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The Integration of Translation Procedures in the Teaching of French in Tanzania: Challenges and Perspectives

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Abstract:
In the 1970s, translation started to be taught as a course at the University of Dar es Salaam. Since 2005, the Tanzanian government has decided to include translation and interpreting in the advanced secondary education program (high schools). In this study, we examine the challenges related to the integration of translation processes into French-Swahili translation education at the upper secondary level in Tanzania. Our main objective is to evaluate the program and textbooks used in training future translators at the high school level in order to determine the challenges faced by learners, especially in relation to the integration of translation processes into French language teaching in high schools. Despite a growing demand for translation, the current curriculum is limited to a generic mention of "translation techniques," without explaining the translation procedures that are its operational foundation.This shortcoming has an impact on learners' work, as the textbooks offer practical exercises without any explicit theoretical basis. To conduct this study, we used Vinay and Darbelnet's translation model, “Comparative Stylistics of French and English,” as a guide to describe and analyze the data. The results of the analysis reveal a gap between expectations and educational practice. Furthermore, the lack of guidelines and appropriate resources leads teachers to adopt an exam-focused teaching approach. The conclusions of this study highlight the need to revise the curriculum, develop resources, and train teachers.

Keywords: translation teaching, translation procedures, French as a Foreign Language

1.0. Introduction

At the intersection of linguistic, cultural, and pedagogical dynamics, translation is now a strategic skill in multilingual societies. In an educational context, it's more than just a linguistic exercise; it's a tool for intercultural and reflective learning. The multifaceted concept of translation encompasses both the final product and the process by which a text is transformed. According to Munday (2007), this process involves the translator's work to transpose a source text from a source language (SL) into a target text in another language (TL). He emphasizes that this transformation isn't limited to the written text but can also concern pronunciation or other forms of symbolic communication.

Today, translation is gaining increasing recognition and attracting the attention of a large and diverse audience, as evidenced by the works of Catford (1965), Vãn (2006), and Nwankwo (n.d.). This interest extends beyond professional and amateur translators to include linguists and language teachers. Indeed,

the history of translation is intrinsically linked to that of human languages, forming, as Hussain (2021) notes, an essential component of the cultural dynamics of civilization. In Tanzania, the teaching of translation took root in the 1970s at the University of Dar es Salaam. Initially included as a chapter within language and linguistics courses, translation quickly evolved into a discipline in its own right within language and linguistics departments (Mwansoko, 1996).

This evolution is directly linked to the growing demand for translation and interpretation services, stimulated by globalization and cultural openness (Mpemba, 2015). Globalization, by facilitating exchanges between individuals who speak different languages, has made these skills all the more crucial. That's why, in response to these needs, numerous universities in East Africa have introduced dedicated programs. In addition, the government of the United Republic of Tanzania recognized the importance of these skills by deciding, as early as 2005, to integrate elements of translation and interpretation into the advanced secondary (high schools) education curriculum (Mpemba, 2015).

Furthermore, translation is an essential pillar of intercultural communication and a silent engine of the global economy (Venuti, 2008). In a context of increasing globalization, the effectiveness of translation intrinsically depends on practitioners' mastery of translation processes (Pym, 2010). These processes are not just simple techniques; they represent complex cognitive and linguistic strategies that allow a message to be transferred from a source language to a target language with fidelity, nuance, and cultural relevance (Baker, 1998). In Tanzania, a multilingual country with a rapidly developing economy, the role of translation is increasingly prominent, particularly in the sectors of commerce, tourism, diplomacy, and education (Mason, 2019). The ability to translate effectively, especially between Swahili, English, and French, is crucial for the country's integration into regional and international dynamics (Kelley, 2016). This study, by addressing a crucial issue in the pedagogy of French as a foreign language (FLE) in Tanzania, aims to offer a clear and targeted analysis of the obstacles and possible solutions. The approach adopted prioritizes readability, rigor, and contextualization in order to broaden the pedagogical impact of the results obtained.

1.1. Statement of the Problem

We have identified a major problem concerning the teaching of translation, specifically within the framework of the French curriculum in Tanzanian high schools. While the current curriculum acknowledges the importance of translation techniques, it merely mentions the expression "translation techniques" without listing or explaining in detail the underlying procedures that guide these techniques. This gap creates a pedagogical ambiguity that is reflected in the textbooks. A preliminary analysis reveals a significant divergence between what is implicitly expected by the curriculum and what is actually presented in the textbooks regarding translation. This study aims to explore this divergence and evaluate the impact on the training of future French translators and communicators in Tanzania.

