

---

**| RESEARCH ARTICLE**

## **Influence of Translation Strategies Multiplicity on Translation Teaching**

**Ali Hussein Awadh Azzan<sup>1</sup> and Dr. Sana Sakale<sup>2</sup>**

<sup>1,2</sup> Faculty of Languages, Letters and Arts, Language and Society Laboratory, Ibn Tofail University, Kenitra, Morocco

**Corresponding Author:** Ali Hussein Awadh Azzan, **E-mail:** [aliazanalwahidi@gmail.com](mailto:aliazanalwahidi@gmail.com)

---

**| ABSTRACT**

This article explores how the variety of terms and concepts in translation strategies influences teaching and learning translation. Using both foundational and modern frameworks, such as those by Vinay and Darbelnet, Nida, Newmark, Catford, Baker, and Venuti, it discusses how inconsistent use of terms—whether in their classification like "method," "procedure," "strategy," and "technique" or in their typologies like "word-for-word vs. sense-for-sense," "literal vs. free," "formal equivalence vs. dynamic equivalence," "semantic vs. communicative," or "foreignization vs. domestication"—affects curriculum design, classroom instruction, student understanding, and assessment methods. While this reflects the richness of Translation Studies, it also presents significant teaching challenges. Through case studies, hypothetical examples, and critical analysis, the article argues that strategic pluralism, when guided by clear pedagogical goals, can be transformed from a liability into an asset. Recommendations include fostering Meta-Strategic awareness, aligning teaching materials, and implementing integrated teaching practices to enhance student skills and theoretical understanding. The article concludes that embracing, rather than eliminating, this multiplicity—through informed and reflective teaching—is essential for advancing translator training in an increasingly global and interdisciplinary academic environment.

**| KEYWORDS**

Translation strategies, Multiplicity, Translation, Teaching, Learning, Pedagogy

**| ARTICLE INFORMATION**

**ACCEPTED:** 12 June 2026

**PUBLISHED:** 06 July 2026

**DOI:** 10.32996/ijllt.2026.9.7.15

---

### **1. Introduction**

Translation pedagogy has experienced significant evolution, especially following advances in Translation Studies theory. One of the key yet difficult aspects in this area is the multiplicity and variety of terms used to describe translation strategies. Words like "methods," "procedures," "techniques," and "approaches" are often used interchangeably, but they often represent different ideas depending on the scholar or framework. This variety is clear in the works of theorists such as Vinay and Darbelnet (1958), Nida (1964), Newmark (1981), Catford (1965), and Venuti (1995), among others. While some scholars and translation educators see this variety as a sign of the field's richness and interdisciplinary nature, it also creates teaching challenges for translation students.

In translation teaching, where clarity, structure, and coherence are crucial, this terminological variety can cause confusion for both instructors and students. The presence of multiple classifications and overlapping definitions often makes it difficult to determine which strategies should be taught, emphasized, or prioritized. Additionally, different curricula and textbooks employ various theoretical frameworks, resulting in inconsistent teaching methods across institutions and even within departments.

This article examines how the variety of translation strategy terminology influences translation teaching methods. It explores how this terminology diversity impacts curriculum design, the training of future translators, and students' understanding of translation processes. The study argues that although this diversity is a natural part of an evolving field, it is important to address its pedagogical effects. By analyzing the origins, expressions, and educational consequences of strategy diversity, the paper aims to promote a clearer and more effective approach to translation education.

**2. Theoretical Background**

This section sheds light on some of the previous studies, which represent a theoretical background for this paper concerning the definitions of translation strategies, their general classifications according to the linguistic units either at the level of text as a whole or a specific units inside it, and their typologies in a form of dichotomies formed by the famous scholars in this field.

**2.1 Definition of Translation Strategies**

Translation strategies refer to the deliberate choices and techniques a translator employs to solve problems encountered during the translation process. These strategies operate at different levels: some deal with broader textual challenges, while others focus on specific linguistic or cultural issues or units inside the text. Despite their centrality to translation practice and pedagogy, there is considerable variation in how scholars define and classify them.

