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The Role of Translation as an EFL Facilitator in Secondary Schools

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Abstract

This article aims to show that translation plays a significant role in EFL classes in secondary schools. Translation enables students to compare two linguistic structures, build their capacity for contrastive analysis, and better understand a foreign language (i.e., English). The qualitative method is used in this research. Students' comprehension of the English language was assessed through a text and questions written in English only. Their copies were then collected. Subsequently, the French and English versions of the same text and questions were given to the same students for a second assessment. As a result, students performed better after reading both the English and French versions of the text and questions. The findings of this research include the following: (1) Translation improves students' comprehension of the English language and increases their English exam scores; (2) translation into the students' official language (i.e., French) should therefore be promoted in EFL classes; (3) the challenges involved in translation exercises in secondary schools include syntactic and structural questions, translation procedures, the correspondence between English and French tenses in specific contexts, and lexical semantics. These findings imply that EFL teachers would greatly benefit from including a translation component in their lessons.

Keywords: *Translation, EFL Classes, Students' Comprehension, Contrastive Analysis, Semantics*

INTRODUCTION

This research advocates for the use of translation in EFL classes in secondary schools, especially in French-speaking countries. Indeed, at this level of education, students are at an early stage of learning the English language. There are many English words and expressions that they do not know. Under these conditions, if their English teacher speaks only English, many students may not understand the message due to several factors, including their limited vocabulary, a non-native teacher's accent, and a non-affluent linguistic environment where English is rarely spoken. The term "affluent linguistic environment" is explained by Dr. Samer Mahmoud Al-Zoubi of Ajloun National University, Jordan, in a paper titled "The Impact of Exposure to English Language on Language Acquisition."

Exposure to L1 plays a major role in second or foreign language (L2) learning…Kennedy (1973) explained that a learner who starts acquiring L1 is generally exposed to an affluent linguistic environment comprising a variety of complicated lexical and grammatical items, many of which are beyond the learner's understanding. (2018, p.154)

In an affluent linguistic environment, the language learner lives in a community where they practice the language every day and often hear or use complicated words and grammatical rules. Considering this definition, it is clear that EFL students in French-speaking countries are not in an affluent linguistic community. Therefore, they need visual, audiovisual, L1 (Language 1), and other aids to help them acquire the English language. For instance, in Benin, almost all their exam papers start with a summary in French. It is specifically this contribution from their first language (L1, i.e., French) to students' second language (L2) comprehension that needs to be strengthened and extended to include translation.

The research methodology is as follows: (1) The objective of this paper is to demonstrate that learning English in a French-speaking environment at the secondary school level is a challenge because students are introduced to a foreign language whose sounds, phonemes, pronunciation, structure, grammar, and vocabulary are new to them. Under these conditions, the only linguistic reference they have is French, their official language. Whatever they learn in English, they try to understand it in French. They continually ask themselves: What does this English word or expression mean in French? How can I express this idea in

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English? What is the English equivalent of this French word or expression? This frequent questioning can become obsessive. (2) The qualitative method is employed. Students' exam scores are assessed after an initial exam and re-assessed after a second exam. A comparison is then made and a conclusion is drawn, showcasing the role of translation as a facilitator in EFL classes. The challenges related to English language exams are highlighted, and the linguistic areas deserving particular attention are identified. These include translation procedures, lexical semantics, the correspondence between English and French tenses in specific contexts, and syntax and structure. The data are extracted from the English exam papers and analyzed. (3) The research results are presented separately, and (4) a discussion of the data and findings concludes the study.

LITERATURE REVIEW

This thematic literature review discusses tense, syntax and structure, translation procedures, and lexical semantics. Let us begin with Venuti, who will provide insights into what a translated text should look like.

A translated text, whether prose or poetry, fiction or nonfiction, is judged acceptable by most publishers, reviewers, and readers when it reads fluently, when the absence of any linguistic or stylistic peculiarities makes it seem transparent, giving the appearance that it reflects the foreign writer's personality or intention or the essential meaning of the foreign text—the appearance, in other words, that the translation is not in fact a translation, but the "original." (Venuti, 2004, p.1)

Under this quotation, a translation should resemble an original text. To this end, translators employ techniques or procedures.

