

Task-Based Learning in Moroccan Translation Education: A PACTE and EMT Competence Approach

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Abstract

The evolving translation profession demands pedagogical approaches that prepare students for contemporary professional environments. While traditional teaching develops linguistic skills, it often fails to reflect the translation industry's rapid technological and methodological changes. Task-Based Learning (TBL) has emerged as a promising approach, centering authentic and meaningful tasks in the learning process. This article examines the integration of TBL into General Translation teaching for Moroccan Master's students through the PACTE Translation Competence Model and the European Master's in Translation (EMT) Competence Framework. Adopting a theoretical-conceptual methodology, this study explores the compatibility between TBL principles and contemporary translator education. Contextualizing translator training in Morocco, we propose a pedagogical framework for implementing task-based translation instruction within Master's programs. Ultimately, this article argues that TBL substantially contributes to developing translation competence, learner autonomy, technological literacy, and market-oriented skills, strengthening the alignment between translator education and the evolving demands of the Moroccan translation profession.

Introduction

The rapid transformation of the translation industry has profoundly influenced translator education worldwide. Globalization, technological innovation, localization, machine translation systems, and artificial intelligence have reshaped the professional responsibilities

of translators and expanded the range of competences required for successful practice. Contemporary translators are no longer expected merely to transfer linguistic content from one language to another; they are increasingly required to function as intercultural mediators, technology users, project managers, researchers, and communication specialists.

These developments have generated significant challenges for higher education institutions responsible for translator training. Traditional translation teaching approaches have often focused on the evaluation of final translated products, emphasizing linguistic accuracy and teacher feedback. While such approaches remain valuable, they frequently fail to reproduce the complexity of professional translation environments and may limit students' opportunities to develop strategic, technological, interpersonal, and problem-solving competences.

As a result, translator education has gradually shifted toward competence-based and learner-centered pedagogies. Among these approaches, Task-Based Learning (TBL) has attracted considerable attention because of its emphasis on authentic learning experiences, collaborative problem solving, and meaningful communication. Originally developed within language teaching, TBL proposes that learning occurs most effectively when students engage in purposeful tasks that resemble real-world activities.

The compatibility between TBL and translation education appears particularly strong because translation itself can be viewed as a complex communicative task involving decision-making, research, negotiation, revision, and quality assurance. Consequently, integrating task-based learning into translation classrooms may provide opportunities for students to acquire professional competences in more realistic and meaningful ways.

In Morocco, translator education has experienced notable development through specialized institutions and university programs. Nevertheless, concerns regarding the alignment between academic training and labor market expectations continue to emerge within discussions of translation pedagogy. Therefore, exploring innovative pedagogical approaches capable of narrowing this gap remains highly relevant.

This article aims to examine the potential contribution of Task-Based Learning to General Translation teaching in Moroccan Master's programs. More specifically, it investigates how TBL can support competence development as conceptualized by the PACTE Translation Competence Model and the European Master's in Translation Framework (European Commission, 2022) while addressing contemporary challenges in Moroccan translator education.

1. Literature Review

1.1 Task-Based Learning: Origins and Pedagogical Principles

Task-Based Learning emerged from communicative language teaching traditions during the late twentieth century as a response to form-focused instructional approaches. Scholars such as Long (1985), Willis (1996), Ellis (2003), and Nunan (2004) argued that language acquisition occurs more effectively when learners engage in meaningful communication rather than the isolated study of grammatical structures.

At the center of TBL lies the concept of the task. Ellis (2003) defines a task as an activity that requires learners to use language pragmatically to achieve a communicative objective. Similarly, Nunan (2004) describes tasks as classroom activities involving comprehension,

production, manipulation, or interaction in the target language while prioritizing meaning over form. Nevertheless, several fundamental principles characterize Task-Based Learning:

- Authenticity and real-world relevance.
- Learner-centered instruction.
- Problem-solving orientation.
- Collaborative learning.
- Integration of skills.
- Reflective evaluation.

Unlike traditional instructional models, TBL positions learners as active participants responsible for constructing knowledge through experience. Teachers function primarily as facilitators who create meaningful learning environments and guide learners through increasingly complex tasks.

These characteristics make TBL particularly attractive for professional education contexts where practical competence development is prioritized.

