

# The Role of Lesson Planning in Translation Classes

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## Abstract

Lesson plan in teaching in general, and teaching translation in particular is of a great importance. However, it is obviously realized that lesson planning in the translation class is missing and scarcely employed during translation class. The main aim of this paper is to strongly emphasize the role of lesson planning in translation class. To reach this goal, this study adopted the descriptive method of research to investigate the effect of the lesson plan in teaching translation. This study also included a suggested lesson plan format that can be used in translation lesson preparation. It is designed in accordance with the communicative, pedagogical approach to teaching language. Considering its outcomes, this paper provides effective contribution that helps in planning, preparing, and writing translation lesson.

**Keywords:** Translation, Lesson, Plan, Teaching, Pedagogy, communicative approach.

## Introduction

Lesson planning is very crucial process in teaching. Every instructor (Teacher) has been or will be asked to write a lesson plan at some time in his / her career.

Education scientists believed that, “good teaching requires a good planning and this plan must be determined in advance” (Frotan, 2007: 200). Moreover, Sha'bani, (2011: 247), states that “Teaching without a pre-planned program is a blind work and designing without implementation is a fruitless activity that will only adorn the pages of paper”. (This presentation today is devoted to how to make a lesson plan for teaching translation effectively and most importantly, help translation students achieve their learning goals. A lesson plan is like compass that guide the instructor to the main directions. Before embarking on how to prepare a lesson plan, it is better to begin with the general concepts and ideas about lesson planning.

### 1. Statement of the problem

Despite the recognized importance of planning in language instruction, lesson planning in translation classes is often underdeveloped or inconsistently applied. Many instructors rely on improvised teaching approaches that lack clearly defined objectives, structured activities, and appropriate assessment methods. This can result in fragmented learning experiences, limited student engagement, and insufficient development of translation competence.

In translation pedagogy—drawing from frameworks in Translation Studies—effective teaching requires the integration of linguistic, cultural, and strategic competencies. However, without systematic lesson planning, instructors may fail to align teaching methods with learning outcomes, making it difficult for students to acquire the necessary skills for professional translation practice.

Thus, there is a need to examine how structured lesson planning contributes to improving teaching effectiveness and student performance in translation classes.

## 2. Research Gap

Although lesson planning is widely recognized as a fundamental component of effective teaching in general education and within Applied Linguistics, its specific role in translation pedagogy has not been sufficiently explored. Existing studies in Translation Studies tend to focus more on translation strategies, competence development, and assessment practices, while giving limited attention to how structured lesson planning shapes the teaching–learning process in translation classrooms. Moreover, much of the available literature addresses language teaching broadly, with an implicit assumption that its principles can be directly transferred to translation classes. However, translation teaching involves unique cognitive, cultural, and problem-solving processes that require specialized instructional planning. This creates a gap between general pedagogical theory and the practical realities of translation instruction.

In addition, there is a noticeable lack of empirical research examining:

How translation instructors design and implement lesson plans, the challenges instructors face in applying systematic planning in real classroom contexts.

This gap is even more evident in under-researched contexts such as higher education institutions in Libya, where limited attention has been given to translation pedagogy and instructional design. Therefore, this study seeks to address these gaps by investigating the role and impact of lesson planning in translation classes, with particular attention to contextual teaching practices

### 3. Research Objectives

This study aims to achieve the following:

1. Investigate the role of lesson planning in enhancing the effectiveness of translation teaching.
2. Identify key components of an effective lesson plan in translation classes.
3. Explore instructors' practices and perceptions regarding lesson planning in translation classes.

### 4. Research Questions

1. What role does lesson plan play in translation classes?
2. What are the essential elements of an effective lesson plan for translation teaching?
3. What are translation instructors' attitudes toward and practices of lesson planning?

### 5. Significance of the Research

This study is significant in several ways:

**Pedagogical Contribution:** It provides insights into improving teaching practices in translation classes by emphasizing structured lesson planning.

**Theoretical Contribution:** It contributes to the development of translation pedagogy within Applied Linguistics and Translation Studies.

**Practical Implications:** It offers guidance for instructors on designing effective lesson plans that enhance student engagement and learning outcomes.