The interchangeable use of the terms "techniques," "processes," and "methods" in official documents creates a conceptual ambiguity that hinders pedagogical structuring. This terminological confusion prevents a coherent didactic implementation, particularly in identifying, applying, and evaluating students' translation skills. It is important to distinguish between "translation techniques," understood here as the general pedagogical or methodological means used to teach translation, and "translation processes," which refer to the specific and systematic linguistic operations described by Vinay and Darbelnet (1995). This distinction will be maintained throughout the study to avoid any conceptual confusion.

1.2. Relevance of the Study

In a context where translation skills are becoming a strategic asset for multilingual societies, the methodical integration of translation processes into secondary education appears as a crucial lever for training individuals capable of thriving in diverse communication environments. This study is particularly relevant as it addresses a crucial problem in the teaching of translation in high schools in Tanzania: the effective integration of translation processes into pedagogy. By drawing on the theoretical framework of Vinay and Darbelnet, it highlights a gap between educational expectations and the reality on the ground, particularly concerning teacher training and the use of teaching resources.

The contributions of this research are numerous: it identifies pedagogical shortcomings by demonstrating that, despite a growing demand for translation, current curricula and textbooks do not sufficiently detail the processes, thereby limiting students' mastery. The study also underscores the implications for teacher training, revealing a lack of guidelines and resources that harms the quality of teaching and learning of translation techniques. By proposing concrete avenues such as curriculum revision, the development of adapted resources, and teacher training, it opens up prospects for improvement that are likely to have a positive impact on students' linguistic competence and professional preparation.

Finally, this study makes a significant contribution to research in the didactics of French as a foreign language (FLE) by offering a contextualized analysis of the Tanzanian educational system, thereby enriching the discussion on adapting translation teaching methods in similar contexts. This research is essential because it identifies fundamental issues for the teaching of translation in high schools in Tanzania, while also proposing concrete solutions for a significant improvement in pedagogy and student outcomes.

2.0. Literature Review and Theoretical Framework

2.1. Literature Review

The integration of translation as a pedagogical tool in the teaching of second and foreign languages has been a subject of considerable discussion and research over the decades. While its role has been debated, particularly due to its historical association with the grammar-translation method, a great deal of recent work has argued for a re-evaluation of its relevance.

2.1.1. Historical Context and the Re-evaluation of Translation in Language Pedagogy

Historically, the grammar-translation method dominated language teaching, characterized by an emphasis on word-for-word translation, memorization of grammatical rules and vocabulary, and the analysis of literary texts (Cook, 2010). However, this approach was widely criticized for its ineffectiveness in developing students' oral and written communication skills in the target language. This led to a period where translation was often banned from language classrooms (Malmkjær, 1998).

However, starting in the 1980s and 1990s, a rehabilitation of translation as a pedagogical tool began to emerge. Researchers like Duff (1989) argued that translation, far from being an obstacle, could be an essential "fifth skill," alongside reading, writing, listening, and speaking. He highlighted how translation can encourage a deeper analysis of linguistic structures and semantic nuances, as it forces students to directly confront the systems of their native language (L1) and the target language (L2). This confrontation can help identify similarities and differences, thereby strengthening inter-linguistic understanding (Vermes, 2010).

2.1.2. Pedagogical Translation Vs. Professional Translation

It is crucial to differentiate pedagogical translation from professional translation, as their objectives, contexts, and requirements differ significantly. Pedagogical, or didactic, translation is integrated into foreign language learning and primarily aims to develop students' linguistic skills rather than focusing on the perfection of the final product (Lado, 1998). It helps strengthen grammatical and lexical understanding, improve written production, raise awareness of cultural and linguistic differences, and develop strategies for solving linguistic problems (Pym, 2010). In this context, errors are considered a normal step, and the emphasis is placed on the thought process rather than the result, often using simplified texts adapted to the students' level (Baker, 2006).

In contrast, professional translation aims to produce a high-quality text that is faithful to the meaning, fluent, and culturally appropriate, taking into account the target audience and purpose (Venuti, 2008). The professional translator must have a perfect command of the nuances of both languages, use technological tools, and specialize in specific fields requiring in-depth expertise (Kelley, 2016). The responsibility for ensuring an accurate and appropriate translation rests entirely with the professional, as the quality of the work has concrete implications in legal, commercial, or other contexts (Mason, 2019).

In short, pedagogical translation is a means to learn a language, whereas professional translation is an end in itself—a service that demands linguistic and cultural excellence for a real audience. The processes of translation are essential for both, but their teaching and application differ depending on the objective.

