

**Effectiveness of Task-based
Approach in Teaching
Translation: A Study of
Tanzanian Secondary EFL
Classrooms**

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Abstract

This research aimed at examining the activities used by teachers in teaching translation in English subject in Tanzanian high schools (also known as advanced secondary schools) and their effectiveness in enhancing translation competences to students. This study used qualitative approach with a case study design to collect data. The research subjects were 3 teachers and 60 students in 3 advanced secondary schools in Dodoma City. The students were grouped in small groups consisting of 4-5 students each who were tasked to translate or evaluate texts in the classroom. The data were collected through classroom observation and document review. The data were analyzed through conventional content analysis. The findings showed that the teachers tasked students to translate and back translate sentences, paragraphs, and evaluate them. These activities equipped students with lower order translation sub-competences such as bilingual, extralinguistic, and translation knowledge sub-competences as reflected in the model of translation competence suggested by Albir et al. (2020). Translating activities engage students in both hands-on and minds-on learning which prepares them for real-life translation activities.

Keywords

Task-based Approach, Translation, Translation activities, Translation Competence

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INTRODUCTION

Teaching of translation in schools is rooted in teaching through Grammar Translation Method (GTM) which was used as a method to learn a foreign language. It is through this method that translation was used as a pedagogical tool in foreign language classes but the aim was not to teach learners translation per se. The aim was to help them learn the foreign language through their mother tongues. However, the inadequacies of GTM such as teacher-centeredness, heavy reliance on grammatical skills at the expense of other language skills (such as speaking, and listening), source and target language formal equivalence, and decontextualization of language learning led to its abolition in classrooms in 1960's and 1970's in many countries (Gutiérrez, 2018). The expulsion of GTM from foreign language classrooms, therefore, automatically led to the expulsion of translation.

Despite the GTM's divorce from school curricula, translation and overall use of two languages under the umbrella of code-switching, code-mixing, translanguaging and language mediation still featured as pedagogical tools in foreign language classrooms. For example, code-mixing is a very common practice in conversations between students during group discussion and among teachers during lesson presentation in classes (Sahib et al., 2021). The continued use of translation, despite the criticisms, led to the reconsideration of its usefulness in foreign language classrooms in secondary schools. Following such reconsiderations, translation is hitherto used by teachers in foreign language classrooms in secondary schools as a pedagogical tool to teach new vocabulary and to develop learners' linguistic competence in general (Djelloul & Neddar, 2017) and in the dawn of the twenty-first century translation was re-introduced as part of foreign language curricula or as a separate subject in schools and higher learning institutions in many countries (Mohammed, 2019).

The current study focuses on translation as part of English language syllabus in Tanzanian advanced secondary schools since 2010 in which it is taught as a topic. The motivation behind this focus is the fact that there is scarce research in translation as part of foreign language unlike in translation as a pedagogical tool in foreign language classrooms where research is quite plenty. Moreover, contexts where translation is taught as a separate subject in secondary schools in the world are rare. In Tanzania, translation is taught as a stand-alone course in universities and hitherto remains a topic in English subject in advanced secondary schools.

In the traditional teaching methodologies such as the presentation, practice and production (PPP), teachers are more talkative and monitor students learning and as the result students are less active in the learning process (Saputro et al., 2021). These traditional approaches have always yielded poor language learning outcomes among students (Mahdavi, 2017) and in case of translation teaching, these approaches have failed to produce translators who can work to the satisfaction of their clients in the market (Hajmalek & Aghamohammadi, 2023). Contrastively, in the modern methodologies such as the task-based approach, teachers are consultants, advisers, and resourceful persons during teaching and learning as learning is monitored by the tasks and class members

(Saputro et al., 2021). The inadequacies of the traditional instructional methodologies in teaching foreign languages in general and translation in particular led to the introduction of new methods that could cater for the needs of the learners.

One among these new methods is the task-based language teaching which is organized around structured tasks to be completed by students in pairs, groups, or individually to enhance their communicative skills. The task-based language teaching was deemed as a solution to the language learning problems that are ascribed to the traditional instructions (Sholeh et al., 2020) and (Bhandari, 2020). The use of this approach in translation teaching is accredited for enhancing bilingual competence, translation knowledge competence, instrumental competence, extralinguistic competence and strategic competence which contribute significantly to the overall translation competence among learners (Alenezi, 2020). Despite its usefulness, the task-based approach is still time consuming for teachers to prepare, design and implement tasks in translation classes (Hajmalek & Aghamohammadi, 2023).