For instance, Loescher (1991) emphasizes the procedural aspect, suggesting strategies are "potentially conscious plans for solving a translation problem.". In contrast, Hurtado Albir (1996) defines translation strategies as "conscious procedures used to solve problems encountered in the translation process." The diversity in these definitions highlights an ongoing theoretical tension between the prescriptive and descriptive dimensions of translation strategies.

**2.2 Multiplicity and Inconsistency in Terminology**

A key issue in translation pedagogy is that scholars use terms such as strategy, method, procedure, technique, and approach inconsistently. Some use "strategies" as an umbrella term encompassing everything from global translation orientations to local textual procedures, while others maintain strict distinctions. For example:

1. Newmark separates "methods" (global) from "procedures" (local).
2. Chesterman (1997) speaks of "strategies" that have both cognitive and textual dimensions.
3. Königs and Wills classify strategies differently depending on the learner's competence level and translation purpose.
4. Nord (1997) introduces "translation briefs" and "functionality" as guiding concepts, blurring the line between strategy and planning.

These variations complicate the process of teaching translation, especially when instructors or textbook authors adopt different or even conflicting models. Students may encounter divergent terminology in other courses, which can undermine their ability to systematize or critically reflect on translation choices.

To sum up, all these terms would be presented in the following table:

**Table 1**

*Classification of Strategies*

No.	Scholars	Classification of Strategies	
1.	- Vinay and Darbelnet (1958) - Malblanc (1968) - Vázquez Ayora (1977) - Newmark (1981)	Methods	Procedures
2.	- Wills (1983) - Königs (1986)	Strategies	Methods
3.	- Seguinot (1989) - Lörscher (1991) - Jääskeläinen (1993) - Chesterman (1997)	Global strategies	Local strategies
4.	- Molina and Albir (2002) - Hejwowski (2004)	Strategies	Techniques

5.	- Gile(1992)	Comprehension strategies	Production strategies
----	--------------	--------------------------	-----------------------

### 2.3 Overview of Major Strategy Typologies

There is another form of the terminological multiplicity which occurs in a form of binary frameworks to explain the translator's approach. These dichotomies are not merely linguistic classifications but represent deep-seated theoretical positions regarding equivalence, fidelity, audience orientation, and cultural mediation.

Numerous scholars have contributed typologies of translation strategies, each with distinct terminological and conceptual frameworks:

1. Vinay and Darbelnet (1958) distinguished between direct and oblique (or indirect) translation, offering a set of seven procedures (e.g., borrowing, calque, transposition).
2. Eugene Nida (1964) proposes the formal vs. dynamic equivalence model, emphasizing the receptor's response and the purpose of the translation.
3. Peter Newmark (1981, 1988) introduced multiple taxonomies, differentiating between translation methods (e.g., semantic, communicative) and procedures (e.g., modulation, transference).
4. J.C. Catford (1965) emphasized shift theory, focusing on structural changes that occur during translation across grammatical or category levels.
5. Lawrence Venuti (1995) framed strategies ideologically as domestication vs. foreignization, emphasizing the translator's ethical positioning.
6. Mona Baker (1992) approached strategies as problem-solving techniques, especially at the lexical, grammatical, and textual levels.

This multiplicity reflects not only different theoretical backgrounds (e.g., structuralism, functionalism, skopos theory, cultural studies) but also different focal points (linguistic, communicative, ideological, or pedagogical). The table below presents a synthesized classification of these dichotomies:

**Table 2**

#### *Major Strategy Typologies*

No.	Dichotomy	Scholar(s)	Orientation	Function
1.	Literal vs. Free	Cicero and Horace	Classical	Fidelity vs. fluency
2.	Word-for-word vs. Sense-for-sense	St. Jerome,	Classical	Form vs. content
3.	Metaphrase vs. paraphrase and imitation	Dryden	Semantic	Fidelity vs. fluency
4.	Formal vs. Dynamic Equivalence	Eugene Nida	Functionalist	Form vs. receptor impact
5.	Semantic vs. Communicative	Peter Newmark	Text-oriented	Author-oriented vs. reader-oriented
6.	Direct vs. Oblique	Vinay & Darbelnet	Structuralist	Linguistic procedures
7.	Formal Correspondence vs. Textual Equivalence	J.C. Catford	Linguistic	Structural vs. contextual match
8.	Domestication vs. Foreignization	Lawrence Venuti	Ideological	Cultural adaptation vs. resistance

### 3. Methodology

This study employs a qualitative, exploratory methodology to examine the pedagogical implications of the multiplicity of translation strategy terminology within academic contexts. The goal is not just to measure outcomes quantitatively, but also to explore the conceptual and practical consequences of terminological diversity in translation strategy instruction.

