



## **Examining Translation Practices in Teaching French as A Foreign Language in the South African Educational Context**

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DOI: 10.53103/cjlls.v5i1.194

### **Abstract**

The use of translation in foreign language teaching has hardly been encouraged by most teachers who prefer the direct method. Most educational syllabus highlights the listening, speaking, reading and writing skills and translation has hardly been seen as a pedagogical tool or technique that can enhance these skills. This study therefore, sought to investigate the translation practices used in teaching French as a foreign language in South Africa. The study primarily aims to examine how translation practices influence students' engagement and proficiency in a multilingual context. To conduct this study, the qualitative research approach was employed. Questionnaires and interviews were used to collect data which were analysed using the thematic analysis. Key ethical considerations were followed to enhance privacy and confidentiality of participants drawn from schools within the Gauteng province. The findings of the study established that translation practices had major impact on students' performance in a French language task. The study also established that, culturally relevant didactic material enhances students' engagement and motivation. This study concludes with some recommendations and limitations aimed at enhancing the use and implementation of translation strategies in the French classroom set-up.

**Keywords:** Translation Practices, French Language Education, South Africa, Teacher Competence, Student Engagement

### **Introduction**

In the South African distinct multilingual environment, teachers face both possibilities and challenges resulting from the interaction of several languages. The need for multilingual individuals who are capable of handling challenging cultural situations is growing as globalization picks up speed, which makes teaching French, a language that is closely linked to international relations, culture, and diplomacy essential. This study aims to investigate translation techniques in South African French language classes, emphasizing their value in enhancing pedagogical approaches and promoting successful language learning.

Historically, French language teaching in South Africa has been shaped by socio-

political factors, including the lasting impact of colonial legacies and post-apartheid language policies. French is frequently positioned as a second additional language alongside English and Afrikaans.

Despite its importance, the integration of translation practices into the language teaching curriculum remains underexplored. Current pedagogical approaches primarily focus on communicative competence and immersion techniques, while translation, a critical skill for bilingual communication, has not been fully utilized (Swan & Smith, 2021). Existing literature suggests that translation can bridge the gap between a learner's native language and the target language, thereby facilitating comprehension and retention (Gonzalez, 2019). Nevertheless, the nuanced role of translation in the South African context, particularly about learners' diverse linguistic backgrounds, requires further investigation. A critical appraisal of the literature reveals a mixed landscape of research on translation practices in foreign language teaching.

Other well-recognized studies have borne the importance of translation in learning a language and understanding its culture (e.g., Sahebi, M. 2019). However, they also have methodological limitations, such as small sample sizes and a lack of longitudinal data. These studies tend to neglect the South African sociolinguistic reality, where English is used as a lingua franca among multiple indigenous languages. Thereby creating a serious knowledge gap within the realm of South African education about how translation practices can be implemented in practical terms to meet the needs of learners. This study aims to address this gap by discussing the pedagogical role of translation practices in French foreign language teaching in South Africa. This study investigates ways in which translation theory and pedagogical practice can be integrated, in a bid to explore innovative language teaching methods that utilize translation as an instrument for improving understanding and engagement. This significance, however, is not limited to pedagogy; in multilingually situated areas of the world, these somewhat arbitrary modalities comprise significant bases for language policy and curriculum.

This study contributes to the body of previous research on foreign language training by closely examining the role of translation in the context of teaching French in South Africa. This study aims to close gaps in the literature and provide relevant information to legislators, educators, and curriculum designers to enhance the effectiveness of language instruction in a multilingual society. Translation has been recognized as a helpful approach to learning a language. It provides a deeper understanding of the peculiarities of the target language's culture while also making comprehension easier. Since South African pupils usually have to deal with multiple languages, translation helps close linguistic gaps. Additionally, their cognitive capacities might be enhanced, which would enhance their language acquisition.

### **Pedagogical Approaches to Translation**

Different pedagogical approaches to translation in teaching French as a foreign language have been explored. The communicative approach for instance focuses on functional language use, where translation is embedded in real-world contexts (Baker, 2018). The grammar-translation method, although criticized, is still present in the South African classroom setups. Recent studies suggest a hybrid model integrating both approaches, allowing for a more holistic language learning experience. (Cros et al., 2024).

At this point, we take a close look at the study of translation in teaching foreign languages. Firstly, what is translation? Translation aims to convey the message of a text from a source language to a target language. Another conception of translation is that it allows a text that has been written in a language to be explained to a person who does not know that language. Thus, through its intermediary, the translator facilitates communication between individuals who do not speak the same language. From this definition, two dimensions emerge around which the opinions of specialists in the field are divided. The first point of divergence concerns what is called translation and the second on the manner of translating. It is necessary to specify the level of terminology of expressions.