Translation Procedures: Several books address the question of translation procedures. One of these is A Comparative Stylistics of French and English: A Lexico-Semantic Approach by Jean-Paul Vinay and Jean Darbelnet (2004). This foundational text explores the stylistic differences between French and English, focusing on lexico-semantic aspects and translation strategies. These authors propose the following seven translation strategies in this book: (1) Borrowing: This involves taking a word or expression directly from one language and using it in another without translation. (2) Calque: This strategy translates the components of a phrase or word literally, creating a new expression in the target language. (3) Literal Translation: This involves translating the text word-for-word while maintaining the original structure as closely as possible. (4) Transposition: This strategy changes the grammatical structure of the source language in the target language, such as converting a noun to a verb. (5) Modulation: This involves changing the perspective or form of the expression, which may include slightly altering the meaning to fit the context better. (6) Equivalence: This strategy is used when the same situation is expressed differently in the two languages, often involving idiomatic expressions or proverbs. (7) Adaptation: This involves changing the cultural reference in the source text to one that is more familiar or relevant to the target audience. Students need to understand these procedures and practice them.

Another valuable book that discusses translation strategies is A Linguistic Theory of Translation (1965) by J.C. Catford. In this book, Catford explains that there are three types of translation: word-for-word translation, literal translation, and free translation. A word-for-word translation translates the words but not the meaning of a sentence. A literal translation aims to convey the message while respecting the grammatical rules of the target language; however, it may not faithfully translate the meaning. A free translation accurately conveys the meaning of the message.

In The Translator's Invisibility: A History of Translation (2004), Lawrence Venuti discusses two primary translation strategies: Domesticating Translation, which involves adapting the text to make it more accessible and familiar to the target audience. This often includes using idiomatic expressions and cultural references that resonate with target language speakers, effectively "domesticating" the foreign text; and Foreignizing Translation, which retains the foreign elements of the source text, highlighting its cultural and linguistic differences. The goal is to make the reader aware of the text's foreignness, which can involve preserving unusual syntax, terminology, or cultural references.

Additionally, the following five books on English-French translation procedures can enhance students'

understanding and skills in translation: (1) The Translator's Handbook by Morry Sofer (2006). This comprehensive guide covers various aspects of translation, including techniques, procedures, and practical advice for translators working between English and French. (2) Translation: A Multidisciplinary Approach by Juliane House (2015). This book explores translation from various perspectives, including linguistic, cultural, and practical aspects, making it a valuable resource for translators working in English and French. (3) A Practical Guide to Translation by Roger Bell (1991). Although slightly older, this book provides practical insights into translation procedures, focusing on the challenges and strategies involved in translating between English and French. (4) The Art of Translation by John Biguenet and Rainer Schulte (1992). This collection of essays discusses the complexities of translation, including the nuances of translating between English and French, and offers insights from experienced translators. (5) French-English Translation: A Practical Guide by David Bellos (2011). This book focuses specifically on the translation process between French and English, providing practical tips and strategies for effective translation.

These books offer both theoretical insights and practical guidance, making them valuable resources for anyone interested in English-French translation procedures.

SL Tenses and TL Tenses

Another issue raised in this paper is the correspondence between English and French tenses in specific contexts. Indeed, selecting a specific tense in the target language to match a source language tense is a complex exercise that depends on several factors. Language students need to understand the conditions under which a target language (TL) tense is considered equivalent to a source language (SL) tense.

Weinrich (1973) discussed the question of tense correspondence in his book titled Le Temps. He distinguishes between two types of tenses in French: the tenses used to narrate stories and the tenses used to comment on events: "Voici distribués en deux listes les principaux temps du français. Temps commentatifs – passé composé, présent, futur; Temps narratifs – plus-que-parfait, passé antérieur, imparfait, passé simple, conditionnel" (Ibid, p.69). In novels and history books, for example, the narration tenses are used, while the second group of tenses is employed in speeches, scientific reports, and drama. Students are encouraged to read this book, which provides in-depth perspectives on the translation of tenses not only in an English/French context but also in the contexts of other European languages.

Le bon usage (2016) by Maurice Grevisse is a comprehensive book on French grammar. Students will find nuances related to the use of French tenses in this resource.

Knowledge of English tenses is equally important in this discussion. From this perspective, the following books are recommended: (1) Understanding and Using English Grammar by Betty Schrampfer Azar and Stacy A. Hagen (4th Edition, 2020). This comprehensive guide covers various aspects of English grammar, including tenses, with clear explanations and numerous exercises. (2) English Grammar in Use by Raymond Murphy (5th Edition, 2019). This popular self-study reference and practice book for intermediate learners includes detailed sections on verb tenses with practical examples. (3) Practical English Usage by Michael Swan (4th Edition, 2016) addresses common problems in English grammar, including tenses, and provides clear explanations and examples to help learners understand their usage.

