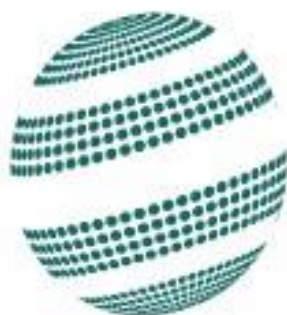




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EDITORIAL

Reference to the literary text for the sake of teaching foreign languages is not a total novelty but it becomes, though; a field of unceasing inquiry. The literary oeuvres of a given society are considered as aspects of its big C culture and when the concern is about teaching the intercultural aspect of language, it becomes important to refer to everything seen as authentic in reflecting a genuine image of the other. In the current issue of translation and languages journal, authors swung as usual between varied and varying themes of interest both to teachers and students on equal footing. Some queries focus on the usage of the novel in the teaching of the foreign language, the different techniques that teachers can resort to in order to make optimal use of this fresh material. Other authors dealt with pure didactic issues like problems of code switching, surveying students' perceptions about job interviews from a practical viewpoint, the relevance of think aloud strategy in translating works of poetry, the use of technological techniques to help students' with autism syndrome in educational settings, and the development of questionnaires to check teachers' opinions about corrective feedback in oral expression sessions. Aspects of translation are explored in works dealing with the problematic of translating literary works from the Berber language to Arabic, translation terminologies between aspects of synonymy and verbal subscription, and the translation of technical terms. To sum up, the present number is rich in terms of varying informational weight that touches upon more than one domain.



Prof. Dr. Ouahmiche Ghania