2.1.3. integration of Translation Procedures in Language Teaching

The integration of translation processes in language teaching does not mean a pure return to the grammar-translation method. Instead, it is a more nuanced approach where translation is used as a targeted teaching tool to achieve specific learning objectives. At the secondary level, Srebnick (2007) suggested that translation can be used to improve text comprehension and written production. Activities like translating isolated sentences or short paragraphs can help students focus on specific grammatical or lexical points, or understand idiomatic expressions and cultural nuances. Newmark (1988) also highlighted how translation can make students aware of lexical equivalences, false friends, and the cultural differences underlying the language.

Beyond the secondary level, particularly in university language and translation programs, the integration of translation processes becomes more systematic. House (2009) emphasized the importance of teaching future translators, various translation strategies, whether they be direct (borrowing, calque, literal translation) or oblique (transposition, modulation, equivalence and adaptation). The goal is to develop professional translation competence, which includes analyzing the source text, identifying translation problems, choosing appropriate strategies, and evaluating the quality of the target text.

2.1.4. Pedagogical Benefits of Translation

Literature highlights several pedagogical benefits of integrating translation processes. The first benefit being strengthening metalinguistic awareness. Translation requires learners to analyze and compare the grammatical and lexical structures of both languages, which develops their metalinguistic awareness (Cook, 2010; Duff, 1989). Second is the deepening of comprehension. Translation exercises can lead to a deeper understanding of the meaning of words, expressions, and syntactic structures, particularly when dealing with concepts that have no direct equivalent in the native language (L1) (Newmark, 1988). Another benefit is the development of cognitive flexibility. Translation requires the learner to switch between two linguistic and cultural systems, thereby fostering cognitive flexibility and the ability to rephrase ideas (Malmkjær, 1998). Furthermore, there is cultural awareness. Translation exposes learners

to the cultural differences inherent in languages, helping them to understand how concepts are expressed differently from one culture to another (Newmark, 1988). Finally, translation is a valuable formative assessment tool. It can be used by teachers to identify learners' difficulties and provide targeted feedback on their linguistic and comprehension errors (Srebnick, 2007).

2.1.5. Previous Studies

The integration of translation processes in teaching helps to improve students' translation skills by enabling them to develop better linguistic and cultural awareness. According to Baker (1998), the use of various strategies, such as transposition, modulation, and description, facilitates the comprehension and production of quality translated texts. Additionally, Pym's (2010) studies emphasize that learning translation processes promotes learner autonomy by giving them tools to effectively solve translation challenges. At the secondary level, the gradual integration of these processes helps to increase students' motivation and linguistic competence while introducing notions of intercultural mediation (Gile, 2009). Beyond that, these approaches better prepare students for specialized training or professional practice. However, some researchers note that teaching must adapt the complexity of the processes to the learners' levels to maximize their learning (Lörscher, 1991).

In Tanzania, research related to our study is rare, even non-existent, with the exception of a few. The first is that of Jaffari (2019). His study focused on the translation processes used to translate the book "Authentication of Hadith: Redefining the Criteria" from English to Swahili. In this research, Vinay and Darbelnet's translation model was used to identify the translation methods used in translating a text of this type. The study revealed that six translation methods were employed, with the exception of one, modulation. Although relevant, Jaffari's study remains descriptive and text-centered. It does not address the didactic implications of translation processes in a training context, which limits its translatability to secondary education. In contrast, our study connects processes to concrete pedagogical practices, offering a contribution to the didactics of French as a foreign language (FLE).

Another more or less relevant research is that of Fakih (2018), which analyzes the challenges encountered when translating a novel from English to Swahili, using the work of Robinson Crusoe as an example. It mainly highlights cultural, linguistic, and metaphorical difficulties resulting from the intrinsic differences between the two languages. Skopos theory was mobilized to frame the analysis, highlighting the importance of adapting translation strategies to overcome these obstacles and ensure contextual fidelity. The difference between our research and this one is that the former examines the challenges of teaching French-Swahili translation in high school in Tanzania, using the Vinay and Darbelnet model, while the latter focuses on the difficulties of translating a novel from English to Kiswahili, using Skopos theory.

