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**INTRODUCING TRANSLATION-BASED ACTIVITIES IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE: A STEP TOWARDS THE IMPROVEMENT OF LEARNERS'
ACCURATE USE OF WORDS AND EXPRESSIONS IN WRITING²**

Abstract: The teaching of English as a Foreign Language (EFL) in the world in general and in Cameroon in particular has witnessed, over the last three decades, heated debates on which methodologies to adopt in the classroom and which learning strategies to apply for effective teaching and learning so that learners do not only acquire a linguistic competence but also communicative and sociolinguistic competences. This study aims at bringing to the limelight the so-criticised Grammar Translation Method in teaching/learning EFL in Cameroon. More specifically, this work investigates the perception of Anglophone and Francophone teachers of EFL on how the introduction of translation-based activities could be a step towards achieving accuracy in learners' written productions. For data collection, a sample of certified secondary and high school EFL teachers were interviewed on the introduction of translation-based activities in their classroom practices. These teachers are unanimous that translation strategies must be adopted in the classroom for many reasons. This could foster students' accuracy in writing; thus helping the achievement of another skill in learners namely, translation. But they all agree that the use of translation should be highly monitored by the classroom teacher; it should be mostly used at beginners' level and gradually discarded as the learners progress to the end of the secondary school. From this, it is high time specialists in language planning and teaching policies rethought how the teaching of English should be done in Cameroon and this will go a long way to improve on educational success and effective official bilingualism.

Keywords: accuracy, competence, English as a Foreign Language, Grammar Translation Method, learning strategies, translation-based activities.

Introduction

The teaching of French and English to both French and-English speaking Cameroonians is backed up by the 1961 constitution that makes French and English the official languages of Cameroon. Though both languages are official, each has its own status whether a learner is French/English-speaking. To the latter set of learners, English is a Second Language (henceforth ESL) and French a Foreign Language (FFL hereafter). To the first group of

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² This paper represents the result of a field work conducted in view of facilitating a workshop during the 2016 Cameroon English Language and Literature Teachers Association (CAMELTA) annual congress held in Yaounde Cameroon.

learners, French is a Second Language (FSL hereafter) and English a Foreign language (EFL hereafter). The English syllabus for Francophone Secondary General Schools outlines the following points:

English Language Teaching (ELT) is in a state of constant flux and teachers of English have to be abreast with current trends so that the products of the system do not sound outdated in what they do with language [...]. Language should be taught in such a way that the learners are provided with study skills and strategies to cope with an ever changing world. In other words, language is taught for effective communication.

The same syllabus emphasises the teaching of the four main language skills – listening, speaking, reading and writing- in an integrative way. The teaching of these four main language skills must be done relying on the use of classroom practices inspired by the Competence-based Approach to teaching (CBA). This approach focuses more on the use of an eclectic method that encompasses the Communicative Language Teaching (CLT), the Total Physical Response (TPR) and most recently the Competence-based Approach (CBA). Yet, the teaching of a Foreign Language cannot be the same as the teaching of a Second Language. From this point, it may be glaring to observe that in the Cameroonian context, some teaching methods and learning strategies that might have been of utmost importance in the teaching/learning process of EFL are being discarded. To show this total rejection it is common knowledge amongst teachers of EFL that the use of Grammar Translation Method (GTM) should be totally avoided alongside translation-based activities within the Cameroon language classroom. Rather, a bilingual game is recommended at the end of the lesson.³

The objective of this work is to investigate the perception of EFL teachers on an eventual introduction of translation-based activities in teaching EFL. Put differently, this work focuses on sampling EFL teachers' opinion on the introduction of translation (French/English) activities as an attempt to enable students write accurately; that is using words and expressions in context. By doing this, teachers' opinions and attitudes will be compared in order to find out if there may be any need introducing this teaching/learning strategy on the one hand and the implication of such an introduction on learners construction of competences in writing and translation.