Sentence Structure

In Analysing Sentences: An Introduction to English Syntax (2017), Burton-Roberts explains what sentence structure is.

This book is about English syntax. In other words, it's about the structure of English sentences. Structure is central to the study of syntax. But structure is a very general concept that applies to any complex thing, whether it's a bicycle, a commercial company, or a carbon molecule. When we say something is complex we mean, not that it is complicated (though of course it may be), but that (a) it's divisible into parts (its constituents), (b) there are different kinds of parts (different categories of constituents), (c) the constituents are arranged in a certain way, (d) and each constituent has a specifiable function in the structure of the thing as a whole. When anything can be analysed in this way, it has structure. (Burton-Roberts, 2017, p.6)

A sentence can therefore be referred to as having a structure. An English sentence structure consists of one or more clauses, phrases, words, and morphemes. These units are related to each other within a sentence. Furthermore, each word has a specific function in a sentence; it can serve as the subject, verb, complement, or adjunct. Burton-Roberts stresses that "understanding the structure of a sentence involves knowing not only what its constituents are, but also the category and the function of those constituents" (Ibid, p. 24). In translating a text from a source language (SL) into a target language (TL), attention should be paid to the TL structure, as every language has its unique structure.

Example: L'église St. Antoine est au centre-ville. // In the city centre is St. Antony Church.

The structure of the French sentence is as follows: NP + VP + PP

The structure of the English sentence is as follows: PP + VP + NP

Remark: The two structures are different. While the French structure is "Noun Phrase + Verb Phrase + Prepositional Phrase," the English structure is "Prepositional Phrase + Verb Phrase + Noun Phrase."

Having noted the two different structures, it is worth mentioning that in this particular case, it does not matter if the English sentence is structured in the same way as the French sentence. When the structure of the TL is similar to that of the SL, Nida refers to this as "Formal Correspondence." However, the aim of translation is not to ensure formal correspondence between an SL text and a TL text. The most important aspect of translation is to convey meaning. This is why Nida emphasizes the notion of "Dynamic Equivalence." In light of this observation, student translators should prioritize meaning over form.

To explain the concept of structure in English, Catford indicates that:

In English grammar we have units such as sentence, clause, and group: each of these is the carrier of a particular kind of meaningful grammatical pattern. The following are examples of sentences, each carrying the same pattern of arrangement of clauses. /// If you do that, // you will regret it. /// /// When John arrived, // we had already started. /// /// Having arrived too late, // we missed the start of the concert. ///

These are examples of clauses, each carrying the same pattern of arrangement of groups: // John / loves / Mary. // The young man / was writing / a letter. // All these people who were here last night / were / friends of mine. //

The units of grammar or of phonology operate in hierarchies—' larger' or more inclusive units being made up of 'smaller' or less inclusive units. They form a scale of units at different ranks. Thus, the sentences quoted above each consist of two clauses. The sentence is a unit of higher rank than the clause. And each clause consists of several groups—the clause being a unit of higher rank than the group. (Catford, p.5)

In Catford's book, the term 'group' refers to a 'phrase.' Nowadays, the term "phrase" is used instead of "group." As pointed out in the quotation, in the sentence "If you do that, you will regret it," there is one sentence that consists of two clauses: the main clause "you will regret it" and the subordinate clause "if you do that."

In the second example of sentences, there are phrases. For instance, in the sentence "The young man was writing a letter," "the young man" is a noun phrase (NP), "was writing" is a verb phrase (VP), and "a letter" is another noun phrase. Therefore, the structure of the sentence is NP + VP + NP. By performing this simple exercise, students can compare the structures of English sentences and their translations into French or vice versa.

In another section, Catford explains the notions of complement, predicator, and adjunct.

The unit is the category set up to account for those stretches of language activity which carry recurrent meaningful patterns. The patterns themselves still have to be accounted for —and these are what we call structures. A structure is an arrangement of elements. Thus, the elements of structure of the English unit

'clause' are P (predicator), S (subject), C (complement), A (adjunct). The texts: / / / J o h n / loves / Mary. /// /// The young man / was writing / a letter. /// are two examples of English sentences, each of which consists of a single clause. Each clause has the structure SPC. The following clauses: He / ran / quickly. The young man / was writing / with a ball-point. are examples of the structure SPA, and so on. (Ibid, p.6)

This is a description of the structure of an English sentence. Authors such as Chomsky and Nida have also discussed this topic.