2.1.6. Limitations of Preliminary Studies

Despite a growing recognition of the potential benefits of integrating translation into language teaching, preliminary research reveals several significant limitations. First, there is a distinct lack of robust empirical studies. The majority of existing literature consists of theoretical arguments and anecdotal observations, with a limited number of large-scale studies measuring the direct impact of integrating translation processes on language acquisition or the development of translation skills in various educational contexts (Cook, 2010). More rigorous research is needed to validate these hypotheses. Second, a persistent confusion exists between professional and pedagogical translation. Previous work does not always clearly distinguish between teaching translation for future translators and using it as a language learning activity for a general audience, which can lead to inappropriate teaching approaches

(Malmkjær, 1998). Third, the specificity of language pairs and contexts is often overlooked. Most studies do not adequately consider the particularities of different language pairs or varied sociocultural and educational contexts, even though the challenges and benefits of translation can vary considerably depending on language typology (Vermes, 2010). Moreover, teacher training represents a significant limitation. Prior research has rarely addressed the question of preparing teachers to effectively integrate translation processes. Without adequate training, teachers risk feeling uncomfortable and repeating the pitfalls of the traditional grammar-translation method (Duff, 1989). Finally, the assessment of translation skills also shows shortcomings. Previous work often lacks clear frameworks for evaluating the translation skills developed by language students, especially at the secondary level, thus requiring more sophisticated assessment tools to measure progress beyond simple linguistic correction.

The study of translation processes constitutes a fundamental field of research in translation studies. Historically, many researchers have attempted to categorize and describe the different ways of transferring meaning from one language to another. These processes are the operations that occur at the text level, allowing the translator to solve translation problems and produce a target version equivalent to the original. In conclusion, although existing literature has effectively highlighted the potential of translation as a pedagogical tool for language and translation teaching, further research is needed to fill the methodological and practical gaps.

2.2. Theoretical Framework of the Study

Within the theoretical framework, we examine the work of Vinay and Darbelnet (1958/1995). Their conceptual propositions in their pioneering work, « *Stylistique comparée du français et de l'anglais* », are indispensable. They proposed a typology of seven translation procedures, divided into two main categories: direct translation and oblique translation. This classification has become a reference for the analysis and teaching of translation. The seven procedures of Vinay and Darbelnet are as follows:

2.2.1. Borrowing

According to Meillon (2014), borrowing is a term or lexicon taken from another language. It involves transferring a word or expression from the source language to the target language without any modification. Borrowing is often used for cultural or technical terms for which there is no direct equivalent in the target language (Vinay & Darbelnet, 1995). For example: *software* (English) → *software* (French).

2.2.2. Calque

Selon Newmark (1988) cité dans Jaffari (2019), le calque est une technique de traduction où le traducteur imite la structure ou l'expression du texte source, ce qui peut introduire une construction étrangère à la langue cible. C'est un emprunt d'un syntagme de la langue source, traduit littéralement. Le calque peut être lexical (respectant la structure syntaxique de la langue cible) ou d'expression (respectant la structure syntaxique de la langue source) (Vinay & Darbelnet, 1995). Exemple : *skyscraper* (anglais) → *gratte-ciel* (français)

2.2.3. Literal Translation

Literal translation refers to the direct transfer of a source text to a target text, ensuring that it is both grammatically correct and idiomatically appropriate (Munday, 2001). It is the word-for-word translation of a text, without considering stylistic or idiomatic nuances, while respecting the grammatical rules of the target language. This procedure is possible when the two languages have parallel structures (Vinay & Darbelnet, 1995). For example: *I live in Dar es Salaam* (English) → *J'habite à Dar es Salaam* (French).

2.2.4. Transposition

According to Fawcett (1997), as cited in Jaffari (2019), transposition consists of replacing one grammatical category of words with another without altering the original meaning of the message. This procedure involves a change in grammatical category; for example, a verb can be transposed into a noun, or an adverb into an adjective (Vinay & Darbelnet, 1995). For example: *He quickly decided* (English, adverb) → *Sa décision fut rapide* (French, adjective).

2.2.5. Modulation

Modulation is a variation of the message, obtained by a change in point of view. It involves a semantic or conceptual shift, often for stylistic reasons or to adapt to the thought patterns of the target language (Vinay & Darbelnet, 1995). For example: *It is not difficult* (English) → *C'est facile* (French).

2.2.6. Equivalence

According to Vinay and Darbelnet (1995: 342), equivalence is a procedure that aims to recreate the same situation as the original, but by using an entirely new formulation. This procedure is used to account for the same situation through completely different stylistic and structural means. It is often applied to proverbs, idiomatic expressions, or interjections (Vinay & Darbelnet, 1995). For example: *It's raining cats and dogs* (English) → *Il pleut des cordes* (French).

2.2.7. Adaptation

Adaptation is the highest degree of oblique translation. It is used when the situation evoked in the source language does not exist in the target language's culture. The translator must then create a new situation that produces the same effect (Vinay & Darbelnet, 1995). For example: *baseball* (American context) → *cycling* (French context, if baseball is unknown).

