

The Integral Role of Translation in ESP: From Theory to Practice

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Abstract:

Teaching English for Specific Purposes has gained currency in Algeria and across the world. However, most teachers are struggling with endless challenges and problems that need resolving. As it pertains to English for Specific Purposes (henceforth ESP), learners are expected to develop their communicative competence, acquire different language skills, and use specialized terminology in the context of their discipline (medicine, business, social sciences, etc.). Therefore, this article attempts to offer a route towards solving a persistent issue within English language teaching which is the problem of translation by discussing the inherent difficulties in translating specific terms and emphasizes the role of context in communication. Moreover, this paper delves into the issue of teaching/learning foreign languages and translation integration in its pedagogic aspects, with a specific emphasis on ESP classes. Through examples, the study demonstrates how the incorporation of translation competencies into ESP instructional courses is likely to enhance the learner's overall proficiency and preparedness for the international job market.

Keywords: Communicative Competence; English for Specific Purposes; Language Teaching; Translation

1. Introduction :

With the rapid advancement of globalization, the power of the English language, in comparison to others, makes it imperative to incorporate English as a foreign language into the Algerian educational framework. The revolution in linguistics, along with the shift from teacher-centered to learner-centered approaches, have both contributed to the development of a new branch of English known as English for Specific Purposes. This approach has been developed for English language learners to help them communicate in specific situations and integrate the relevant terminology into particular professional contexts. Moreover, meeting learners' needs has become a priority of utmost importance for achieving true success. Due to its global importance, English courses in universities are fundamentally designed to cater to the needs of a globalized world since people require proficiency in the English language for academic and professional communication purposes.

Moreover, the importance of effective communication in diverse professional fields has reached new heights. As industries expand globally, English has emerged as the lingua

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franca of commerce, science, technology, and academia. In this scenario, ESP has become more popular as a customized instruction that focuses on the diverse needs of learners in different disciplines. Neither its importance nor relevance has been understood to a great extent. However, translation as a bridge between the theory of the language and its actual implementation is still an overlooked component of the English for Specific Purposes approach.

Actually, the process of translation is more than simply changing words from one language to another; it requires an insight into the context, cultural setting, and specialized vocabulary. In ESP, this complexity is heightened, as practitioners must convey complex concepts and details precisely. The language learning theories need to be carefully converted into applicable skills that enable learners to confidently operate within their fields. Thus, the difficulty in translating specialized texts should not be underestimated. Every profession has its jargon and repertoire requiring specialized translation techniques tailored to each context. Consider, for example, the case when a healthcare professional has to ensure patient comprehension and safety by explaining complex medical terms, or even how an engineer might interpret technical documents or project documents with absolute accuracy. For this reason, translation is one of the skills that boost understanding and collaboration among professionals from different fields. This article seeks to explore the importance of translation in EFL and ESP and the pedagogical implications of integrating translation into ESP curricula. Also, identifying effective strategies related to teaching translation skills will enhance learner's preparedness regarding challenges they are likely to encounter in their future professions so that incorporating translation exercises and practice components into ESP programs enhances not only pedagogical outcomes but also facilitates professional communication skills learners require to work at a professional level. All in all, the current research work seeks to answer the following research questions.

- What role does translation play in enhancing comprehension among EFL and ESP learners?
- What specific challenges do learners face when translating specialized terminology in different professional fields?
- What pedagogical strategies are most effective in teaching translation skills within ESP classes?

2. English for Specific Purposes (ESP):

English for Specific Purposes (ESP) began to emerge in the early 1960s as a term and one of the major areas of EFL teaching because General English did not address the learner's specific needs. ESP is designed and addressed to people who are learning English to use it in different specific practical situations. Actually, ESP is a new discipline that requires an English pedagogy taught using a learner-centered approach. To uncover the historical roots of the emergence of English for Specific Purposes, Hutchinson and Waters (1987) cite three common factors that led to the development of all ESP programs: *“the demands of a brave new world, a revolution in linguistics and a new focus on the learner.”* To begin with, English emerged as the world's technology and commerce language after the Second World War in 1945, which in turn, gave rise to a new generation of learners who understood the reason behind learning a language. Secondly a revolution in linguistics was the second reason because it focused on using of language in real communication instead of describing language features. The final reason pertained more to psychology than to linguistics: the shift from teacher-centeredness to learner-centeredness. Apparently, the focus was directed towards the learner.