Pedagogically, translation is a set of exercises (theme/version) whose impact is linguistic. Delisle (1984) calls "pedagogical translation" the school use of translation aimed at acquiring a foreign language. Traditional language teaching methods have adopted translation as a means of consolidating linguistic knowledge in a foreign language through thematic exercise, and of monitoring the understanding of texts using the version. "The objective of educational translation is essentially didactic. It is practiced within the framework of the language class (except in the special case of exams and competitions) and the recipient is either the class or the teacher, in both cases, a restricted and familiar audience. Translation is no longer an end but a means, insofar as what matters is not the message, the meaning conveyed by the text, but the act of translating and the different functions it fulfills: language acquisition, improvement, monitoring of understanding, of the solidity of acquired knowledge, fixing of structures, etc. (Lavault, 1985 p, 18). Used for educational purposes (activating the class, assessing acquired knowledge, helping weaker students, etc.), translation in the language class has taken several forms, one of which is "explanatory translation".

This type of translation is used to explain the language. The teacher uses it when intralingual translation cannot produce positive results. From a lexical point of view, when a word in a foreign language is new and little used, the teacher explains it in the mother tongue to save time and avoid any confusion for the learner. From a grammatical point of view, explanatory translation is useful insofar as it allows to highlight the points

of differences/similarities between the two linguistic systems (the foreign language and the mother tongue): the specificity of certain turns of phrase in a language, the notion of verb tense, etc. Translation, being in this case a means and not an end, had an uncomfortable status: an activity without clear objectives, an unthinking practice, taught by foreign language teachers who had received no prior training for this task. This dark side of translation required an epistemological break with the past to base the didactic discourse on translation and its practice on a scientific basis. Indeed, several authors, such as Ballard (1988), Grellet (1991), Lavault (1985), ..., have defended the practice of translation in language classes, but with a new didactic vision, that of perfecting the skill of "translating" in the same way as the skills of "understanding, reading and writing".

In the context of foreign language teaching, translation was considered a linguistic operation. Later, it took a new direction and will now be defined as a "complex semiotic activity linked to the behaviours of understanding and expression by the processes of deverbalization and then reformulation" (Cuq, 2003, p. 239). Let us note given the above that translation is no longer simply moving words from one language to another but has become a more complex operation. The fact that translation is considered an activity leads to its inclusion in a so-called intellectual process of which we note the following stages:

1. understand a text
2. deverbalize, or grasp what the text means
3. re-express the same text in a different language.

To transmit what the author says and wants to say to the recipient, the teacher in the context of our study does not seek to transmit the form of the original text, his goal is to transmit the meaning of this text by a different but equivalent form. Thus, to achieve this, several "discursive and linguistic arrangements" must be made; then, a verbal object is born that is neither quite the same as the original nor quite another, but which nevertheless retains the capacity to replace it. It follows, therefore, that meaning is the very substance of the translation operation. In other words, meaning constitutes the identity of the text which must not undergo any modification during its reconstitution in the target language. This leads us to say that language is only the explicit aspect of the text while the reason for its existence is the message.

### **Categories of Translation**

Jakobson mentions three forms of translation in his book *Essays in General Linguistics*, which are:

- a- Intralingual translation (reformulation or reformulation)

This type of translation consists of interpreting linguistic signs using other signs of the same language (Lavault 1998, p. 53)

b- Interlingual translation (translation proper)

This type of translation consists of interpreting linguistic signs using the signs of another language (Lavault 1998, p. 53)

c- Intersemiotic translation (transmutation)

This type of translation consists of interpreting linguistic signs using the system of non-linguistic signs (Lavault 1998, p. 53).

R. Galisson and D. Coste take up the definition of "interlingual translation" and define translation as: "Interpretation of the signs of one language using the signs of another language" (Coste & Galisson 1976). However, this latter definition leads us to question the methodology of translation, while taking into account the fact that it emphasizes the linguistic signs of the source language and the target language while avoiding evoking the meaning that is carried by the interpretation of these signs.