Lexical Semantics

In discussing the concept of lexical semantics in the context of a secondary school EFL class, two aspects stand out: some words and expressions may be novel, making it difficult for students to translate them effectively. Indeed, the following words and expressions can be considered novel for secondary school students: "second-rate citizens," "egotistical," "hard-fought battle," "to empower women," and "instigations." However, sometimes the context and co-text provide clues that enable students to translate novel words effectively.

Another aspect related to lexical semantics is that the meaning of some words varies depending on the context in which they are used. For example, "racism very much exists" translates as "le racisme existe bel et bien." Here, "very much" is translated by "bel et bien" in this particular context. Consider this second example: "An individual cannot be born a racist but can only learn to become one as they grow from childhood to adulthood." // "On ne naît pas raciste ; on apprend à devenir raciste en passant de l'enfance à l'âge adulte." // In this case, the phrase "as they grow from childhood to adulthood" translates as "en passant de l'enfance à l'âge adulte." In this context, the verb "to grow," which means "grandir," translates as "passer." Lexical semantics in a cross-linguistic context is quite interesting because the root meaning of a word can change in some contexts. That is why some people argue that words have uses; they do not have fixed meanings.

Some authoritative books on this issue include (1) The Syntax-Semantics Interface (2002) by Paul Portner and Barbara H. Partee. This work provides an overview of the interface between syntax and semantics, exploring how syntactic structures can affect the interpretation of meaning in various contexts; (2) The Oxford Handbook of Linguistic Interfaces (2007) edited by Gillian Ramchand and Charles Reiss. This handbook includes chapters that discuss the interaction between syntax and semantics, providing insights into how syntactic structures influence lexical meaning and interpretation; (3) Lexical Semantics and Argument Structure (2005) by Beth Levin and Malka Rappaport Hovav. This book examines the relationship between lexical semantics and argument structure, discussing how syntactic structures influence the meanings of verbs and their arguments; (4) Event Structure in Linguistic Form and Interpretation (2008) by Malka Rappaport Hovav and Beth Levin. This book focuses on the relationship between event structure, syntax, and lexical semantics, exploring how different syntactic constructions can convey various meanings. These books provide valuable insights into the complex relationship between syntax and lexical semantics, making them suitable for students and researchers interested in this area of linguistics.

METHODOLOGY

Objective

As indicated in the first lines of the abstract, this article aims to show that translation plays a significant role in EFL classes in secondary schools. Translation enables students to not only compare two linguistic structures and build their capacity in contrastive analysis but also to better understand English (the foreign language).

Problem Statement

In EFL classes, a significant number of students fail their English exams because they do not understand the exam papers. They often complain about difficult words and expressions. This situation prompts some

of them to neglect the language. However, they realize later in real-life situations that they should not have neglected English then. How can this problem be resolved in our educational system now that English has become a major international language?

Assumption

EFL (English as a Foreign Language) students learn English faster and perform better in exams if the papers are available not only in English but also in French. The translation of the English exam papers into French facilitates students' comprehension and enables them to perform better in English.

Method

In carrying out this research, EFL students of Première and Terminale A, C, and D (i.e., senior secondary school students in their 2nd and 3rd years specializing in literature, languages, and philosophy, on the one hand, and math, physics, chemistry, and biology, on the other) were given exam papers written in English only. After two hours, the exam papers were collected. Subsequently, the same papers were given to the same students in both English and French. After another two hours, the copies were collected again. Professional teachers marked the copies and noted that students performed better when they were given the exam papers in both English and French. Therefore, this research employed both an evaluative and a comparative method to assess EFL students.

After confirming that students performed better with the French version of the exam papers, the teachers analyzed the translation exercises included in many English exam papers. At this stage, it is important to indicate that there is always a translation exercise in English exam papers in Benin, for example. The teachers realized that the challenges involved in translation exercises include syntactic and structural issues specific to each language, semantic issues, translation procedures, and the correspondence between English and French tenses in specific contexts.

Data and Data Analysis

The following examples drawn from English exam papers illustrate the difficulties encountered:

15 examples of difficulties found in English exam papers are outlined below:

Example 1: Difficulties related to the translation procedure, tense, and lexical semantics.