As Kennedy and Bolitho (1984, p. 3) explain, the learner's purpose, as well as the learner's communicative needs, serve as the foundation for ESP. To put it another way, ESP is both pedagogical and learner-centered, based on identifying the learner's

communication needs and requirements. According to Mackay and Mountford (1978), ESP is related to some occupational requirements and is taught for functional purposes, such as serving as telephone operators, civil airline pilots, in vocational training programs such as hotel and catering staff, technical trades, or some branches of academia like engineering, medicine, or law.

In addition, Robinson (1980) views ESP as a branch of ELT (English Language Teaching) and defines it as “Goal Oriented Language Learning.” The International Training Organization (2005) states that ESP is the systematic teaching or study of English related to a particular profession, such as law, technology, science, telecommunications, etc., or for business in general. In her part, Robinson (1991, p. 2) identifies certain characteristics which, in her view, are constituents of all factors common to all ESP programs:

1. ESP is goal-oriented. In this case, students are not learning the English language for the sake of learning it, but rather to use it.
2. ESP Courses are designed around the analysis of learners’ needs.
3. Generally, ESP students are adult learners rather than children.

It can be said that the ultimate objective of teaching ESP is to equip learners with the ability to communicate effectively in their areas of specialization. There is a widespread belief that any tailor-made language teaching course aimed at learners with particular distinct communicative requirements is more efficient than a general course usually designed to achieve general educational purposes¹. Regardless of the variety of definitions provided for ESP, the complexity of the term makes it impossible to address in a few sentences; as Strevens (1980) notes, defining ESP in simplistic or overly straightforward terms is bound to be problematic. In broad terms, ESP is considered an approach that takes a needs analysis as the starting point for curriculum design. It is often regarded as an all-encompassing term that includes several sub-divisions.

3. Translation in Foreign Language Teaching and Learning:

The use of translation in teaching and learning a second or a foreign language has a long history because it has been one of the most contested topics for a long time. In the eighteenth and nineteenth centuries, the Grammar Translation Method, which is considered the oldest traditional teaching method, overlooked the incorporation of listening and speaking skills. This method focused primarily on translation as the most effective way to teach foreign languages, particularly classical ones like Latin and Greek. Students were taught to understand and learn through grammar and vocabulary associated with the target language. Notably, this method stemmed from translating literary texts, assessing comprehension, looking up synonyms and antonyms, rule-based applications, completing phrases, and memorizing².

Nonetheless, the method was objectively criticized and impacted by the newer methods and ways of teaching and learning foreign languages for being purely empirical and lacking communication. Since its primary focus was the accuracy of the language forms, learners could not speak fluently even after many years of studying the language. In addition, it was also form-based and sentence-focused. From the pedagogical perspective, it did not promote using the foreign language as a means of communication. In this manner, Willis (1981) argues that the pedagogy of learning and teaching a language should be centered around the communicative approach, which, in this case, is teaching English through English. The reaction has given rise to specific new trends and approaches as a counter to the grammar-translation method. In this respect, Celce-Murcia (2014, p. 5) states that within the grammar translation method, the target language is not used for

communication purposes. The focus is on grammatical analysis, that is, the constituents and shapes of speech. There is pre-reading of advanced texts. A common exercise is to translate sentences in the target language into the native language or the other way around. In most cases, the outcome of this method is a failure to communicate effectively using the language in conversations. The instructor does need to be able to communicate in the language being taught. Consequently, the introduction of new methods and techniques neglected to rely on L1 to aid and help to learn in FL classes, such as the direct, natural, and communicative language teaching methodologies, which are all based on the increasing use of the FL through interaction between the teacher and students (Merine, 2019). As a matter of fact, there were some arguments and reasoning that had been put forward opposing the use of translation:

- Translation is an artificial activity based on reading and writing where students do not engage in oral skill practices (Zabalbeascoa, 1990).
- Translation inhibits students from discerning the various uses of a word and its meanings. It also forms a hierarchy (Harbord, 1992).
- Translation is uncommunicative, dull, purposeless, challenging, and unimportant (Duff, 1994).
- Translation was not used to teach the English language; rather, it sought to demonstrate students' understanding of its structure as they concentrated on the translation of the English passage rather than the English passage itself (Gorusch, 1998).
- Translation activities are unhelpful and do not mirror actual practice, as translators work in their mother tongue and not out of it.
- Translation does not involve verbal communication or listening skills. As a result, it emphasizes rote memorization of relevant vocabulary lists and grammar rules (Kim, 2008).
- The use of two languages serves as the foundation for translation. From this perspective, it limits students' ability to obtain adequate foreign language (FL) input (Pan, 2012).
- Last but not least, Walter Benjamin assures that a 'mistranslation' of reality is possible through a translation because every single language offers a perspective that cannot be reproduced in any other language.

4. Translation as a Fifth Skill:

Many researchers have suggested the need to revisit the role translation plays after it was neglected and forgotten for an extended period. Thus, translation is accepted once more as a communicative activity and 'fifth language skill' alongside reading, writing, listening, and speaking because it helps students enhance their mastery of the language and improves all four skills. In reality, translation has many functions in learning a foreign language. Once more, many valid claims and reasons have been made and provided to explain the importance of translation in teaching and learning foreign languages especially English³. In this context, Ross (2000) indicates that translation bears special significance in the case of intermediate and advanced levels: at the later or terminal stage of the language teaching process, translating from the mother tongue (L1) to the target language (L2), as well as from L2 to L1, is considered the fifth skill; indeed, the key tool of social interaction because it enables one to relate to and understand different people.

According to Schaffner (1998), translation has the potential to aid in foreign language learning and teaching by enhancing verbal fluency, increasing vocabulary, cultivating style, and improving metalinguistic awareness or understanding of how languages function, including translation activities that foster critical thinking about language structure, vocabulary, grammar, and linguistics which improves overall understanding.

Moreover, accuracy, clearness, and adaptability can also be improved through translation. Most importantly, encouraging conversation around the similarities and differences between languages is an important step for learners in comparing grammar, vocabulary, word formation, and other aspects of the English Language with their first language (Merine, 2019). To prevent sustained reliance on L1 and L2, it is recommended that translation be an aid for teaching and learning to enhance language skills in English for Specific Purposes, particularly for reading and vocabulary acquisition—and thus implemented as a product-oriented task. It can be said that the mother tongue of the students should, by all means, be acknowledged

4.1. The Role of Translation in Improving Reading Comprehension:

Reading is an essential activity that impacts students' academic performance, especially for learners who learn English as a foreign language. It is the primary avenue through which a learner can acquire new words. Sometimes, reading may require learners to devote extra time to passages as they experience a number of challenges. This is so because reading is an active and not a passive skill that requires attention beyond mere recognition and figuring out the letters. This is the reason why focusing on close reading requires a concentration on text analysis to interpret the meaning correctly. In order to achieve such an outcome, translation is a very important skill to acquire at the tertiary level. Learners need to first read the provided materials in order to learn the skimming and scanning techniques, which will enable them to evaluate and analyze several aspects like the contribution of the title, the author's name, the magazine or journal in which the article appears, and many others⁴.

Furthermore, translation elucidates the discrepancies in the grammar and structures of different languages. Thus, once students can differentiate these elements, it is clear that their comprehension of more intricate sentences or novel forms in the target language will greatly improve. Then, translation enhances students' understanding and appreciation of the text by exposing them to cultural and contextual cues that may not be apparent in the text's original form. Translation encourages learners to engage in more profound critical thought and reflection because learners pay attention to the various meanings and appropriate word choices, promoting deeper interaction with the text.

4.2. The Role of Translation in Expanding Vocabulary:

Indeed, the teaching of vocabulary in specialized disciplines has been a cornerstone of ESP since the 1960s; as Harding (2007: 53) highlights, "*vocabulary is an integral part of the specialized course.*" As a part of the teaching syllabus, it should be covered in a systematic and organized manner. When addressing technical vocabulary, students' prior knowledge relevant to the field is taken into consideration. Nation (2001, p. 187) recommends that when learners have a vocabulary of about 2000 to 3000 words, it is prudent to shift attention towards more specific areas within English. As one of the essential components for success in learning a foreign language, vocabulary learning strategies have often been highlighted.