1.2 Contemporary Approaches to Translator Education

Translation pedagogy has undergone substantial transformation over recent decades. Earlier models often relied on teacher-centered methodologies in which instructors evaluated students' translations and provided corrections. Such approaches largely emphasized the final translated text rather than the translation process itself. The emergence of constructivist learning theories contributed significantly to the evolution of translator education. Kiraly (2000) challenged traditional transmission-based teaching models and proposed a social constructivist approach emphasizing authentic projects, collaborative learning, learner autonomy, and situated professional practice.

From this perspective, translation competence is not acquired through passive knowledge transfer but rather through active participation in meaningful translation activities. Students gradually develop expertise by engaging with authentic translation problems and reflecting on their decision-making processes. This shift has encouraged translator educators to reconsider the role of classroom activities and to explore pedagogical approaches capable of reproducing professional translation realities.

Since the initial development of communicative and task-based frameworks (Richards & Rodgers, 2014), scholars have continually refined how tasks operate within language and translation acquisition (Ellis, 2009; Long, 2015). In translation specifically, the shift from traditional methods to situated, project-based learning has been heavily advocated (Kiraly, 2005). Furthermore, understanding exactly how translation competence is acquired (Hurtado Albir, 2015) remains a central methodological issue for conceptualizing effective, modern training models (PACTE, 2005).

1.3 Compatibility Between Task-Based Learning and Translation Pedagogy

The integration of Task-Based Learning into translator education is supported by several important theoretical convergences between the two fields. Both TBL and contemporary approaches to translation pedagogy place significant emphasis on authentic learning experiences, encouraging students to engage with realistic tasks that reflect the challenges and

complexities of professional practice. Translation activities naturally mirror real-world communicative situations, requiring learners to solve practical problems, make informed decisions, and adapt their work to specific purposes and audiences. Furthermore, both approaches are fundamentally learner-centered, positioning students as active participants in the learning process rather than passive recipients of knowledge. This emphasis on active engagement is particularly relevant to translation, which is inherently task-oriented and involves analyzing translation briefs, identifying linguistic and cultural challenges, conducting research, evaluating alternative solutions, and producing target texts that meet specific communicative objectives. In addition, contemporary translation pedagogy and Task-Based Learning both recognize the importance of collaboration and reflection as essential components of competence development. Professional translation projects often involve teamwork, peer revision, negotiation, and collective problem-solving, while reflective activities help learners become more aware of their translation strategies and decision-making processes. Taken together, these shared principles demonstrate a strong pedagogical compatibility between Task-Based Learning and contemporary translator education, suggesting that TBL can provide an effective framework for developing the diverse competences required in modern translation practice.

2. Materials and Methods

To investigate the pedagogical viability of integrating Task-Based Learning (TBL) into General Translation modules within Moroccan higher education, this study adopts a theoretical-conceptual methodology grounded in a systematic literature review and theoretical synthesis. The literature selection process involved a targeted search of academic databases, including Scopus and Google Scholar, utilizing keywords such as "Task-Based Learning," "Translation Competence," "Moroccan translator education," and "PACTE/EMT frameworks." Sources were selected based on their peer-reviewed status, relevance to competence-based training, and publication dates, prioritizing foundational texts alongside recent pedagogical advancements. The synthesis of this literature involved extracting core pedagogical principles from these frameworks and cross-referencing them against the current curricular structures and market demands within Morocco. Because the objective is to propose a pedagogical framework rather than measure empirical outcomes, the methodology relies on the critical analysis and triangulation of established pedagogical paradigms and competence frameworks.

The research process was conducted in three primary phases. First, a comprehensive review of contemporary literature on translation pedagogy and TBL was executed. This involved sourcing peer-reviewed articles, foundational pedagogical texts, and institutional guidelines to establish the historical context and foundational principles of TBL (e.g., Ellis, 2003; Nunan, 2004) and its subsequent application to translator education (Kiraly, 2000).

Second, the study utilized a comparative analytical approach to examine the theoretical compatibility between TBL and two dominant institutional competence frameworks: the PACTE Translation Competence Model (2003) and the European Master's in Translation (EMT) Competence Framework (2022). The analytical procedure involved mapping the core tenets of TBL, namely authenticity, problem-solving, and learner-centered collaboration, against the specific sub-competences defined by PACTE (bilingual, extra-linguistic, instrumental, strategic, and psycho-physiological) and the market-oriented domains established by the EMT (language and culture, translation, technology, personal and interpersonal, and

service provision). This mapping process served as the conceptual material for the study, establishing a theoretical bridge between pedagogical theory and professional standards.