### 6. Literature Review

Lesson planning has long been considered a cornerstone of effective teaching in language education. Scholars in Applied Linguistics emphasize that a well-structured lesson plan helps instructors organize content, align objectives with activities, and

manage classroom interaction effectively. For instance, Jeremy Harmer (2007) argues that lesson planning provides a roadmap for both teachers and learners, ensuring coherence and purposeful progression in the learning process. Similarly, Jim Scrivener (2011) highlights that effective planning enhances teacher confidence and facilitates better classroom management.

In the context of translation teaching, research within Translation Studies has primarily focused on translation competence and pedagogical approaches rather than lesson planning itself. Anthony Pym (2010) emphasizes the importance of developing translation competence through task-based and student-centered approaches. Likewise, Christiane Nord (1997) underscores the functionalist approach, which requires clear instructional goals and structured tasks—elements that implicitly depend on effective lesson planning.

More recent studies have explored translation pedagogy from a competence-based perspective. Dorothy Kelly (2005) proposes a model for translator training that integrates multiple competences, including linguistic, cultural, and strategic skills. However, while these models highlight what should be taught, they provide limited guidance on how lessons should be systematically planned and implemented in classroom settings.

Empirical research on classroom practices in translation courses remains relatively scarce. Some studies suggest that instructors often rely on traditional, text-based teaching methods with limited structured planning, which may affect student engagement and learning outcomes. This indicates a gap between theoretical models of translation competence and actual teaching practices.

To sum, the existing literature provides valuable insights into language teaching and translation pedagogy but lacks focused investigation into the role of lesson planning as a structured pedagogical tool in translation classes. This reinforces the need for the present study.

## 6.1 Theoretical Framework

### 6.1.1 Definition of a lesson plan

There are many definitions of lesson plans, for Harmer, J. (2007:157) a lesson plan is “a written description of how a lesson will unfold, including what the teacher will do, what students will do, and what materials will be used.” According to Richards, J. C., & Schmidt, R. (2010: 331) a lesson plan is “a teacher’s description of a lesson that includes its goals, the teaching procedures, and the means for assessing learning.” Similarly, Scrivener, J. (2011:78) states that a lesson plan is “a teacher’s working document that outlines learning goals, anticipated problems, and step-by-step teaching procedures.” Aghazadeh, (2014: 235), on the other hand, defines lesson plan as “the lesson plan is a plan that the teacher prepares to create effective learning in the students”.

### 6.1.2 Lesson planning in translation

Translation instructors as well as language teachers need to know why should they plan each lesson. Richards, J. C. (1998:103) states that “lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a ‘map’ for the teacher to follow, and to provide a record of what has been taught”.

### 6.1.3 Lesson plan Stages

Determining a lesson plan aim is essential in learning. Each lesson should have its own objectives. Before preparing a lesson plan there three stages (steps) to consider, objectives, activities and assessment.

#### 6.1.4 Lesson objectives

Objectives means what we want our student to learn or to do by the end of the lesson. Preparation and thinking plays important role in lesson planning. Lesson planning preparation provide confidence and prevents confusion and an anxiety. Lesson objectives must be realistic, measurable and align with session time. Lesson objectives are of two kinds: behavioral objectives and knowledge objectives, through the first type we want students do something to translate a rubric or a text from English into Arabic. And through the second type we want the students to learn something such as learning new vocabulary or give a definition of a language or translation.

#### 6.1.5 Lesson procedures

Lesson procedures is in depth explanations of how the lesson progress in the classroom step by step. Lesson procedures includes the following:

Greetings

Classroom rules

Warm up

Review

Lesson topic introduction

Presentation

Practice

Production

Lesson closure

#### 6.1.6 Lesson activities

What is meant by lesson activities in this context, the language activities to be included in the lesson. Factors such as age, language level, time managing, should be taken into consideration. As the nature of activities is generally interactive, students can communicate with one another or with students and the teacher. Classroom activities such as games, puzzles, Jigsaw, pair and share, debate discussion and cross words are among the activities that can be used.