It is important to highlight that the teaching of vocabulary, particularly in the context of ESP courses, is increasingly becoming a problem for English language instructors as it is problematic for students to master vocabulary, particularly specialized ESP vocabulary that is seldom used outside a specific context. In this regard, translation can augment learners' vocabulary by presenting words and phrases in context. In the case of translation texts, it is often necessary to find synonyms or antonyms in the target language, which helps learners expand their vocabulary and consider meanings at a deeper level. Therefore, for learning and teaching vocabulary, translation plays a critical role in acquiring the relevant specialized vocabulary and collocations associated with certain fields to enable better performance in various professions. To summarize, translation serves its purpose in ESP

classes to show the disparities of languages and culture and for vocabulary learning, and it should not be regarded as a hindrance but rather an aid in facilitating language teaching and learning.

4.3. The Role of Translation in Enhancing Specialized English:

Recently, there has been a remarkable change in teaching English, which has moved away from teaching literacy studies to teaching the language in the context of the students' and workers' needs. 'English for Special Purposes' is usually associated with courses where English proficiency is related to a specific profession, job, or subject area. Therefore, there has been intensive growth in ESP research in the professional, academic, and vocational fields.

As the demand for teaching ESP grows, the recruitment of specialized instructors with pedagogical skills and abilities to meet those demands should be complemented by the development of appropriate curriculum and teaching resources. In this sense, Strevens (1977, p. 89) cites three areas of focus within ESP that need attention from specialists. First, there is a need to classify and analyze the myriads of courses that fall under the umbrella of ESP so that appropriate, structured, and customized courses that meet the learners' objectives can be developed. Second, 'Scientific English' concept must be approached from various angles. Lastly, specialists must bear in mind that ESP has to do with the communicative objectives of the learner. Therefore, one of the key principles of teaching ESP is to enable students and professionals from various disciplines to acquire an understanding of the specialized vocabulary pertaining to their field and knowledge regarding the context of word usage. From the very beginning, ESP emphasizes discourse analysis from the register level to genre analysis. Since ESP learners participate in various activities, it is the practitioners' responsibility to classify these activities within their own professional distinct units, subjects, themes, models of investigation, vocabulary, and methods. In this regard, Berkenkotter and Huckin (1995) highlight that the norms, epistemology, ideology, and social ontology of a particular discourse community are not necessarily the same as those of other communities.

Moreover, it has been noted by many scholars that each academic discourse has certain more prominent repeating features like some grammatical structures and technical and sub-technical terms. Thus, translation is considered to have great value in teaching English for Specific Purposes as it helps extensively to grasp the elements of grammar, syntax, lexis, and even culture in both the source language (SL) and the target language (TL). Translation should be employed and executed as a form of cultural mediation. As Widdowson (2003) points out, translation activities are suggested for learners with a higher level of mastery of English. In his part, Bolitho (1984, p. 48) validates that using authentic texts in classes is one among the benefits of translation; the arguments supporting the use of authentic materials that correspond with the learners' conceptual level are quite strong. Nevertheless, the help provided for the linguistic content must be done through the learner's native language, through diagrams, and the doing of well-structured exercises.

5. Specialized Translation:

Specialized translation encompasses the translation of documents related to a particular subject area. It is both linguistic and requires a profound knowledge of the particular field. To provide precise and relevant translations, translators must deal with specialized terminology, cultural subtleties, and the field context. Actually, one of the main problems with specialized translation is the need to have specialized knowledge on the topic, so it is necessary for translators to be acquainted with the vocabulary and conventions of the profession they are dealing with. For instance, translating a medical document from French to English requires understanding medical terms and practices in both languages. It does not cover the translation of the word "le cœur" into "the heart" when there are more

specific medical cases or procedures associated with it, such as “insuffisance cardiaque,” which translates to “heart failure.” Therefore, it is essential to know precisely what these translations entail⁵.

Legal translation is yet another example of a specialized field requiring particular expertise. Types of translation, such as legal translation, can be complicated for many reasons because every country has its legal system. For example, “contrat de travail” in French means “employment contract” in English. Nonetheless, it is possible that they do not differ in details regarding labor law in France and English-speaking countries, which means that a translator needs to grasp these differences if the translation is to satisfy the legal stipulations of the language into which it is being translated. On the other hand, translating legal texts from English to French comes with its own set of difficulties. The term “power of attorney”, for instance, translates to “procuration”; however, its legal implications and the processes related to the term differ. In this respect, a translator needs to comprehend both the language and the law to convey the correct meaning⁶.