Table 1: Difficulties related to the translation procedure, tense, and lexical semantics.

English text	Translation (into French)	Difficulties noted in the texts
Racism very much exists and it is about time people started thinking about the instigations and solutions to this matter.	Le racisme existe bel et bien et il est grand temps que les gens commencent à réfléchir aux causes et aux solutions de ce problème.	**Translation procedure**: le racisme existe bel et bien : racism very much exists (free translation) **Translation of tenses**: …it is about time people started thinking : il est temps que les gens commencent à … (the simple past is used in English, while the simple present is used in French) **Lexical semantics**: instigations translated by causes in French (the word instigations may not be part of the general vocabulary secondary school students use every day in a French-speaking country)

After this initial example, another section will be reserved for comments.

Example 2: The difficulties are related to the translation procedures used, sentence structure, syntax, and lexical semantics.

Example 3: The translation procedure is a source of difficulty.

Example 4: The translation of tenses is a source of difficulty.

Example 5: The same issue applies.

Example 6: The same issue applies.

Example 7: The same issue applies.

Example 8: Sentence structure and syntax are sources of difficulty.

Example 9: The translation of tenses is a source of difficulty.

Example 10: This is an example of syntactic change.

Example 11: The same issue applies.

Example 12: This is an example of lexical semantics.

Example 13: The same issue applies.

Example 14: Examples of lexical semantics, syntactic change, and translation procedures.

Example 15: This is an example related to sentence structure and syntax.

The results of the exam are presented below.

SCHOOL NAME: COLLEGE CATHOLIQUE PIERRE JOSEPH DE CLORIVIERE (CCPJC)

Table 2: Students' Grades Before and After Reading the Translated Text *(Level: Première D, i.e., Senior Secondary School 2nd year - Specialism: Biology, Physics, and Math)*

Student's name	**Grade/mark obtained before reading the translated text**	**Grade/mark obtained after reading the translated text**	**Remarks**
1. Unix	13	13	Constant
2. Adewale	17	19	Improvement
3. Marie	18.50	19.50	Improvement
4. Raoul	20	19	Regression
5. Sarah	15.50	17.50	Improvement
6. Harold	13	16	Improvement
7. Dona	16	18	Improvement
8. Natacha	14	16	Improvement
9. Romione	18	18	Constant
10. Donatien	16	15	Regression
11. Jules	10.50	16	Improvement
12. Inès	16	20	Improvement

13. Gisèle	11	13	Improvement
14. Divine	19	15.50	Regression
15. Nouroudine	13	16	Improvement
16. Mael	19	17.50	Regression
17. Ornela	18	17	Regression
18. Océane	12	16	Improvement
19. Béni	12	15.50	Improvement
20. Trinité	19	19	Constant
21. Espoir	17	17	Constant
22. Sèna	15	15.50	Improvement

Note: 13/22 = Improvement (59.09%) / 4/22 = Constant (i.e. 18.18%) / 5/22 = Regression (i.e. 22.72%) / **Results**: (17 students out of 22, i.e. 77.27%, got higher or similar grades after reading the translated text) - **Conclusion**: Translation improves students' performance in English

The data captured in this table will provide a clear view of the impact of translation on student performance in the English exams, demonstrating the potential benefits of using bilingual materials in EFL education.

Table 3: Students' Grades Before and After Reading the Translated Text (Level: *Terminale C*, i.e. Senior Secondary School 3rd year - Specialism: Math, Physics and Chemistry)

Student's name	**Grade/mark obtained before reading the translated text**	**Grade/mark obtained after reading the translated text**	**Remarks**
1. Fènou	18	20	Improvement
2. Adé	15	19	Improvement
3. Béa	14	14	Constant
4. Rock	20	17	Regression
5. Sylvie	18	18	Improvement
6. Hector	19	19	Constant
7. Raymond	18	18	Constant
8. Ruth	20	20	Constant
9. Jane	18	20	Improvement
10. Luc	15	19	Improvement
11. Vincent	19	18	Regression
12. Ida	19	20	Improvement
13. Gladys	18	19	Improvement

Note: 7/13 = Improvement (i.e. 53.84 %) / 4/13 = Constant (i.e. 30.76%) / 2/13 = Regression (i.e. 15.38 %) **Results**: (11 students out of 13, i.e. 84.61%, got higher or similar grades after reading the translated text) - **Conclusion**: Translation improves students' performance in English