#### 6.1.7 Lesson assessment

Lesson assessment is a critical component of the instructional process, providing both teachers and learners with essential feedback on the achievement of learning objectives and the effectiveness of teaching strategies. Brown (1994:4) defines assessment as: "A systematic collection of information about learners' performance to make decisions about their learning and teaching." Black & William, (1998:7). Similarly, states "Effective assessment provides feedback that supports learning and informs instructional decisions."

#### 6.1.8 Types of Lesson Plans

According to Aghazadeh, (2014), lesson plans includes many types such as daily, weekly, monthly, quarterly and annually lesson plans. As daily plans suit translation lessons, this paper focuses on preparing daily lesson plans.

##### Daily Lesson Plan

Preparing an effective daily lesson plan involves a set of structured steps that guide teachers in organizing instruction to enhance student learning. Safavi, (2014: 293) states that "The daily lesson plan is a written and considered plan that the teacher prepares for a lesson before teaching" Ornstein, & Lasley (2000: 124–125) on the other hand, indicate that "A daily lesson plan outlines what the teacher will teach in a

single class period or a single day. It includes specific objectives, activities, materials, timing, and assessment.” To prepare a daily lesson plan the next six steps should be taken into consideration:

1. Formulate clear learning objectives that specify what learners should achieve by the end of the lesson, as these guide all instructional decisions (Richards & Lockhart, 1994: 113–115).
2. Begin with an introductory activity that activates students’ prior knowledge and helps them connect new content with what they already know (Harmer, 2015: 390–391).
3. Select content and materials that align with the objectives and are appropriate for learners’ levels and needs (Richards & Lockhart, 1994: 118–120).
4. Sequence instructional procedures by organizing the lesson into stages—presentation, guided practice, and independent work—to ensure coherence and support learning (Harmer 2015: 392–394).
5. Include formative assessment opportunities throughout the lesson to monitor student understanding and inform on-the-spot instructional adjustments (Brown, 2001: 402–405).
6. Reflect after the lesson to evaluate the effectiveness of instructional strategies and identify areas for improvement in future planning (Farrell, 2018: 22–25).

#### 6.1.9 Planning a lesson for translation class

Planning a lesson for a translation class requires a clear pedagogical framework that integrates linguistic, cultural, and pragmatic components of translation. Below is a guide on how to plan such a lesson:

1. Identify the Lesson Objectives

Start with specific learning outcomes that align with your course goals. Objectives should be measurable and skill-oriented. Example objectives:

- a. Students will identify and apply different translation strategies (literal, idiomatic, communicative).
- b. Students will analyze the challenges of cultural equivalence.
- c. Students will create a target text that preserves the original stylistic tone of the source material of the source text. Nord, C. (1997), Kiraly, D. (2000).

## 2. Choose the Source Material

- a. Select a text (or audiovisual content) that fits your objectives:
- b. Short texts (advertisements, literary excerpts, news headlines) for stylistic analysis.
- c. Longer texts (academic articles, political speeches, contracts) for advanced practice.
- d. Consider difficulty level, cultural context, and genre. (Hatim, B. & Mason, I). (1997). House, J. (2015).

## 3. Present a Theoretical Framework

- a. Briefly introduce a translation theory that supports the lesson, such as:  
Skopos theory (Nord, 1997): Translation depends on purpose. Equivalence and shifts (Catford, 1965): Structural correspondence between source and target.  
Communicative vs. Semantic translation (Newmark, 1988).

## 4. Design Pre-Translation Activities

These prepare students linguistically and culturally for the task:

- Vocabulary exploration and register analysis.
- Discussion of cultural references or idiomatic expressions.
- Genre recognition and intended audience. Duff, (1989), Baker, (2018).

## 5. Translation Task

Assign the main activity:

- Individual translation, pair work, or group collaboration.
- Specify translation direction (L1 → L2 or L2 → L1).
- Encourage annotation or commentary explaining translation choices. Gile, D. (2009), Pym, A. (2010).

## 6. Post-Translation Discussion & Feedback

Facilitate a reflective and analytical discussion:

- Compare different translations and discuss strategies used.
- Highlight problems (lexical gaps, idioms, culture-specific items).
- Provide feedback focusing on translation rationale rather than only accuracy. Kelly, D. (2005), Kiraly, D. (2012).