The importance of writing in English for any learner cannot be overemphasised in a global village where English has been gaining ground so as to be considered a world lingua franca by many sociolinguists⁴. As mentioned in the syllabus⁵ outlining the teaching of EFL, teachers must be abreast with current trends in language so as to enable their learners to use language to do things or get things done. Put differently, many teaching/learning strategies must be explored and exploited in order to facilitate learning and in so doing make learners more accurate in their written productions. From this point, it follows that our main research problem in this investigation is to find out whether the introduction of translation-based

³A ministerial order signed by the Minister of Secondary Education in 2009 instructs teachers to summarize their lessons at the end either in English or French depending on the medium of instruction.

⁴ For more on World Englishes see Kachru 1986

⁵The teaching of English to Francophones in Cameroon is outlined in the National Syllabus for English to Francophones which highlights teaching methodologies in use, learning strategies and contents.

activities in teaching EFL can be accepted by English and French-speaking certified teachers⁶ of English in Cameroon.

The general hypothesis underpinning this study is that the introduction of translation-based activities in TEFL may be more positively perceived by francophone teachers than Anglophone teachers. Another hypothesis, a secondary one, could also be that the implementation of translation as a learning strategy could significantly improve on learners' accurate use of words and expressions in their essays. From the formulation of these research problems and hypotheses a series of research questions have been postulated thus:

- What is translation in the context of language teaching and learning?
- How can translation be used in the language classroom?
- How could the implementation of translation activities within the language classroom improve on learners' accurate use of words and expressions in their essays?
- What could be the perception of English and French-speaking EFL teachers as concerns the introduction of translation-based activities in their classroom practices?

From the formulation of these research questions, it is worth defining the scope of this study. This study is neither an investigation into how to apply translation based activities in teaching EFL and ESL nor the prescription of translation as a teaching/learning technique as has been the case in previous studies. Rather, the work is limited to finding out the perception of teachers of EFL as concerns the introduction of TBAs in the teaching of writing for accuracy. The sample population is limited to some French and English-speaking teachers of EFL in Yaounde, a town where teachers are very accessible to the investigator.

The relevance of this study could be seen at different levels of our educational community. It is a further attempt to complement ELT with new teaching/learning techniques that facilitate the teaching/learning process. The research could also serve as an opening into the reinforcement of the competence-based approach with regard to the acquisition of a sociolinguistic competence namely; translation. This is the reason why it is claimed in this study that for our learners in secondary schools to write accurately, translation-based activities are likely to reinforce their competences not only in writing but also in translation.

With regard to structure, this paper is divided into three main parts apart from an introduction and a conclusion. The introduction captures the background to the study, the hypotheses, the research questions, the research objectives, and the scope of the study, its significance, and the structure of the work. The first main part, entitled theoretical issues and related literature, focuses on the one hand on related theoretical issues upon which the work is built; and on the other hand attempts a critical review of works relating to translation and ELT in general and accuracy to be more specific. This is followed by the methodology that highlights the type of research and other issues relating to data collection methods, tools, and data analysis methods. The last but one part is concerned with the presentation and discussion of findings. All this, it should be recalled, is done against the backdrop of research questions and hypotheses as well as the existing body of literature. The conclusion provides a synopsis of the paper. It takes in turn the didactic and sociolinguistic implications of the study and recommends areas for further research.

⁶In Cameroon, Certified teachers of EFL or ESL undertake a 3 or 5-year training in one of the Higher Teachers' Training Colleges (ENS) in the country upon taking a competitive examination.

Theoretical issues

The ELT field is replete with many methodologies and theories in second language acquisition, learning and teaching. With regard to methodologies in ELT, Nunan (2003: 15) critically examines the development of teaching methods from traditional language teaching - Grammar Translation Method, Direct Method and Audio-lingual Method - and communicative language teaching - Communicative Approach, Total Physical Response, Natural Approach, and Competency-Based Approach - to innovative language teaching - Silent Way, Community Language Learning, and Suggestopedia. Theories of language learning also fit into our study. Some of these include behaviourism and structural linguistics as well as Chomsky's generative transformational grammar (Nunan 2003). Being in the eclecticism era, there is a dire need for the combination of more than a theory or teaching methodology. The approach adopted in this is an integrative one as it merges the communicative language teaching and competence-based approaches. According to Nunan, *opcit*, the latter has been realised methodologically by task-based language teaching whereby language lessons are based on learning experiences that have non-linguistic outcomes, and in which there is a clear connection between the things learners do in class and the things they will ultimately need to do outside of the classroom. The competence based approach, on its part, will emphasise the construction of competences that learners must show at the end of a training thus using language to integrate themselves into the society through the constructivist theory of learning that places the learner in the centre of the teaching/learning process.