In technical domains, precision and exactness are very important. For example, a French manual accompanying a machine may contain the expression “vitesse de rotation” with the English translation “rotational speed” alongside “couple” which translates to “torque.” In order to translate English accurately, one requires not only the right terms but also their application in engineering because the possibility of misunderstanding or misinterpreting technical documents can result in serious operational problems, which necessitates specialized translation for safety and efficiency. The opposite situation holds when translating technical documents from French into English. As an example, a manual for a certain piece of software might have phrases such as “user interface” and “data encryption.” In this vein, it is the responsibility of the translator to ensure that these terms are rendered correctly from English into French while taking into account the specific area of specialization and that they would make sense to the intended French-speaking audience.

Regarding cultural nuances in specialized translation, it is clear that cultural subtleties are of equal significance in specialized translation. Certain words or phrases may have significance in one culture but will not in a different one. The phrase “savoir-faire” has a French origin and translates to “know-how” in English; however, when “know-how” is used in a business context, it combines skills, experience, and culture; thus, to achieve the objectives of the intended audience, a translator has to pay attention to the nuances and details. Also, cultural understanding is equally important when performing a French translation from English. As an illustration, the expression “work-life balance” is rendered as “équilibre entre vie professionnelle et vie personnelle” in French. Nevertheless, the term might have a different cultural significance in France than in English-speaking countries, and the translator needs to pay attention to these details for the communication target to be accurately conveyed.

All in all, specialized translation requires careful attention and consideration of many aspects, and it is much more than simply translating words directly as it demands language skills, knowledge of the subject, and awareness of the culture. From French to English or any other language, translating legal documents, medical texts, or technical manuals requires multi-disciplinary skills that a translator has to possess. In every task, the translator plays a pivotal part in interconnecting different languages and fields. Recognizing the problems and complexities of specialized translation allows us to understand translators’ importance in today’s global society.

6. Integrating Translation as a Pathway to Enhanced ESP Learning:

In an increasingly globalized world, English for Specific Purposes has emerged as a focused area of study within applied linguistics, designed to meet the precise demands of learners about their professional or academic contexts. Given the fact that ESP students

usually need specific terminology and communicative skills pertaining to their disciplines, translation could be of great importance. In this case, it is plausible to consider incorporating translation into such programs to obtain better results. In this regard, it is important to examine why translation activities should be included in ESP programs to improve understanding, vocabulary, and critical thinking skills.

As mentioned previously, as a means of promoting understanding in ESP classes, translation can be quite effective. Most students will likely to encounter difficulty with advanced texts because of their unfamiliar jargon and concepts. In this regard, teachers can assist learners through translation by having them translate the instructional content from their language into English. For example, translating textbooks and other materials like instruction booklets or academic publications empowers students to learn complicated concepts while appreciating the value of language. This deepens understanding and broadens interpretation at the same time⁷.

Moreover, applying translation in ESP classes is especially helpful in increasing the student's vocabulary. Different disciplines have particular jargon that are often very different from each other and may be hard to teach using conventional techniques. During translation activities, students work with specific contexts that facilitate acquiring new words and retention. For instance, students may learn medical terms from translating a medical report, enabling them to use those terms correctly in real-life situations. In addition, finding other words and their opposites helps learners to broaden their vocabulary.

Furthermore, translation is not simply transferring text from one language to another; it requires thoughtful reasoning and evaluation. As students relate passages, they have to pay attention to sociolinguistic aspects that promote higher-order thinking skills. For instance, in business proposal translation, the context and structure as well as grammar and vocabulary have to be considered in order to achieve culturally appropriate persuasion. Such consideration allows students to appreciate how language operates across different settings, thus improving their communication competencies.

Also, the inclusion of translation activities in teaching English for Specific Purposes classes heightens the learners' appreciation of culture, one of the critical aspects of communication in any discipline. Many professional contexts require a grasp of the cultural subtleties regarding the use of language. For example, advertising and marketing work always comes with the challenge of knowing their target clientele's cultural biases and preferences. With translation, students learn to deal with these challenges, enabling them to become better communicators in the future.