The shared definitions and opinions about translation lead us to ask the following questions: Should we translate the language or the meaning it conveys? Should the FL teacher translate the language or the meaning it conveys? In the context of translation studies, "translating the language" means searching for the meaning of words in the language in order to have correspondences in the target language. Speaking of the first, language translation covers processes by which the translation of a passage aims to search for what the words of this text mean to find correspondences in the target language. We mention the following processes:

### **Transcoding**

Transcoding consists of searching for what the words mean in bilingual dictionaries, to find correspondences between the source language and the target language (Lederer, 1994, p.217). According to M. Lederer, the phase that consists of searching for correspondences between grammatical and lexical components or between fixed expressions is called "linguistic translation". According to Lederer, the latter, in principle, only takes into account the meanings pre-assigned to the source language and the grammatical rules of the target language. It is noted that the application of this type of translation cannot be done systematically; the consequence is that the translation of the language will be confronted with situations in which the text would become untranslatable. Furthermore, transcoding could not be applied to the translation of texts whose purpose is to transmit the meaning.

### **Literal Transposition**

According to D. Selekovitch, 1968: 8, it is difficult to consider "the literal transposition of words or expressions from one language into another" as a true translation for the simple reason that it is only a component of translation, and not

translation (Selekovitch & Lederer 1993, p. 17).

### **Translation of Meaning**

The purpose of translation is to convey the meaning of a text. It is about explaining what a passage that has been written in a language says to an individual who does not know that language. Thus, the role of translation is to establish an act of communication between individuals who do not speak the same language through the intermediary of a translator. In short, from all that has just been mentioned, two conceptions emerge that oppose the operation of translation. The first, which is indeed simple, says of translation that it operates on the language. The second, which presents itself as a more complex concept, is oriented towards the meaning of the passage or text.

### **Translation, Used in Language Classes as A Means of Systematic Explanation**

About so-called traditional methods, the foreign language is taught through the learners' first language. The teacher uses the learners' mother tongue in a so-called indirect method. Translation is used as a method for presenting a foreign language. It allows vocabulary and grammar to be explained. The teacher's text of choice for his foreign language class is a priori literary. The teacher uses word-for-word translation to explain and translate the words of the foreign language as they are in the sentence, in the order of the arrangement of the sentences, by corresponding words in the mother tongue. This type of translation aims to highlight the mechanisms of the second or foreign language. For the traditional method, teaching has a directive character; the teacher transmits what he knows to the learner by giving him his translation. The learner is invited to memorize the translation made by the teacher and to take it up again very quickly in the translation activities in the form of a theme or version. Any deviation related to the structure of the source text and/or related to that of the translation which was suggested by the teacher is penalized.

### **Translation, Used in A Language Course as An Application Exercise**

The traditional method places more emphasis on the theoretical teaching of grammar. The emphasis is on the version whose purpose is to explain the syntactic functioning of the language. More precisely, it is a passage divided into several parts and lessons, translated by the author word for word and/or "in good French" and which allows theoretical didactics of grammar provided in the form of very developed remarks (Puren 1988, p. 66). In this case, translation is seen as a method that allows the morphology and syntax of the language learned to be explained. It should also be noted that translation is used as an exercise that allows the application of the rules followed by

explicit teaching of grammar. In this case, the teacher's method is deductive, which means that the teacher explains the syntactic rules and then asks the learners to proceed by memorization to apply them in the translation activities. These activities consist of sentences that are either out of context, fabricated, or chosen based on their grammatical content.

The theme, for its part, becomes a primary activity of applying grammatical rules. The translation requested by the teacher is called linear translation. It reproduces the same syntactic structures that learners have learned in the past. According to J.-R. Ladmiral (1994, pp. 50-53), we distinguish the "grammatical theme" on the one hand, which exclusively concerns grammatical aspects and consists of an "exercise of fixing structures" and the "imitation theme or application theme" on the other hand. The latter aims to immediately reuse linguistic elements. The emphasis can be placed on vocabulary and in this case, the function will consist of awakening learners' skills on the lexical level by the ability to manipulate preceded by a reminder of units and syntagms (lexis). Thus, learners' lexical competence goes beyond the framework of passive competence to become active competence. Attention can be paid to morphosyntax, with a basic text that allows difficulties to be overcome by making them available for reuse. Ladmiral mentions a third category practiced at a much later stage of the process. This category is known as a literary theme. It is an exercise considered the most interesting since it helps the learner to prove his level of competence in the foreign language. It follows that the traditional perspective that initially aimed at teaching dead languages is still visible in the teaching of so-called living languages. Some linguistic documents are today characterized by the grammatical method, as regards theoretical teaching, and translation in the form of activities applying grammatical rules. The same conditions are applied with particular attention paid to writing. In the practice of courses, theme or version activities are always present. This type of traditional activity is found in teaching/learning documents intended for adults capable of learning independently. For example, we can cite "The Assimil Method". This manual contains passages in a foreign language that are translated by the author and the translation is used as a means of describing the foreign language. Its function is firstly to present the syntactic construction of the foreign language, and secondly to explain the meanings of foreign words.