## 7. Assessment and Reflection

Assessment can be:

- Formative (peer feedback, reflective journals).
- Summative (grading based on coherence, equivalence, and purpose).
- Encourage self-assessment using a translation quality checklist (e.g., House's model of equivalence).

### 6.1.10 Lesson Plan Activities

Effective lesson planning necessitates the deliberate design of activities that vary in cognitive demand, encompassing both less challenging tasks and more complex ones, while ensuring that they engage students rather than merely reflecting the teacher's interests. Ur (1996: 216) cautions that although activity diversity is desirable, tasks should not be "flung together in random order," as such an approach may precipitate classroom disorder and student restlessness. Accordingly, she

recommends positioning more demanding activities at the outset of the lesson and allocating quieter or less active tasks prior to more dynamic ones to optimize student engagement and maintain classroom control. Closely associated with task sequencing is the concept of lesson pace, which refers both to the progression speed of individual activities and to the overall temporal organization of the lesson. To cultivate an effective sense of pace, Brown (1994) offers several guiding principles: (1) activities should be neither unduly brief nor excessively prolonged; (2) instructional techniques should transition smoothly from one to the next; and (3) clear and purposeful transitions between activities should be maintained. By prioritizing the pedagogical needs of learners rather than adhering rigidly to the lesson plan, teachers can ensure coherent, well-paced instruction that maximizes learning outcomes.

#### 6.1.11 Lesson plan evaluation

Ur (1996:219) argues that “it is important to think after teaching a lesson and ask whether it was a good one or not, and why.” Moreover, Brown (1994:398) defines evaluation in lesson planning as an assessment that is “formal or informal, that you make after students have sufficient opportunities for learning”. Nevertheless, Brown adds that without an evaluative component in the lesson, the teacher has no way of assessing the success of the students or what adjustments to make for the next lesson. Moreover, Ur offers the following criteria for evaluating lesson effectiveness and orders them as follows:

- (1) the class seemed to be learning the material well;
- (2) the learners were engaging with the foreign language throughout;
- (3) the learners were attentive all the time;
- (4) the learners enjoyed the lesson and were motivated;

(5) the learners were active all the time;

(6) the lesson went according to plan;

(7) the language was used communicatively

The following questions may also be useful for teachers to reflect on after conducting a lesson (answers can be used as a basis for future lesson planning):

What do you think the students actually learned?

What tasks were most successful? Least successful? Why?

Did you finish the lesson on time?

What changes (if any) will you make in your teaching and why (or why not)?

Additionally, for further clarification of the success of a lesson, teachers can ask their students the following four questions at the end of each class; the answers can assist teachers with future lesson

planning (I avoid overly judgmental questions such as “Did you enjoy 36 Thomas S. C. Farrell the lesson?” as these types of questions are highly subjective):

What do you think today’s lesson was about?

What part was easy?

What part was difficult?

What changes would you suggest the teacher make?

#### 6.1.12 Previous Studies

##### 1. Studies on translation teaching

As translation studies explain what to teach, but not how to plan lessons. This study adopts

studies on translation teaching (Indirectly Related). Within Translation Studies, the focus is different:

Dorothy Kelly (2005), for instance, proposes a competence-based model for translator training. Anthony Pym (2010) on the other hand, focuses on developing translation competence through task-based learning. Whereas, Christiane Nord (1997), introduces the functionalist approach, emphasizing purpose-driven translation tasks. Therefore, this study adopts similar language teaching studies such as:

## 2. Similar studies on Lesson Planning (General Language Teaching)

Research in Applied Linguistics strongly supports the importance of lesson planning:

Harmer (2007), for example, emphasizes that lesson planning ensures coherent teaching, clear objectives, and better classroom management. Scrivener (2011), Shows that structured lesson planning improves teacher performance and student engagement. Richards (2013), Highlights the role of planning in aligning teaching objectives, materials, and assessment.

## 7. Research Methodology

### 7.1 Research Design

This study adopts a descriptive research design, which aims to systematically describe the role of lesson planning in translation classes. Descriptive research is appropriate because it allows the researcher to examine existing teaching practices, instructors' perceptions, and classroom realities without manipulating variables. It is commonly used in Applied Linguistics and Translation Studies to explore educational phenomena in real contexts.