In Tanzania, however, many studies such as by Mollel (2021), John (2020), Omari (2019) and Ndulila & Msuya (2017) focused on the relevance and challenges of communicative language teaching in ordinary secondary schools. Even though task-based approach is part of communicative language teaching, these studies are very broad in scope such that specific activities for teaching specific topics were hardly addressed. More recently, the study by Kimario & Mtana (2023) specifically investigated the effectiveness of task-based approach in improving English language communication skills in primary schools. The study acknowledged the effectiveness of the approach in improving pupils' English communication skills. In contrast, this study focused on task-based translation teaching activities in English subject and their effectiveness in enhancing translation competences in advanced secondary schools. Translation competence according to Albir et al. (2020) constitutes knowledge, skills and attitudes required for one to translate successfully a text.

LITERATURE REVIEW

The renewed view of translation as a useful resource in foreign language classrooms in secondary schools, after its divorce from curricula due to the inadequacies of GTM, is partly due to the increased demand in intercultural communication resulting from the advancement in science and technology and trade. The need to use technology and engage in international trade strengthens the need for intercultural communication in which translation plays a mediating role. Due to that shift, translation has been reintroduced in foreign language classrooms as a pedagogical tool, part of foreign language curricula or a stand-alone course in different countries.

In India, translation has been taught in primary, middle and high school levels of education for a long time, especially in schools where mother-tongue is used as a medium of instruction (Panda, 2018). According to the author, it hitherto remains a component in language subjects such as Sanskrit and Hindi in high schools even though it ceased to be part of English subject. The structural approach to teaching translation in such schools

have been used. The approach has been criticized for instilling a belief on students that there exists one-to-one structural equivalence between the languages, contrary to the fact that one source language structure can have many structural equivalents in the target language. The current view of teaching translation deviates from structural approach to the task-based approach in which the use of authentic translation activities aims at equipping learners with professional like skills. Even though teaching of translation in schools is not meant to train professional translators, the use of better teaching approach such as task-based approach would prepare students for undertaking future professional translation training in post-secondary education.

In Egypt, Mohamed et al. (2019) acknowledge that the educational system of the country gives a little room for students to acquire translation skills given the teaching strategies used in classrooms. The didactic approaches ignore the learning of relevant skills required in the globalized world after schooling. Basing on this observation, the authors conducted an intervention study by using autonomous strategy at Mallawy secondary school in translating texts from English into Arabic. This cooperative approach gave a room for students to participate in classroom translation tasks. As the result, it enhanced students' knowledge on the proper use of lexical items, lexical and grammatical collocations in translation compared to the traditional approaches. In the similar context in Egypt, Mehany & Gheith (2024) conducted an interventional study to improve secondary school students' translation performance using connectivity approach. The connectivity approach improved significantly students' English-Arabic translation performance in terms of reading comprehension, writing fluency, use of computer assisted translation tools, terminology and text analysis compared to the traditional pedagogies. Both the autonomous and connectivity approaches proved to be effective in enhancing students' translation skills. Besides cooperative and connectivity approaches, the findings of these studies call for the investigation of other modern language teaching approaches to examine its role in enhancing translation skills.

In Beninese secondary schools, there is no correlation between the teaching methods and the translation skills that the students are expected to gain (Mèhouéou et al., 2020). The teaching of translation is reportedly idiosyncratic with instructions flowing from the teacher to students who are deemed to be less competent. With this approach, the learning outcomes are a result of the teacher rather than student's efforts, and therefore it is the teacher who bears most of the accolades for students' achievements. According to these authors, this kind of teaching has failed to develop learners' required translation skills thereby hindering students' preparedness for undertaking translation courses in post-secondary education and other professional training institutions. They suggest the use of translation-based activities to develop learners' translation skills from their early levels of education as a means to prepare them to cope with the curricular practices in post-secondary education, and professional training institutions, and as professional translators in their post-schooling life. The observations from this study cement the role of using modern language teaching approaches such as the task-based to enhance translation skills among secondary school language learners.