The research is structured as a theoretically pedagogical analysis supplemented by case-based illustration. The study integrates a literature-based examination of major translation theory models with reflective pedagogical practice, focusing on how multiple and often conflicting terminologies affect the clarity, coherence, and efficacy of translation teaching.

Regarding the sources of data, there are two main sources:

1. Theoretical texts and scholarly classifications of translation strategies, e.g., Vinay & Darbelnet, Nida, Newmark, Baker, Venuti, etc., reviewed to identify and compare terminological overlaps and divergences.
2. 30 Students' feedback and 20 instructors' responses to two directed and closed minor questionnaires (simulated for illustration) to assess learners' and instructors' reactions to multiple strategy frameworks.

#### **4. The Multiplicity of Translation Strategies: A Double-Edged Sword**

The richness of theoretical perspectives in translation studies has led to a vibrant landscape of translation strategy classifications. While this theoretical plurality provides translators and educators with a broad conceptual toolkit, it also generates significant pedagogical and practical challenges. This section explores both the advantages and disadvantages of the multiplicity of translation strategy terminologies in translation teaching and learning.

##### **4.1 Advantages of Multiplicity**

The advantages of this type of terminological multiplicity can be summarized in the following points:

###### **a) Theoretical Diversity and Flexibility**

The existence of various classification systems allows instructors and students to approach translation from multiple angles: linguistic, cultural, functional, ideological, and cognitive. For instance, while Newmark's semantic vs. communicative translation offers a linguistic orientation, Venuti's domestication vs. foreignization foregrounds cultural and ethical dimensions. Such diversity:

1. Encourages critical thinking by exposing students to contrasting views.
2. Fosters flexibility in selecting strategies suitable for different texts and audiences.
3. Promotes a more nuanced understanding of translation as both a process and a product.

###### **b) Development of Meta-Strategic Awareness**

Teaching different models and classifications can enhance students' meta-cognitive competence, the ability to reflect on and justify their translation choices. Exposure to a range of strategies trains future translators to recognize that translation is not a rigid process but a series of informed decisions shaped by context and purpose.

###### **c) Encouragement of Innovation**

The multiplicity of strategies empowers students to be creative and analytical, combining elements from different models when translating texts of increasing complexity, especially in fields like literary translation, audiovisual translation, and localization.

##### **4.2 Disadvantages of Multiplicity**

The disadvantages of this type of terminological multiplicity can also be summarized in the following points:

###### **a) Conceptual Confusion**

The primary drawback is the terminological inconsistency that leads to confusion. A student encountering Newmark's "modulation" may not immediately understand its relation to Vinay and Darbelnet's taxonomy. Similarly, a term like "strategy" may be interpreted differently depending on the framework used. This fragmentation can hinder the development of a coherent cognitive model of translation.

###### **b) Curricular Incoherence**

When different instructors use different taxonomies without clarification or synthesis, students may struggle to form a unified understanding. For instance, one module might follow Newmark's model, while another prefers Nida's or Venuti's approach, resulting in overlap, redundancy, or contradiction.

### c) Assessment Challenges

Multiplicity also adds complexity to the evaluation process. Without a common pedagogical framework, it becomes hard to standardize assessments of translation competence. What one instructor considers an "appropriate strategy," another might see as a "misapplied method," depending on the theoretical perspective used.

### d) Textbook and Material Inconsistencies

A review of translation textbooks reveals significant variations in how strategies are defined, classified, and applied. Students may encounter overlapping lists of strategies that differ only in naming conventions but are not clearly distinguished in purpose or scope. This can lead to rote memorization rather than deep understanding.

In summary, while the multiplicity of translation strategies contributes to a dynamic and intellectually rich field, it poses practical and pedagogical obstacles. The next section addresses how these challenges manifest in translation teaching and suggests ways to mitigate their effects.