Related Literature

Introducing translation as a teaching technique in the EFL classroom has long been decried by many language teachers in and out of Cameroon. In the existing literature on using Grammar Translation Method (GTM) and so doing translation-based activities, many conflicting ideas abound. Surprisingly, recent trends in research show that language specialists' attitudes towards the use of translation-based activities in the EFL classroom are highly positive⁷.

Many claims advocate the rehabilitation of translation-based activities amongst teaching techniques used in the EFL classroom⁸. The existing body of literature shows that there are few works devoted to translation as an aid to teaching and learning⁹. Other works recently carried out clearly show that reintroducing translation activities in EFL could be beneficial both for students and teachers and that such a teaching technique is still relevant than ever before.

The relevance of translation activities in the EFL classroom is well perceived in Duff (1989:7) whereby it is well demonstrated that translation activities can be employed not only to enhance the four main language skills; but also to develop accuracy, clarity and flexibility. Accuracy is a key element in both written and spoken productions of learners. It ranges from the ability to language use in context to the actual delivery of the message taking into account the subject matter, the target audience and specialised terminologies. Translation activities will be therefore unavoidable if effective written communication has to be attained. Owing to

⁷In Europe, Asia and the Americas, the use of translation in the EFL classroom is a reality yet in Cameroon it is not formally allowed.

⁸For more on this , see Widdowson 1978:18

⁹ See Duff 1989

the fact that translation helps achieve effective communication there may be an urge to find out from students if they need this technique as a learning strategy. In this regard, Widdowson (1978:20) cited in Chang *idem* emphasises that if a learner has learned the L2, he will still need translation for it is a real life communicative activity – the learners translate in class for peers, decode signs and notices in the environment, translate instructions and letters for friends and relations, etc. In a related study, O'Malley and Chamot (1990:127), as cited in Chang (2011), investigating learning strategies employed by learners of Spanish and Russian in a foreign language setting have established that translation (defined as using first language as a base for understanding and/ or producing the second language) accounted for over 30 percent of strategy uses. These beginner learners would mostly rely on repetition, translation and transfer, whereas more advanced students resort to inference, though without abandoning familiar strategies such as repetition and translation. It should equally be noted that different types of translation will profit different sets of learners bearing in mind whether the translation is direct or reverse coupled with the learner's level of proficiency. Still under the gamut of the correlation between translation and accuracy, Newmark (1991:62) concludes one of his investigations stating that translation is an important exercise in accuracy, economy and elegance in manipulating a variety of L2 register in a first degree. In his study, he has surveyed the type of translation suited to each level. Accordingly, it is a brief time-saver in initial stages, a means of control and consolidation of basic grammar and vocabulary in elementary stages, a mechanism to deal with errors and to expand vocabulary in intermediate stages, and a fifth skill and the essential skill to foster communication in advanced stages.

Marqués-Aguado and Solís-Becerra (2013) demonstrate how the role of translation across the curricula for Secondary Education in the Region of Murcia varies depending on the language scrutinised since there is a significant difference between modern languages like English and classical ones. In the case of English, translation is seen as a means to infer the rules underlying both languages by comparing and contrasting, which seems to go in line of the maximal position as to the use of the L1 in the classroom.

In the era of learner-centred language teaching, it is argued that anything that helps the learner in his or her own way is surely an asset. Therefore, researchers and practitioners are urged to investigate what is of assistance to learners in order to help them attain their objectives in the most economic way. From these empirical data we shall be building our own research that differs from previous ones at different levels. In Cameroon for the time being, and to the best of our knowledge, there may be one study by Belibi (2010)¹⁰ that advocates the use of L2 in the L3 classroom. The present study differs from the previous ones because it aims principally at comparing attitudes of Anglophone and francophone teachers of EFL towards the introduction of translation-based activities in their teaching techniques. The study goes further to look at how the teaching technique could be implemented in the classroom and if there is a dire need introducing translation-based tasks in the EFL classroom although it is not allowed by the syllabus that outlines the teaching of EFL in Cameroon.