In Cameroon, translation is also taught in secondary schools as part of foreign language curricula. The teaching methodologies, for a long time, have been too didactic and teacher-centered. As an intervention to modernize the teaching approach, the introduction of translation activities in teaching English language was reported to improve students' ability to use language in context, use of specialized terminologies and accuracy in communicating intended message to the target audience (Mbeudeu, 2017). Since secondary school students need activities that equip them with language skills needed to accomplish their communicative needs in real life (Ukah et al., 2023), the use of student-centered methodologies in foreign language classrooms enhances their language learning outcomes in all language aspects – speaking, listening, writing, and reading which characterize one's proficiency in the language.

A language student in Tanzania starts to learn translation in advanced secondary schools as one of the topics in English, Kiswahili or French subject which is taught to those whose subject combinations include one of those languages. The advanced secondary education in Tanzania is, therefore, a foundation onto which the translation career starts to develop. In English subject, which is the focus of this study, the objective of teaching translation is to equip students with skills to translate a variety of texts from English into Kiswahili and vice versa. According to the 2010 English syllabus which is in use at the time of writing this paper, the translation topic exposes students to the concept translation, and principles of translation; and engages them in translating short texts from English into Kiswahili and vice versa and evaluating the translation (Tanzania Institute of Education, 2010)

Studies on the implementation of English lessons in Tanzanian secondary schools, for the last seven years, have generally focused on the application, challenges, and relevance of communicative language teaching. Ndulila & Msuya (2017) conducted a study on teachers' perceptions and attitudes towards communicative language teaching. They revealed that even though most teachers have positive attitudes towards communicative language teaching, they still implement their lessons using traditional methods of teaching. The English teachers' role in communicative language teaching is reported to be didactic, and authoritative (Omari, 2019). Even though communicative language teaching is reported to be fruitful, its in-class activities are disregarded by the teachers because of uncondusive teaching and learning environment (Mollel, 2021) and its overall implementation in both primary and secondary schools remains unproductive (John, 2020). Although task-based learning activities are part of communicative language teaching, none of these studies focused exclusively on the use of such activities, leaving a gap for the current study to work on. The most recent study that exclusively focused on the application of task-based activities in teaching English was conducted by Kimario & Mtana (2023). However, this study investigated the matter in public primary schools where English is a compulsory subject just like in secondary schools. The dividing line between Kimario and Mtana's study and this one is on the level of education. The former was conducted in primary schools covering all the English language content while this one

was conducted in secondary schools focusing exclusively on translation teaching activities.

Tanzania shifted from content to competence-based curriculum since 2005. This shift spurred changes in teaching and learning activities in all subjects including English. In English subject, the teaching and learning activities were meant to achieve communicative competence among students. As part of communicative language teaching, translation was introduced to help students create job opportunities in this emerging career in Tanzania (Tanzania Institute of Education, 2010). The translation activities are, therefore, aimed at developing translation competence among students in response to the growing needs of professional translators in Tanzania whose career is groomed from early stages of schooling, such as secondary education.

As it has been alluded in the preceding paragraph, Tanzania, like other countries, shifted from teacher-centered approaches to the learner-centered ones. It adopted communicative methodologies in teaching foreign languages, one of them being the task-based teaching approach which is organized around structured tasks to be completed by students in pairs, groups, or individually to enhance their communicative skills. The task is a special kind of activity that is collaboratively carried on by students in the classroom using the target language to communicatively achieve a goal. In that regard, the task-based teaching is viewed as an extension of communicative language teaching as they share principles of curriculum implementation in the classroom (Bula-Villalobos & Murillo-Miranda, 2019). For the task to be meaningful in a translation class, it should be aimed at achieving a clearly defined translation outcome. In language curriculum development, the communicative task has become a central focus in both syllabus design and implementation (Huong & Thao, 2021) and (Huang, 2022).

The task-based approach translates learning from theory into practice and proceeds from decontextualized situation to a contextualized one that is either currently part of learners' life or that is going to be part of learners' life in the future. Therefore, task-based learning is practiced using authentic activities in teaching and learning in order to achieve tangible learning outcomes. During lesson implementation, task-based learning is organized in three stages: the pre-task, during task and post-task stages. The pre-task stage is the prelude which outlines what will be done when executing the task; during the task stage engages students and their teacher in actual activities and the post-task stage gives them an opportunity to reflect on what they have done during the task stage (Milon et al., 2023).