Finally, the synthesized theoretical data was contextualized within the specific educational landscape of Morocco. By analyzing the current infrastructural, market, and pedagogical realities facing Moroccan translation institutions, the study developed a structured, three-stage pedagogical framework (pre-task, task performance, and post-task reflection). This framework serves as the synthesized output of the conceptual methodology, offering a highly contextualized, actionable model for Moroccan Master's programs.

3. Results and Discussion

3.1 Translation Competence and the PACTE Model

The concept of translation competence occupies a central position in contemporary translator education. Among the various frameworks proposed to explain the knowledge and abilities required of professional translators, the model developed by the PACTE Research Group remains one of the most influential and widely cited. According to PACTE (2003), translation competence is an integrated system of knowledge, skills, and attitudes that differentiates professional translators from merely bilingual individuals. Rather than being limited to linguistic proficiency, translation competence is viewed as a multidimensional construct composed of several interrelated sub-competences that operate simultaneously throughout the translation process.

The first component is bilingual sub-competence, which encompasses grammatical, textual, pragmatic, sociolinguistic, and lexical knowledge in both source and target languages. This competence enables translators to comprehend source texts accurately and produce target texts that are linguistically appropriate and communicatively effective. Complementing this dimension is extra-linguistic sub-competence, which includes cultural knowledge, encyclopedic knowledge, and domain-specific expertise. Since translators frequently encounter culturally embedded references and specialized terminology, successful translation often depends on knowledge that extends beyond language itself.

The PACTE model also highlights the importance of instrumental sub-competence, reflecting the growing role of technology and documentation in contemporary translation practice. This competence involves the effective use of dictionaries, corpora, terminology databases, computer-assisted translation tools, machine translation systems, and other documentation resources that support the translation process. Closely related to this dimension is strategic sub-competence, which occupies a central coordinating role within the model. Strategic competence enables translators to identify translation problems, select appropriate solutions, evaluate alternatives, and monitor the effectiveness of their decisions throughout the translation process. In addition, PACTE emphasizes the significance of psycho-physiological components, including concentration, critical thinking, memory, creativity, perseverance, motivation, and professional self-confidence. These cognitive and attitudinal factors substantially influence translators' performance and their ability to cope with complex translation challenges.

The relevance of the PACTE model to Task-Based Learning is particularly significant because authentic translation tasks require the simultaneous activation of all these dimensions of competence. Rather than developing competencies separately, task-based activities create

integrated learning situations in which students must mobilize linguistic knowledge, technological resources, strategic thinking, cultural awareness, and professional judgment to accomplish meaningful translation objectives. Consequently, Task-Based Learning provides a pedagogical environment that closely reflects PACTE's multidimensional understanding of translation competence.

While PACTE offers a valuable framework for understanding the cognitive and procedural dimensions of translation competence, contemporary translator education has increasingly sought to align competence development with the realities of professional practice. One of the most influential initiatives in this regard is the European Master's in Translation (EMT) Framework, which provides a market-oriented perspective on the competences expected of professional translators in today's multilingual and technology-driven environment.

3.2 The European Master's in Translation Framework

The European Master's in Translation Framework (EMT) (European Commission, 2022) has become one of the most influential references for translator education internationally. Developed under the supervision of the European Commission, the framework seeks to enhance graduate employability by strengthening the relationship between academic training and the evolving demands of the translation profession. Unlike approaches that focus primarily on linguistic proficiency, EMT adopts a broader vision of translator competence that reflects the realities of contemporary professional practice.

The framework identifies several interconnected competence areas that professional translators are expected to develop. At its foundation lies language and culture competence, which emphasizes advanced linguistic proficiency and intercultural awareness. Translators are expected not only to understand languages but also to mediate effectively between cultures and communicative contexts. This competence is complemented by translation competence, which includes source-text analysis, translation strategy selection, revision procedures, quality assurance practices, and the ability to adapt translations according to specific communicative purposes and client requirements.

The EMT framework also places considerable emphasis on technology competence, recognizing the growing importance of digital tools within the translation industry. Contemporary translators are expected to work efficiently with computer-assisted translation tools, terminology management systems, corpora, machine translation platforms, and post-editing techniques. Alongside technological expertise, EMT highlights the importance of personal and interpersonal competence, including teamwork, communication skills, adaptability, time management, and lifelong learning. These attributes are increasingly valued in professional environments where translators often collaborate with clients, project managers, subject-matter experts, and fellow translators.