¹⁰In 2010, Belibi in an attempt to demonstrate how French is needful in the EFL classroom investigated – using a controlled group and an experimental group – the contribution of French in the EFL classroom. His outstanding and ground-breaking results revealed that the experimental group performed far better than the controlled group.

Methodology

The methodology used for this work is discussed in this part.

Data collection site

The data collection site is Yaounde which is the capital city of Cameroon and the seat of institutions. This town has been chosen because of its cosmopolitan nature, the presence of many secondary schools thus making it easy for the researcher to meet the target population. This population is described in the following part.

Target Population

The target population for this research is made up of English-speaking and French-speaking EFL teachers. The first set are teachers who underwent the anglophone sub-system of education, hold a degree in English Modern Letters or better known under its French acronym as LMA and a DIPES II¹¹ in English and literatures in English and teach English to French-speaking learners in secondary and high schools. They might have little or no knowledge of French. The second set consists of teachers who studied in the Francophone sub-system of education, hold a degree either in Bilingual Studies or in English Modern Letters, a DIPES II in Bilingual Letters or in English and literatures in English and teach English to French-speaking learners in secondary and high schools. They are perfectly bilingual in French and English. From this description, it is worth noting that both sets of informants differ in terms of language proficiency and use. The first group is basically monolingual and the second group is bilingual (French/English). These teachers were selected within the school premises where the data collection took place. And to be an interviewee they ought to suit the profile above described.

Sample Population

Our sample population for this study consisted of four EFL teachers. The reduction of the population was justified by the fact that qualitative research design as opposed to quantitative does not need a large population. These four teachers were distributed as follows: two monolingual teachers (who had basic French knowledge) and two bilingual teachers (who were bilingual, highly proficient in the four skills as far as English and French bilingualism is concerned).

Data collection method

The semi-structured interview was used to collect data for this research. Relying on our research problem, questions, and hypotheses, an interview guide was built with the main themes that were later on transformed into questions which were in turn asked to interviewees. Before the interview proper, appointments were taken with various interviewees a day before the interview day. This was to brief them on the objectives of the research and expose them to the various topics found in the interview. After this, another day was scheduled to administer the interview. The interviewees, in compliance with the

¹¹ DIPES II refers to Secondary and High School Postgraduate teacher diploma. It is obtained in a Higher Teachers Training College (ENS) after a 5-year training in different subjects taught in secondary education.

researcher, agreed on the date, place, and time of the interview. The tools which were used, in brief, include an interview guide, a mobile phone, a memory card and a card reader. During the interview, the researcher would record the audio. Upon collecting the audio data and downloading it on a computer, he then had to transcribe them using Sonal software in order to make data more accessible and manageable. The interview guide and questions are succinctly presented in the table below.

Table 01: Interview guide and questions presented

Theme/Concept	Question
Knowledge of subject matter	What do you understand by translation-based activities (TBA) in the EFL classroom?
Types	List some of the TBA or tasks that can be used in the EFL classroom
Implementation	How would you implement or put into action some of the TBA in the EFL classroom?
Impact	How could the introduction of TBA in EFL classroom practices improve on the learners' accurate use of words and expressions in writing
Attitudes	What could be your attitudes towards the introduction of TBA in EFL classroom practices?

From the table above we realise that themes or concepts are listed alongside questions that were asked to our interviewees. These questions are also related to our research questions and problem.

Data analysis method

The data analysis method used for this qualitative research is the thematic analysis. This is a method used in analysing discourse and by using it we shall be coming up, first of all, with a framework of analysis. The latter will enable us to categorise and codify our data on the one hand and more importantly count various occurrences of concepts on the other hand as well as quoting important excerpts or verbatim. Data will be analysed within the backdrop of the existing scientific discourse explored in the review of literature. At the end we shall see how the introduction of translation-based activities in the EFL classroom can be viewed by English-speaking and French-speaking teachers of English as a Foreign Language. We shall also judge both sets of teachers' knowledge of translation tasks and their impact on the learners' accuracy in the way they use words and expressions in their written productions.