More specifically, in teaching translation, the task-based learning is used to develop translation competencies among students. Such translation competencies consist of five sub-competences and psycho-physiological components. According to Albir et al. (2020), the sub-competences that the learner is expected to develop include bilingual sub-competence, extralinguistic sub-competence, translation knowledge sub-competence, instrumental sub-competence, strategic sub-competence, and psycho-physiological components.

The bilingual sub-competence entails one's ability to interact in two languages. The learner develops the pragmatic, socio-linguistic, lexical and grammatical knowledge in both source and target language. It also entails one's ability to manage interference between the working languages. In extra-linguistic competence, the learner develops the world knowledge in general and specific senses, knowledge of both source and target cultures and field-specific knowledge. In the translation knowledge sub-competence, the learner develops skills on how to translate using certain strategies to suit the translation outcome to the needs of the audience. Through the instrumental sub-competence, the learners develop knowledge of using different documentation tools such as dictionaries, thesauri, parallel texts and information and technology tools such as computer assisted tools to assist them in translation. In the strategic sub-competence, the learner develops ability to plan, execute and evaluate translation projects and develops problem-solving skills for handling translation process and project inadequacies to ensure efficiency. The psycho-physiological components include cognitive, behavioral, and psychomotor domains under which the learner develops critical mind, tolerance, and mindfulness when handling translation projects.

Within communicative language teaching, the task-based teaching approach is the most relevant as it focuses on enhancing communicative abilities of the learners in the target language. Although task-based approach is criticized for posing difficulties on the side of the teacher to design tasks that align with students communicative needs (Hajmalek & Aghamohammadi, 2023), being workable and feasible in small classes only (Bhandari, 2020) and lack of training among teachers (Ye, 2018), in the context of translation teaching, it has been credited for having remarkable learning outcomes on students' achievement in translation (Lahad, 2020), developing various skills required before, during and after a translation activity and therefore prepares learners for their future roles as professional translators.

RESEARCH METHOD

Upon arrival in schools, consent from heads of schools for classroom observation was sought and teachers' briefing on the matter was done prior to the actual classroom observation. The data were then collected from purposively selected advanced secondary schools in Dodoma City, Tanzania which teach English in one of the subject combinations. The subject combinations which include English language are History, Geography and English (HGL), History, Kiswahili and English Language (HKL) and Kiswahili, English and French (KLF). Each subject in a combination shares the same content with another similar subject in a different combination. For example, the subject content for English language in HGL is the same as the one in HKL and KLF.

According to the National Examination Council of Tanzania (2023), there are 9 registered advanced secondary schools in Dodoma City, both private and public, which teach subject combinations with English as one of the components. These schools teach HGL and HKL among other subject combinations. The study was conducted in form six English language classes in three schools which at the time of conducting this study were

teaching translation topic as per 2010 syllabus. The schools which had either already taught or not yet taught the topic were excluded in the study. One lesson period at each school was observed in 80 minutes as stipulated in the syllabus. This unstructured observation had a focus on teaching and learning activities used by the teacher. The lesson that covered practical activities of translation was sampled out of others which covered the theoretical part of translation in which there were no translation activities.

Moreover, a total of 7 students' translations translated by a total of 12 groups of students containing 4-5 students each were collected and analyzed in line with translation competences as proposed by PACTE model of translation competence (Albir et al., 2020). These translations were a product of translation activities assigned to students by teachers during the lesson. In each school, the translation activities were assigned to 4 groups of students which constituted 4-5 students each. Other data related to the teaching and learning activities were collected through document review of 3 English teachers' form six lesson plans and 2010 English syllabus for advanced secondary education form V-VI. The teachers whose lesson plans were reviewed are the ones that were teaching English subject in form six classes. The teaching and learning strategies stipulated in English subject syllabus and teachers' lesson plans were examined through conventional content analysis.