Furthermore, the framework introduces service provision competence, which reflects the professional dimension of translation as a client-oriented service. This competence encompasses project management, client communication, ethical responsibility, quality control, and the ability to respond effectively to market demands. Finally, EMT recognizes the importance of domain competence, emphasizing the need for translators to acquire specialized

knowledge in the fields in which they operate, whether legal, technical, medical, economic, or institutional.

From a pedagogical perspective, the EMT framework strongly supports task-based approaches because many of these competences are best developed through active engagement with authentic professional situations. Translation projects, collaborative assignments, client simulations, technology-enhanced tasks, and problem-solving activities provide opportunities for students to acquire and practice the competences identified by the framework. Consequently, Task-Based Learning can be viewed as an effective pedagogical mechanism for operationalizing EMT objectives within translation programs, allowing students to develop not only translation skills but also the professional, technological, interpersonal, and service-oriented competences increasingly demanded by the contemporary translation market.

3.3 Translator Education in Morocco: Challenges and Opportunities

Translator education is becoming increasingly significant in Moroccan higher education. Institutions like King Fahd School of Translation have significantly contributed to training professional translators capable of working in multilingual settings involving Arabic, French, English, Spanish, and Amazigh. Within Morocco, translator education operates through a unique institutional framework, with specialized entities such as the King Fahd School of Translation in Tangier leading the way. The curriculum traditionally combines intensive theoretical linguistics with practical translation workshops across various language pairs, especially Arabic, French, English, and Spanish.

Nonetheless, several pedagogical challenges remain. As scholars observing trends across the Arab world have noted, curricula often struggle to adapt quickly to industry digitization and market alignment, frequently hindered by institutional bureaucracy and limited access to advanced technological resources (Sir Al Khatim, 2022). Programs in the MENA region often encounter challenges in moving beyond basic technological instruction to fully integrate advanced translation technologies and project management workflows into everyday pedagogy (Mohammed, 2023). Moreover, educators must navigate Morocco's complex sociolinguistic environment, balancing the high standards of classical Arabic (*Fusha*) with the quick-paced, localized demands of the modern MENA market.

The Moroccan translation market has experienced significant diversification due to globalization, international cooperation, tourism, legal exchanges, migration, media development, and digital communication. These developments have increased demand for translators who possess not only linguistic competence but also technological literacy, specialized knowledge, and professional adaptability.

Despite these advances, translator education in Morocco continues to face challenges concerning the relationship between academic training and labor market expectations. Professional translation environments increasingly require graduates capable of working with translation technologies, managing projects, conducting terminological research, collaborating with multidisciplinary teams, and adapting to rapidly changing technologies.

However, translation classrooms may sometimes remain influenced by traditional pedagogical models centered on teacher correction and product evaluation. While these practices contribute to linguistic accuracy, they may provide limited opportunities for students to experience authentic translation workflows. Another challenge concerns the growing integration of artificial intelligence and machine translation technologies into professional

practice. Contemporary translators must learn not only how to translate but also how to evaluate, post-edit, and manage technology-assisted translation processes.

Within this context, Task-Based Learning offers a promising pedagogical response. Recent scholarship emphasizes that integrating structured, task-based technology applications can significantly enhance student engagement and professional readiness across Arab university contexts (Mudawy, 2024). By engaging students in realistic translation projects, TBL creates opportunities for competence development that more closely resemble professional practice. Furthermore, it encourages autonomy, collaboration, critical thinking, and technological engagement, competencies increasingly valued within both Moroccan and international translation markets.

3.4 A Task-Based Framework for General Translation Teaching: A Practical Model

Drawing on the principles of Task-Based Learning as well as the competence-based perspectives advanced by the PACTE and EMT frameworks, a General Translation course for Moroccan Master's students can be organized around a sequence of authentic translation projects that gradually increase in complexity. Such an approach seeks to replicate the realities of professional translation practice by engaging students in meaningful tasks that require the integration of linguistic, cultural, technological, and strategic competences. Rather than focusing exclusively on the production of translated texts, the framework emphasizes the entire translation process, encouraging students to develop professional habits, problem-solving abilities, and reflective practices that are essential for contemporary translators. To operationalize this, the proposed framework is divided into three comprehensive phases: Pre-Task, Task Performance, and Post-Task Reflection, complete with market-aligned assessment mechanisms.

3.4.1 Phase 1: Pre-Task Preparation and Brief Analysis

The first stage of the framework consists of the pre-task phase, during which students prepare for the translation assignment by analyzing the translation brief and identifying the contextual factors that may influence their decisions. At this stage, learners examine the source text, determine its communicative purpose, identify the intended target audience, and anticipate potential translation challenges.