Presentation and discussion of findings

In this part, we take in turn the presentation and discussion of research findings.

Presentation of research findings

Upon collecting data using a semi-structured interview, the transcribed version enabled us to come up with raw materials that are succinctly presented in the framework of analysis below.

Table 02: Results presented

Theme	Category	Excerpt	Quantitative representation
Knowledge	Use French to teach English	“use the other official language to teach English”	1/4
	Translation of key words from French into English	“there should be some translation there are some key words; I call them key words that students must have known in their first language as well as in the second language”	1/4
	Rendering a text that is in French into English	Word for word translation & Sentence translation “translation-based activities should be apprehended at two levels: word for word and sentential level” “letting pupils or students work on a text in one language in order to render it in the target language”	2/4
Types	Translating words, sentences, paragraphs and texts	“I come up with words that is decontextualised translation that is the basics”	4 /4
	Proverb translation	“maybe some proverbs to spice his essay in the classroom, for example you say “c’est en forgeant qu’on devient forgeron” and then in English they will say “practice makes perfect”	1/4
	Idioms translation	“another activity consists in giving them idiomatic expressions”	1/4
Implementation	Using English to teach and practising the bilingual game at the end	“we maintain the bilingual game we should rather implement the bilingual game”	1/4
	Contact authority	“I think we should first of all contact the school authority[...]”	1/4
	Peer translation	“I appoint a learner and tell him/her to translate	1/4

		the stuff to the class I mean giving the French version[...]"	
	Integrative translation	"asking them to work in pairs, groups"	3/4
	Gap-filling translation		
	Pair/group work		
Impact	Negative	"we have mostly a negative impact ... at the level of writing they tend to mix up euh they will write now in the language they understood that is French"	1/4
	Strongly positive	"there is going to be a significant improvement on students' accuracy" "Yes, I think definitely, I think the approach of building upon what you already know... yes I think it is very efficient" "For sure, for sure you know bilingualism has to do with concomitant development of two linguistic systems and if you take them side by side of course the ultimate aim which is getting learners to write will be attained"	3/4
Attitudes	Strongly Positive	"if I realise that euh they have introduced this method I will be so delighted" "it will be a feat in the teaching euh teaching field" "I think euh I would be very very happy. It is even something we have been (interviewee smiles) practising [...] you cannot do without it"	3/4
	negative	"My attitude I don't really appreciate it"	1/4

Table 02 above encompasses all the results of our investigation that aimed at sampling the perception of EFL teachers vis-à-vis the introduction of TBAs in their teaching techniques on the one hand. On the other hand check their understanding of TBAs within the EFL context, their knowledge of TBAs and how these can be implemented in the EFL classroom.

From the table, it is evident to notice that an overwhelming majority of interviewees show a strongly positive attitude towards the introduction of TBAs in their classroom practices. As far as the knowledge of the subject matter is concerned all their definitions have a common denominator that is translating from one language to the other. As concerns the impact of TBAs on learners' accuracy in writing, most of our interviewees acknowledged that they may significantly have a positive impact. After commenting this table, let us dwell on the discussion of these findings. It should be recalled that this part will be done within the backdrop of the research objective, the research problem and the hypotheses.

Discussion of findings

The general objective of this work was to investigate how EFL teachers think about the introduction of translation-based tasks in teaching EFL. To be more specific, this work focused on how translation-based activities could be used in the classroom. We also sought EFL teachers' opinion on the introduction of translation (French/English) as an attempt to enable students write accurately. We equally looked at both EFL English-speaking and French-speaking teachers' opinion on the introduction of translation in their classroom practices. By doing this, their opinions and attitudes were compared in order to find out if it may be worth introducing translation-based activities as new teaching/learning strategies in the EFL teaching context. After having reiterated these objectives let us now delve into the discussion proper of our results.