The understanding of these procedures is crucial not only for professional translators but also for foreign language learners who aspire to effective inter-linguistic communication. The absence of a clear explanation of these procedures in educational curricula can hinder the development of sophisticated translation skills in students.

3.0. Methodology

This research adopts a qualitative interpretative approach, focused on content analysis and the narratives of educational stakeholders, in order to identify the gaps between curriculum guidelines and the actual teaching practices of translation. This methodological choice makes it possible to reveal the underlying pedagogical rationales, which are often invisible in classic quantitative analyses.

3.1. Sources of data

For this study, the primary data sources included the official French syllabus for Tanzanian high schools, published by the Tanzania Institute of Education (TIE) in 2010. We also analyzed the French textbooks commonly used in these high schools, which were approved by the TIE and published in 2022. Finally, we conducted semi-structured interviews with four French teachers, each teaching at a different high school located in one of four distinct regions of Tanzania, which were systematically selected for our study to obtain a diverse perspective on pedagogical practices nationwide.

3.2. Data Collection

The analysis of the curriculum and textbooks was conducted through a careful reading and thematic content analysis, focusing on the sections related to translation. The objective was to identify the terms used ("techniques," "procedures"), the examples provided, and the extent to which translation concepts were explained.

The interviews with the teachers were conducted individually. The questions focused on their understanding of translation procedures, how they approach translation in the classroom, the challenges they face, and their suggestions for improving the teaching of translation. Each interview lasted approximately 45 to 60 minutes and was recorded with the participants' consent, then transcribed for analysis.

3.3. Ethical Considerations

Before each interview, free and informed consent was obtained from every participant. The teachers were informed of the study's objective, the confidentiality of their responses, and their right to withdraw at any time. The anonymity of the participants and the high schools was guaranteed. Given that the curriculum and textbooks are public documents, permission from the Tanzania Institute of Education (TIE) was not deemed necessary for their analysis.

3.4. Limitations of the Study

This study has several limitations. First, the sample size, which was limited to four teachers, does not allow for a complete generalization of the results. Second, the analysis is confined to the textbooks approved by the TIE, thus excluding other materials that may be used. Finally, since the data collected is qualitative, the results are based primarily on the interpretation of discourse and documents. Future studies could integrate a quantitative or experimental approach to supplement these findings.

4.0. Data Analysis

Data analysis revealed consistent observations across the different sources, confirming the statement of the problem.

4.1. Analysis of the Official Syllabus

The syllabus of French for Tanzanian high schools mentions translation as a skill to be developed in learners. However, the content analysis reveals imprecise terminology. The term "translation techniques" is used generically, without a clear distinction or explanation of the "translation procedures" which are its theoretical and operational foundations. Table 1 below illustrates the frequency of appearance of terms related to translation in the curriculum:

Table 1: Frequency of Translation-Related Terms in the A' Level Syllabus of French

Term	Frequency of Appearance	Detailed Explanation
Translation	High	Yes, as a skill
Translation techniques	Moderate	No, only mentioned
Translation procedures	None	No
Borrowing	None	No
Calque	None	No
Literal translation	None	No
Transposition	None	No
Modulation	None	No
Equivalence	None	No
Adaptation	None	No

Source: Representative analysis of the Syllabus of French by the TIE (2010), pages 27-28, 59-61.

It is clear that the syllabus emphasizes the "what" (translating) and the "how" (via generic techniques) but omits the "by what specific means" (the procedures). This lack of detail leaves considerable room for interpretation for textbook developers and teachers. The French as a Foreign Language (FFL) curriculum, as presented in the official French subject syllabus for forms 5 and 6, clearly emphasizes the translation of statements and entire texts as a skill to be acquired. The specific objectives, whether to "translate greetings," "translate journeys,"" or "translate a text from French into Kiswahili," orient teaching toward the final result of the translation.

A salient point of this approach is the objective to "discuss translation techniques" in form 5 syllabus, in chapter 8.1.a on page 27. While the intention is commendable, the associated "Strategies/Activities" remain vague: "Learners discuss translation techniques for translating," "The teacher helps by adding what they have not mentioned." No explicit mention is made of translation procedures (borrowing, calque, transposition, modulation, equivalence, adaptation). This is a major shortcoming because students may use the simplest procedures like borrowing, calque, and literal translation, while more complex procedures such as transposition, modulation, equivalence, and adaptation are neglected. If the curriculum does not name them and does not provide clear guidelines for their teaching, it is difficult for teachers to address them systematically.