The trustworthiness of this study was achieved through use of more than one method of data collection (classroom observation and document review) to ensure stability of the data. The inclusion of both teachers and students in the study was aimed at obtaining translation learning outcomes that are not biased to either party. The use of purposeful sampling ensured inclusion of appropriate persons, schools, lesson plans and syllabus in the study. It is very likely that other similar studies will produce similar findings if conducted in the same context using same procedures.

However, the conduct of this study was limited in terms of the number of schools that were involved. Only 3 out of 9 targeted schools were included in the study because they were the only ones that were teaching translation at the time of conducting this study. Since for qualitative studies the focus is more on the qualities than quantities to be examined, the findings are still trustworthy since the translation activities used are very commonly used in schools and may yet result in similar translation competences even if implemented in other schools.

FINDINGS AND DISCUSSION

The task-based activities were implemented through small groups which are effective in small classes. The advanced secondary schools in Tanzania enroll students who have passed the national secondary education examination. So, advanced secondary schools have always small classes that make the application of task-based approach possible. Group tasks are a very common means of teaching preferred by many teachers in Tanzania following the introduction of competence-based curriculum in 2005. The preference of group tasks over other methodologies is grounded on their ability to improve students' interpersonal communication skills, and develop a sense of collective

responsibility (Markevych et al., 2022). The current study found a number of pedagogical activities used by teachers in the classroom including, translating simple sentences, translating paragraphs, back translation, and evaluating parallel texts.

1. Translating Simple Sentences

Under the read and translate instructions, the teachers provided isolated simple sentences and asked students in groups to translate them impromptu from English into Kiswahili. Since the sentences are detached from their actual context of use in the text, they force students to produce literal translations because there are no other text elements linked to the sentence that could help them think beyond the available words. In cases where the sentence or word in a sentence is inherently polysemous, the decision on its appropriate rendition is simply a guess work for there is no contextual or textual justification for every choice of its rendition and so the judgement on whether the translation is accurate or not is a guess work too. For example, the sentence *babu yangu amekula chumvi nyingi sasa* attracted both literal translation *my grandparent has eaten lots of salt* and connotative translation *my grandparent is now aged*.

The decision and justification of whether the literal or connotative translation is appropriate is yet contested. For students to sort out these meaning distinctions, the sentence would be used in the text from which other surrounding sentences would act as contextual clues to determine its intended meaning.

Even some non-polysemous sentences attract literal translation if they appear in isolation. Literality is avoided if such sentences appear within a text. The surrounding sentences in the text, the context or the topic which they are used to describe offer clues for its appropriate rendition. For example, the sentence *he drinks like hell* was translated literally as *anakunywa kama amechanganyikiwa* (he drinks as if he is frustrated) instead of its appropriate translation *anakunywa pombe kupindukia* (he drinks too much alcohol). This translation owes its meaning to the literal meaning of the word *hell* which is used sometimes to express anger, confusion, or frustration. The literal translation would be avoided if there were textual clues that would help a translator make sense of that term beyond a sentence level.

However, in earlier stages of teaching translation especially in contexts where it is taught simply as a topic, as it is the case in Tanzanian advanced secondary schools, it is still a good start given the time limit allocated for teaching it. Besides, the confusions that arise among students on how to translate a sentence better and the different translations that they produce for the same sentence, whether correct or not is what makes the lesson alive and interactive in the classroom. The students seek more information from themselves and/or beyond and read different sources in a bid to strike the correct translation. On the part of the teacher, the choice of the sentence which does not require one authoritative rendition is pedagogically rewarding as it allows flexibility on the part of the students. The choice of one sentence that require one correct rendition inhibits classroom dynamics and, in fact, the general goal of learning. According to the PACTE

model of translation competence, the read and translate directives may develop bilingual sub-competence among students where the student develops knowledge of the two languages (Albir et al., 2020). Since the simple sentences are isolated from the text and context, the student does not need to have world or contextual knowledge to translate them, instead knowledge of the two languages is enough for him/her to do that.