As far as the general objective of this investigation is concerned we have realised, in the presentation of our findings, that an overwhelming majority of our interviewees show a strongly positive attitude towards the introduction of TBAs in teaching EFL in Cameroon. This result contrasts with the ongoing methodology outlined in the syllabus for teaching EFL in secondary schools which does not clearly state the use of translation-based activities. This syllabus does not allow the use of the GTM but rather encourages the use of CLT blended with a more eclectic approach coupled with the TPR. This finding concurs with recent studies carried out in the west (Marqués-Aguado and Solís-Becerra 2013; Aqel 2013). These researchers showed that GTM should be reintroduced in the teaching process as it has more advantages than setbacks. In our various excerpts, the following verbatim could be quoted to illustrate how three out of the four interviewees expressed their attitudes: "if I realise that *eah* they have introduced this method I will be so delighted", "it will be a feat in the teaching *eah* teaching field", "I think *eah* I would be very very happy. It is even something we have been (*interviewee smiles*) practising [...] you cannot do without it". From these verbatim it is interesting to note that TBAs have become a useful teaching technique within the EFL context although not officially allowed; it is effectively being used by some teachers who must have found their merits and necessity in helping learners achieve communicative and sociolinguistic competences. By checking this attitude, we could also draw another parallelism with the syllabus outlining the teaching of EFL which states that teachers must be open to new classroom practices that ease the teaching and learning process.

As concerns the way TBAs could be used in a classroom, there is also much to write about when we look at the findings. As surprising as it may be, all the interviewees were unanimous on the use of de-contextualised translation that is word for word translation, sentence translation, paragraph translation and text translation. They equally showed how translation in the classroom could be organised in pair or group works without forgetting the translation of proverbs and idioms that, according to them, could spice students' written and spoken productions. At this level of our discussion we may want to relate this aspect to other previous works that show, amongst other aspects, that translation activities can be employed to enhance the four skills and develop accuracy, clarity and flexibility (Duff 1989).

Talking about accuracy, this is where our discussion takes another interesting significance as far as whether there could be a significant improvement on learners' accurate use of words and expressions in writing. To this question, 90 % of our informants openly revealed that the introduction of TBAs in teaching EFL could positively impact learners' accuracy in writing. This is well seen in another study where it is stated that translation activities can be employed to enhance four language skills and most importantly develop accuracy (Duff 1989).

As to the comparison of Anglophone and francophone attitudes we might say that out of the four respondents, as low as a single English-speaking teacher showed a negative attitude to the introduction of TBAs as a learning strategy in the EFL classroom. Another English-speaking interviewee strongly advised the government to do something before it is late. He went further to say that teaching EFL in Cameroon nowadays may not be successful if the teacher is monolingual¹². This raises the issue of who should teach EFL in Cameroon which could be another focus that is not under discussion here.

From the didactic point of view these results bring in a significant contribution; that of rethinking the way English should be taught to French-speaking learners in Cameroon. In our opinion, there is a dire need to redesign the syllabus for teaching EFL as well as seeking ways to implement TBAs in the secondary school at least at the beginner's level that is *sixieme*, *cinquieme* and *quatrieme*. This also calls for the redesign of assessment and evaluation methods so as to suit the purpose for which English is taught and learned and foster educational success and integration within the society and the world by large.

Impact of the study on educational success in Cameroon

Bilingual instruction remains a call for concern in Cameroon despite many efforts that are underway.¹³ So far, most decisions taken have not yielded the expected outcomes. This could be partly because the issue has not been addressed accordingly, or partly because the implementation is yet to be effective. The end result is that most French-speaking students who undergo secondary school education are not accurate in their English written productions. Owing to this observation, school success and to a greater extent educational

¹² A monolingual teacher in the Cameroon ELT context is an English-speaking teacher who does not have a good command of French and who prefers teaching English to French-speaking learners exclusively in English thus; totally ignoring the fact that relying on learners' first language could significantly contribute in facilitating teaching and learning.

¹³ Cameroon is a bilingual country where official bilingualism is still to be effective. Bilingual instruction policy over the two decades or so has witnessed a series of decisions: the spread of pilot language centres, the training of more EFL teachers and most recently the implementation of the Special Bilingualism Programme by the Ministry of Secondary Education.

success can be boosted provided the teaching methodology in vogue is thoroughly questioned and readjusted. In this vein, the introduction of translation based activities may significantly improve on learners' ability to be accurate in writing.