In form 6, the syllabus expands to include bidirectional translation (Kiswahili-French, English-French) and authentic press documents. However, here again, the proposed activities ("brainstorming," "reading texts in groups," "doing exercises individually in writing") focus on the act of translating without explaining how to translate or what strategic tools to mobilize. The "Phonetics" and "Materials" columns are filled in, but the "Strategies/Activities" column remains generic, not detailing any pedagogical approaches specific to translation procedures.

4.2. Analysis of the Textbooks

The textbooks, which are intended as pedagogical tools to interpret and implement the curriculum, reflect this ambiguity. Most textbooks merely provide translation exercises for sentences or short texts without explicitly introducing translation procedures. When "techniques" are addressed, they are often presented intuitively or through examples, lacking a clear conceptual framework. Table 2 compares the coverage of translation procedures in the textbooks against the framework of Vinay and Darbelnet:

Table 2: Coverage of Translation Procedures in Textbooks vs. Vinay and Darbelnet

Procedure (Vinay & Darbelnet)	Mention of procedures in textbooks	Presence or absence of procedures in textbooks
Borrowing	No	Yes; examples of foreign words: Form 5: *free-lance* (fr.) = *Freelancer* (eng.), *ukoloni* (swa.) = *colonialism* (eng.), *hoteli* (swa.) = *hotel* (eng.), *sekta* (swa.) = *sector* (eng.) (pgs. 199, 205, 206), *shillings* and *soda* (pg. 206). Form 6: *Une Vie de Boy* (pg. 256), *ofisi* (office) (pg. 260), and *facebook* (pg. 253).
Calque	No	Yes, presence of calqued expressions/phrases such as: Form 5: *l'Union Africaine* (the African Union) (pg. 199),

		and *point de rassemblement* (meeting point) (pg. 203). Form 6: *Emirat Arabes Unis* (United Arab Emirates) (pg. 254), *un cheval blanc = a white horse = farasi mweusi* (pg. 258).
Literal Translation	No	Yes, word-for-word translation exercises: Form 5: *social equality*, *ethnic harmony*, and *literacy campaigns* (pg. 203). Form 6: *Il est plus petit que son frère* (He is smaller than his brother), and *Je suis arrivé la dernière semaine* (I arrived last week).
Transposition	No	Yes: Form 5: *after his arrival* (eng., noun) = *baada ya kuwa amefika* (swa., verb). Form 6: *Puis-je vous être utile* (fr., adjective)? = *Naweza kukusaidia* (swa., verb)? (pg. 255) and *Les touristes ont fait l'ascension* (fr., noun) *du Kilimanjaro cette année = Watalii wamepanda* (swa., verb) *Kilimanjaro mwaka huu*. (pg. 255)
Modulation	No	Yes; examples: Form 5: *Horaires médiathèque et jours fériés* (Media library hours and public holidays) (pg. 203), and *Once upon a time* (pg. 205); *ceci n'est pas difficile* (this is not difficult) and *was nowhere to be found* (pg. 206). Form 6: *Tout le monde = watu wote/kila mtu* (Everybody = all people/every person) (pg. 252), *Tu es malhonnête = Una tabia mbaya* (You are dishonest = You have bad habits) and *elle s'est cassé la jambe = alivunjika mguu* (she broke her leg) (pg. 256); *Il y a plus de 184 eleves = Wanafunzi wasiopungua 184* (There are more than 184 students = Students not fewer than 184) (pg. 261).
Equivalence	Yes	Yes: there are explicit exercises for finding equivalents: Form 5: *was laid to rest* (pg. 204), *anthill = kichuguu* (pg. 205). Form 6: *le bon matin = early morning = asubuhi na mapema* (pg. 258); *bon appétit*, *bon rétablissement*, *soyez le bienvenu*, *mes condoléances*, and *c'est mon plaisir* (pg. 259).
Adaptation	No	Absent

Source: Analysis of the two French textbooks by the TIE (representative examples from the books: Communiquons en Français for forms 5 and 6, 2022).

This analysis reveals a significant disparity between the content of the textbooks and the expectations of a structured approach to translation. The textbooks seem to favor a pragmatic and intuitive approach,

failing to provide students with the conceptual tools necessary to analyze and choose appropriate translation strategies. For example, the textbooks offer many translation activities for texts and sentences without integrating explicit instruction on procedures:

Activity 16 (Form 6 Book, page 259): "Propose Swahili equivalents for the following expressions."