## 5. Impact on Translation Teaching

The influence of multiple translation strategies on translation teaching is both deep and complex. As educators try to balance theoretical knowledge with practical skills, inconsistencies in terminology and conceptual frameworks heavily impact how translation is taught, learned, and assessed. This section looks at the direct teaching effects of varied terminology across several main areas of translation education.

### 5.1 Curriculum Design and Course Planning

The multiplicity of translation strategies complicates curriculum development. Educational institutions often face a choice: should they adopt a single theoretical framework or expose students to multiple perspectives? Both options have their advantages and disadvantages.

- Unified approach: Offers coherence but risks dogmatism and limited exposure.
- Multiple-framework approach: Encourages critical awareness but may lead to cognitive overload or confusion, especially among undergraduate students.

Furthermore, different institutions or even departments within the same institution may adopt contrasting frameworks, e.g., a literary translation course may emphasize Venuti, while a technical translation course may favor Baker or Newmark. This fragmentation can impede the formation of a unified skill set among graduates.

### 5.2 Pedagogical Approaches and Classroom Practices

Instructors often find it challenging to present different taxonomies of translation strategies. Should these strategies be taught as universal tools? As choices dependent on context? Or as ideological positions? This ambiguity influences how:

1. Exercises are structured (e.g., comparing multiple strategies for one text).
2. Feedback is delivered (e.g., judging a student's choice of strategy based on one framework over another).
3. Strategy selection is rationalized (e.g., using dynamic equivalence vs. communicative translation).

Moreover, some teachers may unintentionally mix models without clearly distinguishing between their origins or theoretical underpinnings, leading to a hybridized but theoretically incoherent teaching style.

### 5.3 Student Understanding and Competence

For students, especially novices, the multiplicity of strategy terminology can be overwhelming. When confronted with multiple overlapping taxonomies, contradictory terms, and shifting evaluative criteria, students may become confused, frustrated, or dependent on rote memorization rather than developing genuine translational judgment. This results in:

1. Reduced confidence in choosing and defending translation solutions.
2. Difficulty in comparing and contrasting strategies across models.
3. Incoherent internal frameworks for problem-solving during translation tasks.

Such challenges are particularly evident in written reflections or oral presentations, where students often struggle to articulate the reasoning behind their strategic choices.

#### **5.4 Textbooks, Teaching Materials, and Assessment**

Textbooks are not immune to the problem of terminological multiplicity. For example, Newmark's procedures, Vinay and Darbelnet's methods, and Baker's strategies may all be covered in a single manual without clear guidance on their distinctions or compatibility. As a result:

1. Students may be exposed to several sets of strategies without knowing how or when to apply each.
2. Teachers may use different terminologies in exams and assignments, creating confusion in assessment expectations.
3. This problem extends to standardized testing and certification programs, where misalignment in conceptual frameworks can affect students' performance and grading fairness.

#### **5.5 Teacher Training and Professional Development**

In contexts where translation teachers are themselves trained under different theoretical systems, variation in terminology and strategic preference can lead to inconsistency in instruction. Some educators may not be fully aware of the distinctions between frameworks or may lack training in recent developments in translation studies. This contributes to:

1. Pedagogical fragmentation.
2. Mixed instructional messages.
3. Limited ability to guide students in strategy selection with theoretical clarity.

In sum, the influence of the multiplicity of translation strategies on teaching extends from the macrolevel of curriculum design to the micro-level of classroom communication. Without critical awareness and pedagogical alignment, this variety can become a barrier rather than a resource in developing translation competence.