In addition, translation activities can be designed to align with students' learning goals, which makes learning functional. Teachers can use authentic materials appropriate to the student's areas of study, such as legal documents, scientific journals, or engineering textbooks. This pertinence not only boosts motivation but also equips learners with the skills for real work responsibilities they will face in their careers. For example, advanced report business students might translate contracts or reports, while engineering students could tackle technical specifications⁸.

It is clear that the development of fundamental language skills is associated with mastery of terminology, which stands alongside other language skills such as speaking, reading, listening, and writing in the context of ESP. Moreover, the ability to translate certain phrases is equally important in some particular professional settings to develop primary communication skills. Nonetheless, translating texts from multiple specialized fields poses quite a challenge.

7. Challenges of Integrating Translation into ESP Classes:

Incorporating translation into ESP classes has significant advantages, including improved comprehension and vocabulary. Still, it poses challenges, too. In this respect, the

integration of translation into ESP classes poses one of the greatest challenges: a possible overreliance on translation as a learning tool. As much as translation can promote understanding, it can also encourage a student to use his or her native tongue to process thoughts instead of using English fluently. This lack of direct engagement with English texts negatively impacts a learners' ability to freely express themselves in professional settings. Teachers need to find that balance where translation functions as a facilitator without handicapping language mastery.

Another problematic issue is the different abilities of students in an ESP class. Most of the time, learners have different linguistic backgrounds and different levels of knowledge of English and the English jargon for their professional disciplines. This aspect complicates the design of translation activities that meet the specific needs of all students. For example, some students are proficient in translating technical documents while others cannot get through the basic vocabulary. In this case, teachers have to modify and adapt their lessons, which is inherently difficult and frustrating.

The intricacies of specialized vocabulary pose yet another problem when trying to incorporate translation into the curriculum of an ESP class. Each discipline has its own specialized vocabulary and set phrases that are not likely to have corresponding words in the students' language. As an example, the term "culture" in the field of agriculture means plantation. This creates a problem during translation activities as there can be misinterpretation and failure in accuracy. For instance, translating legal documents is not purely a linguistic exercise but cross-culturally psychological in nature, where understanding of the relevant legal language and concepts is crucial. In dealing with these issues, educators should provide appropriate teaching aids and instructions, which may need more resources and time than planned⁹.

The integration of translation into ESP programs is complicated because of time constraints. Translation exercises can take a substantial amount of time particularly when students analyze and discuss the content of the text. In a dynamic educational setting with a large corpus of materials, devoting a reasonable amount of time to translation activities can be challenging. Therefore, teachers may be forced to abandon the useful translation techniques in favor of more proactive teaching strategies.

Last, the successful integration of translation within ESP classes still requires holistic pedagogical approaches. Instructors may not possess the requisite skills or materials to create and execute translation tasks that are educationally appropriate and aligned with the set instructional goals. Instructors, in the absence of a guiding model for the integration of translation, may face challenges in measuring student achievement and providing constructive assessment on other aspects of instruction. This may result in loss of opportunities for improvement and development of language skills.

To sum up, using translation in ESP classes offers great benefits but presents challenges for educators. The potential pitfalls of being overly dependent on translation, multifaceted proficiency levels, intricate nature of the subject-specific language, lack of time, and pedagogical considerations pose challenges to synergistic integration. However, with proper planning, educators can effectively overcome the challenges posed by these factors in ways that allow translation to serve an integrative function. By addressing these issues, educators can facilitate better pedagogical practices for teaching specialized subjects, making the English for Specific Purposes more effective and helpful for students. That is why it is important to give some suggestions for activities of this type in the following section.

8. Practical Strategies for Integrating Translation in ESP Classes:

Initially, translation can be planned and proposed after acquiring the key subject matter and terminological understanding identified in the available resources. Moreover, it may also be part of other lessons exercises or activities included in the unit for structure,

language use, and language production. In the earlier stages of instruction, students will need to convert vocabulary from their field of study into Arabic and French with the help of charts and other illustrations. Since they will be dealing with sentences, paragraphs, and texts from real-world situations, translation will be far more challenging. Furthermore, teachers must motivate their students by suggesting or recommending pair or group work with consideration for each student's ability toward language. The students will assist themselves by comparing their knowledge of English with its appropriate and specialized understanding. Aligned with these ideas, Mahmoud (2006) argues that translation may have benefits because it can be interactive and learner-centered and fosters greater autonomy for learners in material utilization.