2. Translating Paragraphs

In this activity, a paragraph is extracted from a certain text and given to groups of students for them to translate it into Kiswahili within a certain time frame. The paragraph translation requires students to apply other text elements beyond words such as cohesion, coherence, consistency, and completeness to decide on how better to translate it. The same text elements are used by the teacher to assess students' translations. The task of translating paragraphs introduces students to the fact that translation needs not only linguistic but also non-linguistic knowledge to accomplish it. The students' contextual and world knowledge are needed to translate some information in the paragraph. One paragraph extracted from the Chinua Achebe's novel 'A man of the people' was used in one of the classes by the teacher who asked students to translate it into Kiswahili. The paragraph extract is presented below:

“...Some men have no shame at all. Can't you go and look for your own woman instead of sneaking around here? My father has told you to stop coming here, or have you come to pick up some gossip for your friend Mrs. Nanga? A big fellow like you should be ashamed of gossiping like a woman. Errand boy, go and tell her I will marry Chief Nanga. Let her come and jump on my back if she can. As for you, why don't you go back to your prostitute woman in Bori instead of wasting your time here? I have been respecting you for the sake of Chief Nanga, but if you make a mistake of coming here again I will tell you that my name is Edna Odo...”

This paragraph extract was better known and translated by the students who had ever read the whole novel than those who had read some parts of it or had not read it yet. Those who had ever read the whole novel before had experiential knowledge from which they could recall some events, characters and their characterizations that helped them draw some insights on how to translate it better. For example, the following sample of translation shows that the student had prior knowledge of the novel.

Wanaume wengine hawana aibu kabisa. Hivi huwezi kutafuta mchumba wako mwenyewe badala ya kutaka wachumba wa watu wengine? Baba yangu alishakwambia usije hapa, au umekuja kuchukua umbea umpelekee rafiki yako mke wa Nanga? Mtu kama wewe lazima uwe na aibu kusambaza umbea kama mwanamke. Kama amekutuma, basi

kamwambie nitaolewa na Mheshimiwa Nanga na kama anaweza aje anifanye chochote. Kwa nini usiende kwa malaya wako Elsie kule Bori badala ya kupoteza muda wako hapa? Nimekuheshimu tu kwa sababu ya Mheshimiwa Nanga lakini ukirudi tena nitakuonesha kama mimi ndiyo Edna Odo.

The translation of *Chief Nanga* as *Mheshimiwa Nanga* (honourable Nanga) shows that the student knows that Chief Nanga holds a political position in the government even though his position is not mentioned in the English text extract. In Kiswahili, the term *mheshimiwa - honorable* is used to refer to those who hold important positions in the government such as ministers among others. According to this novel, Chief Nanga served in different times as a minister of culture and foreign trade in the government of an African country. Therefore, the use of the term *mheshimiwa - honorable* is relevant to address him. The mention of *Elsie* in the Kiswahili translation of *as for you, why don't you go back to your prostitute woman in Bori instead of wasting your time here? - Kwa nini usiende kwa malaya wako Elsie kule Bori badala ya kupoteza muda wako hapa?* even though such name is not mentioned in the English source text shows that the student is well informed of the fact that Edna Odo in this text extract, is talking to Odili whose girl-friend is Elsie who lives in the capital, Bori. Edna tells that man [Odili] to go to his 'prostitute woman' [Elsie] in Bori instead of seducing her because she was already engaged to Chief Nanga and that expects to marry him soon.

Those who had never read the whole novel or read some part of it, the paragraph was completely new and as such not easy to translate as their knowledge was limited only on what they see and learn from the content of the paragraph. They had no other information to associate with what they see in the paragraph extract. Their translations of the paragraph extract were more literal than those produced by students who had read the whole text. The following sample of Kiswahili translation of the English text extract justifies this observation.

Baadhi ya wanaume hawana aibu. Kwa nini usitafute mwanamke wako mwenyewe? Baba yangu alishakuambia ukome kuja hapa, au umekuja kuokota majungu kwa ajili ya rafiki yako mke wa Nanga? Rafiki mkubwa kama wewe lazima uone aibu kufanya majungu kama mwanamke. Nenda ukamwambie kuwa nitaolewa na Chifu Nanga. Mwambie aje anirukie mgongoni kama anaweza. Wewe kwa nini usirudi kwa mwanamke malaya wako Bori badala ya kupoteza mda hapa. Ninakuheshimu kwa ajili ya Chifu Nanga, lakini ukifanya kosa la kuja hapa tena nitakwambia kwamba jina langu ni Edna Odo.