In a Moroccan MA context, this phase is critical for bridging the gap between academic exercise and professional reality. Students are introduced to a formalized "Translation Brief" (or *Cahier des Charges*), a standard industry document that dictates the parameters of the commission. They engage in activities such as genre analysis, terminology extraction, parallel text consultation, and preliminary documentary research in both Arabic and English. These preparatory activities help students develop a deeper understanding of the translation situation while fostering critical thinking and informed decision-making before the translation process begins.

Example Classroom Implementation: The Translation Brief

To simulate a professional environment, the instructor acts as the project manager or client, presenting the following brief to the student translators:

Project Title: Tangier Regional Investment and Tourism Guide

Source Language: English

Target Language: Arabic

Target Audience: Potential investors and Arabic-speaking international tourists exploring the Tangier-Tétouan-Al Hoceima region.

Text Type: Informative and persuasive (Marketing/Institutional).

Communicative Purpose: To highlight the economic infrastructure, cultural heritage, and geographical advantages of the region, persuading readers to visit or invest.

Specific Instructions: Maintain a formal yet inviting register. Ensure that specific local geographical and cultural terms are appropriately transliterated or culturally adapted for a broader Middle Eastern and North African (MENA) readership, avoiding overly localized dialect where standard Arabic (*Fusha*) is required for professional clarity.

Technological Requirements: Use a designated CAT tool (e.g., SDL Trados or MemoQ) and create a collaborative bilingual termbase prior to translation.

3.4.2 Phase 2: Task Performance and Collaborative Execution

The second stage involves task performance, which constitutes the core of the learning experience. During this phase, students complete authentic translation assignments either individually or collaboratively. The selected tasks should reflect the types of texts commonly encountered in professional practice and may include newspaper articles, tourism brochures, institutional documents, public awareness campaigns, website content, or other forms of general translation.

Throughout the task, learners are encouraged to conduct terminological and documentary research, consult technological resources, negotiate translation solutions with peers, and justify their decisions based on the communicative requirements of the translation brief. In this way, students are required to mobilize multiple dimensions of translation competence simultaneously. Specifically, they activate their *instrumental sub-competence* (PACTE, 2003) by navigating digital dictionaries and corpora, and their *technology competence* (EMT, 2022) by executing the translation within a CAT environment.

In the classroom, this phase moves away from silent, solitary translation. Instructors might implement a "Translator-Reviser" pairing system. Student A translates the first half of the regional guide while Student B acts as the terminologist and researcher; they then switch roles for the second half. This collaborative execution closely mirrors the conditions of real-world translation practice, fostering the personal and interpersonal competences mandated by the EMT framework.

3.4.3 Phase 3: Post-Task Reflection and Multidimensional Assessment

The final stage consists of post-task reflection and evaluation. Once the translation task has been completed, students engage in a variety of reflective activities designed to encourage critical awareness of their translation processes and outcomes. These activities may include peer-review sessions, revision workshops, translation commentaries, reflective journals, and group discussions focusing on the challenges encountered during the task.

Reflection plays a crucial role in helping students identify strengths and weaknesses in their performance, evaluate the effectiveness of their strategies, and develop greater awareness of the decision-making processes underlying professional translation. Moreover, this stage

promotes continuous improvement and contributes to the development of autonomous and reflective practitioners.

To properly assess this multidimensional task, instructors must utilize an evaluation rubric that looks beyond mere linguistic equivalence, incorporating the broader competencies outlined by PACTE and EMT.

Table 1: TBL Competence-Based Assessment Rubric for MA Translation Tasks

Competence Domain (PACTE/EMT)	Assessment Criteria	Weight
Bilingual & Cultural Competence	Accuracy of meaning transfer, grammatical correctness in the target language (Arabic), appropriate register, and successful cultural mediation of source concepts.	35%
Strategic Competence	Demonstrated ability to identify translation problems (e.g., cultural voids, syntactic restructuring) and apply logical, justified translation procedures to solve them.	25%
Instrumental & Tech Competence	Effective use of CAT tools, accurate creation and application of termbases, and appropriate utilization of digital corpora and documentary research.	20%
Service Provision & Professionalism	Adherence to the constraints of the translation brief, respect for deadlines, formatting consistency, and overall target text readiness for the "client."	10%
Interpersonal & Reflective Practice	Quality of collaboration with peers (if a group task), constructive peer-review feedback, and depth of self-awareness demonstrated in post-task reflective journals.	10%

Taken together, these three stages, guided by practical briefs and multidimensional rubrics, create a coherent pedagogical cycle. By integrating authentic tasks, collaborative learning, technological engagement, and reflective practice, the proposed framework seeks to bridge the gap between academic translation training and the realities of the contemporary translation profession in Morocco.