### **Translation Used in A Language Course as A Means of Understanding**

In the field of the traditional method, it is the word-for-word translation that is requested by the teacher. A translation that, structurally remains faithful to the source language. This type of translation subsequently allows the possibility of accessing understanding. The learner begins by translating to understand a text in a foreign language or to be more precise, he begins by deciphering it by looking up each word in the dictionary. Understanding is structured around the meaning of the words in the

lexicon and the grammatical structure of the syntax. Particular emphasis is placed on the language as well as on the literary style of the text. It is the version that becomes the most requested teaching process when it comes to introducing new linguistic elements into the course. According to Ladmiral, the version is an activity of "intelligence" or "literary sensitivity" because it "brings into play the student's faculties of expression and his capacity to understand texts" (Ladmiral 1972, p. 27).

However, the version cannot be considered as a translation method. J.-R. Ladmiral continues by saying that far from being a tool favourable to learning translation, the version will be an excellent means that will allow learning to express oneself through intralingual translation or paraphrase presupposed by the choice of a final state of the translation as a "quasi-perfect version" of the original text. In conclusion, we have approached translation in foreign language teaching by first trying to understand what translation is for. We have also approached the different conceptions of translation by making a close connection between translation and foreign language teaching.

### **Cultural and Contextual Considerations**

Cultural context plays an important role in translation practices. In South Africa, where diverse cultural backgrounds coexist, translating cultural references poses challenges for teachers. Research indicates that culturally relevant translation practices can improve learner engagement and motivation. Furthermore, understanding the socio-political context of language use in South Africa is essential for effective translation in the classroom.

The need to integrate a strong cultural dimension into language teaching has been widely accepted for several decades. The purpose of this teaching is to enable active communication with speakers of the target language, particularly in their everyday context (particularly in another country). This is the so-called "communicative" option, which is very much in the majority today. However, it is not possible to communicate in a real-life situation without sharing a certain amount of cultural knowledge and practices. All methods have therefore developed this aspect, in various ways, even if it is often under the reductive title of "civilization". We can add, in a more in-depth manner, that language is inseparable from culture, because they are "two sides of the same coin", as E. Benveniste said. Indeed, any language conveys and transmits, through the arbitrariness of its lexicon, its syntax, its idiomatic expressions, and the cultural schemes of the group that speaks it. It offers a specific "version of the world", different from that offered by another language (hence the non-correspondence term for terms of different languages). Conversely, any culture governs linguistic practices, whether it is for example the historical background of the lexicon, expressions, discursive genres, or whether it is the collective conventions of language use (rules of speaking, ritualized statements, connotations of varieties and "registers" of the language, etc.).

### **Technology and Translation**

The advent of technology has transformed translation practices in language teaching. Digital tools and resources, such as translation software and online dictionaries, have become an integral part of FFL teaching. However, over-reliance on technology can hamper learners' ability to develop essential translation skills. Finding a balance between traditional methods and technological advances is essential to foster effective language learning.

### **Identifying Study Gaps**

For this study, it is important to identify gaps because it will help us to understand linguistic and cultural nuances when it comes to translation practices in the teaching of French within the South African educational context. Most research that has been carried out so far focuses on general theories of translation without taking into consideration the socio-cultural dynamics that exist in South Africa. It should be noted that these dynamics have a huge impact on learning outcomes and teaching mythologies.

- Despite existing literature that highlights the importance of teacher preparation in language teaching, there are few empirical studies that examine the way teacher training influence application of translation techniques in the French teaching classroom.
- Although there is much research focusing on pedagogical approaches, the absence of studies that speak to learner's perspective is visible. This is critical for the effective development of teaching practices and resources that resonate with students.
- There is a gap in comprehending the way digital tools can enhance or hinder language learning despite the rapid advancement of educational technology has not been adequately explored on translation practices.
- There is a limited exploration when it comes to the intersection of translation studies with applied linguistics, cultural studies, and education. This suggests integrating research that could enhance theoretical frameworks and practical applications.

There is therefore a need to address these research gaps for the sake of advancing the field of language teaching in South Africa and contributing to more effective teaching practices that are more effective and essential to improved student outcomes. More importantly, addressing these gaps will provide a better understanding of the complexities at play in teaching French as a foreign language in diverse contexts.