## 8. Translation lesson planning formats:

Format one:

LESSON PLAN FORMAT

Subject: Translation Studies

<p><b>Date:</b> 8 / 5 / 2025</p>	<p><b>Lesson Plan:</b> (PUBLICATION-READY MODEL)</p> <p><b>Lesson Title:</b> Translating Media Discourse (English → Arabic)</p>
<p><b>Level:</b> Post – graduate students</p> <p><b>Subject:</b> Translation Studies</p>	<p><b>Topic:</b> Translating a text from the BBC channel from English into Arabic entitled ‘days after two months of Israeli blockade’</p>
<p>Lesson skills:</p> <p>Reading the text, discussing students’ translations and writing the draft.</p>	<p>Lesson Rationale:</p> <p>This lesson develops students’ ability to translate authentic media texts by focusing on meaning transfer, lexical selection, and stylistic appropriateness. It adopts a process-oriented approach to translation, emphasizing drafting, peer review, and revision.</p>
<p>Lesson objectives</p> <p>By the end of this lesson, students will be able to:</p> <p>Analyze a media text in terms of context, register, and discourse features.</p> <p>Identify and appropriately translate key terminology and collocations.</p>	<p>Lesson Outcomes:</p> <p>Students will be able to:</p> <p>Translate at least 80% of the source text accurately (content fidelity).</p> <p>Use appropriate journalistic style in Arabic.</p> <p>Apply at least two revision strategies (lexical improvement, restructuring, or cohesion).</p>

<p>Produce a coherent first draft translation into Arabic that preserves meaning and tone.</p> <p>Critically evaluate peer translations using explicit translation criteria.</p>				
<p>Lesson materials or teaching aids:</p> <p>white board / projector</p> <p>Authentic BBC news text (printed copies)</p> <p>Bilingual dictionaries (print or digital)</p>	<p>Teaching Approach:</p> <p>Process-based translation pedagogy</p> <p>Task-based learning</p> <p>Collaborative learning (pair and group work)</p>			
<p>Lesson Procedures</p>	<p>activity</p>	<p>Techniques</p>	<p>Interaction</p>	<p>timing</p>
<p>stage                      activity</p>	<p>Pre-reading (context + vocabulary)</p> <p>Draft translation</p>			

	Peer review Revision			
<p><b>Warm up:</b> Brief discussion: challenges in translating news headlines. translations and writing the draft.</p> <p><b>Lead in:</b> Introduce context (BBC, Gaza situation, audience awareness).</p> <p><b>Pre-translation:</b> Vocabulary focus: key terms, collocations, political terminology.</p> <p><b>While translation:</b> Students translate the text (first draft).</p> <p><b>Peer Review:</b> Exchange drafts and provide feedback using checklist.</p> <p><b>Revision:</b> Students revise translations based on feedback.</p> <p><b>Production:</b> elected translations discussed and improved collectively.</p> <p><b>closure:</b> Summary of key translation issues and strategies ;</p>		Brainstorming	Ts ↔ St Ss ↔Ss	10 min
		Guided discussion		10 min
		Elicitation + clarification		15 min 30 min
		Individual task		20 min
		Pair work		15 min 20 min
		Individual task		10 min
		Guided analysis		
		Reflection		

<p>Assessment:</p> <p>Formative Assessment:</p> <p>Observation during tasks</p> <p>Participation in discussion</p> <p>Summative Assessment</p> <p>(Translation Draft):</p> <p>Students' translations will be evaluated based on:</p> <p>Accuracy of meaning transfer</p> <p>Terminology use</p> <p>Stylistic appropriateness</p> <p>Coherence and cohesion</p>				

<p>Homework:</p> <p>Revise translation based on class feedback</p> <p>Submit final polished Arabic version</p> <p>Write a short reflection (150 words) on translation challenges encountered</p>				
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Format two:

LESSON PLAN FORMAT

SUBJECT: Interpreting Studies

<p><b>Date:</b> 1 / 6 / 2025</p> <p><b>SUBJECT:</b> Interpreting Studies</p>	<p><b>Lesson:</b> Interpreting</p> <p>Lesson Title: Introduction to Types of Interpreting</p>
<p><b>Level:</b> Undergraduate</p>	<p><b>Topic:</b> consecutive, Simultaneous, Whispered, and Liaison Interpreting</p>
<p>Lesson skills:</p> <p>Mentioning and clarifying</p> <p>The types of interpreting.</p>	<p>Learning Rationale:</p> <p>This lesson introduces students to the fundamental types and modes of interpreting while integrating basic listening and</p>

	<p>reformulation skills. It moves beyond simple identification to functional understanding and initial practice, following principles of interpreter training.</p>
<p>Lesson objectives:</p> <p>By the end of the lesson, students will be able to:</p> <p>Define the main types of interpreting (consecutive, simultaneous, whispered, liaison).</p> <p>Differentiate between interpreting modes based on context and use.</p> <p>Demonstrate basic interpreting skills through short guided practice tasks.</p>	<p>Teaching Approach:</p> <p>Interactive lecture</p> <p>Task-based learning</p> <p>Guided practice and peer interaction</p>
<p>Lesson materials or teaching aids:</p> <p>white board, projector, Short video/audio clips illustrating interpreting types.</p>	<p>Learning Outcomes: (Measurable)</p> <p>Students will:</p> <p>Correctly identify at least 3 out of 4 interpreting types.</p> <p>Match each type with an appropriate real-life context.</p>

Handout summarizing interpreting modes	Perform a short (30–60 seconds) basic interpreting task with reasonable clarity.			
Lesson procedures:  Stages                      Activity	Activities	Techniques	Interaction	time
<b>Warm up:</b> Ask students: “Where have you seen interpreting used?”	Students perform brief interpreting in pairs (speaker/interpreter roles)	Brainstorming	Ts ↔ St	5 min
<b>Lead in:</b> Introduce interpreting vs translation (brief comparison)		Guided discussion	Ss ↔ Ss	5 min
<b>Presentation:</b> Explain types of interpreting with examples (CI, SI, whispered, liaison)		Mini-lecture + visuals		20 min
<b>Illustration:</b> Play short clips demonstrating each type.		Audio-visual demonstration		10 min
<b>Guided Practice:</b> Students match interpreting types with real scenarios.		Pair work		10 min
<b>Skill Practice:</b> Short listening + reformulation task (very basic interpreting attempt)		controlled practice		15 min
		Role-play		15 min
		Reflection		5 min

<p><b>Production:</b> Students perform brief interpreting in pairs (speaker/interpreter roles)</p> <p><b>closure:</b> Recap key differences and challenge</p>				
<p>Assessment:</p> <p>Participation in discussions</p> <p>Accuracy in matching tasks</p> <p>Performance-Based</p> <p>Assessment:</p> <p>Students will be evaluated on:</p> <p>Correct identification of interpreting types</p> <p>Clarity of oral reformulation</p> <p>Ability to convey main ideas.</p>				

<p>Homework:</p> <p>Revision of types and modes of interpreting, and making lesson summary.</p> <p>Demonstrate basic interpreting skills through practice tasks.</p>				
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## 9. Discussion of translation formats

### 9.1 Translation Lesson Plan

The translation lesson plan demonstrates a generally acceptable structural organization, including key components such as objectives, materials, procedures, and assessment. Its strength lies in the use of an authentic media text (BBC news), which enhances students' exposure to real-world translation challenges and supports the development of discourse and lexical competence. However, the plan reflects a predominantly product-oriented approach, as the focus is placed on producing a draft translation without sufficiently detailing the translation process itself. The learning objectives are broadly stated and lack measurability, limiting their effectiveness in guiding both instruction and evaluation. Furthermore, the activities are described in a generalized manner, without clear procedural steps or scaffolding strategies that would support students' progression from comprehension to production. Assessment is also underdeveloped, relying mainly on general questions rather than explicit criteria for evaluating translation quality. Overall, while the format is structurally sound, it requires stronger alignment between objectives, activities,

and assessment, in line with the principles of constructive alignment proposed by John Biggs, as well as a more process-oriented perspective on translation pedagogy as emphasized by Anthony Pym.