3.5 Pedagogical Benefits of Task-Based Translation Teaching

The integration of Task-Based Learning into General Translation instruction offers numerous pedagogical benefits that contribute to the development of well-rounded and

professionally competent translators. By engaging students in authentic translation tasks, this approach facilitates the holistic development of translation competence, as learners are required to simultaneously mobilize linguistic, cultural, strategic, technological, and problem-solving skills in order to complete meaningful assignments. Task-Based Learning also promotes learner autonomy by encouraging students to conduct independent research, evaluate available resources, and make informed translation decisions, thereby fostering greater responsibility for their own learning. Furthermore, the use of realistic and professionally relevant tasks enhances student motivation, as learners can clearly perceive the practical value of the activities they undertake and their relevance to future career opportunities. Since many translation tasks involve collaboration, peer review, and collective problem-solving, this approach also helps develop teamwork and communication skills that are increasingly essential in contemporary translation environments. In addition, Task-Based Learning encourages the effective use of technological resources, including terminology databases, corpora, computer-assisted translation tools, and machine translation systems, thereby supporting the acquisition of technological competences demanded by today's translation industry. Ultimately, by recreating authentic professional situations within the classroom, Task-Based Learning contributes to narrowing the gap between academic translation training and the realities of professional translation practice, better preparing students for the challenges of the modern translation market.

3.6 Challenges of Implementation

Despite its numerous advantages, the successful implementation of Task-Based Learning in translation education requires careful planning and sustained institutional commitment. One of the primary challenges lies in the changing role of the instructor, as teachers accustomed to traditional, teacher-centered methods may require professional development to effectively adopt facilitative and learner-centered approaches. Furthermore, designing meaningful translation tasks demands considerable preparation to ensure that activities are both authentic and pedagogically appropriate, reflecting real-world translation scenarios while remaining aligned with learning objectives. Assessment also presents a significant challenge, as task-based instruction calls for evaluation methods that extend beyond the final translated product to include process-oriented aspects such as research skills, problem-solving strategies, collaboration, and reflective practice. In addition, institutional factors, including large class sizes, limited access to technological resources, and rigid curricular structures, may hinder the effective integration of task-based approaches. Consequently, overcoming these obstacles requires comprehensive institutional support, curriculum reform, adequate technological infrastructure, and ongoing professional development initiatives that equip instructors with the knowledge and skills necessary to implement Task-Based Learning successfully within translation programs.

4. Limitations and Future Research

While this conceptual framework offers a structured approach to integrating TBL into Moroccan translator education, several limitations must be acknowledged. First, the study is primarily theoretical in nature and has not yet been empirically validated through classroom data or student performance metrics. Second, there are potential limitations in directly applying Western-origin pedagogical models, such as TBL, PACTE, and the EMT framework, to the Moroccan educational context. Morocco possesses unique linguistic, cultural, and institutional

dynamics that may require further adaptation of these models to be truly effective. Addressing these gaps will require localized empirical testing. Future research should prioritize longitudinal studies to measure the long-term effectiveness of TBL interventions in Moroccan translation programs, specifically tracking graduate employability, technological adaptability, and long-term competence retention.

5. Conclusion

The changing realities of the translation profession demand innovative pedagogical approaches capable of preparing students for increasingly complex professional environments. Task-Based Learning represents a particularly suitable approach because it places authentic translation activities at the center of the educational process and promotes the development of competences required by contemporary translation markets.

The theoretical analysis presented in this article demonstrates a strong compatibility between Task-Based Learning, the PACTE Translation Competence Model, and the European Master's in Translation Framework (European Commission, 2022). Together, these perspectives provide a robust foundation for competence-based translator education.

Within the Moroccan context, where translator training institutions seek to respond to evolving market demands and technological transformations, TBL offers significant potential for enhancing professional readiness and competence development. By engaging students in authentic translation projects, encouraging collaboration, fostering autonomy, and integrating technological tools, task-based pedagogy can contribute to bridging the gap between academic instruction and professional practice.

Ultimately, the successful integration of Task-Based Learning into General Translation teaching may support the development of reflective, adaptable, and professionally competent translators capable of meeting the challenges of the contemporary translation industry.

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