The literal translation of *Chief Nanga* as *Chifu Nanga* implies that the student had no prior information from other parts of the novel about who chief Nanga was as opposed to the previous translation in which the students avoided the use of *Chifu Nanga* and instead translated it as *Mheshimiwa Nanga* because they had prior information as shown in other parts of the book that Chifu Nanga held different political positions in the

government. The translation of *let her come and jump on my back if she can* as *aje anirukie mgogoni kama anaweza* is too literal and irrelevant to the topic under conversation. The Kiswahili translation implies that Mrs. Nanga should physically jump over Edna's back. This translation shows that the students relied only on the linguistic inputs on the source text extract. The source text extract was thus treated as an isolated text whose meaning would be sought from within itself.

Since paragraph translation may require world or experiential knowledge, students develop extra-linguistic sub-competence of translation. The extra-linguistic sub-competence requires the translator to have world or experiential knowledge from which he/she can draw insights that are helpful in understanding the text (Albir et al., 2020). That knowledge helps to translate the text in accordance with the context and culture of the target language. Since a paragraph employs the use of cohesive devices that link together the sentences to generate one idea, the students develop translation sub-competence too. Generating a sensible idea in a paragraph needs translator's ability to choose, combine and arrange words logically in a sentence.

3. *Back Translation*

In this activity, a short source language text was provided to the groups of students for them to translate it into the target language within certain time frame. After translating, the teacher collected the source language texts and students remain with their target language texts. Then, the teacher asked students to swap their translated texts and translate them back into the source language. Thereafter, the teacher returned back the source language texts to the students and asked them to compare it with their back translations. Consider the following sample original text, its forward translation into Kiswahili and its back translation into English.

The current generation knows that our country was once colonized. Without history, this generation would be blind about what happened in this country during colonialism. They would not know about people called Germans or British. They would also not be aware that their forefathers fought for independence. Generally, life would be different.

Forward Translation

Kizazi cha sasa kinafahamu kuwa nchi yetu iliwahi kutawaliwa na wakoloni. Bila historia, kizazi hiki kisingefahamu kilichotokea kwenye nchi hii wakati wa ukoloni. Wasingewafamu watu waitwao Wajerumani wala Waingereza. Pia wasingefahamu kuwa babu zao walipigania uhuru. Kwa ujumla, Maisha yangukuwa tofauti sana.

Back Translation

The current generation knows that our country was ruled by colonialists. Without history, this generation would not know what

happened in this country during colonial rule. They would not know people who are called Germans or British. Also, they would not know that their grand parents fought for independence. In general, life would be very different.

To the large extent, the back translation is semantically consistent with the original text except for a few insignificant lexical inconsistencies. The back translation seems to align more with the Kiswahili structure and lexis, making it literal in some ways. The comparison between the back translations and the original text is meant to check for inconsistencies between the two texts. In teaching translation, back translation reveals not only the anomalies in students' translations in terms of form and content, but also informs them on how to improve them. Back translation is credited for being used as a quality assessment tool for improving translation (Yanti & Syarif, 2020).

In the classroom, after comparing the back translation with the original text the students discussed and provided alternative rendition of some expression that drastically deviated from those in the original text. This activity helped them improve their translation competencies as proposed by PACTE model of translation competence (Albir et al., 2020).

4. *Evaluating Parallel Texts*

In teaching translation, parallel texts can serve different functions depending on the teacher's plan and design of the lesson. Such functions include, identifying source language equivalents in the target language, criticizing the original translation, producing a new version of the translation of the same text with the view to checking and improving students' translations. The use of parallel texts in translation classes is pedagogically rewarding as it enables learners to identify the lexical, syntactic and cultural differences between the source and the target language (Li, 2018).

In schools, the parallel texts were mainly used for evaluating the original translation as one of the tasks stipulated in the 2010 syllabus. Two parallel texts detailing precautionary measures in the wake of electricity outage and floods were used each in different classes to identify translation errors in the target language. The texts were aligned such that each source language sentence aligned with its corresponding sentence in the target language. From these texts, grammatical, collocational, and semantic translation errors were identified.