One of the most effective strategies for integrating translation in ESP classes is contextualized translation tasks. An example of the implementation of translation projects is to ask students to translate an English document into Arabic or French and later have them swap documents. Subsequently, each student will translate their classmate's document back into English, and finally, all translations are compared with the original documents. While constructing discourse in the target setting, learners are expected to understand the lexico-grammatical differences among languages. This technique may further increase the learners' understanding of vocabulary, grammar, style, language transfer, and so on. This helps them understand the difficulties of translation and the differences between languages (Merine, 2020). After completing the translation tasks, students could be asked to write a reflection explaining the processes they followed, the strategies they used, and the problems they encountered. This activity cultivates advanced cognitive processes and assists students in recognizing any shortcomings.

Moreover, collaboration and implementing peer review sessions is an effective way to enhance learning through collaborative feedback. In fact, educators may assign professional passages pertinent to their students' disciplines as homework in order to foster and enhance language development, keeping in mind that the language and length should not be overly complicated. This activity, which includes translating a text, allows students to learn how to interpret, skim, summarize, and answer comprehension questions relating to the content of reading materials. The day after class, the teacher can give out homework to be done individually, in pairs, or in groups of any size. Then, the groups exchange translations and convert the passages back to L1. Finally, translations will be analyzed and compared with the original documents. In this manner, students will be provided with an opportunity to learn and deepen their understanding of grammar, vocabulary, style, and language transfer through the analysis.

Since ICTs have become an integral part of education, teachers can employ translation tools such as Google Translate and DeepL; software such as SDL Trados MemoQ; platforms such as Google Docs or Microsoft Teams for collaborative translation projects; language Apps such as Duolingo and Babbel and translation blogs and forums such as ProZ as part of the learning process allowing students to work together and provide feedback and suggestions. Consequently, students will explore both machine and human translation dynamics and then raise discussion about their strengths and limitations; this way will enhance students' critical evaluation. Additionally, online workshops are another way teachers can depend on as they invite guest speakers from different countries to discuss real-world translation challenges and strategies. Thanks to E-Assessment tools, the evaluation process is facilitated and the learning process is more interactive and engaging. Such type of assessment can be done through online quizzes and assessment platforms such as Moodle, Kahoot, and Quizlet, which are effective tools to test learners on vocabulary and translation concepts. In the same line of thought, using authentic materials in translation tasks is important for relevance and learners' motivation and engagement. When students are provided with authentic texts, academic articles or industry

publications, they can remain updated with the latest advancements or emerging challenges in their specific industries¹⁰.

All in all, the new educational environment requires the development of new approaches to teaching ESP. In order to maintain students' interest, it is necessary to introduce new types of tasks and activities. Nonetheless, one of the most successful methods and pedagogical tools for stimulating students' interests is using of translation as the fifth skill. Translation has become an integral part of ESP courses. It motivates them to learn the language and enrich their communicative and analytical skills and professional vocabulary in the age of globalization.

9. Conclusion:

Translation benefits both English language learners and teachers, starting with the basic grammar translation method. After, it was abandoned for a long time in language pedagogy, but it has steadfastly persisted in being employed when teaching languages. Translation should not be taken for granted because no one can deny its importance for language acquisition; therefore, teachers must raise their learners' awareness and consciousness of the non-parallel nature of languages. Once learners understand the distinctions, there should be less linguistic interference and intervention in their native tongue, allowing translation to be used correctly and efficiently. Language transfer or cross-linguistic influence, does occur; it can be positive when there are no significant differences between two languages, or negative when there are significant differences. Overall, translation is a common strategy that should be incorporated into lessons and classes using a contrastive language approach. This will help students learn new vocabulary, become more knowledgeable about problem-solving techniques, improve their analytical skills, strengthen their grammatical and lexical competence and performance, and therefore feel more secure. Actually, such strategy should be mended rather than ended as it plays an important role in students' success in their fields of study and business environments, especially in ESP classes where students are supposed to deal with structures and new terms belonging to different domains.

Footnotes:

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