### **6. Case Illustrations and Pedagogical Observations**

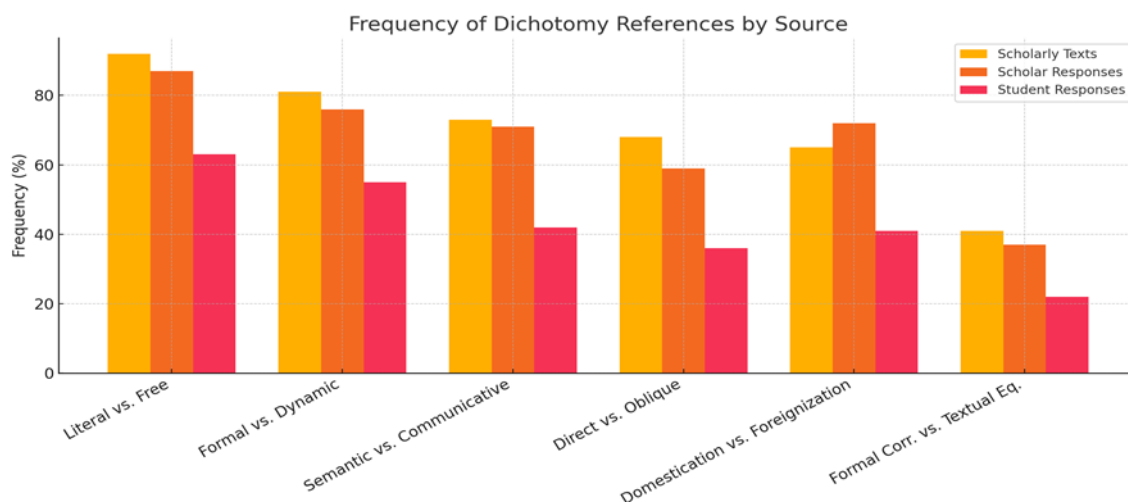
Although the influence of terminological multiplicity has been well theorized, practical classroom examples and pedagogical observations can help further illustrate how these challenges manifest in real translation teaching contexts. This section offers realistic examples based on typical student responses, teacher practices, and curriculum structures encountered in academic translation programs.

#### **6.1 Case: Frequency and Multiplicity of Terminology**

To explore the multiplicity and distribution of these dichotomies, a quantitative content analysis presents data collected from a corpus of academic literature (N = 10 texts), survey responses from 20 instructors, and 30 translation students. It aims to explore the frequency and multiplicity of various dichotomies commonly used in translation strategy discussions. The data is visualized to highlight differences in familiarity and reference patterns among the three groups.

**Figure 1**

*Frequency and Multiplicity of Dichotomy*



This data can be interpreted as follows:

1. Literal vs. Free is the most referenced dichotomy across all sources. Scholarly texts (approx. 90%) and scholar responses (around 85%) reflect a strong prevalence. Student responses are relatively lower (circa 65%), yet still significant. This suggests the enduring influence of traditional translation debates in academic discourse.
2. Formal correspondence vs. textual equivalence is the least cited dichotomy in all groups. Scholarly texts (~40%), scholars (~35%), students (~25%). Indicates either ambiguity in terminology or a lower perceived relevance in current translation pedagogy and literature.
3. The other dichotomies are graduated gradually in between; formal vs. dynamic equivalence as the second highest dichotomy, followed by semantic vs. communicative, then direct vs. oblique, and foreignization vs. domestication before the last one.

This means that there is a progressive decline in reference frequency from older, foundational dichotomies (Literal vs. Free) to more recent or nuanced ones (Documentary vs. Instrumental; Textual Equivalence). This suggests a hierarchy of familiarity and pedagogical emphasis, possibly due to curriculum design or theoretical accessibility.

**6.2 Case 2: Quantitative Indicator**

A questionnaire of 30 translation students and 20 translation professors revealed the following:

**1. Professors' Responses**

Survey Question	Frequently	Occasionally	Never
Have you noticed multiplicity in terminology related to translation strategies in English-language sources?	71%	29%	0
How often do you refer to translation strategies in your teaching or writing?	36%	64%	0
Students ask questions about the differences between terms for similar strategies.	70%	23%	7%
Survey Question	Agree	Neutral	Disagree
Are you in favor of including multiple taxonomies of strategies in curricula for comparative purposes?	43%	57%	0
Multiplicity of terminology of translation strategies is a real problem and a source of confusion:	64%	22%	14%
Multiplicity in English terminology affects your teaching or research?	21%	50%	29%
Some terminologies overlap and are confusing, but are still widely used?	92%	8	0

**2. Students' responses**

Survey Question	Agree	Neutral	Disagree
I have encountered more than one classification of translation strategies.	%92	%6	%2
These classifications were clearly explained and compared in class.	%39	%21	%40
The multiplicity of strategy terminology enhanced my understanding of translation.	%54	%28	%18
I felt confused or overwhelmed by the variety of terms and models.	%19	%13	%68
I have noticed that the same strategy may be referred to by different names by different authors.	82%	18%	0
Instructors often explain terminological differences clearly during lectures.	18%	59%	22%
Do you think strategy names should be standardized across courses and textbooks?	82%	18%	0
I think the use of different terms affects my performance in translation tasks.	50%	32%	18%