The grammatical errors are committed when the translation does not observe the grammatical rules of the target language. For example, the sentence *turn-on appliances one by one 15 minutes after the electricity is back on* was translated as *washa vifaa moja baada ya kingine dakika 15 baada ya umeme kurudi*. The Kiswahili translation is a run-on sentence without punctuation that would make it sensible. The failure to use a comma to separate the adverbial phrase *moja baada ya kingine* (one by one) from the plural object *vifaa* (appliances) makes the sentence ungrammatical. Without the comma, the adverbial

phrase *moja baada ya kingine* sounds like a singular complement of the plural object *vifaa* (appliances) triggering disagreement in number between the two.

The collocational errors are committed as a result of a failure to use appropriate word in conjunction with another word leading to a defective meaning of a grammatical construction. For example, the sentence *wipe all jars ... before putting them back in the refrigerator* was translated as *pangusa vyombo ... kabla ya kuvirudisha kwenye friji*. Just like the English, Kiswahili has a variety of synonyms that denote the act of wiping whose use is dependent on the context and the manner of the action.

Even though the verb *pangusa* can mean *wipe* in English, it is more often than not used to refer to removing something quickly such as dust or tiny object with a slight poke from something else. In that case, it cannot be used to describe the act of cleaning utensils and returning them back in the refrigerator - the act which requires a considerable amount of time to complete. The word that is used to describe the act of wiping utensils or jars is *futa* which in English means *wipe*. So, *futa vyombo-wipe jars* is more appropriate than *pangusa vyombo-poke jars*.

Semantic errors are committed when the target language meaning of a term or expression deviates from that of the source language. For example, in the text detailing precautionary measures during floods, the sentence *move important things to the upper floors of your home* is translated as *hamisha vitu muhimu kwenye ghorafa za juu za nyumba yako*. While the source language sentence requires things to be moved to the upper floors, the translation requires those things be moved from the upper floors of the home. The flaw in this translation is caused by the fact that the English verb *move* is intrinsically causative while the Kiswahili verb *hama* requires some modification to mark causation, *hama-hamisha*. The derivational suffix *-ish* is added to the root verb *hama*. Besides, the English verb *move* requires a preposition *to* to describe the direction to which the materials will be moved but the Kiswahili verb needs to change into applicative form *hamishia* to describe the same situation. The applicative suffix *-ia* is added to the causative verb *hamisha* to mark that change. Thus, *hamishia vitu muhimu kwenye ghorofa za juu za nyumba yako* is a translation that reflects the meaning of the said source language sentence.

Generally, in teaching translation, the parallel texts act as resources for improving translation, decision making during translation and translation criticism. In line with the model of translation competence proposed by Albir et al. (2020), the use of parallel texts develops both extralinguistic and translation sub-competences. In analyzing the translation errors, students learn a variety of factors that contribute to the occurrence of errors in the translation, such as context and collocational (extra-linguistic sub-competence) and devise better ways of rendering them based on the context (translation sub-competence).

CONCLUSION

The use of sentence, paragraph, back translation and evaluation of parallel texts translation activities engages students in hands-on activities to solve real-life translation problems. The engagement of students in groups to accomplish a translation activity in the class as required by the task-based approach enhances collaborative skills needed for them to be able to work with other members of the society, both linguists and non-linguists, to accomplish translation project in their future career life. The use of teacher-centered approaches such as lecture produces masters of theoretical knowledge that cannot be translated into real-life situations. In such approaches, students have either nowhere to practice translation in classes or practice it under strict control of the teacher. These approaches limit flexibility skills in handling translation activities in real-life situations.

Through the use of task-based activities, students demonstrated ability to use contextual clues and prior knowledge to avoid literal translations. This demonstration is a sign of achieving extra-linguistic sub-competence. The discovery and rectification of anomalies in their translations after comparing them with the original and each other's translations and evaluating parallel texts demonstrated in the class by the students appeal to the achievement of translation knowledge sub-competence.

However, the effectiveness of group activities in accomplishing a translation task was affected by the teachers' inability to assess individual students' ability and limited time to implement them in normal class lesson hours. Besides, the implementation of these activities was too mechanical as it lacked technological component such as the use of computer assisted translation tools. Much weight in assessment activities in school exams is placed on the theoretical part of translation. The study, therefore, recommends for the inclusion of technological components such as computer assisted translation tools and increase in class lesson hours in the syllabus for task-based activities to be implemented effectively.

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