SCHOOL NAME: COLLEGE D'ENSEIGNEMENT MOYEN GENERAL

Table 4: Students' Grades Before and After Reading the Translated Text (Level: *Première A*, i.e. Senior Secondary School 2nd year - Specialism: Languages, literature, and philosophy)

Student's number	Grade/mark obtained before reading the translated text	Grade/mark obtained after reading the translated text	Remarks
1.	12	16.50	Improvement
2.	16	16.50	Improvement
3.	14	16	Improvement
4.	9.50	14	Improvement
5.	01	12	Improvement

Note: 5/5 students got higher grades after reading the translated text = Improvement (i.e. 100%) - **Conclusion**: Translation improves students' performance in English

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Table 5: Students' Grades Before and After Reading the Translated Text (Level: *Terminale A*, i.e. Senior Secondary School 3rd year - Specialism: Languages, literature, and philosophy)

Student's number	Grade/mark obtained before reading the translated text	Grade/mark obtained after reading the translated text	Remarks
1.	10.50	15	Improvement
2.	13.50	15	Improvement
3.	11.50	17	Improvement
4.	16.50	18	Improvement
5.	15.50	16	Improvement

Note: 5/5 students got higher grades after reading the translated text = Improvement (i.e. 100%) - **Conclusion**: Translation improves students' performance in English

RESULTS

Translation assists students in understanding English texts better.

Students' scores in English exams are higher when they have access to both the English and French versions of the exams.

The areas of difficulty in translation assignments in secondary schools include: Translation of tenses, syntax and structure, lexical semantics, and translation procedures.

Translation introduces students to contrastive linguistics, exposing them to different sentence structures, translation procedures, contextual uses of tenses, the notion of equivalence, and more.

The tendency of most EFL teachers to teach English without using any French words does not enable students to understand the message. If this is done repeatedly, it can cause students to keep off English lessons.

The difficulty in translating tenses can lead to misunderstandings in meaning. For instance, a past tense in English may not have a direct equivalent in French, affecting comprehension and accuracy.

Syntactic differences between English and French can complicate translation tasks. Students often struggle with word order, which can change the meaning of a sentence. This is a key area in the teaching of foreign languages. Students may be familiar with many English words, but they often struggle to combine them into meaningful sentences. It is beneficial to teach them syntactic rules early on, allowing them to avoid constructing English sentences in the same manner they do in French.

Lexical semantics plays a critical role in translation. The same word may have different connotations in English and French, leading to potential misinterpretations.

Translation procedures such as transposition or literal translation can impact how well students understand and convey meaning in English.

In summary, the results highlight the vital role that translation plays in enhancing English comprehension among secondary school students. Through exposure to both languages, students not only improve their exam performance but also gain insights into the complexities of language structure and meaning.

DISCUSSION

Following the initial examples and comments provided in the Data and Data Analysis section, this section continues with more examples and comments that further illustrate the findings.

Example 2: Translation Procedure, Sentence Structure, Syntax, and Lexical Semantics

In fact, an individual cannot be born a racist but only learn to become one as they grow from childhood to adulthood	En fait, on ne naît pas raciste ; on apprend à devenir raciste en passant de l'enfance à l'âge adulte.

Translation Procedure: an individual cannot be born a racist: on ne naît pas raciste (free translation) There is an aspect of modulation in this translation because of a change of point of view. Indeed, the English sentence refers to an individual while the French sentence adopts a general point of view by using the pronoun '*on*'.

Sentence Structure: …but only learn to become one as they grow from childhood to adulthood;: **on** apprend à devenir raciste en passant de l'enfance à l'âge adulte. (The structure of the French sentence is different because the semicolon (;) does not appear in the English sentence. It (the English sentence) consists of a main clause (In fact, an individual cannot be born a racist) and a subordinate clause (but only learn to become one as they grow from childhood to adulthood). In the French translation, the sentence is structured differently thanks to the semicolon that creates two independent clauses.

The word 'individual' is represented by 'one' and 'they' while in the French sentence, it is translated by 'on' which is used twice.

Syntax And Lexical Semantics: …as they grow from childhood to adulthood: *en passant de l'enfance à l'âge adulte*. It is interesting to note that in this phrase, the verb to 'grow', which normally means '*grandir*' in French, is translated by '*passant*.' The point is that the syntagm in which a particular word is used can change its meaning in a cross-linguistic perspective.

