt to better suit the audience? How did they ensure that the tone remained appropriate?

## 5. Reflection

**Objective:** Summarize the key points learned in the session and reflect on the importance of audience awareness in translation.

### Activity Questions:

1. How does audience awareness change the way we approach translation?
2. Discuss the impact of cultural context in the translation process. For example, how do cultural differences between the source and target audience shape a translator's decision-making?
3. Open the floor for any final questions or insights.

### Conclusion

A translator must always have the audience in mind when making decisions. The choices made—whether it's tone, vocabulary, or style—are not just linguistic but deeply tied to the context in which the text will be received. Translation is as much about adapting the message to fit the new cultural context as it is about converting words from one language to another.

### Conclusion

This session aimed to provide students with the tools to critically analyze texts from multiple languages and understand how the intended audience shapes both the text itself and its translation.

### References

<https://khutabaa.com/index.php/ar/article/%D8%A7%D9%84%D8%B3%D9%8A%D8%A7%D8%B3%D8%A9-%D9%81%D9%8A-%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85-%D8%A8%D9%8A%D9%86-%D8%A7%D9%84%D9%85%D9%86%D9%83%D8%B1%D9%8A%D9%86-%D9%88%D8%A7%D9%84%D9%85%D9%81>

[https://www.researchgate.net/publication/288788678\\_Abstracts\\_of\\_research\\_articles\\_Problems\\_of\\_translation](https://www.researchgate.net/publication/288788678_Abstracts_of_research_articles_Problems_of_translation)

<https://www.theteenmagazine.com/a-letter-to-my-future-self>

## General Conclusion

This course aims to equip students with the tools to conduct ethical, efficient, and culturally aware research in translation. By mastering learning strategies, text analysis, and audience adaptation, students will be prepared to tackle complex translation projects and academic work with confidence. The skills acquired lay the groundwork for advanced study in the coming semester.

## Bibliography

### Core Texts:

1. University Charter of Deontology and Ethics. (2023). Algerian Ministry of Higher Education.

2. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
3. Robinson, F. P. (1946). *Effective Study*. Harper & Brothers.
4. Saldanha, G., & O'Brien, S. (2014). *Research Methodologies in Translation Studies*. Routledge.

#### Additional Resources:

- NAATI Code of Ethics: [www.naati.com.au](http://www.naati.com.au)
- Oxford University Plagiarism Guide: [www.ox.ac.uk/plagiarism](http://www.ox.ac.uk/plagiarism)
- SQ3R Method: [miuc.org/sq3r-study-method](http://miuc.org/sq3r-study-method)

#### Suggestions for the Second Semester

##### 1. Advanced Translation Techniques:

- Specialized translation (legal, medical, technical).
- Machine translation post-editing (MTPE).

##### 2. Research Project:

- Students conduct a small-scale research project (e.g., comparative analysis of translations).

##### 3. Intercultural Communication:

- Role of culture in translation; case studies from Arabic/French/English.

##### 4. Digital Tools:

- Training in corpus linguistics.

## Syllabus

<b>Module title: Research Techniques</b>		
<b>Teaching Unit: Methodological</b>	<b>Level:1<sup>st</sup> year</b>	<b>Weekly time: 3h</b>
<b>Coefficient: 2</b>		
<b>Credit: 4</b>		
<b>General Objectives</b>		
<ul style="list-style-type: none"><li>✓ Discover University life and the ethical codes.</li><li>✓ Distinguish active learning strategies from passive learning strategies,</li><li>✓ Develop effective learning strategies to foster their active learning skills,</li><li>✓ Discover better learning styles and adapt learning techniques to their preferred learning styles.</li><li>✓ Develop critical thinking skills,</li></ul>		

- ✓ Build effective reading skills,
- ✓ Enhance data collection skills,
- ✓ Use of Apps. and AI tools for research.

## **First Semester**

### **Course Content**

#### **UNIT ONE: ETHICS IN RESEARCH AND TRANSLATION**

- **Lecture 1: Ethics in Student Life**
  - Ethical dilemmas in academia (e.g., plagiarism, AI use).
  - Case studies and group discussions.
- **Lecture 2: Ethical Codes for Translators**
  - Professional conduct, impartiality, and confidentiality.
  - Comparative analysis of ethical codes (e.g., NAATI vs. EU guidelines).
- **Lecture 3: Ethics in Academic Research**
  - Risks in research (topic sensitivity, participant welfare).
  - Practical exercises on citation and paraphrasing.

#### **UNIT TWO: THE LEARNING JOURNEY**

- **Lecture 1: Active vs. Passive Learning**
  - Edgar Dale's Cone of Experience and Universal Design for Learning (UDL).

- **Lecture 2: Multiple Intelligences**
  - Howard Gardner’s theory and self-assessment activities.
- **Lecture 3: University Study Skills**
  - Time management (Pomodoro Technique), note-taking, and critical reading.

### **UNIT THREE: READING AND TEXT ANALYSIS**

- **Lecture 1: Identifying Text Type and Purpose**
  - Analysis of news articles, editorials, and opinion pieces.
- **Lecture 2: Recognizing Tone and Style**
  - Formal vs. informal language; persuasive vs. descriptive texts.
- **Lecture 3: Understanding Cultural Context**
  - Idioms, cultural references, and translation challenges.
- **Lecture 4: Audience Adaptation**
  - Tailoring translations to specific audiences (e.g., children, experts).

### **References**

Buden, B. (2006). Cultural Translation: Why it is important and where to start with it. *European Institute for Progressive Cultural Policies*.

Fangyuan, Z. (2014). Towards a more critical socio-cultural approach to teaching Chinese translation classes.

Felder and Solomon's (2004) learning style questionnaire in Ho, V. H. (2015). A Survey of English Major Juniors Active Versus Passive Learning Styles at bvu.

Gardner, H. (2012). The theory of multiple intelligences. In *Early professional development for teachers* (pp. 133-141). David Fulton Publishers.

Nelson, L. L. (2014). Design and deliver: Planning and teaching using universal design for learning. (Paul H. Brookes).

Pym, A. (2023). *Exploring translation theories*. Routledge.

Torresan, P., & Gray, N. (2010). *The theory of multiple intelligences and language teaching*. Guerra.

---

### Assessment and Evaluation

**Continuous Assessment**

**40%**

---

**Final Assessment**

**60%**