## 9.2 Interpreting Lesson Plan

The interpreting lesson plan presents a clear but overly simplified instructional format aimed at introducing students to the types and modes of interpreting. While the structure includes essential elements such as objectives, procedures, and assessment, it remains largely teacher-centered and heavily dependent on explanation rather than practice. The stated objective—focusing on students' ability to “mention” types of interpreting—reflects a low-level cognitive demand and does not adequately address the performative nature of interpreting as a skill. In addition, the activities are insufficiently elaborated, with the lesson primarily reduced to “mentioning and clarifying,” which limits opportunities for student engagement and skill development. The absence of listening tasks, reformulation exercises, or simulated interpreting practice represents a significant pedagogical gap. Assessment is similarly limited, relying solely on oral questions without clear performance criteria. From a pedagogical perspective, this format does not fully align with the skill-based requirements of interpreter training, which, according to Daniel Gile, should emphasize practice, cognitive processing, and progressive skill acquisition. Therefore, although the format is structurally coherent, it requires substantial enhancement to support active learning and interpreting competence development.

## 10. Conclusion

Although lesson planning is foremost in translation teaching classroom, it is rarely practiced by some translation instructors. The learning outcomes of translation lesson is less and not complete when has no effective lesson plan. This paper shed

light on lesson planning and emphasized the importance role of lesson planning in teaching translation exploring the degree to which lesson planning contributed to achieving lesson objectives and reach successful assessment. This paper also suggested a lesson plan format that can be used by translation instructors to design vital translation lesson plan. As there is no effective lesson without a lesson plan in advance, translation instructors are highly recommended to design lesson plans before starting the actual teaching. In conclusion, both lesson plan formats demonstrate a basic awareness of instructional structure, as they include essential components such as objectives, materials, procedures, and assessment. However, from a pedagogical perspective, effective lesson planning in translation and interpreting requires more than structural completeness; it demands coherence, clarity, and a strong focus on skill development.

#### 11. Recommendations

Based on the discussion of this study, the following recommendations are proposed:

##### 1. For Translation Instructors

Translation instructors should adopt systematic lesson planning practices before conducting classes. A well-structured lesson plan should include clearly defined objectives, appropriate translation tasks, teaching procedures, and assessment methods. This aligns with best practices in Applied Linguistics, which emphasize planning as a key factor in effective teaching.

##### 2. Integration of Pedagogical Frameworks

Instructors are encouraged to integrate principles from Translation Studies—such as competence-based and task-based approaches—into their lesson plans to ensure that students develop linguistic, cultural, and strategic translation skills.

##### 3. Training and Professional Development

Universities and academic institutions should provide training workshops and professional development programs to help translation instructors design effective lesson plans and apply modern teaching strategies.

#### 4. Curriculum Development

Curriculum designers should incorporate standardized lesson plan models within translation programs to guide instructors and ensure consistency in teaching practices across courses.

#### 5. Use of Structured Lesson Plan Templates

Translation instructors should utilize adaptable lesson plan templates (such as the one proposed in this study) to organize classroom activities, manage time effectively, and align teaching with learning outcomes.

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## دور خطة الدرس في حصة الترجمة

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### المستخلص

لخطة الدرس أهمية بالغة في التدريس عمومًا، وفي تدريس الترجمة خصوصًا. ومع ذلك، من الواضح أن

تخطيط الدروس في حصص الترجمة غائب ونادرًا ما يُستخدم. وبالتالي فإن الهدف الرئيسي لهذه الورقة

هو التأكيد بشدة على دور تخطيط الدرس في حصص الترجمة. ولتحقيق هذا الهدف، اعتمدت هذه

الدراسة المنهج الوصفي للبحث في أثر خطة الدرس على تدريس الترجمة. كما تضمنت الدراسة نموذجًا

مقترحًا لكيفية إعداد خطة درس يمكن استخدامه في تحضير دروس الترجمة. وقد صُممت الخطة وفقًا

للمنهج التواصلي في تدريس اللغة. وبالنظر إلى نتائجها، تقدم هذه الورقة مساهمة فعالة تساعد في

تخطيط دروس الترجمة وإعدادها وكتابتها.

**الكلمات المفتاحية:** الترجمة، الدرس، الخطة، التدريس، النهج التواصلي، علم التربية