Translation Procedure: The phrase 'as they grow' is translated by '*en passant*'. This is an example of transposition.

By addressing these areas—translation procedure, sentence structure, syntax, and lexical semantics—educators can better equip students to navigate the complexities of English and improve their overall language comprehension.

Example 3: Translation Procedure

If one is having a sort of a social problem, they tend to get very angry with people who are not even concerned with their situation.	Lorsqu'une personne est confrontée à un problème social, elle a tendance à se mettre en colère contre des personnes qui ne sont même pas concernées par sa situation.

The phrase "If one is having a sort of a social problem" is translated into French as "Lorsqu'une personne est confrontée à un problème social." In this context, "if" is translated as "lorsque," which serves as an example of grammatical modulation.

Example 4: Tense correspondence

If one is having a sort of a social problem, they tend to get very angry with people who are not even concerned with their situation.	Lorsqu'une personne est confrontée à un problème social, elle a tendance à se mettre en colère contre des personnes qui ne sont même pas concernées par sa situation.

The verb in the simple past ("suffered") is translated into French using the passé composé. To justify the selection of this French tense in this context, another example of simple past translated into a different French tense is necessary.

Example 5: Tense correspondence

Seventy-four boys as young as four received medical treatment on Thursday after their rescue from Nigeria granite where they were forced to work as virtual prisoners.	Soixante-quatorze garçons parmi lesquels des enfants de quatre ans ont reçu des soins médicaux jeudi après avoir été sauvés dans des carrières de granit au Nigeria où ils étaient forcés de travailler comme des prisonniers virtuels.

In this sentence, the simple past is used twice ("received" and "were forced"). However, it is translated into French as passé composé in the first instance ("ont reçu") and as imparfait in the second instance ("étaient forcés"). At this point, it is reasonable to question why the same English tense is translated by two different tenses in French. What justifies this change in tense, and under what circumstances does this phenomenon occur in translation?

Below is a third example where the simple past is translated into yet another French tense.

Example 6: Tense correspondence

Following their rescue, the second of its kind in West Africa, the children told authorities that during the last three months at least 13 other boys died, succombing to exhaustion, disease, hunger and abuse.	Après leur sauvetage, le deuxième du genre en Afrique de l'Ouest, les enfants ont dit aux autorités qu'au cours des trois derniers mois, au moins 13 autres garçons étaient morts d'épuisement, de maladie, de faim et de maltraitance.

In this sentence, the simple past is used twice ("told" and "died"). In the French version, the first verb in the simple past is translated using the passé composé ("ont dit"), while the second verb ("died") is translated using the plus-que-parfait ("étaient morts"). It is noteworthy that in the three examples discussed above, the simple past has been translated into passé composé, imparfait, and plus-que-parfait. This variation raises important considerations, as student translators need to understand why and when to choose a specific French tense to translate a particular English tense.

Example 7: Tense correspondence

Founder of the organisation, Rev. Lyn Oladapo, said the organisation initially started with feeding the poor and helping people to get jobs but later narrowed its activities down to women and children since she couldn't help everybody. (BAC 2022, A 612)	La fondatrice de l'organisation, Rév. Lyn Oladapo, a déclaré qu'au début l'organisation avait commencé à nourrir les pauvres et à aider les gens à trouver des emplois, mais, par la suite, elle a limité ses activités aux femmes et aux enfants parce qu'elle ne pouvait pas aider tout le monde.

In this sentence, only one tense (the simple past) is used in English, whereas three different tenses (passé composé, plus-que-parfait, and imparfait) are used in the French version.

Example 8: Sentence Structure and Syntax:

It is the tendency of human mind to cling to those people who are similar, and claim superiority over those who are different.	Le cerveau humain a tendance à s'attacher à ceux qui lui sont semblables, et à se sentir supérieur à ceux qui sont différents.

The structures of these sentences differ significantly. In the French version, "cerveau humain" functions as the subject, actively performing the actions of clinging and claiming. In contrast, the English phrase "human mind" is presented in a more passive manner, as the structure indicates that it tends to cling and claim. Essentially, "cerveau humain" is depicted as the active agent, whereas "human mind" is described as participating in the action. In conclusion, "cerveau humain" is active, while "human mind" is passive. The French structure thus introduces a shift in perspective.