### **The Current Study**

We endeavoured to address the research gaps by establishing the following study objectives:

1. To examine current translation practices employed in the teaching of French as

a foreign language in South African classrooms.

2. To assess how effective these practices can facilitate learners' language acquisition and engagement.

3. To examine the way teachers' perceive the role of translation in language teaching and its impact on learners' outcomes.

The following research questions guided the study:

1. What translation practices are currently used by teachers in the teaching of French as a foreign language in South Africa?

2. How do these practices influence learners' understanding and use of the French language?

3. What are teachers' perceptions of the effectiveness of translation in improving language teaching?

Based on these questions, the hypotheses to be tested are as follows:

1. Teachers who used translation approaches during their lessons will report an impressive level of learner engagement and understanding of the French language.

2. Learners with significant exposure to translation as a teaching tool will demonstrate greater understanding of productive language competences.

### **Methods**

The study employs a qualitative research method to examine translation practices in the teaching of the French language as a foreign language within South Africa's educational landscape. We opted for this approach as it allows us to explore the insights of educators teaching French about their experiences and perspectives. However, the qualitative design can also provide insight into the complexity of systems and practices that is often missing from quantitative studies (Chamberlain et al., 2020).

### **Participants**

Participants were chosen through purposive sampling to maintain a balanced representation of French teachers from various levels of education. The study consisted of 10 recruited participants. Inclusion criteria for participation were:

- At least two years of experience in teaching French as a foreign language.
- Ability to express ideas about their practices on translation arduous.

A semi-structured interview guide and questionnaire were developed to aid data collection. The guide included open-ended questions meant to elicit participants' teaching methodologies, as well as their thinking around the role translation occupies in their curricula and how they conceive of translation.

### **Ethical considerations**

It included closed questions to gather demographic data as well as information on how translation was used in the classroom. The study has ethical institutional approval. All participants provided informed consent and were given assurances of anonymity and confidentiality regarding their responses. Consideration was also given to informing respondents that they were free to withdraw from the study at any time without any consequence.

### **Data Collection**

It was an electronically facilitated questionnaire that participants filled out through Google Forms. Qualitative data was obtained from the survey to collect demographic information that included teaching experience and translation practices in their teaching context. Following completion of the survey, 10 respondents undertook semi-structured interviews. To deal with geographic disparity and participant convenience, interviews were conducted via video conferencing (e.g., Zoom). About 30-minute individual interviews were conducted, recorded with the consent of the participants. Interviews were then transcribed verbatim to enable analysis. Qualitative interview data were analyzed using thematic analysis outlined by Braun and Clarke (2006). In total, this process proceeded through six general stages:

1. Familiarization: Reading through the transcripts to get a feel of the data in its entirety.
2. Initial code possibilities: Code salient elements of the data that are relevant to your research questions.
3. Look for themes: Group codes into possible themes that represent something meaningful from the data.
4. Refine and define the themes: Sift through those codes to determine which accurately reflect the data and are in line with the research questions.
5. Clear naming and defining themes: Each theme should be named and named and well-defined.

### **Results and Discussion**

This study rigorously examined translation practices employed in the teaching of French as a foreign language (FFL) in the South African educational setting. Findings indicate that teachers use a wide range of translation strategies, emphasizing both direct and indirect translation techniques. The results of the study indicate that integrating translation into teaching significantly improves students' understanding and retention of vocabulary and grammatical structures. This supports the hypothesis that translation is an

effective pedagogical tool in language teaching. The results highlight that translation is not only a linguistic exercise but functions as a cognitive process that helps construct meaning. By using translation techniques, the gap between students' native language and the target language is bridged, creating a relevant and contextualized learning environment. This perspective aligns with sociocultural learning theories, highlighting the importance of mediation tools such as translation in the learning process. The observed positive impacts of translation practices on students' engagement and comprehension suggest that these methodologies could contribute to overcoming the challenges faced by learners in multilingual contexts.

### **Contextualization with Existing Studies**

These findings support earlier studies that underline the positive impact of translation in language teaching. Translation, according to researchers like Cook (2010) and Macaro (2001), promotes cognitive processing and can lead to learner autonomy. In addition, this study contributes to addressing the gap represented in literature regarding practices South African educators perceive as effective. These findings add to the existing discussions on effective language teaching methodologies, emphasizing the necessity of contextually appropriate methods that consider learners' recent frames of reference.