**Interpretation:**

1. The instructors' responses reveal a strong consensus among respondents regarding the multiplicity of terminology in translation strategies. A significant majority (71%) frequently notice this multiplicity in English-language sources, and 70% report that students ask questions about differences between similar terms, highlighting widespread awareness and confusion. Although 64% of respondents only occasionally refer to translation strategies in their teaching or writing, this suggests that while the issue is recognized, it is not always a primary focus in daily academic activities. Regarding curriculum design, 43% agree with including multiple taxonomies for comparative purposes, but a larger portion (57%) remain neutral, indicating some uncertainty or ambivalence about its practical value. Most respondents (64%) agree that terminological multiplicity is a real problem and a source of confusion, though 14% disagree. However, only 21% feel that this issue directly affects their teaching or research, with 50% neutral and 29% disagreeing, suggesting the impact is more theoretical than practical for many. Notably, 92% agree that some terminologies overlap and are confused yet still widely used, pointing to a persistent challenge in the field.
2. A large majority (92%) of students have encountered more than one classification of translation strategies, but only 39% felt these were clearly explained and compared in class, while 40% disagreed. Over half (54%) believe that multiple terminologies enhanced their understanding, but 68% felt confused or overwhelmed by the variety of terms and models. Most students (82%) noticed that the same strategy can have different names, and the same percentage think strategy names should be standardized; only 18% feel instructors explain these differences clearly, and half (50%) say that the use of different terms affects their performance in translation tasks.
3. To sum up, these responses reveal a field grappling with endemic terminological multiplicity in translation strategies. While acknowledged as a significant problem, particularly for student learning, the direct personal impact on educators' teaching and research is more varied. The findings point towards a need for clarity and potential standardization, or at least a framework for navigating the diverse terminology to enhance learning and research efficacy in translation studies.

**7. Recommendations for Translation Teaching**

In light of the complexities discussed in previous sections, it becomes essential to offer practical solutions to mitigate the negative effects of terminological multiplicity while preserving the richness it offers. This section presents pedagogical recommendations for teachers, curriculum designers, and institutions involved in translator training programs.

**7.1 Promote Meta-Strategic Awareness**

1. One of the most effective responses to the multiplicity problem is to explicitly teach students about the existence of multiple frameworks, rather than hiding or oversimplifying them.
2. Encourage students to compare different taxonomies (e.g., Newmark's model vs. Vinay Darbelnet's model).
3. Train learners to justify their strategic choices using any model they find appropriate, provided they can explain it, taking into consideration the terminological multiplicity.
4. Use reflective exercises that prompt students to analyze their decision-making in light of various strategy models.

This helps learners develop a Meta-Strategic mindset, not only choosing strategies, but also understanding why and how those strategies are selected in different contexts.

## 7.2 Develop a Unified Terminology Framework

While full standardization is neither possible nor desirable, instructors can provide a reference table or framework that maps different terminologies and shows equivalences and differences. For example:

**Table 3**

*Model of Unified Terminology Framework*

Concept	Vinay & Darbelnet	Newmark	Baker	Nida
Borrowing	Borrowing	Transference	Translation using a loan word	Formal equivalence
Reformulation	Modulation/Adaptation	Modulation	Translation by paraphrase	Dynamic equivalence
Literal Translation	Literal Translation	Literal	Translation using a more general word	Formal equivalence

Providing such comparative charts enables learners to navigate terminological diversity without becoming overwhelmed.

## 7.3 Diversify Instructional Materials

Use a wide range of source texts and translation problems that require the application of different strategies from various theoretical perspectives. This will:

1. Prevent the over-reliance on one model.
2. Encourage flexible thinking.
3. Facilitate real-world applicability.

Students should be asked to translate the same text using different strategies and reflect on the changes in tone, register, cultural transfer, or reader reception.

## 7.4 Clarify Pedagogical Intentions

Educators should be transparent about the theoretical frameworks they are using and explain their rationale. This helps students to:

1. Understand that strategy classification is not fixed or universal.
2. Avoid treating strategy lists as absolute or prescriptive.
3. Become more confident in navigating plural perspectives.