Example 9: Translation of Tenses:

Polygamy was outlawed in 2004; the practice continues, however. In the 2006 DHS, 42.3% of women aged 15-49 reported that they were in a polygamic relationship. (BAC 2013, A1 et A2 LV1)	La polygamie a été interdite en 2004 ; cependant, la pratique continue. Dans le DHS de 2006, 42,3% des femmes âgées de 15 à 49 ans ont signalé qu'elles étaient dans une relation polygamique.

In this sentence, only one tense (the simple past) is used in English, while the French version employs two tenses (passé composé and imparfait). What justifies the change in tense in the French version?

Example 10: Syntactic Change:

However, in these days, this is often done in the egotistical guise of defending one's own religion. (BAC C, D, 2020)	Cependant, de nos jours, cela se fait souvent sous le prétexte égotiste de défendre sa propre religion.

The French version features a shift in mood. While the English sentence is written in the passive voice, the French sentence is expressed in the active voice.

Example 11: Syntactic Change:

They have proved repeatedly that they are equal and often superior to men in almost every field. (BAC 2016, A1, A3)	Elles ont prouvé à maintes reprises qu'elles sont égales et souvent supérieures aux hommes dans presque tous les domaines.

In this example, a single English word ("repeatedly") is translated into French as a phrase ("à maintes reprises"). This illustrates a case of unit shift.

Example 12: Syntactic Change

They have proved repeatedly that they are equal and often superior to men in almost every field. (BAC 2016, A1, A3)	Elles ont prouvé à maintes reprises qu'elles sont égales et souvent supérieures aux hommes dans presque tous les domaines.

In this example, a single English word ("repeatedly") is translated into a French phrase ("à maintes reprises"). This represents a case of unit shift.

Example 13: Lexical Semantics

The hard-fought battle for recognition has been won, but it is by no means over. (BAC 2016, A1, A3)	La rude bataille pour la reconnaissance a été gagnée, mais elle n'est pas pour autant terminée.

In this example, "hard-fought" is used as an adjective that translates to "rude" or "dure" in French. Additionally, the phrase "by no means" (translated as "pas pour autant") may pose a lexical challenge for secondary school students in a French-speaking context.

Example 14: Lexical Semantics

Even in the most progressive societies, women continue to be regarded as second-rate citizens. (BAC 2016, A1, A3)	Même dans les sociétés les plus progressistes, les femmes sont toujours considérées comme des citoyennes de deuxième catégorie.

In this example, the term "second-rate citizens" may pose a lexical challenge for students. However, if they recognize that the goal is to find a natural French expression to convey this idea, they will be more successful. Students should avoid attempting a literal word-for-word translation. A direct translation could lead to confusion, especially with the word "rate," which might tempt students to use "taux" as a synonym.

Example 15: Lexical Semantics and Syntax and Translation Procedure

The EU can help empower women to play a stonger role in developing their communities. (BAC 2014 série A1 et A2)	L'UE peut aider à autonomiser les femmes pour leur permettre de jouer un rôle plus important dans le développement de leurs communautés.

Understanding and effectively translating the verb "empower" can be challenging for secondary school students. However, in this sentence, the co-text (i.e., "to play a stronger role in developing their communities") is quite helpful, as it provides clear insight into the meaning of "to empower."

The transposition technique is employed when the phrase "in developing their communities" is translated as "dans le développement de leurs communautés." Here, "developing" is used as a present participle in English, while in the French version, it is rendered as the noun "développement." This represents a syntactic change that involves a shift in grammatical category.

Example 16: Syntactic Change

How much easier it could be if we focused on our similarities instead of our differences. (BAC 2020, C, D, R 322)	Ce serait tellement plus facile si nous nous focalisions sur nos similitudes plutôt que sur nos différences.

The adverbial phrase "How much easier it could be" is replaced by the verb phrase "Ce serait tellement plus facile" in the French translation.

CONCLUSION

This paper emphasizes the importance of incorporating a translation component into EFL classes to enhance students' understanding of the English language in less affluent linguistic contexts. It highlights that translation engages students in contrastive analysis, allowing them to view languages from a different perspective. Through the study of translation, students recognize that languages do not share the same structures. Tenses exist in all languages, however, they are not used in the same way. Structural differences require translators to employ strategies such as modulation, transposition, and others to convey ideas between languages. This research serves as an introduction to the broader discussion on the role of translation in foreign language acquisition. We hope that further in-depth studies will be conducted to either confirm or challenge the findings presented in this paper

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