By introducing translation based activities in the teaching and learning of English as a Foreign Language, the following benefits may be reaped:

- Learners will be more accurate in their writing. The world has become a global village and English is the language of research and business. Our students, within the framework of exchange programmes with foreign universities, will be required to present academic papers for their admission and do some presentations at conferences. This shows how important the introduction of this teaching/learning strategy remains.
- By introducing translation-based activities in classroom practices, students will, assuredly, develop a new competence whose usage is a reality in the local and global society. This is called the sociolinguistic competence that is so dear to the Competence Based Approach to teaching English¹⁴. Though not being considered as such, translation could be integrated in the teaching of English as a Foreign Language to complete the four main skills – listening, speaking, reading and writing. By doing so, students will be more equipped to face training and employment challenges awaiting them by 2035. By introducing translation-based activities, students will easily choose the right training for their future career in translation or even interpretation; thus making educational success a reality in the Cameroon society.
- The introduction of translation based activities in the EFL classroom will boost learners' motivation in mastering the target language since their first official language will be relied upon to get to the unknown. This idea portrays the attainment of effective bilingualism in Cameroon that will be a sign of educational success in the society because the products of the educational system will be effective in both official languages.

The above implications clearly indicate how the introduction of translation activities in teaching EFL will contribute not only to accuracy in writing but also to the attainment of educative outcomes as outlined in the Law on Orientation of Education. However the implementation of this teaching technique will be subject to a critical review of textbooks in use, teaching and learning styles, didactic transposition and relation and more importantly evaluation practices in classrooms.

Conclusion

The objective of this investigation was to find out whether the introduction of TBAs in the EFL classroom could be highly welcome by both sets of EFL teachers in Cameroon on the one hand and also see if this introduction could have a significant impact on the accurate use of words and expressions in students' essays. The research problem was as follows: could the introduction of translation-based activities in teaching EFL be accepted by both English and

¹⁴The Competence Based Approach (CBA) is the approach in vogue in Cameroon. It was introduced in secondary education in 2013 following a ministerial order preceded by the validation of new syllabuses in the first observation sub-cycle for francophone and Anglophone secondary schools. Though the CBA implies a shift in paradigm, classroom practices have not really changed. New contents presented in these new syllabuses do not integrate translation based activities.

French-speaking certified teachers of English in Cameroon? The results have it that both sets of teachers are likely to accept the introduction of TBAs in the EFL classroom. The interviewees also agreed that by introducing TBAs, the writings of EFLLs could significantly be improved at the level of accuracy. The implications of these results for educational success in Cameroon are pertinent. In this line of thought, introducing translation based activities in the EFL classroom, amongst other benefits, will go a long way to help Cameroon better equip students with competences that will help them face education and employment challenges both at local and global settings. As for perspectives for further research, the introduction of interpretation in enhancing learners speaking skills could be investigated alongside the design of a syllabus that could serve as a reference for the teaching/learning and testing of translation/interpretation so as to make it become a fifth language skill to borrow from the syllabus that outlines the teaching of German in Cameroon secondary education. In a related vein, an investigation could be conducted in comparative didactics between EFL and German as a foreign language.

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Biographical note

Clovis Delor Mbeudeu is a holder of a secondary and high school teacher's diploma 2nd level - DIPES II- in English Language and Literatures in English from the Higher Teachers Training College (ENS) Yaoundé. He has been teaching English as a Foreign Language for 6 years now. He is currently teaching in Government High School Ntuissong-Okola where he also acts as the head of the department of English. Besides, he is a second year master student in the Faculty of Education; University of Yaounde 1 where he reads Didactics. He is an acting member of the Cameroon English Language and Literature Teachers Association – CAMELTA – where he has been a workshop facilitator at national pedagogic conferences. His fields of interest include; translation and TEFL, integrating ICTs in teaching and learning EFL, professional development and pedagogic supervision, developing and evaluating ELT materials.