These findings have far-reaching implications. The study proposes translation activities into FLE curricula for teachers; better teaching practices, thus facilitating better learner outcomes. At the policy level, education authorities need to think about endorsing teacher development initiatives in translation as a key component for language teaching. In addition, the results set the foundation for future studies on translation practice effectiveness in diverse languages and teaching environments, which might also have an impact on language policy and culture construction in multilingual societies.

### **Acknowledgement of Limitations**

Although this study contributes to a better understanding of translation practices, there are some limitations that need to be considered. The results are based on a relatively small sample of teachers and may not be representative across all contexts in South Africa or elsewhere. Additionally, the study is based largely on teacher self-report data that may be biased. Future studies should have a bigger and more diverse sample size and also include quantitative metrics alongside qualitative evidence.

### **Implications for Future Research**

Based on the findings of this research, a number of opportunities present

themselves for future studies. Researching the long-term impact of translation on language usage could yield richer insight into their efficacy. Additionally, examining students' conceptualizations of translation in learning processes can offer important insights into motivation and engagement. In South Africa, the role of translation in different language learning contexts can be better understood using comparative studies across foreign languages.

In short, here are three nuggets of theoretical wisdom that this study brings to teaching French as a foreign language in South Africa: The results align with the opinion that "translation is an effective pedagogical method" which leads to students' language acquisition. In this way, teachers can help by integrating some translation strategy in their FLE teaching, thus maximizing students' engagement and comprehension for language education.

This study contributes to the literature further and serves as a call for education stakeholders to embrace translation in language instruction.

### **Conclusion and Recommendations**

The study of "Mapping translation activities in teaching French as a foreign language: Some illustrations to the South African context" is not only effective but also insightful with regards to the multifaceted role that translation plays in the foreign language classroom. The key findings show that translation can be used to achieve not only a basic understanding of the language but also to provide insight into culture, which they believe has a direct relationship between student engagement and success in acquiring language. Through addressing the research questions in an effective manner, the study sets out to illustrate how strategic translation practices can facilitate a pedagogical approach for French teaching and learning in South Africa; one that would allow us to confront and build on the challenges and opportunities generated by linguistic contexts through their heterogeneity.

These findings have significant implications, providing a direct challenge to the leading theories which tend to downplay the importance of translation for language acquisition. The findings of this research prompt the need for curriculum frameworks that adopt translation as a core instructional approach and demonstrate how translational approaches could lead curriculum change. Through comparative analysis with related studies from the field, this notion is further solidified by the potential for translation to build cognitive connections and cultural awareness of learners alike. The study does informative work, though it has its limitations. Several limitations to this study should also be acknowledged, including the small sample size and the focus on certain educational contexts. Moving forward, researchers will need to examine larger, more diverse samples and include a wider range of contexts in which educational experiences take place. Moreover, by adopting alternative methodological frameworks such as

longitudinal studies or mixed methods approaches, researchers could usefully contribute towards a more thorough understanding of the long-term effects of translation practices on language proficiency and intercultural competence. To further extend this line of research, some specific recommendations for future research and practice are offered:

### **Investigation of Particular Translation Models**

Future studies should explore the incorporation of targeted translation models into teaching contexts, for example, technology-based translation tools and collaborative translation exercises. Utilizing these methods would shine a clearer light on the advantages of translation for language instruction and make learners more involved.

### **Implications for Curriculum Design Policy**

Educational stakeholders are urged to place a greater emphasis on the incorporation of translation into language curricula. The inclusion of these enables learners to develop their linguistic skills and gain cultural fluency, which is crucial for succeeding in a globalized context.

### **The Diversity of Methodological Approaches**

It is therefore strongly recommended that researchers use a variety of methodological approaches to gain more insight into the role of translation in language learning. Longitudinal studies and mixed-method designs may offer more in-depth understanding, capturing changed effects of translation practices over time.

### **Teachers: Training, Workshops & Webinars**

Professional development opportunities need to be arranged by the institutions for them to understand and implement translation practices. This will enable teachers to teach languages better by maximizing translation. To conclude, this study raises awareness of translation as a most relevant and core element of language teaching to promote. Integrating translation practices helps students develop their linguistic abilities, while also cultivating empathy and cultural awareness, skills that are increasingly vital in our interconnected world. This is a critical part that diverse research needs to be rolling on because it can give a strategic advance to foreign language teaching methods and even impact broadly in the education world. The key findings of this study are a strong encouragement for teachers and researchers to implement the complex role of translation in the language classroom, which should suggest a broader and more productive approach to language pedagogy in French as a foreign language.

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