Educators may begin each course by outlining the specific framework they'll use, while acknowledging that others exist.

## 7.5 Integrate Strategy Discussion into Assessment Criteria

To align teaching with assessment, strategy selection and justification should become part of grading rubrics. Students should not only produce translations but also:

1. Explain which strategies they used and why.
2. Reflect on alternative strategies and their possible effects.
3. Compare frameworks if applicable.

Such practices promote deeper learning and help assess translation competence more holistically.

### **7.6 Encourage Cross-Institutional Dialogue**

Institutions and translation programs should:

1. Collaborate on developing shared resources, comparative glossaries, and guidelines for integrating multiple theoretical frameworks.
2. Host workshops or webinars on translation strategy typologies.
3. Co-authoring teaching materials across institutions.
4. Foster research collaborations to study the pedagogical impact of multiplicity empirically.

### **7.7 Continuous Teacher Training**

Ongoing professional development is key. Translation teachers should be updated on:

1. Emerging trends in translation theory.
2. Pedagogical innovations.
3. Comparative models of strategy classification.
4. Teacher training modules could focus specifically on handling multiplicity in classroom settings and assessments.

In conclusion, rather than perceiving multiplicity as an obstacle, translation education can turn it into an opportunity for critical thinking, intercultural comparison, and deeper translator training, provided it is addressed transparently, pedagogically, and strategically.

## **8. Conclusion**

The multiplicity of terminology and classification systems in translation strategies reflects the intellectual richness of Translation Studies as a discipline. The existence of varied theoretical models from Vinay and Darbelnet's structural procedures, to Nida's functional equivalence, to Venuti's ideological positioning demonstrates the multi-dimensional nature of translation itself. However, in translation pedagogy, this multiplicity is a double-edged sword.

On the one hand, exposing students to diverse strategy typologies can cultivate critical thinking, promote flexible problem-solving, and encourage an appreciation for the complexity of translation as both a linguistic and cultural act. On the other hand, uncoordinated and uncontextualized exposure to these competing terminologies can result in confusion, fragmentation, and even a decline in student confidence and performance. This article has shown how terminological inconsistency affects various levels of teaching: from curriculum design and classroom instruction to assessment and material development. Through hypothetical case studies and pedagogical observations, it is clear that the way in which translation strategies are introduced, framed, and compared has a direct impact on student comprehension and translator competence.

To utilize the benefits of theoretical diversity without succumbing to its drawbacks, educators must adopt reflective, transparent, and integrative pedagogical strategies. This involves developing unified terminological reference tools, encouraging Meta-Strategic awareness, aligning assessment criteria with strategic reasoning, and ensuring continuous professional development for instructors. Ultimately, the goal is not to reduce multiplicity, but to manage it intelligently. By training students to engage critically with various models and understand their underlying assumptions, translation pedagogy can transform terminological multiplicity from a source of confusion into a tool for empowerment.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

**References**

- [1] Baker, M. (1992). *In Other Words: A Coursebook on Translation*. Routledge
- [2] Catford, J. C. (1965). *A Linguistic Theory of Translation*. Oxford University Press
- [3] Chesterman, A. (1997). *Memes of Translation: The Spread of Ideas in Translation Theory*. John Benjamins
- [4] Hurtado Albir, A. (1996). *La enseñanza de la traducción*. Castelló: Servei de Publicacions de la Universitat Jaume I
- [5] Loescher, W. (1991). *Translation Performance, Translation Process and Translation Strategies*. Tübingen: Gunter Narr Verlag
- [6] Newmark, P. (1981). *Approaches to Translation*. Pergamon
- [7] Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall
- [8] Nida, E. A. (1964). *Toward a Science of Translating*. E. J. Brill
- [9] Nord, C. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. St. Jerome
- [10] Venuti, L. (1995). *The Translator's Invisibility: A History of Translation*. Routledge
- [11] Vinay, J.-P., & Darbelnet, J. (1958). *Stylistique comparée du français et de l'anglais: méthode de traduction*. Didier
- [12] Wills, W. (1983). *Übersetzungswissenschaft. Theoretische Grundlagen und didaktische Anwendung*. Quelle & Meyer