Example**:** "(a) *Son excellence Samia Suluhu Hassan est la première présidente de la Tanzanie.*"

Remarks: This exercise asks for a translation without guiding the student on how to handle honorific titles, proper nouns, or specific political concepts, which might require transposition or cultural adaptation. The textbook provides no tools for addressing these specifics. The objective is the result, not the process.

Activity 17 (Year 6, page 259): "In pairs, find the possible equivalents in English and Swahili for the following expressions."

Example: "(b) *Bon appétit.*"

Remarks**:** The translation of an idiomatic expression like "Bon appétit" into Swahili cannot be done by literal translation ("*Hamasa njema ya chakula*" would be absurd). It requires an equivalence ("*Karibu chakula*" or "*Kula vizuri*"). The textbook asks students to find the equivalent without explicitly teaching that this type of expression falls under a specific procedure and not a word-for-word translation. The student must guess or rely on intuition.

Activity 8 (Form 6 Book, pages 255 & 256): The activity asks students to identify the "possible equivalent(s)" from a given list of Swahili sentences.

Example (a): French phrase: "*Puis-je vous être utile?*" Swahili options: "*Naweza kukusaidia?*", "*Naweza kukutumia?*", "*Unadhani nakufaa?*"

Remarks: This exercise assesses the ability to choose the correct translation, but it does not allow students to understand why one option is better than another in terms of procedure. It does not explain, for instance, that "*Naweza kukutumia?*" (Can I use you?) is a false equivalence or an erroneous literal translation for a given context, and that "*Naweza kukusaidia?*" is a better functional equivalence. The justification for strategic choices is absent.

Activity 11 (Form 6 Book, pages 257 & 258): This exercise invites students to choose the "best translation in Swahili" from two options.

Example (a): French phrase: "*C'est ma grande amie.*" Swahili options: "*Ni rafiki yangu mkubwa.*", "*Ni rafiki yangu wa karibu.*"

Remarks: Here, "*grande amie*" can be confusing. "*Mkubwa*" means "big" in size or literal importance, whereas "*wa karibu*" means "close," conveying an intimate relationship. The "correct" answer here relies on modulation (a change in viewpoint) or contextual equivalence, but the textbook does not explain these concepts. The student is expected to identify the nuance without explicit training on how to handle it.

Unit 11, Lesson 2, Activity 1 (Form 6 Book, page 260): The study of page 50 of the Tanzanian passport is interesting because it offers relevant questions about the reasons for translation into three languages, the order of the languages, and even asks students to identify "cases where the translator found perfect equivalents" and "cases where the translator prioritized the message over the words."

Remarks: This is a rare foray into the analysis of procedures (notably equivalence and potentially adaptation or modulation). However, this activity remains an *a posteriori* observation of existing translations rather than explicit teaching of the procedures that students should apply. Furthermore, it does not offer exercises for the direct application of these procedures.

These examples illustrate a general trend: the curriculum and the textbooks focus on the practice of translation as a linguistic conversion activity, without providing the conceptual and strategic tools (the translation procedures) that would allow students to understand translation choices and improve the quality of their own translations beyond simple lexical or literal equivalence.

4.3. Analysis of Interviews with Teachers

The interviews with the four teachers corroborated the observations from the document analysis. All teachers expressed difficulties in teaching translation systematically due to a lack of clear guidelines in the syllabus and textbooks.

The interviews with the four teachers from different Tanzanian high schools (Milambo, Muyovozi, Korogwe, Zanaki) confirm a central issue: the teaching of translation is hindered by a lack of clear guidelines and a mismatch between the official curriculum and the reality on the ground. All teachers expressed their difficulties in teaching translation systematically, primarily because of the absence of precise instructions in the textbooks and syllabus. Consequently, they often adopt a pragmatic approach focused on passing exams rather than an in-depth learning of translation techniques.

Several teachers shared their observations regarding the teaching of translation. One teacher confided in us:

"*We don't have many resources to teach translation, and teaching translation techniques is not a priority in our curriculum.*"

Another highlighted the absence of these techniques in the textbooks, stating:

"*...Furthermore, the textbooks, which are the main interpreters of the curriculum, do not offer us translation procedures to follow, and because of that, we don't know what to do. Since the final exam questions are not taken from this section, we leave it as it is.*"

An experienced teacher even noted that students arrive at high school with insufficient skills in grammar, pronunciation, and written expression:

"*You know sir, the students who come here to high school have a very low level of competence in grammar, pronunciation, and even in written expression. For that reason, I often use the time allocated for teaching translation to teach them the skills I find necessary to enable them to succeed in the summative exams. After all, I give them simple translation exercises but these exercises are not based on translation techniques because I find that at their level they cannot understand this theoretical notion of techniques or procedures as you call them.*"

These testimonies confirm the results of the analysis of the textbooks and the syllabus. The cross-referencing of data (interviews, syllabus, textbooks) thus makes it possible to paint a coherent picture of the structural inadequacies in the integration of translation procedures, particularly concerning the absence of clear pedagogical guidelines.

4.4. Key findings

The teaching of translation faces numerous challenges, primarily due to a lack of clear pedagogical guidelines and resources. Teachers deplore the absence of structured translation methods and techniques in syllabus and textbooks, which hinders their ability to teach translation as a discipline in its own right. This deficiency creates a significant gap between the curriculum's expectations and the classroom reality: while the syllabus requires an early mastery of translation techniques, these aspects are often ignored by teachers who believe that students are not yet ready to assimilate them. Furthermore, the focus on exam preparation, which is centered on grammar and reading comprehension, marginalizes translation as a distinct skill, reducing it to simple practical exercises without any theoretical foundation.

Students' often limited linguistic skills exacerbate the situation, forcing teachers to devote more time to strengthening basic language skills at the expense of learning translation techniques. Finally, the perception of teachers plays a crucial role: a majority of them favor a pragmatic, results-oriented approach rather than an in-depth exploration of translation processes, judging that the students' level or the demands of the exams do not allow for these procedures to be taught rigorously.

Consequences: This context leads to a teaching practice of translation that remains primarily utilitarian, oriented toward linguistic practice and exam pass, rather than toward technical and theoretical mastery. Translation is not perceived as a discipline in its own right, but as a simple linguistic exercise for reinforcement.

Table 3 summarizes the main perceptions and practices of the teachers:

Table 3: Perceptions and Practices of Teachers Regarding the Teaching of Translation in Tanzania

Aspect	Main Observations	Consequences
Guidelines and Resources	Textbooks and curricula lack clear guidelines on translation procedures.	Teachers improvise or ignore the technical aspect, leading to limited and unsystematic practice.
Curriculum Expectations	Aims to teach techniques from the beginning.	Techniques are rarely taught, creating a gap between expectations and reality.
Pedagogical Priorities	Focus on exam preparation (grammar, written comprehension).	Translation remains a limited practical activity, without a theoretical dimension.
Student Level	Low in grammar, pronunciation, and written expression.	A need to strengthen these skills before addressing translation.
Teacher Perception	Translation should remain pragmatic and focused on immediate results.	Little to no teaching of procedures or techniques, with a focus on practical exercises.
Available Resources	Limited resources, absence of textbooks or guidelines on translation.	Difficulty in teaching translation in a structured and in-depth manner.

Source: Survey by the researcher.

4.5. Critical Discussion

The cross-analysis of the data highlights a paradox: although translation is officially recognized as a skill to be developed, its pedagogical implementation remains embryonic. The absence of explicit procedures in resources creates a vacuum that teachers fill with intuitive strategies. This disparity reveals a tension between institutional prescriptions and pedagogical realities, where teacher autonomy replaces absent tools. This observation aligns with the reflections of Cook (2010) and Vermes (2010), according to whom translation, as a didactic tool, requires rigorous structuring to be effective. In addition, the low

initial linguistic level of the students makes a gradual approach to the teaching of translation procedures indispensable.

This finding argues for a reactivation of the theoretical framework in pedagogical practices. The seven translation procedures proposed by Vinay and Darbelnet should not only serve for *a posteriori* analysis of textbooks but should also structure teaching from the earliest stages. By progressively integrating these procedures, for example through commented translation activities, teachers could not only improve the quality of students' translated works but also develop their transversal linguistic reflexivity. This analysis calls for a structural reconfiguration of translation teaching, based on a deep understanding of translation procedures and contextualized pedagogical engineering.

4.6. Conclusion

In conclusion, the study highlighted a clear discrepancy between the pedagogical objectives stated in the official secondary-level French curriculum and the actual practices observed on the ground. The absence of explicit training in translation procedures, as defined by Vinay and Darbelnet, deprives learners of a strategic and reflective translation skill set, which is nevertheless essential in a multilingual context like Tanzania. To bridge this gap, three recommendations are necessary: (1) a revision of the curriculum to explicitly include translation procedures and their contexts of use; (2) the design of textbooks that integrate guided activities based on these procedures, accompanied by translation-specific metalanguage adapted to the students' level; and (3) continuous professional development for teachers, focused on the pedagogical engineering of translation strategies. These proposals aim not only to improve exam results but also to position translation as a structuring pedagogical tool in the teaching of French as a Foreign Language (FFL) in Tanzania.

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